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Minnesota Department of Education

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<https://education.mn.gov/>

AT A GLANCE

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

- Direct Support: MDE directly supports the continuous improvement of educational practices and strengthens learning opportunities in partnership with schools, educators, libraries, children, students, and parents.
- E-12 Systems: MDE provides systems of support through rigorous program and policy development and assessment.
- Guidance, Technical Assistance, and Funding: MDE provides supportive leadership to all education entities through guidance, technical assistance to meet state and federally legislated requirements, and administration of school funding programs.

MDE supports (2025):

- 876,746 students in prekindergarten through grade 12
- 34,970 children participating in early intervention and early childhood special education programs
- 329 school districts, 162 charter schools, and four Tribally Controlled Schools
- 144 public libraries, 358 library locations, 12 regional library systems, and 8 bookmobiles
- 47,615 adult learners

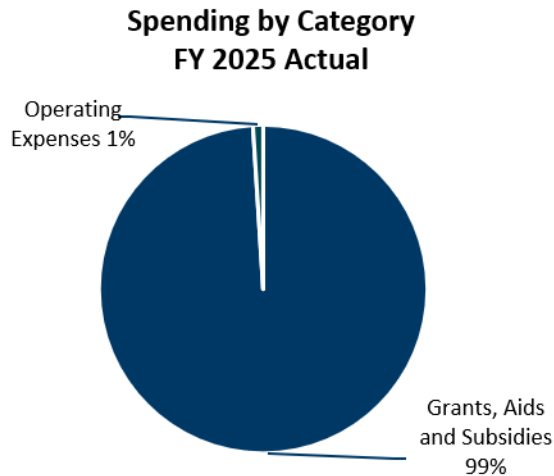
PURPOSE

The MDE mission is: “Ensuring every child receives a quality education, no matter their race or zip code.” MDE is striving to make Minnesota the Education State, where the public education system is intentionally designed to ensure that each individual student thrives.

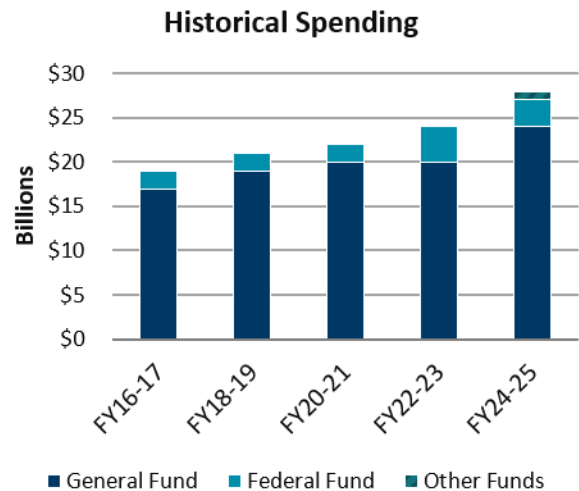
In this work, MDE’s key strategic objectives are:

- Every student deserves a world-class education.
- Every student deserves to learn in a safe, nurturing environment.
- Every student deserves to learn in a classroom with caring, qualified teachers.
- MDE will provide leadership, support, and partnership to schools and libraries across the state.

BUDGET



Source: Budget Planning & Analysis System (BPAS)



Source: Consolidated Fund Statement

In FY 2025, total spending was \$14.28 billion. Of that, 99%, or \$14.10 billion, was passed through the agency as grants and aids. 1%, or \$185.21 million, went toward operating expenses, of which \$69.63 million was for employee compensation.

In fiscal years (FY) 2024-2025, 86 percent of education funding originated from the state general fund, 11 percent was from federal funds, and 3 percent was from other funds.

STRATEGIES

To reach measurable goals for student achievement, Minnesota must prioritize building learning environments rooted in diversity, equity, and inclusion, and provide support for students throughout their entire educational experience.

To achieve its mission, MDE relies on the following strategies to support schools and libraries:

Direct Support

- Through department programs, MDE provides direct support in continuous improvement of educational practices and strengthens learning opportunities in partnership with schools and districts. The Regional Centers of Excellence (RCE), now contained within the Collaborative Minnesota Partnerships to Advance Student Success (COMPASS) Regional Teams in the Minnesota Service Cooperatives, provide strategic instructional and leadership support and implementation of best practice strategies to improve teaching and learning in the classroom. While the most intensive support is aimed at schools in need of the most assistance, direct support is available to all districts, as needed, through the RCE.

Prekindergarten through Grade 12 Systems

- MDE programs provide support for systems improvement through a comprehensive, collaborative approach. For example, MDE works to develop and sustain high-quality educators and leaders by implementing principal professional development opportunities and evaluation procedures that benefit all Minnesota students. The state accountability system under the federal Every Student Succeeds Act and state World's Best Workforce legislation measures student performance from preK through postsecondary education, providing districts with a comprehensive model of continuous.

Guidance, Technical Assistance, and Funding

- Department programs support all E-12 educational entities by issuing guidance and providing technical assistance to meet the many state and federally legislated requirements. For instance, the technical assistance offered to districts developing their Comprehensive Achievement and Civic Readiness (formerly World's Best Workforce) plans creates a strategy for continuous improvement and systemic alignment of legislative requirements in a manner that is streamlined, equitable, and effective for all districts. The department also administers school funding programs, including the calculation and distribution of various funding sources.

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

Program: Education Leadership and Support**Activity: Education Leadership and Support**

<https://education.mn.gov/mde/>

AT A GLANCE

The Education Leadership and Support program sets policy and directs and oversees annual spending. In FY 2026, this program provided guidance and assistance to:

- 845,000 students in prekindergarten through grade 12.
- Over 135,000 children participate in early learning programs.
- 491 school districts, charter schools, and tribal schools.

PURPOSE AND CONTEXT

The goal for education is: “Ensuring every child receives a quality education, no matter their race or zip code.” The Minnesota Department of Education (MDE) is striving to make Minnesota the Education State, where the public education system is intentionally designed to help each individual student thrive.

In this work, MDE key objectives include:

- Every student deserves a world-class education.
- Every student deserves to attend a safe, nurturing learning environment.
- Every student deserves to learn in a classroom with caring, qualified teachers.
- MDE will provide leadership, support, and partnership to schools and libraries across the state.

SERVICES PROVIDED

Services provided by MDE’s Education Leadership and Support program support four overarching strategies:

1. **Direct support:** MDE directly supports the continuous improvement of teaching and learning to schools, teachers, children, students, and parents. In this work the Education Leadership and Support program:
 - Provides training and resources to assist schools, families, and the department in maintaining compliance with state and federal laws and policies.
 - Assists schools and childcare providers in providing nutritious meals and creating safe and healthy learning environments.
 - Develops and extends statewide library services.
 - Established and administers a School Safety Technical Assistance Center to assist districts and schools to provide a safe and supportive learning environment.
2. **Prekindergarten through 12th-grade systems:** MDE provides systems support through program and policy development and assessment. The Education Leadership and Support program:
 - Administers the Carl Perkins federal grant program.
 - Administers and collects data for the state’s assessment and accountability system.
 - Develops and implements assessment systems to measure student knowledge and skills on Minnesota K-12 Academic Standards and Minnesota English Language Proficiency Standards.
 - Develops academic standards.
 - Monitors school district and MDE compliance with state and federal education laws.
 - Administers the Minnesota Braille and Talking Book Library.
 - Implements the student maltreatment, charter schools, and early education policies and programs.

3. **Guidance, technical assistance, and funding:** MDE provides supportive leadership to all educational entities by providing guidance and technical assistance to meet state and federally legislated requirements and administers school funding programs. Education Leadership and Support also:
 - Provides leadership, policy direction, and information technology services for the agency.
 - Develops tools and provides guidance to assist schools in the implementation of programs and academic standards.
 - Provides policy guidance for school choice programs, including online learning.
 - Distributes formula and competitive grants, as well as aid programs.
 - Calculates state aid and distributes payments to school districts and charter schools.
 - Calculates school district local property tax levies.
4. **Office of the Inspector General (OIG):** The OIG is charged with the responsibility of protecting the integrity of MDE and the state by detecting and preventing fraud, waste, and abuse in department programs. The OIG is responsible for conducting independent and objective investigations to promote the integrity of the department's programs and operations. The Office of the Inspector General also:
 - Detects and prevents fraud, waste, and abuse in the Department's programs.
 - Conducts independent and objective investigations, audits, and inspections and evaluations to promote the integrity of MDE programs and operations.
 - Establishes and maintains a comprehensive risk governance and oversight framework in the Department.
 - Screens and investigate allegations of maltreatment in District and Charter schools, including students 18-21 and students receiving special education services.

The fiscal pages of this Budget Activity display MDE's primary general fund operating appropriations as well as numerous appropriations across other funds. These appropriations are for items such as agency operations, agreements with other agencies or grant providers, gift funds, and federal funds not included in other Budget Activities. Additionally, federal COVID relief funds from the statewide Coronavirus Relief Fund (CRF) and State Fiscal Recovery Fund (SFRF) are reflected in this Budget Activity.

RESULTS

Part A: Performance Data

Measure	Measure type	Measure data source	Historical trend	Most recent data
Reading Proficiency	Result	Proportion of students demonstrating proficiency in third-grade reading	2023 Result: 47% overall	2025 Goal: 79% overall
Math Proficiency	Result	Proportion of students demonstrating proficiency in eighth-grade math	2023 Result: 40% overall	2025 Goal: 78% overall
Science Proficiency	Result	Proportion of students demonstrating proficiency in fifth-grade science	2023 Result: 48% overall	2025 Goal: 78% overall
Graduation Rate	Result	Four-year graduation rate	2023 Result: 83% overall	2025 Goal: 95% overall
Dropout Rate	Result	Four-year high school dropout rate	2023 Result: 4.5% overall	2025 Goal: Less than 2.5% overall

Part B: Evidence of Effectiveness

No Evidence-based Practices were identified.

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

Program: Educational Leadership and Support**Activity: Regional Centers of Excellence**<https://education.mn.gov/MDE/dse/rc/>**AT A GLANCE**

In fiscal year (FY) 2026, the Regional Centers of Excellence within the COMPASS statewide system of support provided assistance to:

- 130 schools identified for comprehensive support and improvement (CSI) in 93 districts
- 109 schools identified for targeted support and improvement (TSI) in 68 districts

PURPOSE AND CONTEXT

The Regional Centers of Excellence (RCE) were established by the Minnesota Department of Education (MDE) in partnership with Minnesota Service Cooperatives (MSC). These RCEs are now contained within the Collaborative Minnesota Partnerships to Advance Student Success (COMPASS) Regional teams in the Minnesota Service Cooperatives. These teams provide supports to districts and schools to meet goals in Minnesota's Comprehensive Achievement and Civic Readiness (previously World's Best Workforce) legislation and support schools identified as needing support under Minnesota's plan for the federal Every Student Succeeds Act (ESSA). COMPASS works in partnership with MSC to guide the state's system of support for schools and districts.

Comprehensive Support and Improvement (CSI) schools are the 5 percent most persistently low-performing Title I schools or any public high school with a graduation rate less than 67 percent. Targeted Support and Improvement (TSI) schools include any public school that has one or more student groups performing at a similar level as CSI schools or the school's overall performance is similar to CSI schools. The Centers support the Minnesota Department of Education's commitment to equity by developing leadership teams across levels of the system, making data visible and actionable, working on improving conditions for learning, and supporting budget decisions that more equitably distribute resources.

These funds are utilized within the COMPASS system for the salaries of the Regional Supervisors in each of the 9 Minnesota Service Cooperatives to provide leadership for the COMPASS regional teams, including support for identified schools. These funds are also used to support some aligned support from MDE for school improvement.

SERVICES PROVIDED

Identified schools and districts receive intensive on-site coaching and technical assistance in alignment with Minnesota's support and improvement timeline in the following areas:

- School leadership teams that work on continuous improvement.
- Continuous improvement processes including comprehensive needs assessment, root-cause analysis, and improvement plan design/implementation.
- Selection and implementation of evidence-based practices.
- School, family, and community engagement.
- Engagement of tribal communities.
- Identification and implementation of short-term strategies for school improvement.
- District or charter level practices that support school improvement including alignment of school improvement activities to local initiatives.

The Minnesota Department of Education provides program evaluation, strategic leadership, coordination, and support for this program.

RESULTS

Part A: Performance Data

Measure	Measure type	Measure data source	Historical trend	Most recent data
Students proficient in math in CSI and TSI Schools	Results	Statewide testing results (MCA and other accountability tests)	FY2018: 29.1% (CSI Schools) 46.8% (TSI Schools) FY2021: 23.4% (CSI Schools) 33.0% (TSI Schools) FY2023: 15.6% (CSI Schools) 37.1% (TSI Schools)	FY2025: 16.2% (CSI Schools) 30.7% (TSI Schools)
Students proficient in reading in CSI and TSI Schools	Results	Statewide testing results (MCA and other accountability tests)	FY2018: 40.3% (CSI Schools) 46.9% (TSI Schools) FY2021: 19.2% (CSI Schools) 38.3% (TSI Schools) FY2023: 29.3% (CSI Schools) 37.8% (TSI Schools)	FY 2025 22% (CSI Schools) 33.5% (TSI Schools)
4-year graduation rates in identified schools receiving support from the Regional Centers	Results	Graduation results (results are lag by one school year)	FY2018: 50.5% FY2021: 52.4% FY2022: 40.9% (CSI) 49.2% (TSI)	FY 2025 45.7% (CSI)

Part B: Evidence of Effectiveness

This section is not applicable because these funds do not directly support the implementation of an evidence-based practice or personnel providing direct assistance to schools or districts in the selection or implementation of an evidence-based practice.

M.S. 120B.115

Program: Education Leadership and Support**Activity: Board of School Administrators**<https://bosa.mn.gov/>**AT A GLANCE**

Composition: A ten-member board appointed by the Governor and confirmed by the Senate, comprised of individuals with exceptional educational achievements in their fields and commitment to the highest ethical standards for Minnesota's school administrators.

Responsibilities:

- Oversee the licensure of approximately 7,506 school administrators in Minnesota (excluding those with lifetime licenses).
- Serves 9,934 duplicate licensed administrators in Minnesota
- Processes over 400 new administrative licenses annually.
- Evaluates and approves 43 administrative preparation programs at 13 Minnesota universities every four years.
- Reviews of over 100 ethics inquiries yearly.
- Awards more than 1,300 certificates of continuing education every year.

PURPOSE AND CONTEXT

The Minnesota State Legislature established the Board of School Administrators (BOSA) in 2001 to ensure that Minnesota's schools are led by top-performing superintendents, principals, and special and community education directors. BOSA maintains accountability by licensing administrators, approving administrator preparation programs, setting standards for continuing education and professional development, and enforcing a strict code of ethics.

SERVICES PROVIDED

The Board of School Administrators (BOSA) is an independent entity created with the support of Minnesota's educational administration organizations. Governed by a ten-member board appointed by the Governor and confirmed by the Senate, BOSA represents a diverse group, including principals, superintendents, special education directors, community education directors, higher education teachers, school board members, and the public. The board employs a 1.0 FTE executive director, 1.20 FTE administrative assistants, and .35 FTE licensing specialist.

BOSA's primary responsibilities include:

- **Licensing and re-licensing school** administrators in Minnesota.
- **Advocating** for school administrators on legislative matters.
- **Providing** guidance and best practices to administrators and school districts.
- **Reviewing** and approving variance requests from school boards.
- **Overseeing** and approving university administrative preparation programs.
- **Establishing** and certifying continuing education programs.
- **Investigating** and addressing ethics complaints.
- **Collecting** license renewal fees.
- **Conducting** data analysis and research.

RESULTS

Part A: Performance Data

Measure	Measure Type	Measure Data Source	Historical Trend	Most Recent Data
Number of first-time Minnesota administrative licenses issued	Quantity	BOSA collected data	FY22: 580 FY23: 538	FY25-26: 400
The number of school boards served through the granting of variances (Variance for hiring a non-licensed administrator and variance for a lapsed license)	Quantity	BOSA collected Data	FY22: 22 FY23: 36	FY25-26: 24
Number of Board-approved continuing education certificates issued to initiators	Quantity	BOSA collected Data	FY22: 901 FY23: 1,183	FY25-26: 1,300
Number of Code of Ethics inquiries reviewed (Ethic complaint received in writing)	Quantity	BOSA collected Data	FY22: 58 FY23: 60	FY25-26: 100
Number of Administrator Conduct reviews Conducted	Quantity	BOSA collected Data	FY22: 70 FY23: 75	FY25-26: 74
University Administrator Preparation Programs Accredited	Quantity	BOSA collected Data	FY22: 5 FY23: 3	FY25-26: 4
Alternative Pathway Towards Superintendent (Alternative Superintendent Licensure Paths Completed)	Quantity	BOSA collected Data	FY22: N/A FY23: 3	FY24-25: 6
BOSA Annual fee as required by Mn Statute 122A.14 Subd. 9	Quantity	BOSA collected Data	FY22: 3,833 FY23: 5,384	FY25-26: 6,166

Part B: Evidence of Effectiveness

This activity/program cannot be evaluated using randomized control or quasi-experimental design methods. The Minnesota Board of School Administrators (BOSA) is a regulatory and licensing board. Its primary role is to set licensing standards, approve administrator preparation programs, issue renewals, and oversee professional ethics.

BOSA operates as an administrative oversight body rather than a provider of direct educational or social service programs. As such, it does not fund or run the types of direct-service interventions that fit the Results Management "evidence-based" frameworks. As a result, the clearinghouse metrics and expenditure tables under Part B are not applicable to BOSA regulatory functions.

M.S. 122A.11-14; MN Rule 3512

Program: General Education**Activity: General Education**

<https://education.state.mn.us/MDE/dse/schfin/GenEd/>

AT A GLANCE

In fiscal year (FY) 2025 general education revenue:

- Served 852,824 prekindergarten through grade 12 students.
- Served 329 school districts and 175 charter schools.
- Provided \$8.3 billion in state aid and \$1.7 billion in local property taxes.
- Was the largest component of state general fund spending.
- Was the largest resource available to school districts and charter schools.
- Provided general education funding for 396 Voluntary Prekindergarten and School Readiness Plus school sites in FY 2025.

PURPOSE AND CONTEXT

General Education Revenue provides core funding to support a general, uniform, thorough, and efficient system of public education throughout Minnesota. This funding supports:

- All public school students in kindergarten through grade 12, including students enrolled in voluntary prekindergarten, English Learners, and prekindergarten children with disabilities;
- Students earning dual college credit;
- Students enrolled in private, nonsectarian schools that contract with a public school district to provide educational services (contract alternative programs); and
- Students attending public schools on a part-time basis while also enrolled in nonpublic schools (shared-time students).

SERVICES PROVIDED

The following are components of General Education Revenue. Unless otherwise noted, the dollar amounts for each component reflect FY 2025 aid entitlements.

Core funding for school districts and charter schools:

- Basic Revenue (\$6.8 billion) provides general operating funding to school districts and charter schools. Basic revenue for each district and charter school is calculated by multiplying the formula allowance by the district's or charter school's adjusted pupil units for the school year. Elementary students are weighted at 1.0, and secondary students are weighted at 1.2.
- Beginning in FY 2026, the basic formula allowance is adjusted annually for inflation, with a minimum increase of two percent and a maximum increase of three percent over the previous year's allowance.
- Formula Allowances
 - \$7,138 – FY 2024
 - \$7,281 – FY 2025
 - \$7,481 – FY 2026
 - \$7,683 – FY 2027

The following state aid programs provide additional funding for students with unique needs:

- English Learner Revenue (\$117.6 million) is based on the number and concentration of English Learner students enrolled in school districts and charter schools.
- Compensatory Revenue (\$873.2 million) provides additional funding based on the concentration of students who are income-eligible for the federal free and reduced-price lunch programs. This revenue is calculated at the school-on a site level instead of a district level. Compensatory Pilot Grants provide additional funding to participating school districts for compensatory purposes outside the standard compensatory calculation.
- Extended-Time Revenue (\$45.3 million) provides school districts operating state-approved alternative programs with additional revenue to fund educational programs for at-risk students outside the traditional school year calendar. In addition, charter schools receive Extended-Time Revenue for operating an extended-day, extended-week, or summer program.
- Gifted and Talented Revenue (\$12.1 million) provides school districts and charter schools with funding for gifted and talented educational programs. The funding formula provides \$13 per weighted student.

The following state aid programs provide additional funding for cost differences among school districts:

- Sparsity Revenue (\$32.5 million) funds the added costs of operating small schools that are too isolated to reduce costs through cooperation or consolidation.
- Transportation Sparsity Revenue (\$87.6 million) funds the added cost of pupil transportation in areas with low population density and includes a pupil transportation adjustment for schools with transportation expenses that exceed revenue.
- Small Schools Revenue (\$16.5 million) provides additional funding to small school districts with fewer than 960 weighted students.
- Declining Enrollment Revenue (\$15.6 million) provides school districts and charter schools with funding to limit the impact of declining enrollment.
- Pension Adjustment Revenue (\$81.5 million) provides state aid for school districts with a below-state-average revenue increase resulting from the elimination of an aid reduction for changes in pension contribution rates beginning in 2015. Beginning in 2019, additional pension adjustment revenue was made available for all school districts based on a percentage of teacher salaries within the district.

General education funding for the Voluntary Prekindergarten Program (VPK):

- The Voluntary Prekindergarten Program (VPK) is a school readiness program for four-year-old students operated by school districts and charter schools. The 2016 Legislature established VPK, and 3,160 students were funded beginning in FY 2017. In FY 2018, another 4,000 students were funded under the School Readiness Plus (SRP) delivery model, resulting in a total of 7,160 students funded through both programs. The 2023 and 2024 Legislatures funded an additional 5,200 students, resulting in up to 12,360 students being served each year beginning in FY 2025. In FY 2026, the SRP program model was eliminated and consolidated with VPK.
- School districts and charter schools with approved VPK sites receive funding on a per-pupil basis, with pupil units limited to 0.60 per student regardless of the maximum hours of service. A program must provide at least 350 hours of service to receive the minimum weight of 0.412. All general education pupil-driven funding formulas apply to these students, including basic revenue, compensatory revenue, referendum revenue, long-term facilities maintenance revenue, safe schools levy, and achievement and integration revenue.
- FY 2025 VPK/SRP aid entitlements are estimated to be \$57.6 million. In addition, an estimated \$14.7 million in property tax levies associated with the program.

The following programs, which are funded through a combination of state aid and local property tax levies, provide additional funding. School districts must levy local property taxes to receive state aid for these revenues:

- Operating Referendum Revenue (\$936.9 million) is optional revenue raised through either a public vote or school board resolution to provide additional funding for a district. The program consists of \$15.9 million in state aid and \$921.0 million in levies. The revenue and aid amounts include charter school aid based on the average per-pupil Operating Referendum Revenue and first-tier Local Optional Revenue.
- Operating Capital Revenue (\$213.7 million) is reserved for facilities and equipment purposes. The program consists of \$106.5 million in state aid and \$107.2 million in levies. The revenue and aid amounts include Operating Capital aid to charter schools.
- Equity Revenue (\$105.8 million) provides additional funding targeted primarily to districts with low referendum revenue per weighted student. The program consists of \$11.6 million in state aid and \$94.2 million in levies.
- Transition Revenue (\$28.0 million) provides funding to protect districts from revenue losses resulting from previous law changes. The program consists of \$3.2 million in state aid and \$24.8 million in levies.
- Local Optional Revenue (LOR) (\$617.7 million) provides up to \$424 per weighted student and is deducted from referendum revenue approved by voters in 2013 or earlier. Beginning in FY 2021, LOR increased to \$724 per weighted student, with an additional \$300 deducted from board-approved or voter-approved referendum authority. The program consists of \$65.3 million in state aid and \$552.5 million in levies.

Miscellaneous Adjustments to General Education Revenue:

- Postsecondary Enrollment Options (PSEO) Aid (\$54.1 million) is paid to Minnesota colleges and universities for courses taken by eligible 11th- and 12th-grade students, and 10th-grade students on a more limited basis for high school credit. Courses apply to both high school and college transcripts.
- Contract Alternative Aid (\$4.9 million) is paid to school districts for students eligible to participate in the graduation incentives program who enroll in nonpublic, nonsectarian schools that have contracted with the serving school district to provide educational services.
- Shared Time Aid (\$4.1 million) is paid to school districts for students who attend public schools on a part-time basis while also attending nonpublic schools.
- Supplemental Online Learning (OLL) Aid (\$7.0 million) is paid to state-approved Supplemental OLL programs for students who have completed supplemental OLL courses while enrolled in another public school district, charter school, or tribally controlled school.

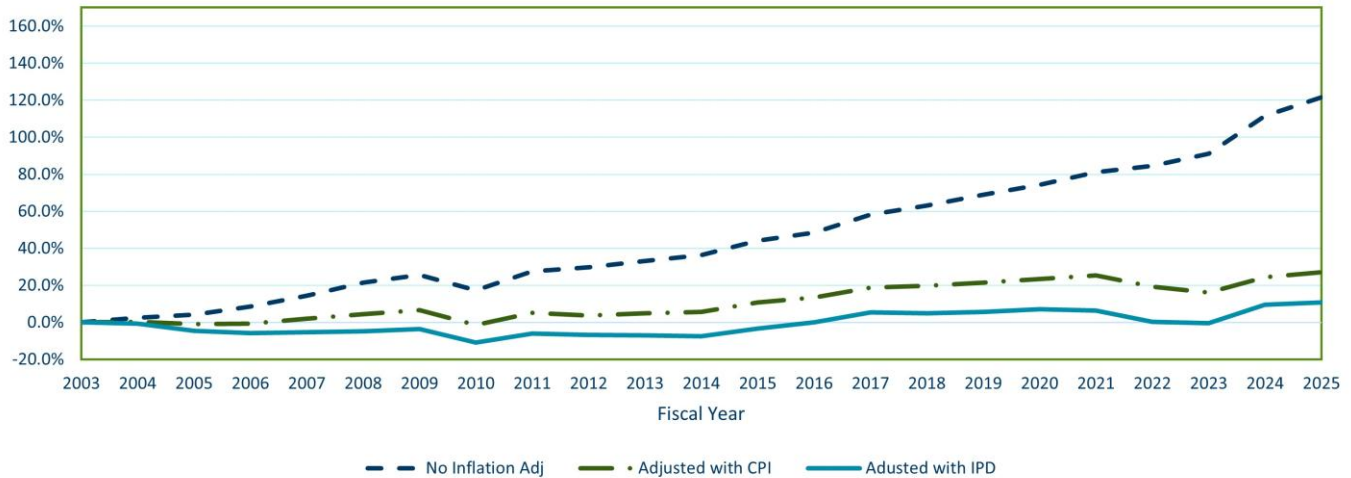
The fiscal activity associated with the Endowment/Permanent School Fund (\$57.9 million in FY 2025) is also displayed in this Budget Activity. This revenue is calculated by the State Board of Investment based on earnings from the Permanent School Fund, which was created by the Minnesota Constitution and designated as a long-term source of revenue for public schools. The earnings are then transferred to the School Endowment Fund and distributed to school districts and charter schools. The funds are used for general operations of the district and are not tied to a specific activity.

MDE calculates and processes aid payments and provides technical assistance for these programs.

RESULTS

Part A: Performance Data

Percent Change in Revenue Per AADM Since FY2003



Quality Result: This chart shows the percentage change in general education revenue per student (adjusted average daily membership, or AADM) between FY 2003 and FY 2025, based on unadjusted current dollars and inflation-adjusted dollars calculated using the Consumer Price Index (CPI) and the Implicit Price Deflator (IPD). Revenue per student in unadjusted current dollars increased by 122 percent during this period. However, when adjusted for inflation, revenue per student remained essentially constant.

Percent Change in State Aid Per AADM Since FY2003



Quality Result: This chart shows the percentage change in general education state aid per student (AADM) between FY 2003 and FY 2025, based on unadjusted current dollars and inflation-adjusted dollars using the CPI and the IPD. State aid per student in unadjusted current dollars increased by 91 percent during this period. However, when adjusted for inflation, state aid per student remained essentially constant.

Part B: Evidence of Effectiveness

No Evidence-based Practices were identified. General education revenue is a foundational funding source intended to support the basic educational program for all students. Because it is not typically tied to specific program requirements, it cannot be attributed to the implementation or support of any single evidence-based program or practice.

M.S.126C.10

Program: Other General Education**Activity: Enrollment Options Transportation**<https://education.mn.gov/mde/fam/open/><https://education.mn.gov/MDE/dse/schfin/pseo/>**AT A GLANCE**

- In fiscal year (FY) 2025, 85 students were served by the Enrollment Options Transportation Program.
- Of the 85 students, one was from the Postsecondary Enrollment Options program, zero were in the open enrollment program for districts, and 84 were in charter schools.
- In FY 2025, one district participated in the Pregnant and Parenting Pupil Transportation program.

PURPOSE AND CONTEXT

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

This aid program supports the goal of reducing racial and economic opportunity gaps for low-income students by reimbursing transportation costs.

In addition, the Pregnant and Parenting Pupil Transportation Reimbursement program was enacted in FY 2020 to reimburse districts for transporting pregnant and parenting pupils to and from programs that provide academic instruction, at least four hours per week of parenting instruction, and high-quality child care on site during the educational day with the capacity to serve all children of enrolled pupils. The program has been used by a limited number of districts, but in FY 2025, one district applied for the revenue.

SERVICES PROVIDED

School districts and charter schools receive state aid to reimburse transportation costs for qualifying students who participate in PSEO or open enrollment. PSEO is a program that allows students in grades 10 through 12 to earn secondary and college credit (dual credit) while still in high school through enrollment in and successful completion of college-level courses at higher education institutions. Open enrollment programs allow voluntary prekindergarten through grade 12 students and prekindergarten children with disabilities to apply to attend a public school outside of their resident district.

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

School districts and charter schools providing out-of-district transportation for a fee are reimbursed for the transportation costs of qualifying low-income students. The reimbursement rate is set at \$0.15 per mile, with a maximum of 250 miles per week.

This aid program also provides reimbursement of transportation expenses for districts that provide academic instruction and childcare for pregnant and parenting enrolled students.

The Minnesota Department of Education (MDE) processes reimbursement requests and provides technical support.

RESULTS

Part A: Performance Data

The table below provides the average annual mileage reimbursement claim amount per student participating in postsecondary enrollment options, school district enrollment options, and charter school programs over the last three years. It also provides the number of students served by the program during the same period.

Measure	Measure type	Measure data source	Historical trend	Most recent data
Average Claim per Student	Quantity	Data collected by MDE	FY 2023: \$269 FY 2024: \$308	FY 2025: \$241
Number of Students Served	Quantity	Data collected by MDE	FY 2023: 77 FY 2024: 69	FY 2025: 85
Number of Districts Reimbursed for Pregnant and Parenting Transportation Program	Quantity	Data collected by MDE	FY 2023: 0* FY 2024: 2	FY 2025: 1
Number of Students Participating in Pregnant and Parenting Transportation Reimbursement Program	Quantity	Data collected by MDE	FY 2023: 0* FY 2024: 3	FY 2025: 2

**The Pregnant and Parenting Pupil Transportation Reimbursement program received no reimbursement requests in FY 2023*

Part B: Evidence of Effectiveness

No Evidence-based Practices were identified. Students from low-income families participating in the Postsecondary Enrollment Options (PSEO) program, Open Enrollment Program, or attending a charter school may qualify for mileage reimbursement. The income levels used to determine eligibility change from year to year because they are based on federal poverty guidelines. This program is also available to districts or charter schools that choose to provide out-of-district transportation on a fee basis. The district or charter school can be reimbursed only for the transportation costs of students who qualify as members of low-income families. Districts are eligible for 15 cents per mile for each eligible student.

M.S. 124D.03; M.S. 124D.09; M.S. 124E.15

Program: Other General Education**Activity: Abatement Revenue****AT A GLANCE**

- The Abatement Aid entitlement totaled \$1.245 million in fiscal year (FY) 2026 based on 2024 revenue losses.
- The Abatement Levy totaled \$24.046 million in FY 2027 based on FY 2024 revenue losses.

PURPOSE AND CONTEXT

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

For FY 2027, 255 school districts in Minnesota participated in this program.

SERVICES PROVIDED

Abatement aid and levy amounts are calculated annually based on abatements reported by counties to the Minnesota Department of Education (MDE).

The aid and levy are designed to replace lost revenue in the same proportion of aid and levy as the original entitlement. The aid reimbursement is received one year after the revenue loss, and the levy reimbursement is received two years after the revenue loss.

MDE calculates and processes aid payments and levy limitations for this program.

RESULTS**Part A: Performance Data**

Measure	Measure type	Measure data source	Historical trend	Most recent data
Statewide District Revenue Loss Prevented	Quantity	Data collected by MDE	FY 2024: \$10.6 M FY2025: \$23.3 M	FY2026: \$25.3 M

Part B: Evidence of Effectiveness

This activity/program cannot be evaluated using randomized control or quasi-experimental design methods.

The Abatement Aid program does not use evidence-based practices. It is a state funding and local property tax levy program that replaces revenue school districts were entitled to collect but did not receive because of property tax abatements. Because the program provides a funding mechanism and does not deliver educational services or interventions, evidence-based requirements do not apply. Therefore, there are no evidence-based practices to report for this activity.

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

Program: Other General Education**Activity: Consolidation Transition**

<https://education.mn.gov/MDE/dse/schfin/fin/org/>

AT A GLANCE

- There were no school district consolidations in fiscal year (FY) 2023 through FY2026.
- Four districts will consolidate into two new districts for FY 2027.

PURPOSE AND CONTEXT

School districts consolidate to expand programs and services and increase financial stability. The consolidation transition revenue program provides funding to support reorganization for districts that have recently consolidated. Students and communities in these districts are served by this program.

SERVICES PROVIDED

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

The 2026 Legislature increased Consolidation Transition Aid from \$200 to \$424 per resident pupil unit in the new district in the first year of consolidation and to \$212 per resident pupil unit in the year after consolidation. The number of pupil units used to calculate aid for a district in either year is limited to 1,500.

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

The Minnesota Department of Education (MDE) calculates state aid payments and property tax levy limits and provides technical assistance to districts that choose to consolidate.

Although no districts have consolidated since FY 2022, four current districts will consolidate into two new districts for FY 2027.

RESULTS**Part A: Performance Data**

In FY 2024 through FY 2026, there were no consolidations.

Measure	Measure type	Measure data source	Historical trend	Most recent data
First Year of Consolidation	Quantity	Data collected by MDE	FY2024: 0 FY 2025: 0	FY2026: 0

Part B: Evidence of Effectiveness

No Evidence-based Practices were identified. While the number of consolidations is measurable, the true performance measure is the satisfaction and success of the districts that are consolidated, which is not evaluated.

M.S. 123A.485; M.S. 123A.48

Program: Other General Education**Activity: Nonpublic Pupil**<https://education.mn.gov/MDE/dse/schfin/Non/>**AT A GLANCE**

Number of nonpublic students participating in fiscal year (FY) 2025:

- Textbook/materials: 71,175
- Health services: 65,630
- Guidance and counseling: 24,943

Rates per nonpublic student in FY 2025:

- Textbook/materials: \$138.43
- Health services: \$89.75
- Guidance and counseling: \$376.69

PURPOSE AND CONTEXT

This state aid program exists to ensure equitable access to nonreligious study materials and student support services for students who choose nonpublic education. This aid program supports the objective of ensuring every student receives a world-class education.

SERVICES PROVIDED

Funding is allocated directly to public school districts for the benefit of nonpublic school students. School districts are reimbursed for the costs of the educational materials loaned to nonpublic school students and for the costs of providing support services to nonpublic school students.

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

- Textbooks, individualized instructional materials, standardized tests, software, and other educational technology;
- Health services; and
- Guidance and counseling services.

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

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

RESULTS

Part A: Performance Data

Measure	Measure type	Measure data source	Historical trend	Most recent data
Percentage of nonpublic students applying for access to textbooks	Quantity	Data collected by MDE	FY 2023: 73% FY 2024: 70%	FY 2025: 68%
Percentage of nonpublic students applying for access to health services	Quantity	Data collected by MDE	FY 2023: 68% FY 2024: 65%	FY 2025: 63%
Percentage of secondary nonpublic students applying for access to guidance and counseling services	Quantity	Data collected by MDE	FY 2023: 87% FY 2024: 88%	FY 2025: 87%

Part B: Evidence of Effectiveness

This activity/program cannot be evaluated using randomized control or quasi-experimental design methods. Nonpublic school operations are separate from public academic regulations; therefore, evidence-based practices are not prescribed through this program. Nonpublic Pupil Aids are limited to providing basic materials and services that support individual student access and equity and do not mandate or direct classroom instruction. These aids do not fund nonpublic school operations; rather, they provide materials loaned to individual pupils and/or directly provide health and guidance counseling services through the local public school district.

M.S. 123B.40-48

Program: Other General Education**Activity: Nonpublic Transportation**

<https://education.mn.gov/MDE/dse/schfin/Trans/Type/>

AT A GLANCE

- In fiscal year (FY) 2025, 40,133 nonpublic students were transported to and from school.
- In FY 2025, 168 of 329 school districts provided transportation services for nonpublic students.

PURPOSE AND CONTEXT

This program ensures that nonpublic school students have access to transportation services comparable to those provided to public school students. It also helps school districts provide these services without placing a significant financial burden on their general funds.

SERVICES PROVIDED

School districts must provide comparable transportation services within district boundaries for public and nonpublic school students residing within the district. If a district transports nonpublic school students to a school located outside the district, the nonpublic school or parents are responsible for transportation costs outside district boundaries.

Public school districts must provide transportation within district boundaries for nonpublic school students who access health and secondary guidance/counseling services provided by the district.

If a public school district provides late activity bus transportation for public school students, it must also provide the same service for nonpublic school students.

The Minnesota Department of Education (MDE) calculates and processes aid payments and provides technical assistance to school districts and nonpublic schools participating in this program.

RESULTS**Part A: Performance Data**

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

Measure	Measure type	Measure data source	Historical trend	Most recent data
Percentage of nonpublic students transported	Quantity	Data collected by MDE	FY 2023: 56% FY 2024: 55%	FY2025: 55.0%

Part B: Evidence of Effectiveness

This activity/program cannot be evaluated using randomized control or quasi-experimental design methods. Nonpublic Transportation provides reimbursement assistance to eligible Minnesotan school districts to help cover the costs of transporting nonpublic school students. Because the program is structured as a reimbursement mechanism rather than a direct service or intervention there is no program model in which evidence-based practices are applied. Aid payments are based on eligible transportation costs incurred by school districts and are not designed to implement or evaluate specific practices or outcomes.

M.S. 123B.92, subdivision 9; M.S. 123B.84-87

Program: Other General Education**Activity: Career and Technical Education**<https://education.mn.gov/MDE/dse/cte/>**AT A GLANCE**

- In fiscal year (FY) 2025, 314 school districts levied a total of \$43.6 million for Career and Technical Education programs.
- In FY 2025, 40 school districts received Career and Technical Education aid totaling \$806,000.
- The Career and Technical Education Consortium provides \$5 million annually to the Minnesota Service Cooperatives for Career and Technical Education consortium grants.
- The Aeronautics Pilot Program provides a one-time appropriation of \$450,000 to Independent School District No. 482 (Little Falls Community Schools) to support its aeronautics and commercial over-the-road technical pilot program.
- The Emergency Medical Training Competitive Grant provides \$500,000 annually. In addition, a \$250,000 single-source grant was provided to ISD No. 742 (St. Cloud Public School District) for an emergency medical services education facility.

PURPOSE AND CONTEXT

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

All school districts with approved CTE programs are eligible for this revenue. Federal Carl D. Perkins Career and Technical Education Act funds support CTE programs and services.

CTE programs provide students with structured pathways that integrate core academic knowledge with technical and occupational knowledge and skills, preparing students for postsecondary education and careers. CTE teaches transferable workplace skills through applied learning contexts, offering opportunities to explore high-demand career options and developing the technical skills needed for success in adult life.

SERVICES PROVIDED

Districts must submit annual budgets for their CTE programs to qualify for this revenue. A district with a CTE program approved by the Minnesota Department of Education (MDE) may levy for costs associated with the program. A district is eligible for revenue equal to 35 percent of approved expenditures in the fiscal year in which the levy is certified.

CTE property tax levy equals:

- CTE revenue multiplied by the lesser of:
- one; or
- the ratio of the adjusted net tax capacity per student in the fiscal year in which the levy is certified to \$7,612.

CTE aid equals:

- CTE revenue minus CTE levy.

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

CTE consortia are voluntary collaborations of Minnesota Service Cooperatives and other regional public and private partners that work together to provide career and technical education opportunities for students.

The Aeronautics Pilot Program provides funding to Independent School District No. 482 (Little Falls Community Schools) for an aeronautics and commercial over-the-road technical program.

The Emergency Medical Training (EMT) Competitive Grant provided \$500,000 annually to ten secondary EMT programs in FY 2024 and will support eight secondary EMT programs in FY 2026. The grant is intended to offset the cost of the Emergency Medical Responder and Technician certification tests. In addition, programs can use grant funds to support educators, course, and equipment costs incurred in these programs to effectively prepare students for work in the EMS field. The single-source grant for Independent School District No. 742 (St. Cloud Public School District) provided \$250,000 for capital expenses, including the cost of an ambulance bay, to enhance training experiences and increase access to EMS training.

RESULTS

Part A: Performance Data

CTE Revenue

Measure	Measure type	Measure data source	Historical trend	Most recent data
Number of LEAs with approved CTE programs	Quantity	Data collected by MDE	FY 2024: 315 FY 2025: 321	FY 2026: 354
Number of districts receiving CTE Revenue	Quantity	Data collected by MDE	FY 2024: 315	FY 2025: 315
Amount of property tax levy for CTE programs	Quantity	Data collected by MDE	FY 2024: \$40.0 million FY 2025: \$43.6 million	FY 2026: \$49.2 million

CTE Consortia Grant

Measure	Measure type	Measure data source	Historical trend	Most recent data
Number of participants across all member districts	Quantity	Data collected by MDE	FY: 2024: 24,000 students served	FY25: 56,000 students served;
Number of school and business partnerships	Quantity	Data collected by MDE	FY23: 1100 business and community partnerships	FY25: 600 school/business partnerships
Number of students achieving a recognized industry credential	Quantity	Data collected by MDE	FY23: 300 certifications earned	FY25: 2,833 certifications earned

EMT Grant

Measure*	Measure type	Measure data source	Historical trend	Most recent data
Number of new courses created	Quantity	MDE Grant Reports	Not Available	Not Available
Number of student participants	Quantity	MDE Grant Reports; MDE Data	Not Available	Not Available
% of students by student groups	Quality	MDE Data	Not Available	Not Available
Course pass rate	Quality	MDE Grant Reports	Not Available	Not Available
Number of students eligible for certification exam	Quality	MDE Grant Report	Not Available	Not Available
Number of students who report earning a certificate	Result	MDE Grant Report	Not Available	Not Available

**This grant has a new evaluation plan and will have Historical and Most Recent data available in FY27.*

Part B: Evidence of Effectiveness

No Evidence-based Practices were identified

M.S. 124D.4531; M.S. 124D. 4536

Program: Other General Education**Activity: Reserves and Credits****AT A GLANCE**

- In fiscal year (FY) 2026, there were nine state-paid property tax credit programs, three of which had prior year adjustments.
- In FY 2025, the General Fund Reserve transferred \$372,624 between one excess and four deficient programs.
- Community Education funds had no deficiencies for FY 2025, and the Community Education Reserve was not utilized.

PURPOSE AND CONTEXT

Property tax credits and aids calculated by the Minnesota Department of Revenue provide a mechanism for property tax reform or relief for targeted real property classes. The effect of these state-paid property tax credits and aids is to shift a portion of the property tax burden for education from property owners to the state.

- All school districts in the state receive some form of state-paid property tax credits.
- The number and amount of state-paid tax credits that districts and property owners within the district receive depend on local conditions, such as the occurrence of natural disasters, the presence of agricultural property, economic depression, and other factors noted below.

The two “Education Reserves” allow the commissioner to transfer excess funds from a direct general fund appropriation for any education aid or grant authorized in specified chapters that exceeds the amount required to be used to any education aid or grant appropriation that is insufficient.

- The general fund reserve applies to chapters 127A, 122A, 123A, 123B, 124D, 124E, 125A, 126C, and 134, excluding appropriations under sections 124D.135, 124D.16, 124D.20, 124D.22, 124D.52, 124D.531, 124D.55, and 124D.56.
- The community education fund reserve applies to sections 124D.135, 124D.16, 124D.20, 124D.22, 124D.52, 124D.531, 124D.55, and 124D.56.

SERVICES PROVIDED

Several property tax credit and aid programs are provided by MDE to school districts. These programs reduce property taxes paid by property owners.

Program to reduce the property tax rate applied to property value when calculating property taxes:

- **Disparity Reduction Aid** provides relief to high tax rate areas. The Department of Revenue calculates a reduction to the initial tax rate to reduce the rate by up to 10 percent.

Programs that reduce the calculated property tax:

- **Local Option Disaster Abatement Credit** provides relief related to damage or destruction of homestead and non-homestead property. The property does not need to be located within a disaster or emergency area.
- **Homestead and Disaster Credit** provides relief related to damage or destruction occurring on reassessed homestead property within the county and located within a disaster or emergency area.

Local Option Disaster Credit provides relief related to damage or destruction that occurred to: (1) homestead property that meets all the requirements under M.S. 273.1233 (Local Option Disaster Abatement), subdivision 1, paragraph (a), but does not qualify for a credit under the Homestead and Disaster Credit; and (2) non-homestead and utility property that meets all the requirements under M.S. 273.1233 (Local Option Disaster Abatement), subdivision 1, paragraph (b).

Agricultural Preserves Credit provides relief to owners of agricultural property in the seven-county metropolitan area.

Disparity Reduction Credit provides relief to apartments, commercial, industrial, and public utilities in economically distressed areas located along Minnesota borders designated as enterprise zones.

Residential Homestead Market Value Credit provides relief to residential homestead property, including the house, garage, one acre of land for farm homesteads, and certain resort homesteads. The credit is calculated as 0.4 percent of the first \$76,000 of each homestead property's market value. The maximum credit is \$304 and is phased out at a rate of 0.09 percent of the value over \$76,000.

Agricultural Land Market Value Credit provides relief to agricultural homestead property, excluding the house, garage, and one acre. The credit is calculated as 0.3 percent of the first \$115,000 of each homestead property's market value, plus 0.1 percent of the market value in excess of \$115,000. The maximum credit is \$490 and is phased out at a rate of 0.05 percent of the value over \$115,000, with a maximum reduction of \$115.

School Building Bond Agricultural Credit provides relief to agricultural homestead property, excluding the house, garage, and one acre. For taxes payable in FY 2023 and thereafter, the credit is calculated as 70 percent of the property's eligible net tax capacity multiplied by the school debt tax rate.

Electronic Generation Transition Aid provides relief to local governments to offset temporary property tax base losses resulting from the retirement of qualifying electric generating facilities.

Note that the fiscal activity associated with the payment of these credits is displayed in the budget book under Tax Aids, Credits, and Refunds.

In addition to the property tax relief aids and credits listed above, school districts may receive other credits paid by the county, including power line credit, county conservation credit, taconite homestead credit, and supplementary homestead credit. Taconite homestead credit and supplementary homestead credit provide targeted relief to Iron Range homeowners with a credit of either 66 percent or 57 percent, depending on characteristics of the mining industry within the school district. The 66 percent credit has a maximum of \$315.10 per property. The 57 percent credit has a maximum of \$289.80 per property.

The Education Reserves allow for full funding or funding closer to full funding for programs that may be underfunded due to differences between forecast estimates and actual costs of specified programs.

RESULTS

Part A: Performance Data

Measure	Measure type	Measure data source	Historical trend	Most recent data
Electronic Generation Transition Aid	Quantity	Data collected by MDE	FY 2024 = \$0 FY 2025 = \$440,302	FY 2026 = \$240,015
Local Option Disaster Abatement Credit	Quantity	Data collected by MDE	FY 2024 = \$0 FY 2025 = \$0	FY 2026 = \$1,718
Homestead and Disaster Credit	Quantity	Data collected by MDE	FY 2024 = \$59,376 FY 2025 = \$492	FY 2026 = \$97,103
Local Option Disaster Credit	Quantity	Data collected by MDE	FY 2024 = \$48,428 FY 2025 = \$0	FY 2026 = \$16,230
Agricultural Preserves Credit	Quantity	Data Collected by MDE	FY 2024 = \$108,949 FY 2025 = \$119,457	FY 2026 = \$212,043
Disparity Reduction Credit	Quantity	Data collected by MDE	FY 2024 = \$2,730,278 FY 2025 = \$2,589,657	FY 2026 = \$2,726,753
Disparity Reduction Aid	Quantity	Data collected by MDE	FY 2024 = \$7,874,717 FY 2025 = \$7,606,379	FY 2026 = \$7,572,054
Agricultural Market Value Homestead Credit	Quantity	Data collected by MDE	FY 2024 = \$7,304,876 FY 2025 = \$7,554,217	FY 2026 = \$7,862,181
School Bonding Credit	Quantity	Data collected by MDE	FY 2024 = \$87,595,546 FY 2025 = \$108,967,595	FY 2026 = \$118,803,715
Prior Year School Bonding Credit	Quantity	Data collected by MDE	FY 2024 = \$66,477 FY 2025 = \$521,087	FY 2026 = \$36,592
Prior Year: Homestead Market Value Credits	Quantity	Data collected by MDE	FY 2024 = \$4,737 FY 2025 = \$10,865	FY 2026 = \$4,310
Prior Year Other Credit Adj	Quantity	Data collected by MDE	FY 2024 = \$47,412 FY 2025 = -\$183	FY 2026 = \$0
Total Credits	Quantity	Data collected by MDE	FY 2024 = \$105,840,797 FY 2025 = \$127,809,868	FY 2026 = \$137,572,710

Part B: Evidence of Effectiveness

No Evidence-based Practices were identified. Reserves and Credits is not a program model in which evidence-based practices would apply because it is not a direct service or intervention and has not been evaluated by either the Department of Revenue or the Department of Education.

M.S. 273.1233; M.S. 273.1234; M.S. 273.1235; M.S. 273.1384; M.S. 273.1387; M.S. 273.1398; MS 477A.24

M.S. 127A.41, subdivision 8; M.S. 127A.41, subdivision 9

Program: Other General Education**Activity: Other Aid Allocations****AT A GLANCE**

- The One-Room Schoolhouse revenue program was implemented in fiscal year (FY) 1995.
- Area Learning Center (ALC) Transportation Aid is \$1 million per year.
- The 2025 Legislature appropriated \$100 million in one-time School Unemployment Aid in FY 2026 to reimburse local education agencies (LEAs) for the costs of providing summer unemployment benefits to eligible staff.
- The One-Time School District Seasonal Tax Base Replacement Aid is \$2,542,000 in FY 2027 only.

PURPOSE AND CONTEXT

The One-Room Schoolhouse revenue program provides additional general education revenue to school districts to fund specific obligations of the district's general fund.

Area Learning Center (ALC) Transportation Aid provides reimbursements to school districts for transporting pupils to and from an ALC program.

School Unemployment Aid reimburses school districts, charter schools, intermediate districts, other cooperative units, the Perpich Center for Arts Education, and the Minnesota State Academies for eligible costs. Eligible costs include providing unemployment insurance benefits during the summer term to nonlicensed hourly school-year employees who expect to have a position available at the start of the next school year. These employees include, but are not limited to, school bus drivers, nutrition staff, paraprofessionals, and education support staff.

The 2026 Legislature created a One-Time School District Seasonal Tax Base Replacement Aid for FY 2027 to provide additional support to school districts with a significant seasonal property tax base. Eligible districts are those with a seasonal tax base adjustment factor of at least 15 percent. The aid amount is based on the district's seasonal tax base adjustment factor and its FY 2027 referendum equalization levy, with the adjustment factor capped at 50 percent.

SERVICES PROVIDED**One-Room Schoolhouse**

- The One-Room Schoolhouse program provides \$65,000 each year to ISD #690 (Warroad School District) to assist with expenses related to Angle Inlet Elementary School.

Area Learning Center Transportation Aid

- School districts are reimbursed for the prior-year costs of providing transportation to pupils to and from an Area Learning Center program. The program is capped at \$1 million annually.
- The Minnesota Department of Education (MDE) calculates and processes reimbursements for this program.

School Unemployment Aid

- To receive benefits, an eligible worker must submit an unemployment application to the Minnesota Department of Employment and Economic Development each week they are unemployed during the summer months. Eligible staff remain able to collect summer-term unemployment benefits even after the unemployment aid funds are exhausted.

- The unemployment aid is measured against eligible submitted UFARS coding. Once final UFARS submissions are completed at the close of the current fiscal year, MDE will be able to calculate final payments and determine whether the aid is subject to proration.
- MDE calculates and processes reimbursements for this program.

One-Time School District Seasonal Tax Base Replacement Aid

- The purpose of the aid is to help offset the impact of seasonal property values on eligible school districts' ability to generate referendum revenue.

RESULTS

Part A: Performance Data

Measure	Measure type	Measure data source	Historical trend	Most recent data
Number of Minnesota resident students attending Angle Inlet School	Quantity	Data collected by MDE	FY 2023: 5 FY 2024: 4 FY 2025: 4	FY 2026: 4
Number of school districts receiving ALC Transportation Aid	Result	Data collected by MDE	FY 2023: N/A FY 2024: 16 FY 2025: 32	FY 2026: N/A
Total School Unemployment Aid Reimbursed	Result	Data collected by MDE	FY 2023: N/A FY 2024: \$43.451 million FY 2025: \$61.489 million	FY 2026: N/A

Part B: Evidence of Effectiveness

No Evidence-based Practices were identified. These programs are funding and reimbursement programs that do not directly provide educational services or interventions. Therefore, traditional measures of effectiveness based on student outcomes do not apply. Effectiveness for these programs is measured by the accurate administration of funds, compliance with statutory requirements, and the timely distribution of authorized funding to eligible recipients.

MN Laws 2025, Chapter 10, Article 1, section 28, subd. 13 (One-room schoolhouse); Minnesota Statutes 123B.92, subd. 11 (area learning center transportation aid); Minnesota Statutes, 124D.995 (School Unemployment Aid), MN Laws 2026, Chapter 128, Article 4, Section 12 (One-time Tax Base Replacement Aid)

Program: Other General Education**Activity: Miscellaneous Levies (information only)**

<https://education.state.mn.us/MDE/dse/datasub/LevyCertSys/>

AT A GLANCE

- In fiscal year (FY) 2027, 12 levy programs were estimated at \$85.3 million.

PURPOSE AND CONTEXT

These programs provide school districts with additional local property tax levy revenue to school districts to fund specific obligations of the district's general fund. There is no state funding associated with these levies, so this Budget Activity's fiscal pages reflect only local levy amounts.

SERVICES PROVIDED

The following levies are currently in effect:

Reemployment Insurance Levy - A school district may levy for unemployment insurance and job placement services offered to eligible employees.

Judgment Levy - A school district may levy for judgments against the district, including interest costs, or for its proportionate share of the costs of a judgment against an intermediate district.

Health Benefit Levy - A school district may levy for health insurance and unreimbursed medical expenses for employees who retired before July 1, 1992.

Additional Retirement Levy - The Minneapolis and St. Paul school districts may levy for certain pension obligations.

St. Paul Severance Levy - The St. Paul school district may levy to pay severance costs.

Safe Schools Levy - A school district may levy up to \$36 per pupil unit, and an intermediate district may levy up to \$15 per pupil unit through its member districts. The levy may be used for ten categories of costs associated with student and staff safety issues.

Ice Arena Levy - A school district may levy for the net operating costs of the ice arena for the previous fiscal year. To qualify for the levy, a district must demonstrate to the Minnesota Department of Education (MDE) that it provides gender-equitable access to and use of the ice arena during peak times throughout the year.

Severance Levies - A school district that reorganizes under dissolution and attachment may levy for the costs of severance pay or early retirement incentives for licensed and non-licensed employees who resign or retire early because of the reorganization. A school district that has a secondary agreement with another district must pay severance to licensed employees placed on unrequested leave and may levy for those expenses. Districts with an agreement allowing pupils to attend school in an adjoining state may levy for severance costs resulting from the agreement.

Swimming Pool Levy - Certain school districts on the Canadian border may levy for the net actual operating costs of a swimming pool, not to exceed the swimming pool's net actual costs of operation from the previous year.

Economic Development Abatement Levy - The governing body of a political subdivision may grant an abatement of the taxes imposed by the political subdivision on a parcel of property or defer payment of the taxes and abate the interest and penalties that otherwise would apply. The political subdivision must add to its levy for the current year the total estimated amount of all current-year abatements granted. No abatement aid is generated for these abatements.

Tree Growth Replacement Levy - Districts may levy an amount not to exceed their tree growth revenue for taxes payable in 2001.

Reorganization Operating Debt Levy - A school district that reorganizes under consolidation or dissolution and attachment may levy to retire the net negative undesignated fund balance in its operating funds.

Other Miscellaneous Severance Pay/Early Retirement Incentive Levies:

Annual Other Postemployment Benefits Levy - A school district may levy for other postemployment benefit expenses if the district: (1) has created an actuarial liability to pay postemployment benefits; and (2) has a sunset clause in effect for the current collective bargaining agreement.

Consolidation Transition Revenue - For a school district that consolidates under Minnesota Statutes, section 123A.485, subdivision 2, consolidation transition aid is equal to a maximum of \$200 per resident pupil unit for the first year of consolidation and \$100 per resident pupil unit for the second year. If the cost of the early retirement incentives offered by the district under subdivision 2 exceeds the amount of consolidation transition aid, the district may levy for the difference for up to three years.

Consolidation/Transition Levies - The boards of districts combining or combined under Minnesota Statutes, section 123A.37, subdivision 2, may levy for up to three years for costs directly related to the transition from cooperation to combination.

Administrative Services Levy - A school district may levy for costs of retirement incentives or severance pay, or other costs related to the discontinuance of administrative positions, under certain circumstances.

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

RESULTS

Part A: Performance Data

Measure	Measure type	Measure data source	Historical trend: Pay 2025 (in 1,000s)	Most recent data: Pay 2026 (in 1,000s)
Reemployment Insurance Levy	Quantity	Data collected by MDE	\$8,819.73	\$9,003.08
Judgment Levy	Quantity	Data collected by MDE	\$46.50	\$771.04
Health Benefit Levy	Quantity	Data collected by MDE	\$1,208.40	\$1,210.73
Additional Retirement Levy	Quantity	Data collected by MDE	\$31,598.35	\$31,727.84
St. Paul Severance Levy	Quantity	Data collected by MDE	\$1,659.38	\$1,620.29
Safe Schools Levy (includes both school district and intermediate levies)	Quantity	Data collected by MDE	\$34,482.54	\$34,372.00

Measure	Measure type	Measure data source	Historical trend: Pay 2025 (in 1,000s)	Most recent data: Pay 2026 (in 1,000s)
Ice Arena Levy	Quantity	Data collected by MDE	\$4,176.00	\$4,481.01
Severance Levies	Quantity	Data collected by MDE	\$0	\$0
Swimming Pool Levy	Quantity	Data collected by MDE	\$622.41	\$483.57
Economic Development Abatement Levy	Quantity	Data collected by MDE	\$509.20	\$908.82
Tree Growth Replacement Levy	Quantity	Data collected by MDE	\$693.81	\$693.81
Reorganization Operating Debt Levy	Quantity	Data collected by MDE	\$0	\$0

Part B: Evidence of Effectiveness

This activity/program cannot be evaluated using randomized control or quasi-experimental design methods. This program does not provide direct educational services or interventions; therefore, traditional evidence of effectiveness does not apply. Program effectiveness is demonstrated through accurate calculation and distribution of authorized funding, compliance with statutory requirements, and the timely provision of financial resources to eligible school districts.

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

Program: Choice Programs**Activity: Charter School Lease Aid**

<https://education.mn.gov/MDE/dse/chart/scres/>

AT A GLANCE

- In fiscal year (FY) 2025, 171 of the 176 charter schools in Minnesota received lease aid.
- The maximum lease aid per pupil unit is \$1,314.

PURPOSE AND CONTEXT

Unlike school districts, charter schools cannot generate property tax revenue to pay for school buildings. The Charter School Lease Aid program provides partial funding to help charter schools to lease facilities and land. This program supports the objective of ensuring that every student receives a world-class education.

SERVICES PROVIDED

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

- The reasonableness of the price per square foot;
- The appropriateness of the proposed lease in the context of the charter school's space needs, code compliance, and financial circumstances of the charter school; and
- The conformity of the leased space and lease agreement with the laws and rules of the state and federal governments.

State aid is the lesser of:

- 90 percent of the actual net lease costs; or
- \$1,314 multiplied by the total number of pupil units served, plus postsecondary enrollment options pupil units.

The Minnesota Department of Education (MDE) approves charter school lease aid applications. Beginning in FY 2017, lease aid became available for approved pre-K school programs.

The fiscal pages for this Budget Activity also display federal funds available to support charter schools.

RESULTS**Part A: Performance Data**

Measure	Measure type	Measure data source	Historical trend	Most recent data
Charter Schools receiving lease aid	Quantity	Data collected by MDE	FY 2023: 184 FY 2024: 176	FY 2025: 168
Pupil Units Served	Quantity	Data collected by MDE	FY 2023: 73,162 FY 2024: 75,064	FY 2025: 77,628
Average Lease Cost per Pupil Unit	Quantity	Data collected by MDE	FY 2023: \$1,659 FY 2024: \$1,676	FY 2025: \$1,631
Average Aid per Pupil Unit	Quantity	Data collected by MDE	FY 2023: \$1,219 FY 2024: \$1,217	FY 2025: \$1,188

Part B: Evidence of Effectiveness

This activity/program cannot be evaluated using randomized control or quasi-experimental design methods. The Charter School Lease Aid program does not use evidence-based practices. It is a state funding program that helps charter schools pay for facility leases. Because it provides financial support and does not deliver services or interventions, evidence-based requirements do not apply. Therefore, there are no evidence-based practices to report.

M.S. 124E.22

Program: Choice Programs**Activity: Achievement and Integration Aid**<https://education.state.mn.us/MDE/dse/acint/>**AT A GLANCE**

- During the 2025-26 school year, 50 racially identifiable schools* in 13 school districts and 67 racially isolated districts** participated in this program. Some of these racially isolated districts also have racially identifiable schools.
- An additional 110 districts participated in the program and partnered with racially isolated districts to implement integration activities for students.
- Districts use this revenue to increase racial and economic integration, reduce achievement disparities within their districts, and partner with neighboring districts to implement integration activities for students.

*A school with an enrollment of students of color and American Indian students that is more than 20 percentage points above the district average for schools serving the same grade levels.

**A district with a districtwide enrollment of students of color and American Indian students that exceeds that of any adjoining district by more than 20 percentage points.

PURPOSE AND CONTEXT

This program exists to increase racial and economic integration, reduce achievement disparities for specific student groups, and provide students with equitable access to a qualified and racially diverse teaching staff.

Students served include prekindergarten through grade 12 students attending a public school district that is either racially isolated, has a racially identifiable school, or is in close proximity to a racially isolated school district, as defined above.

Achievement and Integration revenue consists of two different funding streams: initial revenue, which may be used to fund the strategies in a district's approved achievement and integration plan, and incentive revenue, which must be used for strategies to reduce racial and economic enrollment disparities. All strategies funded with either revenue stream must have the effect of increasing student integration and helping to reduce academic disparities that are identifiable by students' race or economic status.

Incentive revenue may be used only to fund strategies designed specifically to increase the enrollment of students of color and American Indian students or students who qualify for free or reduced-price lunch in schools, classes, programs, or districts where there are documented enrollment disparities for students from one or more of these groups. Both types of revenue are funded through a local property tax levy (30 percent) and state aid (70 percent).

This program supports the goals of closing racial and economic opportunity gaps.

Districts that have not met their plan goals at the end of three years must develop an improvement plan and use up to 20 percent of their achievement and integration revenue to fund that plan.

SERVICES PROVIDED

Achievement and Integration revenue is used to implement strategies in a district's achievement and integration plan. These strategies must increase integration and reduce achievement disparities within the district or a racially identifiable school. Most plans include student integration activities with neighboring districts.

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

- Family involvement programs;
- Integrated prekindergarten through grade 12 programs with school enrollment choices designed to decrease racial and economic enrollment disparities within or between districts;
- Training for teachers and administrators to improve the achievement of all students;
- Rigorous coursework and career and college readiness programs for underserved students; or
- Recruitment and retention of racially and ethnically diverse staff.

The Minnesota Department of Education (MDE) reviews and approves district plans and budgets, calculates and processes aid payments, and provides ongoing assistance to districts in developing effective plans, monitoring their progress, implementing improvement processes, and reporting results.

RESULTS

Part A: Performance Data

The table below lists the number of racially identifiable schools and racially isolated districts participating in the program for the years listed.

Measure	Measure type	Measure data source	Historical trend	Most recent data
Number of participating racially isolated districts	Quantity	Data collected by MDE	FY 2024: 66 FY 2025: 67	FY 2026: 67
Number of participating racially identifiable schools	Quantity	Data collected by MDE	FY 2024: 50 FY 2025: 53	FY 2026: 50
Number of participating districts with racially identifiable schools	Quantity	Data collected by MDE	FY 2024: 15 FY 2025: 16	FY 2026: 13

Part B: Evidence of Effectiveness

MDE has not identified an appropriate evidence-based practice for this activity.

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

Program: Choice Programs**Activity: Interdistrict Desegregation Transportation**

<https://education.state.mn.us/MDE/dse/acint/>

AT A GLANCE

- In fiscal year (FY) 2025, more than 5,280 open-enrolled students were transported to and from schools participating in Achievement and Integration programs at a total district cost of \$16.7 million. Districts received state aid of \$14.7 million, as districts already receive a portion of general education revenue to cover these costs.
- In FY 2025, other students were also transported to Achievement and Integration programs and events at a total district cost of \$414,795.54. Districts received \$414,795.54 in state aid, as there is no general education deduction for this type of transportation.

PURPOSE AND CONTEXT

This state aid program supports the Achievement and Integration program by funding unreimbursed transportation costs for students in an interdistrict desegregation program. The majority of school districts participating in the state's Achievement and Integration program are required to partner with each other on integration activities for their students.

These interdistrict programs, classes, and events are designed and implemented to bring together racially and economically diverse groups of students from each partnering district. The objective is for students to learn from and work with one another. The demographics of these groups are intended to reflect the demographics of each district, including students of color, white students, American Indian students accordingly. This aid program supports the objective that every child receives a world-class education.

SERVICES PROVIDED

Transportation is provided between the student's home or school and the Achievement and Integration program. The aid paid to school districts is the difference between the cost of transportation and the portion of general education revenue attributable to transportation that the student generates. The Minnesota Department of Education (MDE) calculates aid payments and provides technical support for this program.

RESULTS**Part A: Performance Data**

Both the number of districts and the number of students participating has fluctuated over time.

Measure	Measure type	Measure data source	Historical trend	Most recent data
Number of Districts	Quantity	Data collected by MDE	FY 2023: 21 FY 2024: 32	FY 2025: 36
Number of Students Transported	Quantity	Data collected by MDE	FY 2023: 5,611 FY 2024: 5,271	FY 2025: 5,283

Part B: Evidence of Effectiveness

No Evidence-based Practices were identified. Interdistrict Desegregation Transportation Aid is a reimbursement program that supports transportation costs associated with Achievement and Integration activities. Effectiveness is demonstrated through the accurate calculation and distribution of aid to eligible school districts, compliance with statutory requirements, and support for student access to interdistrict integration programs and activities.

M.S. 124D.87

Program: Choice Programs**Activity: COMPASS**

<https://education.mn.gov/MDE/dse/compass/>

AT A GLANCE

- Statewide system of continuous improvement for all districts, charter schools and Tribally Controlled Schools
- Aligned guidance, professional learning, and flexible support in all areas of continuous improvement
- Offered to all districts at no cost
- Research based and evidence aligned

PURPOSE AND CONTEXT

Collaborative Minnesota Partnerships to Advance Student Success (COMPASS) is the statewide system for continuous improvement for all districts, charter schools, and Tribally Controlled Schools in Minnesota. COMPASS is a partnership between the Minnesota Department of Education (MDE) and the Minnesota Service Cooperatives (MSC). The allocated COMPASS budget is used for statewide staff capacity at MDE and regional capacity through a joint powers agreement with MSC to provide direct services to schools. This organizational model maximizes access for local education agencies (LEAs) to regional instructional support resources and increases efficiency and effectiveness through centralized research-based content development in the forms of guides, professional learning pathways, and aligned technical support in implementing evidence-based practices.

As a result of these investments, the COMPASS system provides aligned support in all areas of continuous improvement through the MnMTSS (Minnesota Multi-tiered System of Support) framework. The system was designed and is implemented to ensure regional access to research-based guidance and support within the local context. This system is designed to support systems change to ensure all students have access to high-quality tier one instruction in a safe, welcoming, and engaging learning environments. All COMPASS support is offered at no cost to districts.

The COMPASS system at large braids federal funding for school improvement and early childhood special education as well as state funding for COMPASS and the Regional Literacy Network. This document describes services particular to COMPASS state funding.

SERVICES PROVIDED

- COMPASS provides professional development and coaching support directly to schools through regional staffing models based out of the nine Minnesota Service Cooperatives. This includes 10 Culturally Responsive Instructional Leadership specialists, 9 math leads, 4 math regional coaches, 8 equitable access specialists, 10 MnMTSS leads, 5 climate and culture leads, 4 attendance leads, and 1 MnMTSS data and assessment literacy lead, and support for schools identified through the North Star Accountability system, including 2 Statewide Improvement Coordinators, 1 Statewide Data Lead, and 27 Continuous Improvement support staff. These positions are led regionally by COMPASS supervisors and Minnesota Service Cooperative Executive Directors. Led by 16 COMPASS MDE leaders, regional staff collaborate across the service cooperatives with their content area peers to develop and deliver research-based professional development and coaching resources.
- Additional COMPASS positions providing literacy, early childhood/ early childhood special education, and continuous improvement support are funded by other budgets.

- COMPASS contracts with national and state partners to develop and deliver research-informed professional learning pathways and guidance on evidence-based instructional practices and school leadership strategies to reach the aim stated above.
- COMPASS MnMTSS: Through COMPASS MnMTSS, all districts, charter schools, and Tribally Controlled schools can access support in the areas of MnMTSS, Family and Community Engagement, Data and Assessment Literacy, Climate and Culture, Culturally Responsive Instructional Leadership, Equitable Access to High Quality Tier 1 Instruction, and Attendance (temporarily funded through June 30, 2027).
- COMPASS Math: Through COMPASS Math, all districts, charter schools, and Tribally Controlled schools can access support in the area of Math. This includes access to Math guidance, professional learning pathways, and flexible support. COMPASS Math also supports instructional leadership in mathematics and support with increasing access to high-quality tier 1 instruction in mathematics.

RESULTS

Part A: Performance Data

Measure	Measure type	Measure data source	Historical trend	Most recent data
Attendance in COMPASS Pathways (professional learning)	Quantity	Number of unique individuals and districts participating in COMPASS Pathways	N/A	NA
COMPASS Summer Institute	Quantity	Number of attendees Number of break-out sessions	# of people attended FY24: 950	# of people attended FY25: 1380 FY26: 1551

MnMTSS Courses and cohorts	Quantity	Professional development Pathways developed and number of teams attending	FY2022 DATA Intro to MnMTSS: Attended by 49 district/charter teams. Implementation of MnMTSS 9-session course: Attended by 15 district/charter teams. FY2023 DATA Intro to MnMTSS: Attended by 41 district-level teams . Implementation of MnMTSS 9-session course: Attended by 9 district-level teams . Tier 2/Tier 3 Course: Attended by 15 teams. School Leadership for MnMTSS Attended by 8 teams. FY2024 DATA Intro to MnMTSS: Attended by 35 district-level teams. Implementation of MnMTSS 9-session course: Attended by 19 district-level teams. School Leadership Team Course: Attended by 9 LEAs (school-level teams not collected) Tier 2 & Tier 3 Course: Attended by 19 district-level teams. FY2025 Data Intro to MnMTSS: Attended by 46 district-level teams. Implementation of MnMTSS 9-session course: Attended by 28 district-level teams	FY2026 DATA Intro to MnMTSS: 15 hours of training. Attended by 62 district-level teams System Leadership for MnMTSS Implementation: Attended by 40 district-level teams. Developing Successful Teams for MnMTSS Implementation: Attended by 31 district-level teams. Leading School-Level Implementation of MnMTSS: Attended by 30 school teams from 10 LEAs. Establishing Effective Tier2 and Tier 3 Teams and Programming: Attended by 14 district-level teams. Unpacking Family and Community Engagement in the MnMTSS Framework: Attended by 16 district-level teams.
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Measure	Measure type	Measure data source	Historical trend	Most recent data
			Leading School-Level Implementation course: Attended by 43 school-level teams from 7 LEAs Tier 2 and Tier 3 Course: Attended by 12 district-level teams.	
Tier 1 (formerly Atlas) Pathway	Quantity	Number of district/charter teams engaging	FY24: 22 districts/charter schools	FY25: 19 districts/charter schools FY26: 16 districts/charter schools
MnMTSS Published Guidebooks	Quantity	Guidebooks published	FY22: MnMTSS Professional Learning and Development Guidebook FY23: MnMTSS Tier 1 Guidebook MnMTSS Fiscal Guidebook MnMTSS Data Guidebook FY24: MnMTSS Team Guidebook MnMTSS Secondary Playbook FY25: Minnesota MTSS at Work case studies Links on MnMTSS webpage*	FY26: MnMTSS State of Attendance Report and Attendance Guidebook MnMTSS Early Childhood Education Playbook

Measure	Measure type	Measure data source	Historical trend	Most recent data
MnMTSS Grant	Quantity	Districts received	Application process ending Feb. 2022: 45 applicants, 12 districts/charters received an award for FY23 & FY24 Application process ending Nov. 2023: 78 applicants, 30 districts/charters received an award for FY25 & FY26 Application process ending Jan. 2025: 38 applicants (narrow eligibility criteria due to short duration), 23 districts/charters received an award for FY26	Application process ending April 2026: 116 applications, 38 districts/charters received an award for FY27 and FY28

*Links on MnMTSS webpage (<https://education.mn.gov/MDE/dse/mtss/>)

Part B: Evidence of Effectiveness

MDE has not identified an appropriate evidence-based practice for this activity.

M.S. 121A.201

Program: Choice Programs**Activity: Recovery Program**<https://education.mn.gov/MDE/dse/health/rec/>**AT A GLANCE**

- \$750,000 per year is available for grants to cover a portion of the costs of licensed support staff and unreimbursed transportation expenses.
- Recovery programs are eligible for grants of up to \$125,000 per year

PURPOSE AND CONTEXT

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

This grant program supports the objective that every student should receive a world-class education in a safe and nurturing environment.

SERVICES PROVIDED

Grants pay for a portion of the costs of recovery program support staff. In fiscal year (FY) 2018, coverage for unreimbursed transportation expenses was added to the list of eligible expenses.

Recovery program support staff are defined as:

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

The Minnesota Department of Education provides the following services for the program:

- Approving recovery programs;
- Developing application process and reporting forms for applicants/recipients;
- Providing technical assistance to applicants/recipients;
- Creating grant contracts including work plans and budget information;
- Calculating, auditing, and processing payments; and
- Providing guidance as it relates to Minnesota statutes and state policies

RESULTS

Part A: Performance Data

Measure	Measure type	Measure data source	Historical trend	Most recent data	
Schools receiving grants	Quantity	Data collected by MDE	FY2022: 6	FY2023: 6	FY2026:6
Students served	Quantity	Data collected by MDE	FY2022: 152	FY2023: 146	FY2026: 197**
Licensed recovery program support staff paid using grant funds	Quantity	Data collected by MDE	FY2022: 10.43 FTE	FY2023: 10.49 FTE	8.65 FTE (17 staff)

*** This number is based on current data where available and estimates based on historical data where needed.*

Part B: Evidence of Effectiveness

This activity/program funds infrastructure/core staffing/operations which cannot be evaluated using randomized control or quasi-experimental design methods. 99% of the Recovery Grant funding is used to fund Student Support Personnel FTE, primarily Licensed Alcohol and Drug Counselors (LADC's) and Licensed School Social Workers, but also Licensed School Counselors, Licensed School Psychologists, and Licensed School Nurses. Current grant reporting does not ask grantees to specify which evidence-based interventions these student support personnel are implementing with students. For this part instead, I am linking research demonstrating the efficacy of these student support personnel positions in general:

- Required qualifications for licensed drug and alcohol counselors (LADC's): <https://www.revisor.mn.gov/statutes/cite/148F.025>
- School Social Work Services: <https://www.ncbi.nlm.nih.gov/books/NBK68586/>
- School Counseling: <https://www.proquest.com/docview/839828960?pq-origsite=gscholar&fromopenview=true&sourcetype=Scholarly%20Journals>
- School Psychology: <https://pmc.ncbi.nlm.nih.gov/articles/PMC8085380/>
- School Nursing: <https://journals.sagepub.com/doi/10.1177/23779608261453442>

M.S. 124D.695

Program: American Indian Education**Activity: Minnesota Indian Teacher Training Program**

<https://education.mn.gov/MDE/dse/indian/mnindtrain/>

AT A GLANCE

- Grants are awarded to four joint applicants as named in statute: Augsburg University, in collaboration with Minneapolis Public Schools and St. Paul Public Schools; Bemidji State University, in collaboration with Red Lake Public Schools; Minnesota State University Moorhead, in collaboration with Mahnomon Public Schools; and the University of Minnesota-Duluth, in collaboration with Duluth Public Schools. New five-year awards were made in fiscal year (FY) 2024.
- In FY24, competitive grants were also awarded to Fond du Lac Tribal and Community College in partnership with Fond du Lac Ojibwe School and Minnesota State University Mankato in partnership with Redwood Area Schools.
- Program funding increased from \$460,000 to \$600,000 annually starting in FY 2022. In the 2023 session, lawmakers created a special revenue account for MITTP and invested significant one-time funding for the program for FY24 (\$2,210,000) and returned base funding to \$600,000 for FY25 and beyond.
- In FY26, 44 students received scholarships across 6 joint grantees. 39 of the 44 students were on track for licensure/certification and/or graduation, which is a 88.6% retention rate. This is on par with previous years' retention rates of FY25 (90.5 percent), FY24 (84 percent), FY23 (76 percent) and FY22 (86 percent), though percentages can vary widely with low n-size.

PURPOSE AND CONTEXT

The Minnesota Indian Teacher Training Program (MITTP) provides scholarships and program support to assist American Indian students to become teachers and to assist current American Indian teachers in gaining additional education, credentials, or certifications. The program seeks to increase the number of American Indian teachers and school staff in Minnesota. Access to American Indian teachers is important for all students to receive the highest quality education. This program is designed to ensure all students receive a world-class education from caring, qualified teachers.

SERVICES PROVIDED

This program provides scholarships and program support to American Indian students and teachers who have the potential to complete a teacher-training program or certification needed to work in a prekindergarten through grade 12 school setting. At least 80% of grant funds must be used for scholarships or stipends. The program receives \$600,000 per year, though there was a one-time infusion of an additional \$1,610,000 for a total appropriation of \$2,210,000 in FY24. Additionally, the 2023 legislature created a special revenue account for the program to allow grants to be made for a five-year period as opposed to being limited to a biennial cycle. MDE calculates and processes payments and provides technical support for this program.

RESULTS

Part A: Performance Data

Measure	Measure type	Measure data source	Historical trend	Most recent data
Program participants	Quantity	Data is collected by MDE	FY2024: 38 FY2023: 42 FY2022: 50	FY2025: 42
Retention rate (Number grads, licensed, continuing over total participants)	Quantity	Data is collected by MDE	FY2024: 84% FY2023: 76% FY2022: 43 (86%)	FY2025: 90.5%

Part B: Evidence of Effectiveness

MDE has not identified an appropriate evidence-based practice for this activity. MITTP's main strategy of providing scholarships for American Indians to pursue college degrees and teaching licenses was not found in the available clearinghouses.

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

Program: American Indian Education**Activity: Tribal Contract Schools**<https://education.state.mn.us/MDE/fam/indian/>**AT A GLANCE**

- In fiscal year (FY) 2025, 564 American Indian students attended four federally recognized Bureau of Indian Education (BIE) tribally controlled schools in Minnesota.

PURPOSE AND CONTEXT

The program seeks to provide tribally controlled schools with sufficient and equalized funding so they can provide an adequate and uniform education to their students, as required by the Minnesota Constitution. Tribally controlled schools do not receive the standard per-pupil funding from the State of Minnesota. This funding provides aid to tribally controlled schools to bring them closer to the per-pupil amount that other public schools in Minnesota receive.

Participants include the four tribally controlled schools in the state: Bug-O-Nay-Ge-Shig School, Leech Lake; Circle of Life Academy, White Earth; Nay Ah Shing School, Mille Lacs; and Fond du Lac Ojibwe School, Fond du Lac. The Fond du Lac/Cloquet Public Schools 0094-01 agreement results in zero state tribal contract aid being awarded to Fond du Lac.

This program supports the objective that every student receives a world-class education.

SERVICES PROVIDED

This state aid program provides funding to promote equal education for American Indian students enrolled in BIE tribal contract schools. The funds provide general education services and are not specifically set aside to meet any legislative goals. State aid is calculated based on the difference between the state per-pupil adjusted aid amount and the amount provided by the federal government. State aid to tribally controlled schools increase alongside the state per-pupil general education aid.

The Minnesota Department of Education (MDE) calculates and processes aid payments to tribally controlled schools for this program.

RESULTS

Part A: Performance Data

MDE does not track or report academic performance data for this program. Tribally controlled schools are under federal jurisdiction and are not state public schools under Minnesota statutes. Therefore, MDE cannot require tribal schools to submit assessment data related to this program.

Measure	Measure type	Measure data source	Historical trend	Most recent data
Number of BIE tribally controlled schools	Quantity	Data collected by MDE	FY 2023: 4 FY 2024: 4	FY 2025: 4
Number of BIE tribally controlled students served	Quantity	Data collected by MDE	FY 2023: 626 FY 2024: 590	FY 2025: 564

Part B: Evidence of Effectiveness

No Evidence-based Practices were identified”. They should also remove the statement that contains “evidence-based practice requirements do not apply” as they do not make that determination. State tribal contract aid supplements federal funding and is designed to bridge the gap between federal and state per-pupil aid, supporting the general education operational needs of tribally controlled schools. Because tribal contract aid is not structured as a targeted intervention or direct service, evidence-based practice requirements do not apply.

M.S. 124D.83

Program: American Indian Education**Activity: Tribal Early Childhood Program**<https://education.state.mn.us/MDE/fam/indian/>**AT A GLANCE**

- Provides support to four tribal early childhood family education (ECFE) programs.
- Serves 800 to 1,100 children, birth to age 5, every year.
- Program sites: Bug-O-Nay-Ge-Shig school in Leech Lake; Circle of Life Academy in White Earth; Fond du Lac Ojibwe School in Cloquet; and, Wewinabi Early Education Center in Mille Lacs.

PURPOSE AND CONTEXT

This program ensures Early Childhood and Family Education (ECFE) services are available for parents who live in tribal communities and who will send their children to tribal schools.

This program supports the objective that all children deserve a world class education in a safe and nurturing school.

SERVICES PROVIDED

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

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

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

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

RESULTS

Part A: Performance Data

Tribally-run Early Childhood Programs are under federal jurisdiction and, therefore, are not state public schools under Minnesota statutes. They are not required to submit assessment data for this program. MDE does not track or report participant performance.

Part B: Evidence of Effectiveness

MDE has not identified an appropriate evidence-based practice for this activity.

M.S. 124D.83, subdivision 4

Program: American Indian Education**Activity: American Indian Education Aid**<https://education.mn.gov/MDE/dse/indian/tribnatmn/>**AT A GLANCE**

- In fiscal year (FY) 2025, American Indian Education aid provided formula funding to 174 eligible school districts, charter schools, cooperative units, and tribally controlled schools.
- Funding is intended to reach state-identified American Indian students in schools or districts that have 20 or more American Indian students.
- This program served 29,661 American Indian students annually.

PURPOSE AND CONTEXT

This program seeks to increase academic achievement, decrease the dropout rate, and improve the school climate for American Indian students through culturally inclusive and appropriate approaches. The program serves American Indian students in school districts, tribal contract schools, intermediate school districts, and charter schools.

The Minnesota Department of Education's (MDE) Office of Indian Education convened a stakeholder group to recommend strategies to improve educational outcomes for American Indian students. The working group determined that the Success for the Future program, a \$4.2 million competitive grant program, needed to be replaced to reach more American Indian students. The recommendation, and the resulting statutory funding formula that was enacted in 2015, expanded funding eligibility from 32 to 143 districts and schools, reaching nearly 97 percent of American Indian students in Minnesota.

Under the current formula, school districts, charter schools, and tribal schools that have 20 or more American Indian students enrolled are eligible to receive \$40,000 for the first 20 students and an additional \$500 per student beyond the initial count of 20.

This program is designed to help American Indian students reach their full potential within their school communities through meaningful, equitable, and targeted educational experiences that affirm and value their unique cultural identities.

SERVICES PROVIDED

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

The following statutorily mandated services are funded by the American Indian formula aid program with the goals of increasing student achievement, increasing graduation rates, reducing the achievement gap, and lowering dropout rates:

- Support postsecondary preparation for pupils;
- Support the academic achievement of American Indian students;
- Make the curriculum relevant to the needs, interests, and cultural heritage of American Indian pupils;
- Provide positive reinforcement of the self-image of American Indian pupils;
- Develop intercultural awareness among pupils, parents, and staff; and
- Supplement, not supplant, state and federal educational and co-curricular programs.

MDE administers the aid program and calculates payments to school districts, charter schools, cooperative units, and tribally controlled schools.

RESULTS

Part A: Performance Data

The program is designated for Minnesota’s state-identified American Indian students enrolled in public schools, charter schools, intermediate school districts, and tribally controlled schools. Schools and districts with 20 or more state-identified American Indian students and that meet the eligibility criteria under the Indian Education Act of 1988 are eligible to receive this formula-based aid. American Indian Education Aid enables participating students to take part in programs designed to meet their unique cultural and academic needs.

Measure	Measure type	Measure data source	Historical trend	Most recent data
Statewide American Indian Graduation Rate	Results	Data collected by MDE	FY 2023: 61.3% FY 2024:	FY2025: 67.6%

Part B: Evidence of Effectiveness

No Evidence-based Practices were identified. The Office of American Indian Education is not currently measuring individual programs across the state using evidence-based practices. Each funded program might use different measures within their districts.

M.S. 124D.81

Program: American Indian Education**Activity: American Indian Education Other Grants Miscellaneous**<https://education.mn.gov/MDE/dse/indian/grant/>**AT A GLANCE**

- The Native Language Revitalization Grant provides funding for districts and schools to provide Dakota and/or Anishinaabe language classes that build a sustainable language revitalization effort across Minnesota.
- In fiscal year 2025, the legislature provided one-time Permanent School Fund Supplemental Aid to American Indian schools.

PURPOSE AND CONTEXT

Children who learn their Indigenous language are able to maintain critical ties to their culture, affirm their identity, and preserve important connections with older generations. Language is a vital asset for Native People and communities. It defines who they are, where they come from, and the value systems that in many ways cannot be translated into English.

The Native Language Revitalization Grant prioritizes equity by providing funding to schools and districts that will otherwise not have the capital to provide equity to American Indian students. This grant will invest in students and improve conditions for learning for all students who wish to participate. This revitalization effort will provide options for students who have little or no Dakota or Anishinaabe language classes in their schools. This grant will also work to sustain and grow the revitalization of Dakota and Anishinaabe languages in Minnesota.

SERVICES PROVIDED

With this grant, districts and schools are able to offer Dakota and/or Anishinaabe language courses to students K-12. It provides funding for Language teachers, curricular materials, and Professional Development for Language teachers to continue learning. The program aims to achieve true language revitalization with more students across Minnesota speaking the Indigenous languages of the original people of this land. Specifically, this grant will enable districts and schools who do not offer Indigenous languages to do so, and for those who currently have Dakota and/or Anishinaabe language classes, to make them sustainable and to build true language speakers fluent enough to pass the language seals tests in Anishinaabe and Dakota.

The legislature provided one-time Permanent School Fund Supplemental Aid in fiscal year (FY) 2025 to American Indian schools.

RESULTS

Part A: Performance Data

Measure	Measure type	Measure data source	Historical trend	Most Recent Data
Number of school districts, charter schools, and Tribal Contract schools offering language instruction in Dakota, Anishinaabe, or another indigenous language because of this grant	Quantity	Data collected by MDE	FY2024: 0 FY2025: 31 FY26: 31	Round Two awarded for FY27: 44 districts

Part B: Evidence of Effectiveness

MDE has not identified an appropriate evidence-based practice for this activity.

M.S. 122A.63

Program: Innovation and Accountability**Activity: Assessments****AT A GLANCE**

- Serves approximately 65,000 students per grade, grades 3-8 Mathematics and Reading, grade 10 Reading, grade 11 Mathematics, and grades 5, 8, and high school Science. This totals approximately 1 million assessments across the grades for Minnesota Comprehensive Assessments (MCAs).
- Serves approximately 73,000 English learners (ELs), grades K-12.
- Serves approximately 6,000 students with severe cognitive disabilities.
- Supports all charter schools, districts, Minnesota Department of Education (MDE) divisions, and stakeholders with statewide assessment literacy and analysis.
- The cost of college entrance exams is reimbursed for over 14,000 students annually.

PURPOSE AND CONTEXT

Statewide testing's mission is to design, develop, and implement a system of assessment so Minnesota students, parents, teachers, administrators, legislators, and taxpayers will have access to valid and reliable data to support and improve education in Minnesota. Our purpose is to build a comprehensive assessment system and provide analytics that adds value to Minnesota's education system.

This program supports the objective of ensuring every student receives a world-class education. To further that goal, college entrance exam costs are reimbursed. Those reimbursements are prioritized for students eligible for free or reduced-price meals.

SERVICES PROVIDED

This program provides data and analysis to inform parents, teachers, and the public on the achievement of students against the Minnesota K-12 Academic Standards and Minnesota English Language Proficiency Standards. This includes special populations such as English learners, students receiving special education services, and student receiving free or reduced-price meals. These services are possible due to state funds as well as federal assessment grants.

MDE awards contracts to vendors, manages the contracts, supports districts' administration of statewide assessments, and reports statewide assessment results.

RESULTS

Part A: Performance Data

Measure	Measure type	Measure data source	Historical trend	Most recent data
Percentage of increase in the number of educators and community members in the committee database.	Quantity	Data collected by MDE	FY2024: New database created; 1,399 respondents FY2025: 229 new (16.3% increase)	FY 2026: 198 new (12.2% increase)
Educator committee members report that they have learned some ideas from participating in committees that will help their teaching (percentage who agree or strongly agree)	Quality	Data collected by MDE	FY2024: 91% FY2025: 99%	FY2026: 91%

Part B: Evidence of Effectiveness

MDE has not identified an appropriate evidence-based practice for this activity.

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

ESEA 195, Title VI, Part A, Subpart I, Section 1111(b) (2)

Program: Student and Teacher Opportunities**Activity: Advanced Placement-International Baccalaureate**<https://education.mn.gov/MDE/dse/ccs/ib/>**AT A GLANCE****In fiscal year (FY) 2025:**

- International Baccalaureate (IB) programs were in place in 58 authorized IB schools.
- 42,405 Advanced Placement (AP) students took 69,527 exams.
- 3,352 IB students took 7,600 exams.
- Efforts focused on increasing the number of low-income students taking AP or IB exams.
- 224 AP teachers attended in-depth training.
- 464 IB teachers attended in-depth training.

PURPOSE AND CONTEXT

This state aid program gives high school students the opportunity to take college-level courses and earn college credit while in high school. The funding is used to pay all Advanced Placement (AP) and International Baccalaureate (IB) exam costs for students from low-income families and a portion of exam costs for all students. The program also provides funding for AP/IB teachers to attend training programs.

SERVICES PROVIDED

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

- Colleges and universities in Minnesota State must award college credit to high school students who receive a score of three or higher on an advanced placement examination or four or higher on the international baccalaureate program examination.
- The University of Minnesota and private postsecondary institutions are encouraged, but not required, to award college credit to high school students who receive a score of three or higher on an advanced placement examination or four or higher on the international baccalaureate program examination.

The AP and IB programs provide financial incentives to support:

- Teacher training and support.
- Student examination fees.

The Minnesota Department of Education (MDE) reviews and approves applications and calculates and processes aid payments for this program.

RESULTS

Part A: Performance Data

Measure	Measure type	Measure data source	Historical trend	Most recent data
Percent of AP exams proficient or above (2025 national average was 73%). These are scores of 3 out of 5 and above.	Quality	Data collected by MDE (from College Board)	FY2022: 67% FY2023: 67% FY2024: 72%	FY2025: 77%
Number of IB exams proficient or above (national average is 81%). These are scores of 4 out of 7 and above.	Quality	Data collected by MDE (from International Baccalaureate Organization IBO)	FY2022: 75% FY2023: 65% FY2024: 66%	FY2025: 64%
Number of low-income students/percentages of low-income students taking AP exams. These exam fees are fully funded.	Quality	Data collected by MDE (from the College Board)	FY2019: 5,325 (12%) FY2020: 4,596 (11%) FY2021: 3,357 (10%) FY2022: 4,701 (10%) FY2024: 6,147 (15%)*	FY2025, 6,165 (15%)
Number of low-income students/percentages of low-income students taking IB exams. These exam fees are fully funded.	Quality	Data collected by MDE (from International Baccalaureate Organization IBO)	FY2022: 1,356 (19%) FY2023: 1,862 (25%) FY2024: 1,711 (23%)	FY2025: 1,733 (23%)
Participation gaps between the percent of students in the school compared to the percent of students in AP courses.*	Quality	Data collected by MDE	FY22: American Indian and Students of Color gap - 7.6% Students receiving SpEd services gap - 12.7%, Low socio-economic status gap - 14.1%, English Learner gap - 5%,	FY24 American Indian and Students of Color gap - 3.5% Students receiving SpEd services gap - 12% Low socio-economic status gap - 9.6% English Learner gap - 3.9%

Measure	Measure type	Measure data source	Historical trend	Most recent data
AP Teachers trained	Quantity	MDE Professional Development Tracking	FY22: 170	FY25: 293
IB Teachers trained	Quantity	MDE Professional Development Tracking	FY22: 362	FY25: 819

**In FY24, MDE and the College Board focused teacher training on best practices for recruiting and retaining underserved students.*

Part B: Evidence of Effectiveness

Evidence-based practice:	Source:	FY 26-27 Expenditures
Financial assistance to reduce AP/IB exam cost barriers for students	Jeong (2009), Student Participation and Performance on Advanced Placement Exams: Do State-Sponsored Incentives Make a Difference? (Educational Evaluation and Policy Analysis) https://journals.sagepub.com/doi/abs/10.3102/0162373709342466	\$4M
Teacher Training improves student access to AP courses.	<u>Stephen M. Ponisciak</u> and <u>Karen M. Morris</u> (2023). Improving Student Access to and Teacher Training for Advanced Placement. <i>Journal of Advanced Academics. Volume 34, Issue 3-4.</i> https://doi.org/10.1177/1932202X231218339	\$500,000

M.S. 120B.13

MN Laws 2025 Special Session, chapter 10, article 2, section 24 subdivision 10 (Examination fees; teacher training and support programs.)

Program: Student and Teacher Opportunities**Activity: Concurrent Enrollment**<https://education.mn.gov/MDE/dse/ccs/cce/>**AT A GLANCE**

- In fiscal year (FY) 2025, of the 38,318 students who participate in concurrent enrollment, 8,661 qualified for educational benefits and 777 were English learners.
- For FY 2025, the state aid amount was prorated to \$44.63 per student per course. This amount represents 30 percent of the eligible amount under statute.

PURPOSE AND CONTEXT

The Concurrent Enrollment program provides funding to districts to defray the cost of delivering concurrent enrollment courses in high schools. This program is available to all students in grades 11 and 12; students participating in career and technical education classes in grade 10; and students in grades 9 and 10 on a limited basis. This program provides students with dual high school and college credit.

This aid program supports the objective that every student receives a world-class education.

SERVICES PROVIDED

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

- Concurrent enrollment courses are taught during the regular school day at the high school or other locations by a certified high school teacher or postsecondary instructor.
- These courses are offered in partnership with a college or university for secondary students.

State aid is set at \$150 per student per course. However, because funding is capped and enrollment is increasing, full course reimbursement exceeds the appropriation, and the program is prorated. For FY 2025, districts received \$44.63 per student per course in state aid, with local funding making up an increasing portion of the cost.

Participating students are provided:

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

The Minnesota Department of Education:

- Helps districts interpret laws regarding concurrent enrollment;
- Reviews and approves annual partnership agreements between school districts and colleges or universities;
- Verifies student, course, and program eligibility; and
- Calculates and processes aid payments to districts.

RESULTS

Part A: Performance Data

In FY 2025, 333 districts and charter schools reported 89,627 student enrollments in concurrent enrollment courses offered through 36 Minnesota colleges and universities.

Measure	Measure type	Measure data source	Historical trend	Most recent data
Number of student enrollments	Quantity	Data collected by MDE	FY 2023: 79,184 FY 2024: 82,689	FY 2025: 89,627
College credits earned that generated concurrent enrollment aid	Quantity	Data collected by MDE	FY 2023: 267,008 FY 2024: 276,268	FY 2025: 299,297
Number of unique students	Quantity	Data collected by MDE	FY 2023: 32,505 FY 2024: 35,261	FY 2025: 38,318
Number of districts and charter schools with concurrent enrollment courses	Quantity	Data collected by MDE	FY 2023: 335 FY 2024: 336	FY 2025: 333

Part B: Evidence of Effectiveness

Evidence-based practice:	Source:	FY 26-27 Expenditures
Dual enrollment (including concurrent enrollment) programs that allow high school students to earn college credit while enrolled in high school.	https://onlinelibrary.wiley.com/doi/10.1002/pam.22180 WWC Dual Enrollment Programs	\$4 million

M.S. 124D.091

MN Laws 2025 Special Session, Chapter 10, article 2, section 24, subdivision 7 (Concurrent enrollment aid)

Program: Student and Teacher Opportunities**Activity: Literacy Aid**

<https://education.mn.gov/MDE/dse/schfin/trend/>

<https://education.mn.gov/MDE/dse/READ/>

AT A GLANCE

- In fiscal year (FY) 2025, 45.9 percent of Minnesota third-grade students met or exceeded proficiency in reading. (Source: Minnesota Report Card)
- In FY 2025, 46.1 percent of Minnesota fourth-grade students met or exceeded proficiency in reading statewide. (Source: Minnesota Report Card)
- In FY 2025, the state distributed \$40.6 million in literacy aid.

PURPOSE AND CONTEXT

This program provides public school districts and charter schools with additional aid based on student reading performance. Literacy aid is available to all public school districts and charter schools with students in grades 3 and 4. This program supports the state's goal of ensuring every student receives a world-class education.

SERVICES PROVIDED

Literacy aid consists of two components. One part is based on the percentage of students in a school who meet or exceed proficiency on the Minnesota Comprehensive Assessments (MCA) Grade 3 reading assessment (called "proficiency aid"). The other part of literacy aid is based on the percentage of students who show medium or high growth in reading proficiency between grades 3 and 4 (called "growth aid").

Literacy aid must be used in accordance with the requirements of the Read Act. Literacy aid is contingent on districts and charter schools submitting a local literacy plan by July 1 under Minnesota Statutes, section 120B.12, subdivision 4a. No schools forfeited FY 2025 literacy aid due to failure to submit a plan.

The Minnesota Department of Education (MDE) calculates and processes aid payments for this program.

RESULTS**Part A: Performance Data**

Literacy aid is calculated by school site using third- and fourth-grade test results averaged from the previous three test administrations and October 1 enrollments.

Measure	Measure type	Measure data source	Historical trend	Most recent data
Percentage of Grade 3 students meeting the criteria to generate FY 2025 proficiency aid	Quality	Data collected by MDE	FY 2022: 46% FY 2023: 45%	FY 2024: 45%
Percentage of Grade 4 students meeting the criteria to generate FY 2025 growth aid	Quality	Data collected by MDE	FY 2022: 61% FY 2023: 65%	FY 2024: 67%

Part B: Evidence of Effectiveness

Evidence-based practice:	Source:	FY 26-27 Expenditures
PK-12 Structured Literacy Implementation	Science of Reading research base	Data not available until October 2026

M.S. 124D.98

Program: Student and Teacher Opportunities**Activity: Read Act**<https://education.mn.gov/MDE/dse/READ/>**AT A GLANCE**

- The Minnesota Reading to Ensure Academic Development (READ) Act serves children prekindergarten through grade 12.
- The READ Act's goal is to have every child reading at grade level beginning in kindergarten.

PURPOSE AND CONTEXT

The legislature seeks to have every child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals.

The MDE mission and strategic plan aligns with the Due North Education Plan and was built from the voices and ideas of Minnesotans whom the Walz-Flanagan Administration engaged. Specifically, our partnership and collaboration with students, families, educators, school leaders and education organizations across the state. This engagement was invaluable in helping to frame the comprehensive reform efforts needed to ensure that all students receive a world-class education, in a safe, nurturing learning environment, from caring qualified teachers.

The Minnesota Reading to Ensure Academic Development (READ) Act supports our goal of ensuring a world-class education which requires a student-centered approach that removes structural barriers, provides the best teacher workforce that reflects the students in our classrooms, and creates safe and welcoming environments in every school in Minnesota.

SERVICES PROVIDED**The READ Act provides funding for:**

- Training for educators and school leaders in evidence-based structured literacy best practices
- Partnering with the MN Service Cooperatives to establish the Regional Literacy Network to provide support to districts in the implementation of the READ Act. The Regional Literacy Network (RLN) is staffed with 9 Regional Leads and 27 Regional Coaches
- Ongoing professional development for the RLN staff and District Literacy Leads
- Local Literacy Plan submission process and data collection
- State Literacy Director and Literacy Specialists who support development of state guidance and READ Act implementation requirements
- Ongoing work to review curriculum, interventions and screening tools
- Percentage of the annual Collaborative Minnesota Partnerships to Advance Student Success (COMPASS) Institute where each summer over 1500 educators come together to continue their professional learning in the areas of literacy and Minnesota Multi-Tiered System of Supports (MnMTSS)

MDE provides the following support to districts in order to successfully implement READ Act requirements:

Professional Development

Facilitate training of MN educators in structured literacy. Provide background knowledge and learning around reading research and foundational evidence-based instructional practices through approved professional development.

Screening and Data-based Decision Making

Provide guidance to districts on universal and dyslexia screening designed to regularly detect risk and monitor the development of early literacy and early reading skills, including screening guidance for English Language Learners, Deaf and Hard of Hearing students, and Dual Language Immersion programs.

English Language Arts Standards Implementation Support

Provide implementation support that is connected and responsive to the ELA Standards Network and resources developed by MDE.

Curricular Resources

Provide reviews and reports of Tier 1 Core Instructional materials and intervention models.

Evidence-based Practices

Provide guidance to districts regarding best practices in literacy instruction in addition to practices that are not evidence-based.

Provide MnMTSS literacy guidance to districts to support efforts to screen, identify, intervene, and monitor the progress of students not reading at grade level.

Regional Literacy Network

Provide regional support to ensure districts have access to Literacy Specialists who provide learning and coaching through the Regional Literacy Network (literacy component of the COMPASS system). The RLN provides support in three key areas:

- **Planning:** Assist districts in creating and implementing their district local literacy plan, addressing all requirements included in the Minnesota READ Act.
- **Implementation:** Provide training and coaching to district literacy leads, administrators, teachers and staff on implementing effective, evidence-based literacy practices, specifically structured literacy, within a MTSS framework.
- **Evaluation:** Support districts in tracking the success of their local literacy plan implementation and make recommendations for continuous improvement.

By partnering with the Minnesota Service Cooperatives, this support is geographically equitable.

Literacy Specialists receive literacy lead training that is aligned with the READ Act goals and enables Specialists to provide implementation support of comprehensive literacy reform efforts for district and site level leadership teams, to support literacy data collection and analysis, and to provide guidance on curriculum selection.

Professional Educator Licensing and Standards Board (PELSB) and Pre-service Teacher Preparation

Collaborate with PELSB to ensure Board-approved teacher preparation programs for teachers of elementary education provide instruction in the following:

- Evidence-based and structured literacy reading instructional practices that teach students to read using foundational knowledge, practices, and strategies with emphasis on mastery of foundational reading skills so that students achieve grade level proficiency in reading
- Teach reading in the teacher candidate's content areas
- Teach specialized instruction in reading strategies, interventions, and remediations that enable students of all ages and proficiency levels, including multilingual learners and students demonstrating characteristics of dyslexia, to become proficient readers

Literacy Aid

MDE provides guidance to districts on approved comprehensive literacy reform efforts that may be paid for with these funds.

RESULTS

Part A: Performance Data

The READ Act Evaluation Plan is being finalized. The measures below are projected measures used to evaluate implementation and impact of the READ Act.

Note: Minnesota Comprehensive Achievement (MCA) scores measure student proficiency on the English Language Arts Minnesota standards. The first year the 3rd graders who have had teachers since kindergarten who are trained in structured literacy will be SY29-30. This is important to keep in mind when people reference MCA scores. This also sets expectations as to when the state will begin to see an upward shift in our third grade reading proficiency levels.

Timeline:

- SY24-25: State-wide Teacher training begins
- SY25-26: Statewide Teacher training deadline for initial group of educators (Phase 1)
- SY26-27: Kindergarten
- SY27-28: 1st Grade
- SY28-29: 2nd Grade
- SY29-30: 3rd Grade

Measure	Measure type	Measure data source	Historical trend	Most recent data
Number of teachers registered for training by December 31, 2024; percent of educators (not including instructional support staff) who completed training by July 2026	Quantity	Database maintained by MDE	No trend data at this time as evaluation items are being currently being collected.	July 2026: Phase 1: Completed: 31,745 In progress: 3,102 Need: 1,702 Phase 2 Completed: 3,678 In progress: 2,039 Need: 3,213 FY24-25: 33,000+ teachers registered for training. FY23-24: 2,484 teachers have completed training.
Number of districts submitting Local Literacy Plan (LLP) on June 15, 2024	Quantity	Data base maintained by MDE	No trend data at this time as evaluation items are currently being collected.	FY23-24 504/549 (92%) FY24-25 532/536 (99%) FY25-26 518/529 (98%) - Note: Capti ReadBasix data was required this year for a LLP submission to be complete. Since this was the first year of 4-12 data submission, a few districts still have to submit their data.
Number of districts having a qualified Literacy Lead on staff	Quantity	District Local Literacy Plan; Data base maintained by MDE	No trend data at this time as evaluation items are currently being collected.	SY25-26 - PELSB: 438 in this assignment code (some districts share Literacy Leads)

Measure	Measure type	Measure data source	Historical trend	Most recent data
Number of school leaders and early childhood educators register in approved training	Quantity	District Local Literacy Plan; Data base maintained by MDE	No trend data at this time as evaluation items are currently being collected.	SY25-26: Curriculum Directors and staff who select ELA materials: Completed: 2529 Early Childhood: Completed: 2896 FY24-25: Currently we have 4,424 registered in these two categories.
Growth in Student screening data beginning in June of 2026	Result	Student Universal screening data	Student data will be collected beginning June of 2025.	Baseline data was collected SY24-25; As of July, 2026, vendor screening data for the second year is being uploaded to MDE and analysis of year 2 can be compared. Also, Grades 4-12 screening data is being collected for SY25-26 and a baseline will be started.
Number of students who are screened for dyslexia	Quantity	District Local Literacy Plan; Data base maintained by MDE	No trend data at this time as evaluation items are currently being collected.	SY24-25: Total screened K-3: 194,942 Students demonstrating characteristics of dyslexia: 62,623 (32%) SY25-26: Total screened K-3: 203,966 Students demonstrating characteristics of dyslexia: 60, 109 (29%)

Measure	Measure type	Measure data source	Historical trend	Most recent data
Minnesota Comprehensive Assessment (MCA) Reading student and district data beginning 26-27 school year	Result	State MCA Reading data	Statewide 3rd grade proficiency on the MCA reading assessment: 2021: 48.2% 2022: 47.8% 2023: 47.1% 2024: 46.3% 2025: 45.9% 2026: New MCA IV	N/A

MCA Assessments vs. Screening Assessments

The MCA, a standardized test administered annually, is the historic and most common measure for tracking student proficiency in reading from third through eighth and tenth grade. The MCA measures Reading Standards 4 to 9, part of the Minnesota 2020 English Language Arts Standards, which focus on higher level reading skills such as comprehension, interpretation, analysis, knowledge of text structure, evaluation of arguments, and more.

The READ Act legislation is focused on Minnesota 2020 English Language Arts Reading Standard 1. This standard is focused on the foundational reading skills of phonemic awareness, phonics, morphology, and reading accuracy and fluency. Proficiency in these skills means that students have strong word recognition and language comprehension skills, which enables students to accurately read the words and to comprehend text. These word reading skills are necessary to be proficient in the higher-level skills measured by the MCA, however strong word reading alone is not sufficient to ensure proficiency in English Language Arts Standards 4-9.

Because MCA testing begins in third grade, it does not test for English Language Arts Standard 1 foundational skills. The READ Act requires universal screening three times a school year, with specific subtests, to assess student proficiency in these foundational skills. The required screening subtests assess the skills necessary for automatic word recognition. This skillset is the foundation upon which reading comprehension is built, which is why it is a critical component of READ Act implementation. These specialized screening assessments provide educators with deeper understanding of students' proficiency and gaps in foundational skills which enable educators to provide differentiated teaching. These screening assessments are leading indicators for success on the MCA IV.

Part B: Evidence of Effectiveness

Evidence-based practice:	Source:	FY 24-25 Expenditures
Training in evidence-based structured literacy	Educator outcomes associated with implementation of Mississippi's K-3 early literacy professional development initiative IES Reviewing the evidence on how teacher professional development affects student achievement	\$20.7 m

M.S. 120B.12

Minnesota Session Law, Chapter 55, Article 3, READ Act

(<https://www.revisor.mn.gov/laws/2023/0/Session+Law/Chapter/55/>)

Updated information from READ Act 2.0 can be accessed under Minnesota Statutes 2023, section 120B.12

(<https://www.revisor.mn.gov/statutes/cite/120B.12>)

Program: Student and Teacher Opportunities**Activity: Student Organizations****AT A GLANCE**

- There are six career and technical education student organizations supported by the Minnesota Foundation for Student Organizations (MSFO).
- MFSO is governed by a 23-member board of directors, half of which are appointed by the governor and half which serve as representatives to the student organizations.

PURPOSE AND CONTEXT

The Minnesota Foundation for Student Organizations (MFSO) supports secondary and postsecondary career and technical student organizations that are operated as co-curricular activities and/or integrated into Career and Technical Education (CTE) coursework.

SERVICES PROVIDED

The MFSO supports career and technical student organizations as they provide opportunities for students in Career and Technical Education pathways to further their knowledge and skills by participating in leadership activities, events, community service, and competitions.

The student organizations provide those opportunities in the following areas:

- Health Occupations (HOSA)
- Trade and Industry Technology (SKILLSUSA)
- Business (BPA)
- Agriculture, Food and Natural Resources (FFA)
- Family and Consumer Science (FCCLA)
- Marketing (DECA)

The MFSO coordinates joint activities and outreach among its member student organizations. The MFSO requires member organizations to provide desired support and opportunities for students.

The Minnesota Department of Education (MDE) processes payments and provides technical support for this program.

RESULTS

Part A: Performance Data

Measure	Measure type	Measure data source	Historical trend	Most recent data
Membership in career and technical education student organizations	Quantity	MFSO 2025 Biennium Report	FY21: 24,764 FY23: 26,293	FY25: 31,049
Student organizations chapters	Quantity	MFSO 2025 Biennium Report	NA	FY25: 650
BPA Student Memberships	Quantity	MFSO 2025 Biennium Report and BPA IPR (July 2026)	FY22: 1,761 FY24: 2,326	FY26: 2,390
DECA Student Memberships	Quantity	MFSO 2025 Biennium Report and DECA IPR (July 2026)	FY22: 4,054 FY24: 6,084	FY26: 5,717
SKILLSUSA secondary and postsecondary student memberships	Quantity	MFSO 2025 Biennium Report and SkillsUSA	FY 24: 557 FY 25: 567	FY26: 565
SKILLSUSA: Chapters	Quantity	SkillsUSA	FY25:30	FY26: 30
FFA student memberships	Quantity	FFA.org	FY24: 15,602	FY25: 16,357
FFA Chapters	Quantity	FFA.org	FY 24: 213	FY25: 210
FCCLA student memberships	Quantity	FCCLA	FY24: 4,395	FY25: 4,090
Number of FCCLA Chapters	Quantity	FCCLA	F24: 50	FY25: 52
Percent of FCCLA participants reporting enjoyment and engagement through hands-on learning experiences	Quality	MN FCCLA survey	NA	FY26: 58%
Percent of FCCLA participants reporting increased motivation and goal setting	Results	MN FCCLA survey	NA	FY26: 55%
Percent of FCCLA participants reporting improved planning and organizational skills	Results	MN FCCLA survey	NA	FY26: 63%
Percent of FCCLA participants reporting increased communication skills and confidence speaking with others	Results	MN FCCLA survey	NA	FY26: 73%
Percent of FCCLA participants reporting increased self-confidence	Results	MN FCCLA survey	NA	FY26: 56%
Percent of FCCLA participants reporting improved focus on academics	Results	MN FCCLA survey	NA	FY26: 27%
Percent of FCCLA participants reporting increased positive peer relationships and social engagement	Results	MN FCCLA survey	NA	FY26: 56%

Measure	Measure type	Measure data source	Historical trend	Most recent data
Percent of FCCLA participants reporting development of strong study and workplace habits.	Results	MN FCCLA survey	NA	FY26: 50%
HOSA-Future Health Professionals (FHP): Students Membership	Quantity	MN HOSA	FY24: 1,595 FY25: 2,442	FY26: 3,353
HOSA-FHP: Chapters	Quantity	MN HOSA	FY24: 87 FY25: 111	FY26: 134
Number of HOSA-FHP student leaders	Quantity	MN HOSA	FY25: 124	FY26: 419
Percent of HOSA-FHP participants exposed to healthcare careers beyond doctor/nurse	Quality	MN HOSA Participant Survey	NA	FY26: 92%
Percent of HOSA-FHP participants created resume	Quality	MN HOSA Participant Survey	NA	FY26: 80%
Percent of HOSA-FHP participants gained access to volunteering or employment opportunities	Quality	MN HOSA Participant Survey	NA	FY26: 77%
Percent of HOSA-FHP participants completed a healthcare-related presentation	Quality	MN HOSA Participant Survey	NA	FY26: 66%
Percent of HOSA-FHP participants practiced professional interviewing/communication skills	Quality	MN HOSA Participant Survey	NA	FY26: 60%
Percent of HOSA-FHP participants participated in hands-on clinical skills	Quality	MN HOSA Participant Survey	NA	FY26: 56%
Percent of HOSA-FHP participants earned or worked towards a healthcare certification (CNA, CPR, etc.)	Result	MN HOSA Participant Survey	NA	FY26: 38%

Part B: Evidence of Effectiveness

Evidence-based practice:	Source:	FY 26-27 Expenditures
HOSA-Future Health Professionals involvement addresses healthcare workforce shortage and fostered trusted relationships, developed resilience, and increased commitment to community well-being.	Evaluating the Role of HOSA–Future Health Professionals in Addressing the Healthcare Workforce Shortage - ProQuest Beck, C., Loera, G., Nakamoto, J., & Parsons, J. (2022). A Qualitative Study: Examining Students' Involvement in a Career and Technical Student Organization and Practicing and Promoting Mental Wellness. Journal of Research in Technical Careers, 6(1), 47-64.	FY26: \$68,000 FY27: \$68,000
CTSO participation is associated with academic motivation, academic engagement, grades, career self-efficacy, college aspirations, and employability skills than CTE-only students with significantly higher academic motivation and educational aspirations for girls and students of color.	Alfeld, C., Stone, J.R., Aragon, S.R., Hansen, D.M., Zirkle, C., Connors, J., Spindler, M., Romine, R.S., & Woo, H.J. (2007). Looking Inside the Black Box: The Value Added by Career and Technical Student Organizations to Students' High School Experience. National Research Center for Career and Technical Education, University of Minnesota. Aragon, S.R., Alfeld, C., & Hansen, D.M. (2013). Benefits of Career and Technical Student Organizations' on Female and Racial Minority Students' Psychosocial and Achievement Outcomes. Career and Technical Education Research, 38(2), 105-124. Career & technical education for high school completion County Health Rankings & Roadmaps	FY26: \$85,000 FY27: \$85,000
FCCLA aligns with quality CTSO criteria.	ACTE Contemporary Perspectives on CTE Quality FIN AL.pdf	FY26: \$185,000 FY27: \$185,000
SkillsUSA members excel in seven essential areas: meeting employers, earning certifications, and maintaining high engagement in their chosen careers.	https://www.skillsusa.org/news/report-skillsusa-makes-career-and-technical-education-better/	FY26: \$100,000 FY27: \$100,000
Students have more enjoyable high school experience and made gains in transformational leadership skills as a result of their membership in the FFA.	https://eric.ed.gov/?id=EJ1123056 https://jae-online.org/index.php/jae/article/view/962 https://www.emerald.com/jole/article/6/1/127/1273780	FY26: \$322,000 FY27: \$322,000

Evidence-based practice:	Source:	FY 26-27 Expenditures
BPA increases college and career readiness.	Bethel University, “College and Career Readiness Through Business-Focused CTSOs” https://spark.bethel.edu/etd/1166/	FY26: \$122,000 FY27: \$122,000
DECA improves academic achievement, increases college and career readiness, social emotional and leadership skills, and postsecondary and workforce outcomes.	Career and Technical Education Research, “DECA Membership and Its Effect on Grade Point Average as an Indicator of Academic Success” https://digitalcommons.odu.edu/cgi/viewcontent.cgi?article=1156&context=efl_fac_pubs DECA, “Annual Student Outcomes Report” (summary of member feedback and skill growth) https://www.deca.org/wp-content/uploads/2023/07/DECA-Student-Outcomes-Report.pdf Bethel University, “College and Career Readiness Through Business-Focused CTSOs” https://spark.bethel.edu/etd/1166/	FY26: \$202,000 FY27: \$202,000

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

MN Laws 2025 Special Session, chapter 10, article 2, section 24 subdivision 30

Program: Student and Teacher Opportunities**Activity: Early Childhood Literacy**<https://minnesotareadingcorps.org/>**AT A GLANCE**

- This program is implemented by Reading Corps, an initiative of ServeMinnesota.
- In the 2025-26 school year, Reading Corps served 21,275 students.
- In the 2025-26 school year, children from 75 Minnesota counties were served.
- In the 2025-26 school year, Reading Corps worked with 455 elementary schools and 105 pre-K sites.

PURPOSE AND CONTEXT

This program's purpose is to reduce Minnesota's opportunity gap, better prepare preschoolers for kindergarten, and increase the number of students meeting literacy standards by the end of third grade, which support the objective of ensuring every student receives a world-class education.

The program is funded with a combination of state aid, federal funds, and private donations. Only the state aid is reflected on the fiscal pages of this Budget Activity.

SERVICES PROVIDED

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

- Are trained in research-based tutoring techniques and work with children age 3 to grade three.
- Monitor each student's progress.

The Minnesota Reading Corps provides master literacy coaches to all sites. They:

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

The Minnesota Department of Education awards and makes payments for the program grant, approves work plans and invoices, and reviews annual reports.

RESULTS

Part A: Performance Data

Measure	Measure type	Measure data source	Historical trend	Most recent data
Number of prekindergarten children receiving individualized instruction.	Quantity	Data collected by MDE	FY2020: 4,346 FY2021: 3,774 FY2022: 3,386 FY2023: 2,724 FY2024: 3,261 FY2025: 3,151	FY2026: 3,029
Percentage of prekindergarten children who meet their growth goals.	Quality	Data collected by MDE	FY2020: 57% ¹ FY2021: 39% FY2022: 65% FY2024: 59% FY2025: 62%	FY2026: 63%
Number of K-3 children receiving individualized instruction.	Quantity	Data collected by MDE	FY2020: 13,722 ² FY2021: 29,763 FY2022: 15,163 FY2023: 16,576 FY2024: 18,626 FY2025: 19,356	FY2026: 18,246
Percentage of K-3 children who meet their growth goals.	Quality	Data collected by MDE	FY2020: 69% FY2021: 29% FY2022: 69% FY2024: 76% FY2025: 66%	FY2026: 66%

Part B: Evidence of Effectiveness

Evidence-based practice:	Source:	FY 26-27 Expenditures
Minnesota Math and Reading Corps	Minnesota Inventory / Minnesota Management and Budget (MMB)	\$15,900,000.00 (FY2026 \$7,950,000.00) (FY2027 \$7,950,000.00)

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

¹ Prekindergarten data in 2020 is fall to winter growth instead of the usual fall to spring, since programming was suspended in March 2020 due to the COVID-19 pandemic.

² The COVID-19 pandemic caused a disruption to the regular tutoring services provided by Minnesota Reading Corps and ultimately impacted the number of students served in the final months of the school year.

Program: Student and Teacher Opportunities**Activity: Elementary and Secondary Education Act (ESEA) Programs**

<https://education.mn.gov/MDE/dse/esea/>

AT A GLANCE

- The Elementary and Secondary Education Act (ESEA) provides supplementary educational funds for underserved learner programs, professional development of teachers and principals, and English language development.
- ESEA was reauthorized December 2015 and is now more commonly referred to as the Every Student Succeeds Act (ESSA).

PURPOSE AND CONTEXT

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

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

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

SERVICES PROVIDED

Funds are authorized for instructional programs and materials, professional development, and for promoting family engagement under:

- Improving Academic Achievement, Title I, Part A of ESEA, which provides technical and financial assistance to local education agencies (LEAs) and schools with high numbers or percentages of children from low-income families, in order to help schools make sure that all children meet challenging state academic standards.
- Migrant Education, Title I, Part C, which ensures that migratory children receive appropriate educational services that address their special needs.
- Neglected and Delinquent Education, Title I, Part D, which provides prevention and intervention programs for children who are neglected, delinquent, or at-risk.
- Supporting Effective Instruction, Title II, Part A, which improves the preparation of prospective teachers and enhances professional development activities for teachers and other school leaders.
- English Acquisition and Language Enhancement and Academic Achievement, Title III Part A, which helps LEAs ensure that English learners and immigrant students attain English proficiency and meet the same standards required of all students.
- Student Support and Academic Enrichment, Title IV, Part A, which provides access to holistic education in three main areas: well-rounded education, safe and healthy schools, and effective use of technology.
- Nita M. Lowey 21st Century Community Learning Centers Grant, Title IV, Part B which supports the creation of community learning centers that provide academic enrichment, youth development and family support during non-school hours.
- The Rural and Low-Income Schools Grant, Title VI, Part B, which helps small rural districts with high concentrations of poverty meet challenging state academic standards.
- Educating Homeless Children and Youth (ECHY), McKinney-Vento Act, which provides subgrants for districts and charter schools with large populations of children and youth experiencing homelessness.

The Minnesota Department of Education administers federal education programs for learners under ESEA and provides school districts:

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

RESULTS

Part A: Performance Data

In 2025, Minnesota identified schools for support using its North Star accountability system in compliance with the federal Every Student Succeeds Act and as approved by the U.S. Department of Education. Identification uses a combination of quantitative measurements aggregated across multiple years in the identification cycle. These measurements include math and reading achievement, math and reading progress, English learners' progress toward English language proficiency, four-year and seven-year graduation rates, and consistent attendance.

Measure	Measure type	Measure data source	Historical trend	Most recent data
Schools identified for comprehensive support and improvement	Quantity	Data collected by MDE	FY2022: 198	FY2026: 155
Schools identified for targeted support and improvement	Quantity	Data collected by MDE	FY2022: 58	FY2026: 104
Linked high schools	Quantity	Data collected by MDE	FY2022: 52	FY2026: 51

Part B: Evidence of Effectiveness

Evidence-based practice:	Source:	FY 26-27 Expenditures
Afterschool programs	https://www.countyhealthrankings.org/strategies-and-solutions/what-works-for-health/strategies/extracurricular-activities-for-social-engagement	\$15M

P.L. 114-95 Every Student Succeeds Act (ESSA), enacted December 2015.

CFDA 84.010; CFDA 84.011; CFDA 84.358B; CFDA 84.365A; CFDA 84.367.

Program: Student and Teacher Opportunities**Activity: Student Opportunities****AT A GLANCE**

- Pathways in Technology Early College High School (P-TECH) schools establish a public-private partnership structure to teach students skills for jobs in the Science, Technology, Engineering, and Math (STEM) field.
- Advanced Placement and International Baccalaureate (AP/IB) STEM is for Minnesota school districts and charter schools to encourage low-income and other underserved students to participate in AP/IB STEM programs consistent with Minnesota Statute 120B.132.
- Water Safety funding is provided for Minnesota nonprofit organizations and city and county parks and recreation programs to provide low-income and at-risk children with scholarships and water safety instructors and lifeguards for swimming lessons based on nationally recognized water safety curricula.
- Starbase-Multisensory learning program provides hands-on experiences for students in grades 4-6.
- Grants to Museums and Educational Centers are awarded to support entity operations.
- The ServeMinnesota Innovation program fulfills the purposes of Minnesota Statutes sections 124D.37 to 124D.45.
- Minnesota Independence College and Community (MICC) is a three-year postsecondary, life-skills training program for young adults with Autism Spectrum Disorder or other learning differences.
- The MN Math Corps program trains AmeriCorps members in research-based curriculum to help students in Grades K-8 achieve math proficiency.
- Paraprofessional training aid supports paraprofessional training requirements.

PURPOSE AND CONTEXT

Grant funding provides additional resources to achieve specific programmatic objectives and services as described below. The programs support the goals of the objective of ensuring every student receives a world-class education.

SERVICES PROVIDED

Pathways in Technology Early College High School (P-TECH) schools are established as a public-private partnership that will prepare students for high-skill jobs of the future in identified growth industries.

The P-TECH school model must deliver five core benefits to students:

1. A rigorous, relevant, and cost-free education in grades 9 to 14, inclusive, focused on knowledge and skills that students need for science, technology, engineering, and mathematics (STEM) careers;
2. Workplace learning that includes mentoring by industry professionals, worksite visits, speakers, and internships;
3. Intensive, individualized academic support by both secondary and postsecondary faculty within an academic year or school day that enables students to progress through the program at their own pace;
4. An opportunity to earn an associate's degree; and
5. A commitment to students who complete the program to be first in line for a job with participating business partners following completion of the program.

The AP/IB STEM Program – MDE provides grants to school districts and charter schools to encourage low-income and other underserved students to participate in AP/IB, Technology, Engineering, and Math (STEM) programs consistent with Minnesota Statutes, section 120B.132.

Water Safety Grants (Arts and Cultural Heritage Fund) - The Minnesota Youth Water Safety Grant is a state funded grant from the Arts and Culture Heritage Fund. The funds are available to:

- Provide low-income and at-risk children with scholarships for swimming lessons based on nationally recognized water safety curriculum.
- To hire water safety instructors or lifeguards.
- To train water safety instructors or lifeguards in nationally recognized water safety practices and instruction.

Starbase-Multisensory is a grant program that provides rigorous STEM education to students in grades 4-6 with a multisensory learning experience and hands-on curriculum in an aerospace environment using state-of-the-art technology. In FY 2020, over 2,400 students participated in STARBASE across the northland region of Minnesota. Additionally, over 3,500 students in the Twin Cities were able to participate at the 133rd Airlift Wing, a STARBASE facility in St. Paul, Minnesota.

Grants to Museums and Educational Centers. These grants must be used to encourage and increase access for historically underserved communities.

Minnesota Independence College and Community - For a transfer to the Office of Higher Education for grants to Minnesota Independence College and Community (MICC) for tuition reduction and institutional support. MICC is a three-year postsecondary, life-skills training program for young adults with Autism Spectrum Disorder or other learning differences.

MN Math Corps trains ServeMinnesota AmeriCorps members in a research-based curriculum to help students in Grade K-8 achieve math proficiency. MN Math Corps members provide targeted tutoring to students in pairs or groups of three using the evidence-based intervention curriculum supplied to the member. Students will receive tutoring for a minimum of 12 weeks. The goal of MN Math Corps is that students served by trained members will meet or exceed their targeted national normed growth rates.

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

- Providing technical assistance to applicants/recipients.
- Creating grant contracts including work plans and budget information.
- Calculating, auditing, and processing payments.
- Providing guidance as it relates to Minnesota Statutes and state policies.

Paraprofessional Training - Paraprofessional training provides reimbursements to school districts, charters schools, intermediate school districts and other cooperative units, the Perpich Center for Arts Education, and the Minnesota State Academies for providing the required eight hours of paid orientation or professional development annually to all paraprofessionals, Title I aides, and other instruction support staff.

Nonexclusionary Discipline Grants – Funds provide grants to school districts and charter schools to train staff on nonexclusionary disciplinary practices that maintain the respect, trust, and attention of students and help keep students in classrooms.

Computer Science Education Advancement - Funds various purposes related to computer science education, including a computer science supervisor at MDE, and expenses related to the development, advancement, and promotion of K-12 computer science education.

Sanneh Foundation Grant - A grant to the Sanneh Foundation promotes educational attainment and improves lives by providing programs that strengthen physical health and social and emotional development.

RESULTS

Part A: Performance Data

P-TECH Program

Measure	Measure type	Measure data source	Historical trend	Most recent data
Number of Students Enrolled in the P-TECH	Quantity	Data Collected by MDE		FY2023-25: 177
Number of Students participating in Work Based Learning and Youth Apprenticeships or mentoring	Quantity	Data Collected by MDE	FY2023-24: 35 students with mentoring	FY2024-25: 35 WBL; 13 internships
Number of Students earning a high school diploma and an AA degree upon completion	Results	Data Collected by MDE		FY2024-25: 3 with diploma & AA; 4 students with diploma and Practical Nursing Diploma

The AP/IB STEM Program

Measure	Measure type	Measure data source	Historical trend	Most recent data
Number of districts increasing AP/IB STEM courses with grant funding.	Quantity	Data collected by MDE	FY2022: 2 FY2024: 7	FY2026: 7
See Evidence of Effectiveness	Results	Grant Report		Not Available

Expanded Concurrent Enrollment Grants

Measure	Measure type	Measure data source	Historical trend	Most recent data
Number of districts partnered with postsecondary institutions to offer "Introduction to Teaching" or "Introduction to Education" concurrent enrollment courses with grant funding.	Quantity	Data collected by MDE	FY2022: 13 FY2024: 7	FY2026: 13
See Evidence of Effectiveness	Result	Grant Report		Not Available

Part B: Evidence of Effectiveness

Evidence-based practice:	Source:	FY 26-27 Expenditures
Taking AP mathematics and AP science courses is significantly related to majoring in STEM and/or expecting to be in a STEM occupation at age 30	https://journals.sagepub.com/doi/pdf/10.1177/23328584231184426	Not Available
Intro to Teaching Courses targeting high school students could be a potential avenue for revitalizing the teacher pipeline and fostering diversity within the profession.	Ellison, A. B., Smith, T. M., & Booker, L. (2025). From Student to Teacher: A Descriptive Examination of High School Students' Interest in Teaching Professions. <i>Peabody Journal of Education</i> , 100(2), 163–181. https://doi.org/10.1080/0161956X.2025.2483139	Not Available

Minnesota Statutes, section 124D.09, subdivision 10, paragraph (b); Minnesota Statutes, section 120B.132;

Minnesota Statutes, section 121A.642

Program: Student and Teacher Opportunities**Activity: Teacher Opportunities****AT A GLANCE**

- Grow Your Own grants provide scholarships/stipends for adults of color or American Indians to pursue teacher licensure and for student education career opportunities. A total of 93 Adult Pathway Grants totaling \$65 million have been awarded since FY 2022 and will be implemented in FY 2027. A total of 41 Student Pathway Grants totaling \$17.9 million have been awarded since FY 2022 and will be implemented in FY 2027.
- Statewide Concurrent Enrollment Teacher Training Grants are for the concurrent enrollment teacher partnership under Minnesota Statutes, section 122A.76.
- Come Teach in Minnesota offers hiring and retention bonuses for teachers who are American Indian or teachers of color from another state or country. The last year of funding was FY 2025.
- The Special Education Teacher Pathway Grant seeks to develop a pipeline of trained, licensed Tier 3 or Tier 4 Special Education Teachers. In FY27 there will be 47 grantees with over 100 partners awarded \$29.6 million from FY 2024-2027.
- The Educator Tuition Assistance Program provides direct financial assistance to teacher candidates of color and American Indian teacher candidates to obtain a professional teaching license. In FY 2026 and 2027, 20 grants were awarded totaling \$8.6 million.
- The Statewide Teacher Mentoring Program provides grants to ten regional partners and funds a partnership with the New Teacher Center (NTC) as a national contractor to support induction and mentoring for district and charter schools across the state. Total legislative funding is \$940 thousand through FY2027.
- The Teacher Mentorship and Retention Grant (TMRG) provides funding to school districts, charter schools, cooperative units, Tribally Controlled Schools, and coalitions of teachers for the purpose of developing, sustaining, and expanding mentorship programs to increase retention and effectiveness of teachers in their first three years of teaching, especially teachers from underrepresented racial and ethnic groups. A higher education institution, professional organization, or nonprofit organization may partner with a school district, charter school, cooperative unit, Tribally Controlled School, or coalition of teachers to apply.
- The Teacher Residency Program provides grants to 7 residency and registered teacher apprenticeship programs that meet the requirements of Minnesota Rules, part 8705.2100, subpart 2, item D, subitem (5), unit (g) and grants to develop 9 new residency and registered apprenticeship programs.
- The Alternative Teacher Professional Pay System (commonly known as Q Comp) provides school districts and charter schools with up to \$260 per student and education districts and intermediate districts with \$3,000 per teacher in additional revenue for designing and implementing a program.
- Agricultural educator grants with \$250 thousand provided per summer for two years.

PURPOSE AND CONTEXT

Grant and stipend funding provides additional resources to achieve specific programmatic objectives and services as described below. The programs support the goal of expanding and diversifying the educator workforce in order to ensure every student receives a world- class education. These programs are state funded.

SERVICES PROVIDED

Grow Your Own (GYO) – The Grow Your Own (GYO) grant was created to help address teacher shortages and encourage more people of color including Indigenous people to pursue careers in teaching. The grant has two pathways, programs for adults looking to obtain teacher licensure and programs to encourage secondary students to pursue teaching careers. Both pathways focus on the recruitment of people of color into education careers. Through the various pathways candidates receive scholarships and other resources to help them pursue their degrees and become teachers when completing their programs.

GYO Pathway for Adults provides scholarships and stipends for paraprofessionals or other adults affiliated with the school to obtain teacher licensure. At least 80% of funds must be spent on scholarships/stipends for people of color and American Indian people to pursue teacher licensure, and remaining funds may be used for recruitment and support programming.

GYO Pathway for Students provides funding to develop innovative programming for secondary students to explore teaching careers. Grant winners may use funds to develop future teacher clubs or service-learning opportunities, provide post-secondary enrollment options (PSEO), provide wrap-around services for students in postsecondary enrollment options (PSEO), or may offer scholarships for graduating students to pursue teaching careers.

Across the two pathways there are 134 grant programs operating for a total of \$89 million. Each grant is awarded for a five-year period.

The Minnesota Department of Education (MDE) administers a state GYO grant under 122A.73. Staff provide consultative and technical assistance, communities of practice and other professional learning opportunities, written guidance and other resources. Grantees provide written annual program reports, and MDE is required to publish a report that summarizes the activities and outcomes of grant recipients and what was done to promote sharing of effective practices among grant recipients and potential grant recipients.

Statewide Concurrent Enrollment Teacher Training Grants are for the State Partnership (Lakes Country Service Cooperative, the Northwest Service Cooperative, and Brightworks Service Cooperative) to contract with Minnesota State University-Moorhead (and may include more eligible postsecondary institutions) to establish and maintain the *18 Online* continuing education credit program. *18 Online* allows eligible teachers to attain sufficient graduate credits to qualify to teach secondary school courses for postsecondary credit while the State Partnership works efficiently and cost-effectively to eliminate duplication of services under Minnesota Statutes, section 122A.76.

- \$375,000 in FY2024
- \$375,000 in FY2025

Come Teach in Minnesota - The purpose of Come Teach in Minnesota was to support districts and charter schools in recruiting and retaining teachers to diversify the teacher workforce.

The Come Teach in Minnesota Program provided funding for participating districts or charter schools to offer hiring and retention bonuses for teachers. Enrolled districts or charters may offer a hiring bonus up to \$5,000 for eligible teachers and a retention bonus of \$5,000 after four years of service. The program's last year of funding was FY 2025. Funds in the special revenue account will be utilized to pay retention bonuses for eligible educators through FY 2029, at which point the program will close.

Special Education Teacher Pathway Grants - The Special Education Teacher Pathway grant supports the goal of ensuring that every student receives a world-class education by addressing the Special Education teacher shortage that Minnesota's PreK-12 districts face. The grant is open to school districts, charter schools, Tribal contract schools, or cooperative units to support participants who are employed by the grantee in becoming a licensed tier 3 or tier 4 Special Education teacher. Grant applicants may partner with multiple eligible applicants to take on a regional or group approach to this grant. Additionally, to the extent that there are sufficient applications and to the extent practicable, this grant will award an equal number of grants between applicants in greater Minnesota and applicants in the metropolitan area.

This grant provides funding for grantee employees to become a Special Education teacher or to add an additional Special Education license. At least 80% of the funds must be spent on scholarships, stipends or both for the teacher candidate to pursue Special Education teacher licensure, and remaining funds may be used for recruitment and program support. Grantees are required to prioritize Tier 1 and 2 Special Education teachers and then they may recruit and support other employees, including currently licensed Tier 3 or 4 teachers wishing to add an additional license, as well as paraprofessionals and other non-licensed employees wishing to become a licensed teacher.

MDE administers a state Special Education Teacher Pipeline Grant under Minnesota Statutes 2023, 122A.77. Grant staff manages 34 grantees accessing FY 2024 and FY 2025 funding. Funding was not appropriated for FY 2026. Staff provide consultative and technical assistance, communities of practice and other professional learning opportunities, written guidance and other resources.

Grantees provide MDE with written annual program reports, and MDE publishes a consolidated report to share results and practices with grantees, lawmakers and the general public.

Educator Tuition Assistance Program – The purpose of the Educator Tuition Assistance Program (ETAP, formerly known as the Collaborative Urban and Greater Minnesota Educators of Color grant) is to provide direct financial assistance and programmatic support to teacher candidates of color and American Indian candidates. This grant provides targeted financial assistance through scholarships and stipends to reduce the financial barrier of teacher preparation programs. By lowering cost barriers, the program supports the recruitment and retention of a more diverse and well-prepared educator workforce. Grant funding may also support programmatic efforts such as offering targeted advising, providing academic support for licensure assessments, developing supportive community building activities, and covering related staffing expenses.

The program was administered by PELSB prior to FY 2026 when it was renamed and moved to MDE. In FY 2026 and 2027, 20 grants were and are projected to be awarded totaling \$8.6 million.

Statewide Teacher Mentoring Program - The goal of the program is to retain a diverse, effective, and thriving teacher workforce that benefits every student by providing an induction program that provides culturally responsive learning and inclusive working environments. The teacher mentoring program administers a research-based framework, implementation guidance, training, and networking opportunities for local districts/charters to improve their mentoring programs. The program prioritizes support to Tier 1 and Tier 2 special education teachers, teachers of color, and Indigenous teachers.

The Department, in partnership with the New Teacher Center (NTC), piloted an induction and mentoring program with fourteen districts and charters in the 2023-2024 school year. Through the state pilot, a comprehensive framework for induction and mentoring was developed. The framework provided a basis for implementation guidance as local districts and charters developed or improved their mentoring program.

In the 2023-2024 legislative session, grantees of the Statewide Teacher Mentoring program were awarded \$7.9 million in funding to provide regional support to districts and charters through FY2027. Grantee induction support to districts and charters includes providing individual mentoring, new teacher orientation, mentor and leader training and coaching, program consultation, networking and affinity groups, and program evaluation.

The Statewide Teacher Mentoring Program appropriation also includes funding for administration of the program, part of which funds an Induction and Mentoring Coordinator Position at MDE.

The MDE Educator Workforce and Development Center, in partnership with the New Teacher Center (NTC), provides technical support to grantees. The technical support includes foundational and advanced mentor training institutes, consultation, in-field coaching, and forums for mentors and school leaders. A data platform is provided for logging mentor interactions and support with program evaluation. The New Teacher Center's extended \$1.5 million contract provides services through FY2027.

Teacher Mentoring and Retention Grant (TRMG) – From FY24 through FY27, the TMRG program has made \$3.4 million available to applicants each fiscal year under [Minnesota Statutes, section 122A.70](#) and has provided funding to 100 grantees.

The goal of the program is to retain a diverse, effective, and thriving teacher workforce that benefits every student by providing an induction program that provides culturally responsive learning and inclusive working environments. The TMRG program provides opportunities for local districts/charters to improve their mentoring programs. The program prioritizes support to teachers of color and Indigenous teachers as well as teachers in shortage areas as defined by PELSB.

Program support includes stipends for mentors, especially those who are teachers of color or American Indian; funding for affinity groups that provide professional learning communities for underrepresented educators; and funds for culturally responsive professional development to close opportunity and achievement gaps. Tuition support is available for graduate coursework toward a first master's degree or additional licensure for teachers of color and American Indian teachers, and financial incentives are available to teachers of color and American Indian teachers to work in the school or district for at least five years.

In the 2024-2025 legislative session, administration of the TMRG grant transferred from PELSB to the Department of Education. As a result, the MDE Educator Workforce and Development Center can provide technical support to TMRG grantees. Technical support includes opportunities to join foundational and advanced mentor training institutes, consultation, field visits, and a Community of Practice (CoP) for mentors and program leaders.

The Teacher Mentorship and Retention Grant appropriation also includes funding for administration of the program, part of which funds an Induction and Mentoring Coordinator Position at MDE.

Teacher Residency Program – The Teacher Residency Program supports the development and expansion of teacher residency programs and Registered Teacher Apprenticeship Programs (RTAPs). Teacher residencies and RTAPs are alternative pathways into the teaching profession that provide candidates with extended, hands-on experience in a K–12 classroom under the guidance of an experienced mentor teacher. These are "earn-and-learn" models, allowing teacher candidates to receive compensation for their work in the classroom while completing the coursework required to earn a Minnesota teaching license. The program places a strong emphasis on preparing special education teachers and increasing the diversity of Minnesota's educator workforce.

The Teacher Residency Program Grant supports teacher residencies and RTAPs through two types of competitive grants:

- Implementation Grants – Available to teacher preparation providers with existing teacher residency and/or RTAP programs. Grant funds may be used for participant and mentor teacher stipends, participant scholarships, and program administration.
- Planning Grants – Available to teacher preparation providers seeking to develop a new teacher residency or RTAP in a new licensure area. Grant funds may be used for planning team stipends, travel and supply expenses, and recruitment materials.

The Legislature appropriated \$3 million in FY2024 and \$3 million in FY2025 for the program. These funds supported implementation grants for two teacher residency programs and planning grants for five teacher preparation providers to develop new teacher residency and RTAP pathways.

The Legislature subsequently appropriated an additional \$3 million in FY2026 and \$3 million in FY2027. These funds are supporting implementation grants for seven teacher residency and RTAP partnerships and planning grants for nine new teacher residency and RTAP programs currently in development.

Alternative Teacher Professional Pay System (ATPPS, commonly known as Q Comp) - Q Comp programs approved by the Minnesota Department of Education (MDE) use various methods to improve classroom instruction and student learning while also recruiting and retaining highly qualified teachers. Program revenue is available to all districts and sites that apply and have an approved plan. However, basic aid has been limited by statute. Program expenditures reached this cap as of the start of FY 2017. Due to enrollment increases, all participating programs had funding statutorily prorated FY 2021 through FY 2023 to ensure the basic aid cap is not exceeded. The 2024 legislature increased basic alternative teacher compensation aid to \$89 million for FY25 and \$89.5 million for FY26 and later, though these increases are designed to help approved programs avoid prorated funding. Applications are still accepted for the waiting list, but no plans will be approved until revenue is available.

Approved districts or schools use the program funding to provide:

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

MDE performs several functions in support of this program, including:

- Review and approve applications and subsequent program changes.
- Provide technical assistance on program development and implementation.
- Provide professional development, networking and coaching to support educators to effectively implement the program including but not limited to observation and feedback, professional learning communities, and teacher leadership development.
- Calculate and process Q Comp payments.

Student Support Personnel Aid – Student support personnel aid provides aid to school districts, charter schools, intermediates and other cooperatives to help fund additional licensed school support personnel above pre-pandemic levels, including licensed school counselors, licensed school psychologists, licensed school social workers, licensed school nurses, and licensed chemical dependency counselors. This aid program supports the objective of ensuring every student receives a world-class education.

Schools may use student support personnel aid to pay for the salaries and benefits of new full-time equivalent (FTE) for licensed school counselors, psychologists, social workers, school nurses and chemical dependency counselors; or to increase the FTE of part-time licensed staff, including those hired using onetime resources awarded through federal Elementary and Secondary School Emergency Relief Fund/American Rescue Plan funds whose positions are ending.

Local Education Agencies may use the funds to pay for contracted staff if they are not able to get at least two qualified candidates for the new FTE positions. Contracted staff must be licensed in the identified fields.

MDE calculates and processes aid payments for this program.

Agricultural Educator Grants pay for licensed agricultural, food, and natural resources (AFNR) education teachers within an approved Career and Technical Education program who are working in the summer with high school students on extended projects, specifically: work-based learning/experiential learning, rural mental health/AFNR farm safety, career exploration and development, social-emotional learning/leadership development, and service learning. A total of 32 schools were awarded funding in FY 2026. Programs can be funded for two summers (2026 and 2027). Grantees are required to provide a one-to-one dollar match.

RESULTS

Part A: Performance Data

Grow Your Own Grants - Data reported as of July 2024. A new consolidated report for FY24 will be published by December 2024 and includes the significant funding increase from the 2023 legislative session and 39 additional grantees.

Measure	Measure type	Measure data source	Historical trend	Most recent data
Number of adult pathway grantees (as reported in consolidated reports)	Quantity	Data collected by MDE	FY2024-25: 39	FY2026-27: 45
Number of adults receiving scholarships/stipends to pursue teaching license	Quantity	Data collected by MDE	FY2024: 276	FY2025: 452
Percentage of supported adults planning to continue licensure program or have completed licensure process (aka retention rate)	Quantity	Data collected by MDE	FY2024: 92.7%	FY2025: 89.9%
Percentage of supported adults who are people of color, including Indigenous	Quantity	Data collected by MDE	FY2024: 80.4%	FY2025: 83.2%
Number of student pathway grantees (as reported in consolidated reports)	Quantity	Data collected by MDE	FY2022-25: 5	FY2026: 11
Number of students participating in program	Quantity	Data collected by MDE	FY2024: 749	FY2023: 1,878

Statewide Concurrent Enrollment Teacher Training Grants

Measure	Measure type	Measure data source	Historical trend	Most recent data
Number of participating teachers	Quantity	Enrollment Data submitted to MDE & Statewide Concurrent Enrollment (18 Online) Report to the Legislature	FY2017-FY23: 1,945	FY2024-FY25: 198
Geographic distribution of participating teachers	Quality	Enrollment Data submitted to MDE & Statewide Concurrent Enrollment (18 Online) Report to the Legislature	FY2017-FY23 422 – BrightWorks 266 – Lakes Country Service Cooperative 162 – Northeast Service Cooperative 241 – Northwest Service Cooperative 282 – Resource Training & Solutions 75 – Sourcewell 130 – South Central Service Cooperative 224 – Southeast Service Cooperative 143 – Southwest/ West Central Service Cooperative	FY2024-FY25 77 – BrightWorks 13 – Lakes Country Service Cooperative 8 – Northeast Service Cooperative 12 – Northwest Service Cooperative 29 – Resource Training & Solutions 6 – Sourcewell 25 – South Central Service Cooperative 14 – Southeast Service Cooperative 14 – Southwest/ West Central Service Cooperative
Number of new courses developed	Quantity	Enrollment Data submitted to MDE & Statewide Concurrent Enrollment (18 Online) Report to the Legislature	FY2017-FY24 52 courses in 10 subject areas	FY2025: 2 new courses added
Number of participating teacher course enrollments	Quantity	Enrollment Data submitted to MDE & Statewide Concurrent Enrollment (18 Online) Report to the Legislature	FY2017-FY24: 4,974	FY2025: 535
Number of participating teacher course enrollments earning credit	Quality	Enrollment Data submitted to MDE & Statewide Concurrent Enrollment (18 Online) Report to the Legislature	FY2017-FY24: 4,723 95%	FY2025: 498 93%
Number of credits earned by participating teachers	Result	Enrollment Data submitted to MDE & Statewide Concurrent Enrollment (18 Online) Report to the Legislature	FY2017-FY24 14,240	FY2025: 1,550
Number of credits earned per participating teacher	Result	Enrollment Data submitted to MDE & Statewide Concurrent Enrollment (18 Online) Report to the Legislature	FY2017-FY23: 7.3	FY2024-FY25: 7.8

Special Education Teacher Pathway Grants

Measure	Measure type	Measure data source	Historical trend	Most recent data
Number of Tier 1/Tier 2 teacher candidates supported; Number of other employees supported; Total # of teacher candidates supported	Quantity	Data collected by MDE	FY 2024 Tier 1-2 = 119 Other = 138 Total = 257	FY 2025 Tier 1-2 = 300 Other = 400+d Total = 737
Number of participating districts, charters and cooperatives	Quantity	Data collected by MDE	FY 2024: 150+	2025: 220+
Types of special education licenses candidates are pursuing	Quantity	Data collected by MDE	FY 2024: ABS = 93 ASD = 27 EBD = 32 ECSE = 21	FY 2025: ABS = 450+ ASD = 80+ EBD = 80+ LD = 15 PHD = 20+ ECSE = 80+ BVI = 2 DHH = 2
Percentage of participants planning to continue licensure program or have completed licensure process (aka retention rate)	Quality	Data collected by MDE	N/A	FY 2025 = 88%

Educator Tuition Assistance Program

Measure	Measure type	Measure data source	Historical trend	Most recent data
Number of teacher candidates supported	Quantity	Data collected by MDE	N/A	FY2025: 670
Number of teacher candidates in the process of licensure completion	Quantity	Data collected by MDE	N/A	FY2025: 336
Number of teacher candidates recommended for licensure	Quantity	Data collected by MDE	N/A	FY2025: 255

Statewide Teacher Mentoring Program

Measure	Measure type	Measure data source	Historical trend	Most recent data
Number of induction and mentoring grants made to regional entities	Quantity	Data collected by MDE	N/A	June 2024: 10
Number of new teachers served through the statewide pilot	Quantity	Data collected by MDE	N/A	June 2024-25: 375
Number of new mentors supported	Quantity	Data collected by MDE	N/A	June 2024-June 25: 130

Teacher Mentoring and Retention Grants

Measure	Measure type	Measure data source	Historical trend	Most recent data
Number of mentoring and retention grants made to regional entities	Quantity	Data collected by MDE	N/A	FY2024: 40 FY2025: 35 FY2026: 10 FY2027: 15
Number of new teachers of color served through the statewide pilot	Quantity	Data collected by MDE	NA	2024-2025: 890
Across grantees, the most frequently cited activity that improved retention	Results	Data collected by MDE	NA	2024-25: Structured mentorship support with regular coaching/check-ins, often embedded in induction and paired with targeted professional development.

Teacher Residency Program

Measure	Measure type	Measure data source	Historical trend	Most recent data
Number of teacher candidates supported with grant funds to existing programs	Quantity	Data collected by MDE	FY2024-25: 66	FY2025-26: 70
Number of new programs supported with planning grants approved by PELSB and DLI	Quantity	Data collected by MDE	FY2024-25: 4	FY2025-26: 5
Number of special education licenses candidates are pursuing in programs receiving grant funding	Quantity	Data collected by MDE	FY2024-25: 41	FY2025-26: 45

Alternative Teacher Professional Pay System (ATPPS, commonly known as Q Comp)

Measure	Measure type	Measure data source	Historical trend	Most recent data
Number of charter schools participating in Q Comp	Quantity	Data collected by MDE	FY2024-25: 71	FY2025-26: 63
Number of districts and cooperatives participating in Q Comp	Quantity	Data collected by MDE	FY2024-25: 111	FY2025-26: 112

Agricultural Educator Grants

Measure	Measure type	Measure data source	Historical trend	Most recent data
Agricultural Educator Grants Awarded	Quantity	MDE	FY2024: 27	FY2026: 32
Students participating	Quantity	MDE Grant Reports	FY2024: 997	FY2026: NA*
Students earning credit	Result	MDE Grant Reports	FY2024: 379	FY2026: NA
Percent of Students earning credit	Result	MDE	FY2024: 38%	FY2026: NA

*FY26 data is not available at the time this report is created due to the program ending in August of 2026.

Part B: Evidence of Effectiveness

Statewide Teacher Mentoring Program and Teacher Mentoring and Retention Grants

Evidence-based practice:	Source:	FY 26-27 Expenditures
Induction and Mentoring Support for New Teachers	WWC New Teacher Center Induction Model Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study IES A Worthwhile Endeavor? A meta-analysis of research on formalized novice teacher induction programs - ScienceDirect	100% of funds were used on direct supports to new teachers and administrative costs supporting the program.

M.S. 122A.70 (Grow Your Own)

MN Laws 2023, chapter 55, article 5, section 64 subdivision 8 (Concurrent enrollment teacher training program)

M.S. 2023, Section 122A.76, Statewide Concurrent Enrollment Teacher Training Program

M.S. 122A.59, Come Teach in Minnesota

Minnesota Session Laws 2023, Chapter 55, House File 2497, Article 55, Sec 64, Subdivision 11 (Licensing and Exam Fees Reimbursement)

M.S. 122A.73 (Grow Your Own)

M.S. 122A.77 (Special Education Teacher Pipeline Grants)

HF no. 2497, Article 5 Section 64.s (Statewide Teacher Mentoring Program)

HF 2497, Article 5, Section 64, Subdivision 16 (Teacher Residency Program)

M.S. 122A.635 (Educator Tuition Assistance Program)

M.S. 122A.70 (Teacher Mentorship and Retention)

M.S. 122A.414; M.S. 122A.415 (Q Comp)

M.S. 124D.901 (Student Support Personnel Aid)

Program: Student and Teacher Opportunities**Activity: One-Time Grants****AT A GLANCE**

One-time grant programs provide funding to outside organizations, which supports MDE's goal of ensuring every Minnesota student receives a world-class education.

PURPOSE AND CONTEXT

One-time grant funding provides resources to outside organizations to help achieve specific programmatic objectives and services, as described below. By law, these grants or grant programs are not included in the Department of Education's base budget for FY 2028 and beyond.

SERVICES PROVIDED

A grant to the Minnesota Association of Alternative Programs (MAAP) to fund the STARS (Success, Teamwork, Achievement, Recognition, and Self-Esteem) program. MAAP STARS is a comprehensive student organization program designed to help students unlock leadership talents, develop skills, and reach their full potential. With a team of experienced educators, administrators, and creatives, MAAP STARS provide the guidance, and support students need to excel. MAAP STARS helps students in alternative programs develop employment, academic, and social skills through participation in service learning, trainings, competitive events, and conferences. MAAP STARS executive members also act as a student advisory committee to MDE on alternative education policy.

Innovation Service Learning Grants provide funds for up to 32 districts, charter schools, tribal contract or grant schools, or cooperative units to expand or strengthen service learning opportunities for K-12 students. The result of this work is more systemic support in schools, which results in more opportunities for underserved youth to participate in service learning. MDE administers and supports these grant programs, including through:

- Developing application process and reporting forms for applicants.
- Providing technical assistance to applicants.
- Creating grant contracts including work plans and budget information.
- Calculating, auditing, and processing payments.
- Providing guidance as it relates to Minnesota Statutes and state policies.

Other Grants Provided:

- A grant to the Building Assets, Reducing Risks (BARR) Center delivers an evidence-based, research-validated program to schools.
- A grant to Pillsbury United Communities implements a framework to improve educational outcomes and accountability.
- A grant to the Minnesota Alliance With Youth supports the activities of the Minnesota Youth Council.

RESULTS

Part A: Performance Data

Goal: Reading – Minnesota will be releasing results on a new reading test in September 2026 which will serve as a new baseline year. The data from 2025 is not comparable to the 2026 data. The goal for 2027 will be to increase the proportion of students demonstrating proficiency in third-grade reading by at least three percent, with each student group to have at least a one percent increase, which reflects realistic potential increases within a year.

2026 Result	2027 Goal	Distance from Current Result to 2027 Goal
TBD	+3% of 2026 Result	3 percentage points

Goal: Math – Minnesota will increase the proportion of students demonstrating proficiency in eighth-grade math to at least 48 percent, with each student group improving by at least two percent, which reflects realistic potential increases within two years.

2025 Result	2027 Goal	Distance from Current Result to 2027 Goal
42% overall	48% overall	6 percentage points

Goal: Science – Minnesota will increase the proportion of students demonstrating proficiency in fifth-grade science to at least 32 percent, with each student group improving by at least two percent, which reflects realistic potential increases within two years goals.

2025 Result	2027 Goal	Distance from Current Result to 2027 Goal
26% overall	32% overall	6 percentage points

Goal: Graduation Rate – Minnesota will increase the proportion of students graduating within 4 years to 90%, with no student group below 85%, which reflects our current goals for the North Star Accountability system.

2025 Result	2027 Goal	Distance from Current Result to 2027 Goal
85% overall	90% overall	5 percentage points

MAAP STARS

Measure	Measure type	Measure data source	Historical trend	Most recent data
Number of statewide events	Quantity	MAAP STARS annual grant report	FY 24: 3	FY 26: 3
Number of regional events	Quantity	MAAP STARS annual grant report	FY 24: 1	FY 26: 3
How many students participate in MAAP STARS events	Quantity	MAAP STARS annual grant report	FY25: 233	FY 25: 336
How many SAAPs/charters participated in MAAP STARS statewide events	Quantity	MAAP STARS annual grant report	FY 24: NA	FY 25: 28
What percentage of MAAP STARS regions have an officer to advise MDE	Quality	SAAP advisory meeting minutes	FY 24: 70%	FY 25: 70%
Percentage of students who report they would recommend MAAP STARS to their peers	Quality	MAAP STARS survey tool	FY24: 87.5%	FY25: 100%
Percent of students who gained new skills	Results	MAAP STARS survey tool	NA	FY25: 98%

Service Learning:

Measure	Measure type	Measure data source	Historical trend	Most recent data
Number of students participating	Quantity	Final report survey	NA	FY25: 1,688
Number of people served/impacted by project or partnership.	Quantity	Final report survey	NA	FY25: 44,260
% of projects with measurable School Improvement	Quality	Final report survey	NA	FY25: 100%
% of projects with measurable improvement in student academic and developmental outcomes	Results	Final report survey	NA	FY25: 88%
% of projects with measurable Positive Community Outcomes	Results	Final report survey	NA	FY25: 100%

Part B: Evidence of Effectiveness

Evidence-based practice:	Source:	FY 26-27 Expenditures
Service-learning	Celio, Christine I., Joseph Durlak, and Allison Dymnicki. "A meta-analysis of the impact of service-learning on students." <i>Journal of experiential education</i> 34.2 (2011): 164-181.	FY26: \$366,731 FY27: \$0
Relationship building programs for Alternative Programs/Credit Recovery	Khachikian, O., Burns, M. B., Clements, P., and Rickles, J. (2024). <i>Recovering Course Credit Early in High School: What Works According to Students</i> . (AIR Online Credit Recovery Research Brief 8).(https://www.air.org/project/assessing-efficacy-online-credit-recovery-student-learning-and-high-school-graduation)	FY26: \$50,000 FY27: \$50,000

MN Laws 2025, Chapter 10

Program: Special Education**Activity: Special Education - Regular**<https://education.state.mn.us/MDE/dse/sped/><https://education.mn.gov/MDE/dse/schfin/sped/>**AT A GLANCE**

- In fiscal year (FY) 2026, 174,971 children and youth, ages birth-22, received special education services.
- In FY 2026, 152,127 K-12 students (18.0 percent of total K-12 students) received special education services.
- In FY 2025, 27,281.32 full-time equivalent special education teachers and paraprofessional staff were employed.

PURPOSE AND CONTEXT

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

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

This program supports the objective of ensuring every student receives a world-class education.

SERVICES PROVIDED

Goals of special education:

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

Students receiving special education services must have an Individualized Education Program (IEP). The IEP helps students with disabilities with schoolwork and helps them make progress toward graduation according to their individualized goals. Students are eligible for IDEA Part B services if they meet specific state eligibility requirements under one or more of 13 disability categories as defined in Minnesota Rules.

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

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

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

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

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

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

Local educational agencies (LEAs) receive state special education aid for the current fiscal year based on a portion of eligible special education expenditures from the previous fiscal year. State special education aid also includes a “tuition billing adjustment” for unreimbursed costs associated with serving non-resident students. Districts’ state aid is further compared to a hold harmless calculation which sets a minimum aid they will receive. Finally, districts receive additional aid based on a percentage of their prior year cross subsidy.

The Minnesota Department of Education (MDE) calculates and processes aid payments and provides technical support for this program.

RESULTS

Part A: Performance Data

Minnesota 4-year Graduation, 4-year Dropout, and Assessment Participation Rates for Students with IEPs

Measure	Measure type	Measure data source	Historical trend	Most recent data
MN 4-Year Adjusted Cohort Graduation Rates for Students with IEPs	Quantity	Data collected by MDE	FY2022-23: 65.6% FY2023-24: 67.4%	FY2024-25: 68.5%
MN 4-Year Adjusted Cohort Dropout Rates for Students with IEPs	Quantity	Data collected by MDE	FFY2022-23: 7.9% FFY2023-24: 7.3%	FY2024-25: 6.5%
Participation Rates for Students with IEPs on the MN Statewide Math Assessments	Quantity	Data collected by MDE	FY2022-23: 39.4% FY2023-24: 89.3%	FY2024-25: 89.0%
Participation Rates for Students with IEPs on the MN Statewide Reading Assessments	Quantity	Data collected by MDE	FY2022-23: 90.0% FY2023-24: 90.3%	FY2024-25: 90.1%

Proficiency Rates for Students with IEPs on Minnesota Statewide Math and Reading Assessments

Only students with valid scores are included in the table below.

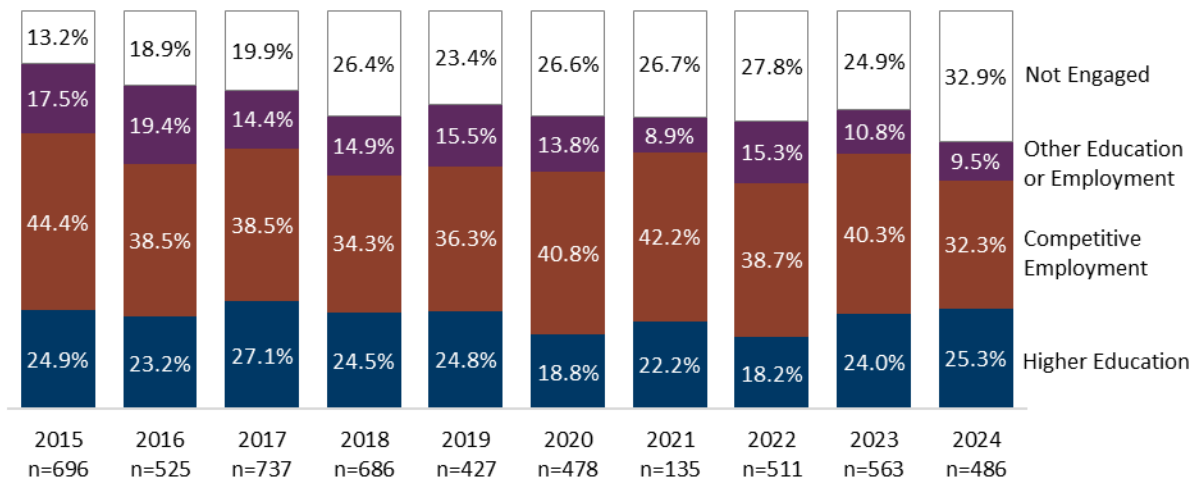
	Math				Reading			
Grade	2021-22	2022-23	2023-24	2024-25	2021-22	2022-23	2023-24	2024-25
Grade 3	38.8%	39.0%	39.8%	37.8%	27.3%	28.0%	27.3%	26.5%
Grade 4	34.2%	35.8%	35.1%	34.9%	27.3%	26.6%	26.6%	25.8%
Grade 5	22.1%	22.7%	23.0%	22.3%	30.8%	30.7%	30.2%	30.3%
Grade 6	18.8%	19.9%	20.0%	20.0%	25.5%	26.0%	26.0%	25.1%
Grade 7	15.5%	15.4%	16.6%	17.0%	19.9%	20.6%	20.9%	21.1%
Grade 8	16.3%	16.8%	16.4%	16.9%	21.4%	20.3%	20.1%	20.5%
High School	13.7%	12.2%	13.2%	11.8%	26.4%	25.5%	26.2%	24.0%

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

Measure: The Post-School Outcome Survey results are based on a sample of special education students interviewed each year regarding their post-high school education and employment experiences one year after exiting high school. Students identified as 'not engaged' reported not being enrolled in school or employed during window of time the survey was conducted. The data reported below are a percent participation rate per category.

Post-School Outcomes Survey Trends among Minnesota Students with IEPs

Students surveyed one year after exiting high school

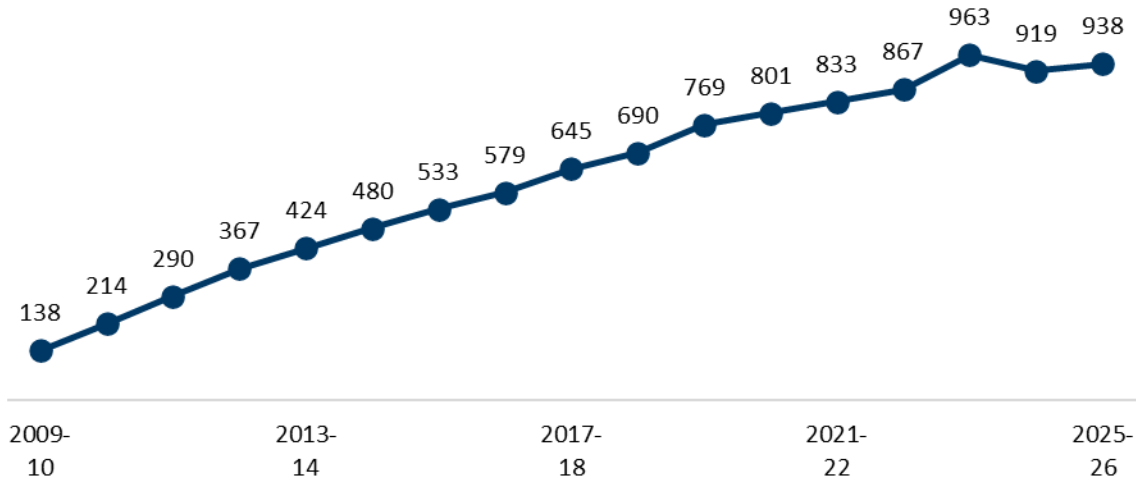


Goal: To increase Positive Behavioral Interventions and Supports (PBIS), which is a comprehensive, data-driven and educational set of practices ensuring all students, staff, and families are working from the same playbook when it comes to supporting positive behavior and academic achievement in Minnesota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

Measure: Number of schools implementing PBIS.

Number of Minnesota Schools Implementing Positive Behavioral Interventions and Supports (PBIS) Programs

School closures or consolidations will impact overall school count



Part B: Evidence of Effectiveness

Evidence-based practice:	Source:	FY 26-27 Expenditures
Positive Behavioral Interventions and Supports	https://www.pbis.org/pbis/studies	1,500,000
Check and Connect	https://ies.ed.gov/ncee/wwc/	
Structured Literacy		

M.S. 125A.02; M.S. 125A.03; M.S. 125A.75; M.S. 122A.726

MN Rules 3525; Special Education disability categories MN Rules 3525.1325 to 3525.1348; Eligibility criteria for infant and toddler intervention services MN Rules 3525.1350

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

Program: Special Education**Activity: Other Federal Special Education Programs**

<https://education.state.mn.us/MDE/dse/schfin/sped/>

<https://helpmegrowmn.org/HMG/>

AT A GLANCE

- This budget activity currently consists of five programs: the Minnesota DeafBlind Technical Assistance Project, the Preschool Special Education Part B program, the State Systemic Improvement Plan, the Employment Capacity Building Cohorts, and Project SEARCH. Highlights for these programs include:
- Deaf-blindness is the special education categorical disability area with the lowest percentage of students (0.08 percent; 135 out of 174,971 students with disabilities in Minnesota).
- In December 2025, census data from the Minnesota DeafBlind Project indicated that 289 students with disabilities receiving special education services had combined vision and hearing loss with 135 of those students reported as having deaf-blind as the primary disability on the Individualized Education Program (IEP).
- 14,334 children aged 3-5 with disabilities were counted as being served through IEPs in early childhood settings on December 1, 2023, and more than 50 percent of these children participate in regular early childhood programs and receive special education services in those settings.
- Beginning in 2020, the U.S. Department of Education's Office of Special Education and Rehabilitative Services awarded the Minnesota Department of Education (MDE) a five-year State Personnel Development Grant (SPDG) to support State Systemic Improvement Plan (SSIP) implementation. Current SSIP partner districts include Minneapolis, St. Paul, Osseo, Bagley, Cloquet, Deer River, Nay-Ah-Shing, Red Lake, and Redwood.
- The Minnesota Department of Education, Department of Employment and Economic Development, and Department of Human Services developed and launched the Youth in Transition Framework and Toolkit. The Youth in Transition Toolkit provides special education IEP case managers, local vocational rehabilitation counselors, and local disability services providers, with a shared set of tools for using Charting the LifeCourse to help youth develop a vision for their future and discover what it takes to live their best lives. In addition, it provides instructional and practical resources for: teaching in(ter)dependent living skills; career exploration and work-based learning; and learning about postsecondary employment and education. Each set of instructional resources includes an objective for each of four learning stages: Awareness, Exploration, Preparation, and Implementation. MDE is developing strategies to match the toolkit to required components of IEP transition planning, and proxy measures of Youth in Transition Toolkit implementation.
- In the 2025-26 school year, 13 Minnesota businesses participated as Project SEARCH sites hosting 88 student interns with disabilities.

PURPOSE AND CONTEXT

This budget activity currently consists of five programs: The Minnesota DeafBlind Technical Assistance Project (DB Project), the Preschool Special Education Part B program, the State Systemic Improvement Plan (SSIP), the Employment Capacity Building Cohorts (ECBC), and Project SEARCH.

- The DB Project is a federally funded formula grant received by the Minnesota Department of Education (MDE) to support services for students with both vision and hearing loss and their families.

- The Preschool Special Education Part B program provides individualized education services to preschool children with disabilities.
- The SSIP is a comprehensive, multi-year plan that focuses on improving results for children and youth with disabilities.
- The Youth in Transition Framework and Toolkit is a training and technical assistance program provided for school districts to improve their employment practices for students with developmental cognitive disabilities.
- Project SEARCH provides educational internships for students with intellectual/developmental cognitive disabilities through workplace immersion at participating business sites with the goal of obtaining competitive integrated employment within four to 11 months after completion of their internship experience.

SERVICES PROVIDED

The Minnesota DeafBlind Technical Assistance Project (DB Project)

- Supports appropriate and timely evaluation of students suspected of having dual sensory loss to help ensure earlier identification of student who are DeafBlind.
- Provides support to teams, including educators and parents, to enhance their ability to address the unique education and service needs of children with deafblindness.
- Provides training to new cohorts of interveners and educational aides who help the student who is DeafBlind, each year.

Federally mandated Preschool Special Education Part B program

- Federal funds support statewide efforts to:
 - Seek out and identify potentially eligible children; and,
 - Provide professional development opportunities promoting evidence-based practices through the Regional Centers of Excellence.
- Services are provided to each eligible child through an Individualized Education Program.
- The goal is to increase each child's ability to actively and independently participate in current and future environments such as home, preschool, and kindergarten.
- Services most often include special instruction, speech therapy, occupational or physical therapy, and transportation.
- To support program implementation the Minnesota Department of Education interprets regulations, statutes and rules; collects and reports data; processes payments/reimbursements; provides professional development; and connects children and families to appropriate local programs and monitors local implementation.

State Systemic Improvement Plan (SSIP) goals and partnerships

Increase the six-year graduation rates for American Indian and Black students with disabilities.

Develop capacity of districts to select and implement effective and sustainable evidence-based practices that support improving graduation outcomes for students with disabilities.

MDE was awarded a \$5.5 million, five-year State Personnel Development Grant in 2020, plus an extension year, to support SSIP implementation, among other grant initiatives. MDE is collaborating with six partner districts – Bagley, Cloquet, Deer River, Nay-Ah-Shing, Red Lake, and Redwood – to improve graduation rates for American Indian students with IEPs. In addition to these school districts and tribal school, MDE continues to partner with the 2015 cohort of SSIP partner districts, Duluth, Minneapolis, Osseo, and Saint Paul, supporting districts to implement Check & Connect with fidelity.

The Youth in Transition (YIT) Framework and Toolkit

- The Youth in Transition Framework and Toolkit provides training and technical assistance to school districts in their efforts to learn and change secondary transition practices for students with disabilities in their school districts and associated counties. Districts partner with their local vocational rehabilitation supervisors and counselors, as well as county level supervisors and case-managers from disability services, to use the YIT Framework and Toolkit.

Project SEARCH

- Project SEARCH is an internationally recognized evidence-based, one-year internship program for students with intellectual/developmental cognitive disabilities, ages 18-21, in their last year of high school. The Project SEARCH Transition Program provides educational experiences for these students through workplace immersion at participating business sites. Students receive skill-based training in independent living and employability skills. The goal of Project SEARCH is to provide student interns with competitive integrated employment within four to 11 months after completion of their internship experience.

RESULTS

Part A: Performance Data

DeafBlind Project

Measure	Measure type	Measure data source	Historical trend	Most recent data
Unduplicated child count where DeafBlind is listed as the primary disability	Quantity	Data collected by MDE	FY2022: 124 FY2023: 118 FY2024: 124 FY2025: 125	FY2026: 135
Number of DeafBlind interveners completing training cohort	Quantity	Data collected by MDE	FY2022: 37 FY2023: 41 FY2024: 25 FY2025: 13	FY2026: 18

Preschool Education Part B Program

The table below shows Minnesota's performance on the federally required child outcomes for federal fiscal years (FFY) 2023-24.

Measure	Measure type	Measure data source	Historical trend	Most recent data
Children will demonstrate positive relationships (A) Greater than expected progress (B) Exited Part C within age expectations	Results	Data collected by MDE	FY2023: 60.4% FY2023: 51.3% FY2024: 60.6% FY2024: 49.8%	FY2025: 59.8% FY2025: 50.0%
Children will acquire and use knowledge and skills (A) Greater than expected progress (B) Exited Part C within age expectations	Results	Data collected by MDE	FY2023: 61.2% FY2023: 46.8% FY2024: 63.0% FY2024: 50.0%	FY2025: 62.2% FY2025: 46.1%
Children will take action to meet needs (A) Greater than expected progress (B) Exited Part C within age expectations	Results	Data collected by MDE	FY2023: 63.3% FY2023: 60.9% FY2024: 63.7% FY2024: 58.4%	FY2025: 62.9% FY2025: 59.0%

State Systematic Improvement Plan

MDE's state identified measurable result (SIMR) is to improve six-year graduation rates for American Indian and Black students with disabilities by at least one percent per year over six years.

State Identified Measurable Result—Targets and Data

Measure	Measure type	Measure data source	Historical trend	Most recent data
Minnesota 6-Year Adjusted Cohort Graduation Rates for American Indian and Black Students with IEPs	Results-Target	Proposed by MDE	FY2020: 59.0% FY2021: 60.0% FY2022: 61.0% FY2023: 62.0%	FY2024: 63.0%
Minnesota 6-Year Adjusted Cohort Graduation Rates for American Indian and Black Students with IEPs	Results-Data	Data collected by MDE	FY2020: 62.5% FY2021: 63.1% FY2022: 63.5% FY2023: 63.1%	FY2024: 63.5%

State Identified Measurable Result—Six-Year Cohort Statewide Cohort Totals and Graduation Rates 2024

Race/Ethnicity Group	Total Special Education Students in Six-year Cohort	Total Special Education Students Graduating	Percent of Special Education Graduates	Total Special Education Students Not Graduating in 2021
American Indian	361	204	56.5%	157
Black	1,405	910	64.8%	495
American Indian and Black	1,766	1,114	63.1%	652
All Race/Ethnic Groups Combined	10,925	8,073	73.9%	2,852

State Identified Measurable Result—Six-Year Cohort Statewide Cohort Totals and Graduation Rates 2025

Race/Ethnicity Group	Total Special Education Students in Six-year Cohort	Total Special Education Students Graduating	Percent of Special Education Graduates	Total Special Education Students Not Graduating in 2020
American Indian	374	225	60.2%	149
Black	1,408	906	64.3%	502
American Indian and Black	1,782	1,131	63.5%	651
All Race/Ethnic Groups Combined	10,812	8,052	74.5%	2,760

Youth in Transition Framework and Toolkit

- The Minnesota Department of Education, Department of Employment and Economic Development, and Department of Human Services developed and launched the Youth in Transition Framework and Toolkit. The Youth in Transition Toolkit provides special education IEP case managers, local vocational rehabilitation counselors, and local disability services providers, with a shared set of tools to use for Charting the LifeCourse to help youth develop a vision for their future and discover what it takes to live their best lives. In addition, it provides instructional and practical resources for: teaching in(ter)dependent living skills; career exploration and work-based learning; and learning about postsecondary employment and education. Each set of instructional resources includes an objective for each of four learning stages: Awareness, Exploration, Preparation, and Implementation. MDE is developing strategies to match the toolkit to required components of IEP transition planning, and proxy measures of Youth in Transition Toolkit implementation.

Project SEARCH

In the 2025-26 school year, 13 Minnesota businesses participated as Project SEARCH sites hosting 88 student interns with disabilities.

Part B: Evidence of Effectiveness

Evidence-based practice:	Source:	FY 26-27 Expenditures
Check & Connect (SSIP practice)	https://ies.ed.gov/ncee/WWC/InterventionReport/78	Not available
Project SEARCH	https://transitionta.org/wp-content/uploads/docs/PD_Project-Search_2021.pdf	\$30,123 budgeted for 7/1/2026 to 6/30/2027

M.S. 125A

Federal law [Individuals with Disabilities Education Act (IDEA) 20 U.S.C. §1400 (2004)]; Federal Regulations (34 CFR 300); IDEA (P.L. 108-466); Preschool Incentive Program (P.L. 108-466, Sec. 619); Infants and Toddlers Program (P.L. 108-466, Part C); Part B/Section 619 of the Individuals with Disabilities Education Act

Program: Special Education**Activity: Other State Special Education Programs**<https://education.state.mn.us/MDE/dse/schfin/sped/>**AT A GLANCE**

In fiscal year (FY) 2025:

- There are four additional ongoing state special education funding sources: Children with Disabilities, Travel for Home-based Services, Court-Placed Revenue, and Out-of-State Tuition.
- 104 students with disabilities were placed in care and treatment facilities.
- 50 students without disabilities were placed in care and treatment programs.
- The average length of stay in a foster facility for care and treatment for students both with and without disabilities was 14 school days, at an average cost of \$6,514 per stay.
- 6,470 early childhood special education (ECSE) (birth-4) children were served in the Home-based Services program.
- Minnesota courts had not placed any non-Minnesota students with Individualized Education Programs into care and treatment facilities.
- Court action placed 27 Minnesota students out of state.
- Special education separate sites and programs aid totaled \$4.2 million.

PURPOSE AND CONTEXT

The state provides four additional ongoing special education appropriations to help cover district costs for students who are considered wards of the state, students placed out-of-state for services by court action, out-of-state students placed into Minnesota programs by court action when the other state is unwilling to pay the educational costs, and finally staff transportation costs for home-based services to students with disabilities under age 5.

The Children with Disabilities program provides funding for individuals who are placed for care and treatment in a licensed residential facility or foster facility, and for whom no district of residence can be determined. Children with disabilities are eligible for this program if no district of residence can be determined because:

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

Children without disabilities are eligible for this program if no district of residence can be determined because parental rights have been terminated by court order.

Districts that serve these students receive full payment for the cost of their education from various state sources, including Children with Disabilities Aid.

This program contributes to the objective that all students receive a world-class education.

The Home-based Services Aid program reimburses school districts for travel costs associated with early childhood special education (ECSE) services. This program contributes to the objective of all students being ready for school.

Court-Placed Revenue provides funding for special education for non-Minnesota students with Individualized Education Programs (IEPs) when the school district is unable to collect tuition from the responsible state, school district, or other non-Minnesota agency. Without this aid, a school district would have to pay for special education costs from its general fund.

This program contributes to the objective of all students graduating from high school.

The Out-of-State Tuition program provides education funding for Minnesota resident students placed by court action in out-of-state care and treatment facilities, in a state that does not have a reciprocity agreement. Students are placed in specialized care and treatment services when those services are not available in Minnesota, either because the facilities are full, or Minnesota does not have the specialized treatment center available.

The special education separate sites and programs aid provides funding to public separate day school facilities attended by students with disabilities for 50 percent or more of their school day.

SERVICES PROVIDED

The Children with Disabilities program ensures a free and appropriate education for eligible children. This funding is for both special and general education students who are placed in residential facilities and who are considered wards of the state. These students are considered residents of the district in which the facility is located, and these funds help cover the full cost of educating these students.

- State expenditure was \$1.5 million for FY 2025.
- Districts are reimbursed for 100 percent of the additional costs of educating these children; they are reimbursed the year after they provide the services.
- The Minnesota Department of Education (MDE) processes reimbursement requests and provides technical support for this program.
- Aid is based on prior-year costs, so students who were served in FY 2025 were funded with FY 2026 aid in the spring of 2026.

With the Home-based Services program, the state reimburses districts half of the amount spent, based on mileage, by workers traveling to provide home- or community-based services to children under age 5 who have disabilities.

- State expenditure was \$398,000 for FY 2025.
- For very young children, services may also include parent consultation and training.
- Federal funding may be used for this purpose.
- MDE calculates and processes aid payments and provides technical support for this program.

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

- State expenditures were \$0 for FY 2025.
- In FY 2025, Minnesota courts did not place any non-Minnesota students with IEPs into care and treatment facilities.
- Districts must document that they attempted to collect tuition from the students' resident districts or states and submit proof to MDE.
- Districts are reimbursed in the fiscal year after they provide the services.
- MDE processes reimbursement requests and provides technical support for this program.

Out-of-State Tuition is provided when a Minnesota student is placed in an out-of-state care and treatment facility.

- The out-of-state care and treatment facilities submit tuition bills to the Minnesota resident district, based on the actual cost of providing education.
- The Minnesota resident district submits the tuition bills to MDE.
- MDE calculates state aid and processes aid payments to the district.
- The aid is paid as a reimbursement in the year after the services are provided.
- This appropriation is not forecasted; rather, the state provides \$250,000 annually to help cover these costs. The amounts below are the actual program costs incurred by districts. In the year after aid is paid, if there are funds available in the commissioner's reserve (M.S. 127A.41), additional aid helps further cover this shortfall.
- State expenditure was \$248,000 for FY 2025.
- MDE also provides technical support for this program.

The special education separate sites and programs aid equals \$1,689 times the adjusted kindergarten through grade 12 pupil units served in special education separate sites and programs. The aid may be used for the same purposes as permitted for state special education aid under section 125A.76. The Minnesota Department of Education (MDE) calculates and processes aid payments for this program.

RESULTS

Part A: Performance Data

The name "Children with Disabilities" is for a specific subset of students for whom this funding is made available. These are either students with or without disabilities whose parental rights have been terminated and who are receiving services in a residential program. They are therefore considered residents of the district in which the residential facility is located, and these funds help fully cover the cost of education for these local districts.

Measure	Measure type	Measure data source	Historical trend	Most recent data
Children with Disabilities - Eligible Average Daily Memberships (ADM) with disabilities in placement.	Quantity	Data collected by MDE	FY 2023: 40.4 FY 2024: 39.3	FY 2025: 49.65
Children with Disabilities - Eligible ADM without disabilities in placement.	Quantity	Data collected by MDE	FY 2023: 14.4 FY 2024: 20.2	FY 2025: 16.24
Home-based Services - Number of children under age five receiving special education services.	Quantity	Data collected by MDE	FY 2023: 6,227 FY 2024: 6,497	FY 2025: 6,470
Partial-year students aggregated to determine ADM placed out-of-state for care and treatment.	Quantity	Data collected by MDE	FY 2023: 21.75 FY 2024: 21.16	FY 2025: 19.92

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

Measure	Measure type	Measure data source	Historical trend	Most recent data
Partial-year students aggregated to determine Eligible Full-Year Students (ADM) in Court Placement	Quantity	Data collected by MDE	FY 2022 Placement/FY 2023 Aid: 0 FY 2023 Placement/FY 2024 Aid: 0.81	FY 2024 Placement/FY 2025 Aid: 0

Part B: Evidence of Effectiveness

No Evidence-based Practices were identified. These programs do not directly implement or support a specific evidence-based practice. The programs provide funding to support school districts in meeting the educational needs of students receiving special education services. Funding helps districts provide required special education and related services, including services for students placed in care and treatment facilities, home-based services for young children with disabilities, court-placed students, students receiving out-of-state services, and students served in separate sites and programs.

These programs support compliance with state and federal special education requirements, including the provision of a free and appropriate public education (FAPE) for eligible students with disabilities.

M.S. 125A.75, subdivision 3; M.S. 125A.75, subdivision 1; M.S. 125A.79, subdivision 4; M.S.125A.79, subdivision 8, M.S 125A.81

Program: Facilities and Technology**Activity: Debt Service Equalization****AT A GLANCE**

In fiscal year (FY) 2027:

- 260 districts will have eligible debt service equalization revenue.
- 20 districts will receive regular debt service equalization aid.
- 1.5 percent of eligible regular debt service revenue will be provided as state aid.
- Two districts will receive disaster debt service equalization aid.

PURPOSE AND CONTEXT

Debt service equalization is a state aid and local property tax levy program that helps ensure all school districts can provide adequate educational facilities for their students. Districts with a relatively high debt service tax rate and a low-to-moderate tax base per pupil unit may receive aid to reduce the tax burden for local property owners. Districts must receive approval from a majority of those voting in a school bond referendum before issuing bonds to construct, acquire, or improve school facilities. Debt service equalization serves all public school students and communities in Minnesota.

Natural disaster debt service equalization revenue is available to districts that have experienced a natural disaster.

SERVICES PROVIDED

The regular debt service equalization program consists of two components:

Required Debt Service Levy

A school district must levy for the principal and interest payments on its general obligation bonds, plus an additional five percent to cover potential tax delinquencies, for the following fiscal year. The required debt service levy is established and approved by the local school board at the time the bonds are sold.

To be eligible for debt service equalization, the bonds must have been sold by July 1 of the calendar year the levy is certified. In addition, debt service for repayment of bonds issued after July 1, 1992, must be for construction projects that have received a positive review and comment, have a bond schedule approved by the commissioner, and, if necessary, be adjusted to reflect a 20-year maturity schedule. Debt service for repayment of bonds issued after July 1, 1997, must be for facilities whose primary purpose is to serve students in kindergarten through grade 12.

Bonds related to the Long-Term Facilities Maintenance program are equalized through that program and are no longer eligible for debt service equalization.

Debt Service Equalization Revenue

School districts qualify for state debt service equalization aid if their eligible debt service levy exceeds 15.74 percent of their tax base, as measured by Adjusted Net Tax Capacity (ANTC), and their tax base per student is below the guaranteed tax base per student set in law. There is no state aid on the portion of the levy that falls below 15.74 percent of the district's ANTC.

The state provides aid to pay a portion of the levy exceeding 15.74 percent of the district's ANTC using a two-tiered sliding scale that varies with the district's tax base per student. As the district's tax base per student declines, the state share of equalized revenue increases. Debt service equalization aid equals the difference between the equalized revenue amount and the amount raised through the local levy.

Natural Disaster Debt Service

To be eligible for natural disaster debt service equalization, a district must:

- Have been impacted by a natural disaster occurring after January 1, 2005, in an area eligible for Federal Emergency Management Agency (FEMA) payments.
- Have damage of \$500,000 or more to school district buildings that is not covered by insurance or FEMA payments.
- Notify the commissioner of education of its intended natural disaster debt service revenue each year by July 1.

A district receives aid under this program if its total debt service levy exceeds 10 percent of its tax base and its tax base per student is below a guaranteed tax base per student set in state law. The amount of aid varies based on the district's eligible debt service levy, number of students, and property tax capacity. The guaranteed tax base per student for this program is significantly higher than the guaranteed tax base per student used for the regular debt service equalization program.

The Minnesota Department of Education (MDE) reviews and comments on proposed school construction projects and calculates state aid and property tax levies for this program.

RESULTS

Part A: Performance Data

Measure	Measure type	Measure data source	Historical trend	Most recent data
Percentage of districts ineligible for Tier 1 debt service equalization because their tax base exceeds statutory Tier 1 equalizing factor	Quality	Data collected by MDE	FY 2025: 93% FY 2026: 95%	FY 2027: 95%
Districts receiving regular debt service equalization aid	Quantity	Data collected by MDE	FY 2025: 25 FY 2026: 20	FY 2027: 20

Part B: Evidence of Effectiveness

No Evidence-based Practices were identified. Debt service equalization aid does not directly implement evidence-based practices. Funding is based on eligible debt service revenue (either voter-approved or non-voter-approved for certain districts) and uses statutory funding formulas to calculate the aid. MDE does not collect data regarding unmet facility needs; therefore, a measure of the program's impact on addressing facility needs is not available.

M.S. 123B.53; (debt service equalization program); M.S. 123B.535 (natural disaster debt service equalization); M.S. 123B.54 (debt service appropriation); M.S. 123B.55 (debt service levy); M.S. 123B.61 (purchase of certain equipment); M.S. 123B.62 (bonds for certain capital facilities); M.S. 123B.71 (review and comment for school district construction); M.S. 126C.40 (school district levies); M.S. 126C.63 (debt service equalization-related definitions and calculations); M.S. 475.61 (bond payment levy provisions)

Program: Facilities and Technology**Activity: Telecommunications Access**<https://education.mn.gov/MDE/dse/schfin/fac/>**AT A GLANCE**

In FY 2026:

- Telecommunications access aid was received by school districts participating in 15 telecommunications clusters, as well as two districts filing independently.
- District demand for telecommunications access aid totaled \$6.1 million.
- Aid was capped at the appropriated amount, which is currently \$3.8 million annually. As a result, FY 2026 aid was prorated to approximately 62 percent.
- Telecommunications Access Aid is repealed by Laws 2025, First Special Session chapter 10, article 8, section 19, effective for revenue in fiscal year 2028 and later.

PURPOSE AND CONTEXT

This program provides telecommunications and internet access funding for public and nonpublic schools in Minnesota. Eligible participants include school districts, charter schools, intermediate school districts, and nonpublic schools. Home schools are not eligible to participate.

SERVICES PROVIDED

Schools and school districts can be reimbursed for the following costs:

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

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

The Minnesota Department of Education (MDE) calculates and processes aid payments for this program.

RESULTS

Part A: Performance Data

Measure	Measure type	Measure data source	Historical trend	Most recent data
Number of public school districts receiving aid	Quantity	Data collected by MDE	FY 2024: 290 FY 2025: 285	FY 2026: 281
Number of charter schools receiving aid	Quantity	Data collected by MDE	FY 2024: 4 FY 2025: 5	FY 2026: 5
Number of nonpublic schools receiving aid	Quantity	Data collected by MDE	FY 2024: 1 FY 2025: 1	FY 2026: 1

Part B: Evidence of Effectiveness

No Evidence-based Practices were identified. Telecommunications Access Aid does not use evidence-based practices because it is a reimbursement program rather than a service or intervention. The program provides funding to eligible Minnesota schools to support telecommunications and internet access costs; therefore, there is no program model or intervention for which evidence-based practices would apply.

M.S. 125B.26

Program: Facilities and Technology**Activity: Long-Term Facilities Maintenance Aid**<https://education.state.mn.us/MDE/dse/schfin/fac/ltfm/>**AT A GLANCE**

- This program began in fiscal year (FY) 2017 and replaced the Alternative Facilities, Deferred Maintenance, and Health and Safety revenue programs, which were funded through FY 2016.
- For taxes payable in 2024, 335 school districts and secondary cooperatives had approved 10-year facility plans for FY 2025 revenue, totaling \$718.4 million
- Beginning in FY 2026, long-term facilities maintenance revenue for charter schools was added to general education revenue, totaling \$10.5 million.

PURPOSE AND CONTEXT

Students and school and district employees need healthy, safe, accessible, and well-maintained environments in which to work and learn. The long-term facilities maintenance (LTFM) program is a state aid and levy program that addresses facility and grounds issues related to safety, health, deferred maintenance, and accessibility concerns. One of the primary purposes of the program is to reduce the disparity in funding between the largest 28 school districts that were eligible for Alternative Facilities Revenue and all other districts.

School districts, intermediate school districts, and other cooperative units (through member districts) are eligible to participate in the program. Beginning in FY 2026, charter schools are no longer eligible to participate in the program. Instead, they receive long-term facilities maintenance state aid through general education revenue, which may be used for any school purpose.

SERVICES PROVIDED

Program revenue may be used for qualifying facility issues in any existing public school building or site. However, the district must own or have contractually agreed to purchase (lease-purchase) any building or facility where program-funded work is performed. New construction and portable classrooms are not eligible for funding. The program has its own equalization formula. Projects may be funded on a pay-as-you-go basis or through the issuance of debt. Intermediate districts and cooperatives do not receive state aid, and charter school revenue is funded entirely through state aid.

The program addresses a wide array of areas affecting facilities and school environments, including the following:

- Asbestos removal or encapsulation;
- Hazardous substance removal, including provisions for lead-in-water testing and mitigation;
- Fire safety, including compliance with State Fire Marshal orders;
- Indoor air quality;
- Environmental health and safety management;
- Physical hazard control;
- Accessibility improvements to accommodate persons with a disabilities;
- Deferred capital and maintenance projects;
- School districts with an approved voluntary prekindergarten program under Minnesota Statutes 2023, section 124D.151, may include costs approved by the commissioner for remodeling existing instructional space to accommodate prekindergarten instruction; and

- Effective July 1, 2024, statutory requirements include 10-year plan provisions for at least one gender-neutral, single-user restroom per site through construction or remodeling.
- Beginning in FY 2026, a charter school's general education revenue increased to \$132 times the adjusted pupil units to accommodate the elimination of charter school LTFM revenue.
- Beginning in FY 2027, roof repair and replacement projects costing more than \$100,000 per site per year were added as eligible projects for additional program revenue.

The Minnesota Department of Education (MDE) reviews and approves 10-year facility plans that have been approved by the school board and submitted for commissioner approval. MDE calculates state aid and property tax levies for the program.

RESULTS

Part A: Performance Data

Measure	Measure type	Measure data source	Historical trend	Most recent data
Alternative Facilities Districts (28 largest districts)	Quantity	Data collected by MDE	FY 2023: \$898 FY 2024: \$ \$1,025	FY 2025: \$1,140
All Other Districts	Quantity	Data collected by MDE	FY 2023: \$528 FY 2024: \$\$541	FY 2025: \$ \$569
Districts, intermediate districts, cooperatives, and charter schools receiving revenue for approved 10-year plans	Quantity	Data collected by MDE	FY 2023 Charter: 181 District:333 Total: 514 FY 2024 Charter: 181 District: 335 Total: 516	FY 2025 Charter: 175 District: 335 Total: 510
Districts and charter schools receiving state aid	Quantity	Data collected by MDE	FY 2023 Charter:181 District:265 Total: 446 FY 2024 Charter: 181 District: 267 Total: 448	FY 2025 Charter: 175 District: 267 Total: 442
State aid as a percentage of revenue	Quantity	Data Collected by MDE	FY 2023 Charter:100% District:16.2% Total: 17.5% FY 2024 Charter: 100% District: 14.8% Total: 16.1%	FY 2025 Charter: 100% District: 13.5% Total: 14.7%

Part B: Evidence of Effectiveness

This activity/program funds infrastructure/core staffing/operations which cannot be evaluated using randomized control or quasi-experimental design methods. The long-term facilities maintenance program does not use evidence-based practices. School boards approve 10-year plans, which are submitted to MDE. If plans include all required documentation and identify eligible projects, funding is approved. Pay-as-you-go (PayGo) projects are funded only up to the expenditures reported in UFARS when final aid calculations are made.

M.S. 123B.595

Program: Facilities and Technology**Activity: Special Facilities and Technology Opportunities****AT A GLANCE**

- Supports community revitalization and equity by expanding multi-purpose facilities that promote education, work, and health for children and families.
- Provides grants to schools for building security upgrades, cybersecurity improvements, and related insurance or costs.
- Fund's school districts to create or remodel gender neutral single user restrooms.
- Assists districts and charter schools in implementing cardiac emergency response plans.
- Supports schools in installing secure exterior master key boxes for law enforcement access during emergencies.

PURPOSE AND CONTEXT

The Special Facilities and Technology Opportunities activity includes school-focused safety, health, and equity initiatives designed to improve the well-being of students, families, and communities. It includes funding and support for facility improvements, emergency preparedness, inclusive infrastructure, and security enhancements.

SERVICES PROVIDED

The Multi-Purpose Community Facility program supports community revitalization, connectedness, and equity by promoting education, work, and health for children and families in areas that would benefit most from expanded community facilities.

The Building and Cybersecurity Grant Program provides grants to schools to improve building security and cybersecurity. Funds may be used for security related facility improvements, cybersecurity insurance premiums, and associated costs. The legislature appropriated \$24.332 million in FY 2024 and made it available until June 30, 2027.

Gender-Neutral Bathrooms grants provide funds to school districts for remodeling, constructing, or repurposing space for gender-neutral single-user restrooms.

Cardiac emergency response plan assistance grants provide funds to school districts and charter schools to implement cardiac emergency response plans.

Law enforcement emergency entry device grants allow schools to update buildings with an exterior secure master key box for use during an emergency.

RESULTS

Part A: Performance Data

Measure	Measure type	Measure data source	Historical trend	Most recent data
Building and Cybersecurity Grant Program– Amount of grant funds reimbursed for eligible expenditures	Output	MDE grant records	New program	FY 2026: \$13.464 million

Part B: Evidence of Effectiveness

The Building and Cybersecurity Grant Program supports schools in implementing security measures to reduce building security and cybersecurity risks. Because the program funds a range of eligible security improvements rather than a specific evidence-based intervention, effectiveness is demonstrated through the implementation of measures that address school security needs.

Minnesota Session Laws 2021, 1st Special Session, Chapter 13, Article 7, Section 2, Subdivision 5, MN Session Laws 2023, Chapter 55, Article 8, Section 19, Subdivision 2 (Building and Cybersecurity Grant Program)

Program: Nutrition**Activity: Minnesota Free School Meals - Lunch**<https://education.mn.gov/MDE/dse/FNS/SNP/>**AT A GLANCE**

- More than 102 million school lunches were served in school year (SY) 2024-25.
- The Minnesota Free school Meals Program (MN-FSM) allowed all Minnesota schools participating in the United States Department of Agriculture (USDA) National School Lunch Program to provide no cost meals to all students starting in school year 2023-24

PURPOSE AND CONTEXT

This program provides nutritious lunches during the school day to help meet children's nutritional needs and foster lifelong healthy eating habits. The United States Department of Agriculture (USDA) provides funding for the National School Lunch Program (NSLP). The afterschool snack component of the NSLP provides reimbursement for snacks served to children in afterschool educational and enrichment programs. Starting in school year 2023-24, the state of Minnesota implemented the Minnesota Free School Meals Program (MN-FSM), which provides additional state funding to participating schools to provide each student with one no cost breakfast and one no cost lunch per school day.

These programs support the objective of ensuring every child receives a quality education, no matter what their race or zip code.

SERVICES PROVIDED

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

- School lunch menus are planned and served according to federal meal-pattern guidelines.
- Students attending schools participating in MN-FSM receive meals at no cost to the household.
- Commodities such as meat, cheese, poultry, fruits, and vegetables are donated by the USDA to contribute to the school lunch menu.
- Schools' complete commodity preference surveys for more than 1,000 raw processed products, fresh fruit and vegetable products through the Department of Defense (DoD), as well as for commercial products that have commodities in them.

School lunch programs are supported financially and administratively through:

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

Reimbursement rate: 2026 -2027 (July 1, 2026 -June 30, 2027) Payment Type	Budget Code (CLiCS Payment Detail)	Paid Lunch Rates	Reduced-Price Lunch Rates	Free Lunch Rates
Federal Lunch – <i>Regular</i>	10555.002	\$.45 or \$.47	\$.45 or \$.47	\$.45 or \$.47 ¹
Federal Lunch – <i>Free and Reduced-Price</i>	10555.004	N/A	\$3.91	\$4.31
Federal Lunch – <i>8 Cent Certified</i>	10555.006	\$.09	\$.09	\$.09
State Lunch – Minnesota Free School Meals (MN-FSM)	S6201	4.435 ²	.525 ²	.125 ²
Total Federal/State Payments (<i>not</i> including value of USDA Foods) – MN-FSM	N/A	\$4.975 or \$4.995¹	\$4.975 or \$4.995¹	\$4.975 or \$4.995¹

The free and reduced price eligibility categories are set by USDA. Children in households at 130% or below of the federal poverty guidelines qualify for free eligibility benefits; children in households between 130-185% of the federal poverty guidelines qualify for reduced price eligibility benefits. Children in households above 185% of the federal poverty guidelines are in the paid eligibility category.

The Minnesota Department of Education (MDE):

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

RESULTS

Part A: Performance Data

Measure	Measure type	Measure data source	Historical trend	Most recent data
Number of reimbursable lunches served	Quantity	Data collected by MDE	FY2023: 88 million FY2024: 102 million	FY:2025: 102 million
Number of school food authorities receiving administrative reviews to assure program compliance	Quantity	Data collected by MDE	FY2023: 128 FY2024: 136 FY2025: 143	FY2026: 136

¹ Federal rate for “additional two cents”: The higher federal reimbursement rate and higher total payments are paid for all lunches if the school food authority served 60% or more free/reduced-price lunches for School Year 2024 – 2025 (SY 2024 – 25) at all sites combined. To check whether a school food authority is approved for the higher rate, refer to the SY 2026 – 27 sponsor application in the Cyber-Linked Interactive Child Nutrition System (CLiCS).

² State payment for reduced price and paid lunches: Reduced-price and paid lunches receive additional state reimbursement so that lunches can be served at no charge, as provided by state law. Although these meals are served at no charge, they must be claimed for reimbursement at the correct eligibility level so that correct federal and state reimbursements are paid

Part B: Evidence of Effectiveness

Evidence-based practice:	Source:	FY 26-27 Expenditures
Universal School Meals	Universal School Meals and Associations with Student Participation, Attendance, Academic Performance, Diet Quality, Food Security, and Body Mass Index: A Systematic Review https://www.mdpi.com/2072-6643/13/3/911	

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

Program: Nutrition**Activity: Minnesota Free School Meals - Breakfast**<https://education.state.mn.us/MDE/dse/fns/snp>**AT A GLANCE**

- Over 49.1 million school breakfasts were served in school year (SY) 2025.
- The Minnesota Free School Meals Program (MN-FSM) allowed all Minnesota schools participating in the United States Department of Agriculture (USDA) National School Lunch Program and School Breakfast Program to provide no cost meals to all students starting in SY 2023-24

PURPOSE AND CONTEXT

This program provides nutritious breakfasts for school children to help meet their nutritional needs and foster lifelong healthy eating habits. The United States Department of Agriculture (USDA) provides funding for the School Breakfast Program (SBP). Starting in SY 2023-24, the state of Minnesota implemented the Minnesota Free School Meals Program (MN-FSM), which provides additional state funding to participating schools to provide each student with one no cost breakfast and one no cost lunch per school day.

These programs support the objective of ensuring every child receives a quality education, no matter what their race or zip code.

SERVICES PROVIDED

The School Breakfast Program helps ensure students start their day with a nutritionally balanced meal.

- School breakfast menus are planned according to federal meal pattern guidelines.
- Student health and achievement are improved through daily access to a nutritious school breakfast.
- Students attending schools participating in MN-FSM receive meals at no cost to the household

School breakfast programs are supported through:

Federal and state reimbursements for school breakfasts.

Cyber-Linked Interactive Child Nutrition System (CLiCS) is a website that allows schools to meet their application and claims requirements online.

Reimbursement rates: 2026-2027 (July 1, 2026-June 30, 2027)

Payment Type	Budget Code (CLiCS Payment Detail)	Paid Breakfast Rates	Reduced-Price Breakfast Rates	Free Breakfast Rates
Federal Breakfast	10553	\$.42	\$2.24 or \$2.75 ¹	\$2.54 or \$ 3.05 ¹
State Breakfast – MN-FSM	S6210	\$2.12 or \$2.63 ²	.30 ²	N/A
Total Federal/State Payments – MN-FSM	N/A	\$2.54 or \$3.05	\$2.54 or \$3.05	\$2.54 or \$3.05

The household income threshold for free breakfasts is up to 130% of the poverty guideline and for reduced price breakfasts are up to 185% of the poverty guideline. However, students attending schools participating in MN-FSM receive meals at no cost for the household.

The Minnesota Department of Education (MDE):

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

RESULTS

Part A: Performance Data

Measure	Measure type	Measure data source	Historical trend	Most recent data
Number of reimbursable breakfasts served	Quantity	Data collected by MDE	FY 2023: 35,011,480 FY 2024: 48,867,759	FY2025:49,101,150
Number of school food authorities receiving administrative reviews to assure program compliance	Quantity	Data collected by MDE	FY2023: 128 FY2024: 136 FY2025: 143	FY2026: 136

¹ Federal rates for reduced-price and free breakfasts: The higher federal reimbursement rates and higher total reimbursements are paid for free and reduced-price breakfasts served at “Severe Need” sites (sites that served 40% or more free/reduced-price lunches in SY 2024 – 25). To check whether a site is approved for Severe Need reimbursement, refer to the site application in CLiCS.

² State payments for reduced-price and paid breakfasts: Reduced-price and paid breakfasts receive additional state reimbursement so that breakfasts can be served at no charge, as provided by state law. Although these meals are served at no charge, they must be claimed for reimbursement at the correct eligibility level so that the correct federal and state reimbursements are paid.

Part B: Evidence of Effectiveness

Evidence-based practice:	Source:	FY 26-27 Expenditures
Universal School Breakfast	Breakfast at the Desk: The Impact of Universal Breakfast Programs on Academic Performance https://sandra.ucsd.edu/publications/Breakfast_at_the_Desk_The_Impact_of_Universal_Breakfast_Programs_on_Academic_Performance.pdf	

M.S. 124D.1158; M.S. 124D.117
National School Lunch Act (7 CFR 220)

Program: Nutrition**Activity: Summer Food****AT A GLANCE**

- Over 2.5 million meals were served during the summer program year of 2026
- \$10,955,006 was reimbursed to 715 sites that served meals

PURPOSE AND CONTEXT

The Summer Food Service Program (SFSP) helps children who rely on the school breakfast and lunch programs to get the healthy food they need outside the school year.

The United States Department of Agriculture (USDA) provides all funding for the program, which is administered by the Minnesota Department of Education (MDE).

This program supports the objective that every student attends a safe, nurturing learning environment.

SERVICES PROVIDED

The Summer Food Service Program (SFSP) is designed to fill the nutrition gap during the summer months and make sure children can get the nutritious meals they need to achieve.

- Menus for healthy meals and snacks are planned according to federal guidelines.
- Meals and snacks are provided at no charge at a variety of sites to children ages 1-18 in low-income areas during the summer.
- Rural areas in Minnesota that do not have a summer eating site can provide food for children to take with them and eat elsewhere.
- Nutritional meals and snacks improve children's health which leads to stronger academic outcomes.

Reimbursement rates: Effective January 1, 2026 to December 31, 2026, as per USDA:

Per Meal Reimbursement Rates in whole or fractions of U.S. Dollars (Operating plus Administrative)

Type of Meal	Self-preparation or Rural Sites	Other Sites (Vended-Urban)
Breakfast	3.1975 (2.91 + 0.2875)	3.1375 (2.91 + 0.2275)
Lunch or Supper	5.6000 (5.07 + 0.5300)	5.5100 (5.07 + 0.4400)
Supplement (Snack)	1.3250 (1.18 + .1450)	1.2950 (1.18 + .1150)

Self-preparation means the sponsor prepares the meals that will be served at the site(s) and does not contract with a food service management company, caterer, or school for the preparation of meals, which are considered "vended." Self-preparation includes sponsors that prepare meals in a central facility and deliver meals to their sites

Camp sponsors are paid only based on the percentage of children eligible for free and reduced-price meals. Reimbursement may be estimated by taking the number of meals to be served (by type) to all children during a camp session and multiplying it by the percentage of children eligible for free and reduced-price meals. That number is then multiplied by the appropriate operational and administrative reimbursement rate.

The Minnesota Department of Education (MDE):

- Reaches out to schools, anti-hunger, and youth serving organizations to increase SFSP participation.
- Reviews summer sites and provide training and technical assistance to sponsors to ensure compliance.
- Calculates and processes reimbursement claims from sponsors.

RESULTS

Part A: Performance Data

Measure	Measure type	Measure data source	Historical trend	Most recent data
Number of sponsors	Quantity	Data collected by MDE	FY2023: 154 FY2024: 168 FY2025: 170	FY2026: 180
Number of sites	Quantity	Data collected by MDE	FY2023: 690 FY2024: 736 FY2055: 746	FY2026: 715

Part B: Evidence of Effectiveness

Evidence-based practice:	Source:	FY 26-27 Expenditures
Summer meal programs for students	USDA-Funded Summer Feeding Programs and Key Child Outcomes of Public Health Importance: A Rapid Review https://nesr.usda.gov/sites/default/files/2022-08/Summer_Feeding_Programs_Rapid_Review_Report.pdf	

M.S. 124D.119
National School Lunch Act (7 CFR 225)

Program: Nutrition**Activity: USDA Foods****AT A GLANCE**

- Minnesota schools receive an estimated 20 million pounds of commodity foods each year.
- The United States Department of Agriculture (USDA) provides the entire funding for the program.

PURPOSE AND CONTEXT

The commodity program began in the early 1930s as an outgrowth of federal agriculture policies designed to shore up farm prices and help American farmers suffering from the Great Depression. When the National School Lunch Act was passed in 1946, its stated purpose was both to improve the health of children and to provide a market for agricultural production. The program serves to supplement food resources through entitlement funding for schools to directly purchase from available United States Department of Agriculture (USDA) commodities and Department of Defense programs.

This program supports the objective that every student attends a safe, nurturing learning environment.

SERVICES PROVIDED

Schools participating in the National School Lunch Program:

- Receive commodity foods, called “entitlement” foods, at a value of 45 cents (July 2025) for each lunch served. Foods purchased support meeting the dietary guidelines for nutritious meals and include grains, vegetables, fruits, proteins, and dairy products grown and processed in the United States.
- May also get “bonus” commodities such as meat, cheese, poultry, grains, rice, fruits, and vegetables, as they are available through USDA. These foods are offered periodically, but only as they become available through agricultural surpluses.

A state revolving fund was established in 2001 for the cash received for commodity donated foods that have been lost, damaged, recalled, or diverted for processing. Minnesota uses the fund to issue payments for the value of those foods, although through more efficient distribution processes this is now rare.

The Minnesota Department of Education (MDE) assists schools in spending and ordering products with their entitlement funds through technical assistance, food ordering, deliveries, inventories, monitoring, and other issues concerning the USDA Foods program.

RESULTS

Part A: Performance Data

Measure	Measure type	Measure data source	Historical trend	Most recent data
Total Dollar amount of commodities received by schools	Quantity	Data collected by MDE	FY2024: \$52,595,279 FY2025: \$55,243,987 FY2026: N/A	FY2025:

Part B: Evidence of Effectiveness

No Evidence-based Practices were identified.

M.S. 124D.1195

Program: Nutrition**Activity: Child and Adult Care Food Program****AT A GLANCE**

- 3,806 family daycare homes, 1,080 child care centers, 32 adult care centers, and 11 emergency shelters participated in the Child and Adult Care Food Program (CACFP) in federal fiscal year (FFY) 2
- 28.6 million meals and snacks were served in FFY 2026
- The United States Department of Agriculture (USDA) provides all funding for the program, which is administered by the Minnesota Department of Education (MDE).

PURPOSE AND CONTEXT

The Child and Adult Care Food Program (CACFP) helps ensure that children and youth, those receiving emergency shelter services, chronically disabled adults, and senior citizens receiving licensed organized care have access to nutritious meals. Child care centers, family daycare homes, school-age care sites, after-school programs, emergency shelters, and adult day care centers may participate in the CACFP.

SERVICES PROVIDED

Health is improved through access to nutritional meals and snacks.

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

Federal Government:

CACFP is supported through federal reimbursement for meals and snacks. (Reimbursement rates are for federal FY 2026.)

Federal Reimbursement Rates FY26 for CACFP Institutions (per meal)

Category	Breakfast	Lunch and Supper Including Cash-in-Lieu-of Commodities*	Snack
A (Free)	\$2.46	\$4.905 (\$4.60 + \$0.305)	\$1.26
B (reduced)	\$2.16	\$4.505 (\$4.20 + \$0.305)	\$0.63
C (Paid)	\$0.40	\$0.745 (\$0.44 + \$0.305)	\$0.11

*Lunch and supper reimbursements include an additional 30.5 cents for cash-in-lieu-of commodities.

Federal administrative reimbursement payments to sponsors of family daycare home licensed (FDCH) providers is based on the number of day care home providers sponsored.

Federal Reimbursement Rates FY26 for FDCH Sponsoring Organizations (monthly)

Initial 50	Next 150	Next 800	Each Additional
\$150	\$115	\$89	\$79

Federal meal reimbursements to FDCH are defined by poverty level in geographic area served. Tier 1 sites are reimbursed at a higher rate as a result of serving more families that qualify for free or reduced price meals in a geographical area. For purposes of determining the tiering status of day care homes, the attendance area of a school in which at least 50 percent of the enrolled children are certified eligible for free or reduced price meals, or the area based on the most recent census data in which at least 50 percent of the children residing in the area are members of households that meet the income standards for free or reduced-price meals.

Federal Reimbursement Rates FY26 for FDCH Providers (per meal)

	Tier 1	Tier 2
Breakfast	\$1.70	\$.61
Lunch/supper	\$3.22	\$1.94
Snack	\$.96	\$.26

Minnesota Department of Education (MDE):

- Assists in meeting program requirements.
- Conducts administrative and financial reviews of sponsors and conducts home visits.
- Provides technical assistance, workshops on nutrition and program regulations, and provides resource materials.
- Processes daycare homemeal reimbursement claims, and sponsoring organization administrative reimbursements.

RESULTS

Part A: Performance Data

Measure	Measure type	Measure data source	Historical trend	Most recent data
Total value of meals served, all settings	Dollars	Data collected by MDE	FY2024: \$66,930,970 FY2025: \$61,223,167	FY2026: \$43,210,910
Number of participating child care centers	Quantity	Data collected by MDE	FY2024: 1,176 FY2025: 1,129	FY2026: 1,080
Number of participating family daycare homes	Quantity	Data collected by MDE	FY2024: 4,477 FY2025: 4,149	FY2026: 3,806
Number of participating adult day care centers	Quantity	Data collected by MDE	FY2024: 37 FY2025: 33	FY2026: 32
Number of participating emergency shelters	Quantity	Data collected by MDE	FY2024: 11 FY2025: 11	FY2026: 11

Part B: Evidence of Effectiveness

Evidence-based practice:	Source:	FY 26-27 Expenditures
Child and Adult Care Food Program	The child and adult care food program and food insecurity https://www.researchgate.net/publication/276821524 The Child and Adult Care Food Program and Food Insecurity	

Child Nutrition Act and National School Lunch Act (7 CFR 226)

Program: Nutrition**Activity: Other Nutrition Programs****AT A GLANCE**

These federal nutrition grants are a key component in helping create a safe, nurturing learning environment for all children to learn and thrive. Other Nutrition Programs include:

- Team Nutrition (TN)
- Fresh Fruit and Vegetable Program (FFVP)
- Technology Innovation Grants (TIG)
- Equipment Grant
- Farm to School and Farm to Early Care
- Summer Electronic Benefit Program (S-EBT) or SUN Bucks

PURPOSE AND CONTEXT

These grants all play a complementary role in the three main nutrition programs, which are the National School Lunch Program (NSLP), Child and Adult Care Food Program (CACFP), and Summer Food Service Program (SFSP). These grants provide:

- Financial resources for sponsoring learning institutions (schools, child care, or community-based youth development) to address nutrition needs of children and youth.
- Best practice training or technical assistance resources for sponsors to effectively administer the programs.
- Funds to assist MDE in maintaining necessary technology resources to administer the programs and provide additional resources (both technical assistance and financial) and distribute funds to sponsors.

Summer EBT has been rebranded by the U.S. Department of Agriculture (USDA) to the SUN Bucks program. In 2026, the USDA did not extend the Farm to School formula funds and this program and position at MDE will be ending unless additional funding is provided. The Minnesota Department of Agriculture still has other USDA Farm to School funding which goes to the schools in forms of grants.

The population served by these programs include:

- Team Nutrition (TN) serves all public, nonpublic and charter schools.
- Fresh Fruit and Vegetable Program (FFVP) serves elementary schools that have at least 50% free and reduced students.
- Technology Innovation Grants (TIG) serve all sponsor organizations in improving access to the state's Cyber-Linked Interactive Child Nutrition System (CLICS).
- Summer Electronic Benefit Transfer (S-EBT), or SUN Bucks, serves students eligible for federal free and reduced- price meals.

SERVICES PROVIDED

The services provided through these programs include:

- Team Nutrition (TN)
 - The current grant involves working with parent advisory committee to assist in strategizing how to bring more culturally diverse foods into the school menu.
 - Access to guidebooks, videos, and stipends to engage in project activities.
 - Implemented the “Say Yes! To School Meals” campaign.
- Fresh Fruit and Vegetable Program (FFVP)
 - Participating schools receive training and technical assistance in engaging students in eating healthy snacks and providing financial resources to purchase healthy snack items for students.
 - Formula based grants based on enrollment, level of free and reduced students, and the number of days additional fresh snacks are provided. Schools get an additional \$75 per student for the school year.
- Technology Innovation Grants (TIG)
 - Current three-year grant is working to facilitate sponsor access to administering the key nutrition programs and enhancing program integrity and reporting functions.
- Technology enhancements to existing CLiCS system to improve program integrity, sponsor experience in managing program administration, and the staff experience in providing monitoring functions.

RESULTS

Part A: Performance Data

Measure	Measure type	Measure data source	Historical trend	Most recent data
Team Nutrition Grant	Results	Data collected by MDE	FY2024: 1000+ views on training, developed the Say YES! To School Meals campaign FY2025: 2 training modules developed	FY2026: 141 website views on sodium and sugar videos, 4 pilot schools, 51 submissions on school meal contest
Fresh Fruit and Vegetables (Notes: School year benefits begin September and are directly connected to COVID; Summer benefits from June – August and are based on free or reduced status).	Results	Data collected by MDE	FY2024: 72 SFAs funded FY2025: 81 SFAs funded	FY2026: 63 SFAs funded
Farm to School and Early Care: hosting of farm to school institute to increase number of schools using local produce in meals.	Results	Data collected by MDE	FY2024: 42 Farm to School participants, 180 participants in Farm to School roadshow FY2025: 35 Farm to School participants, 86 participants in Farm to School roadshow	FY2026: 38 Farm to School participants, 240 participants in Farm to School roadshow
SUN Bucks	Results	Data collected by DCYF	FY2024: 471,700 children totaling \$56,604,000 in benefits FY2025: 446,493 children totaling \$53,579,160 in benefits	FY2026: N/A

Part B: Evidence of Effectiveness

Evidence-based practice:	Source:	FY 26-27 Expenditures
SUN Bucks	Understanding And Comparing Economic Assistance Models To Improve Food Security And Diet Quality: A Rapid Review https://www.healthaffairs.org/doi/full/10.1377/hlthaff.2024.01352	

Minnesota Laws 2024 Ch. 115, Article 22, Section 3

Program: Nutrition**Activity: Kindergarten Milk****AT A GLANCE**

- 1,863,465 half pints of milk were subsidized in fiscal year (FY) 2025 by the federal Special Milk Program (SMP).
- 1,672,437 half pints were subsidized in FY 2025 through the Minnesota Kindergarten Milk Program (MKMP).

PURPOSE AND CONTEXT

Providing milk during the school day helps meet children's nutritional needs and fosters lifelong healthy eating habits.

The Special Milk Program (SMP) is funded by the United States Department of Agriculture (USDA) and is only available when children do not have access to other federal child nutrition programs. SMP provides schools, child care programs, and camps with a reimbursement of 28 cents per half pint of milk.

The Minnesota Kindergarten Milk Program (MKMP) is funded by state aid and provides schools with reimbursement of 20 cents per half pint of milk served to kindergartners during a milk or snack break outside of breakfast or lunch.

SERVICES PROVIDED

Both programs are supported financially and administratively through:

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

The Minnesota Department of Education (MDE):

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

RESULTS

Part A: Performance Data

Measure	Measure type	Measure data source	Historical trend	Most recent data
Number of school food authorities receiving administrative reviews to assure program compliance	Quantity	Data collected by MDE	FY2023: 128 FY2024: 136 FY2025: 143	FY2026: 136
Reviews of Milk Program Sponsors (that are not also participating in School Nutrition Programs)	Quantity	Data collected by MDE	FY2025: 18	FY2026: 14

Part B: Evidence of Effectiveness

Federal Child Nutrition Programs do not require evidence-based practices.

M.S. 124D.118
National School Lunch Act (7 CFR 215)

Program: Libraries**Activity: Basic System Support and Federal Grants**<https://education.state.mn.us/MDE/dse/Lib/sls/Reg/>**AT A GLANCE**

- Public library services are available in all 87 counties.
- Twelve regional public library systems support 356 public library locations, 46% of which are in nonmetro areas.
- Public libraries shared more than 1 million items with other libraries through interlibrary loan, expanding the reach of local collections.
- In 2025, more than 2.8 million Minnesotans had a library card, and public libraries were visited 17.2 million times.
- Arts and Cultural Heritage Fund appropriations provide grants to library systems for educational opportunities in the arts, history, literary arts, and Minnesota's cultural heritage as well as funding for the Minnesota Center for the Book.
- Ongoing federal Library Services and Technology Act grants, administered by the Institute of Museum and Library Services, support library programs and services in Minnesota

PURPOSE AND CONTEXT

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

Libraries support the objective that every student deserves a world-class education. Ninety-four percent of public libraries offer summer learning programs for children and teens.

SERVICES PROVIDED

Public libraries collect and provide access to information in a variety of formats, including print books, magazines, DVDs, CDs, and downloadable materials. Professionally trained staff help Minnesotans of all ages and abilities access these resources.

Regional library basic system support:

- Provides incentives, such as access to regionally administered programs (e.g., interlibrary loan), for counties and cities to work together in regional public library systems, extending services across jurisdictions at the most reasonable cost.
- Distributes funding among cooperating jurisdictions and encourages the sharing of library materials through library-to-library lending and borrowing.
- Maintains and improves library programs, collections, and outreach to diverse communities.

In addition to state General Fund appropriations, the Minnesota Department of Education (MDE) administers certain state Arts and Cultural Heritage Fund (ACHF) appropriations and federal Institute of Museum and Library Services (IMLS) funds. ACHF appropriations provide grants to the state's 12 regional library systems to provide educational opportunities in the arts, history, literary arts, and Minnesota's cultural heritage. The appropriation is \$2.75 million in each fiscal year (FY) 2024 through FY 2027.

Federal funds from the IMLS are grants through the Library Services and Technology Act. These funds are used to support statewide initiatives and services, including access to electronic databases and the federally mandated Minnesota Braille and Talking Book Library. Additionally, MDE awards grants to support local efforts to address digital equity and access, workforce development programs, and improve library services for youth and older adults.

MDE administers all aspects of these programs. Services include:

- Developing application and reporting forms for aid recipients.
- Providing technical assistance to applicants and recipients.
- Calculating and processing aid payments.
- Providing guidance related to Minnesota statutes.
- Managing the statutory annual public library reporting program.
- Providing technical assistance and training to public libraries and regional library systems.

RESULTS

Part A: Performance Data

Measure	Measure type	Measure data source	Historical trend	Most recent data
Number of Minnesotans attending library programs, including story times, summer reading programs, digital literacy and job search programs	Quantity	Data collected by MDE	FY 2023: 1,092,022 FY 2024: 1,210,718	FY 2025: 1,183,199
Circulation of downloadable books, movies, and music	Quantity	Data collected by MDE	FY 2023: 13,945,413 FY 2024: 16,003,403	FY 2025: 17,910,125
Number of weekly open hours	Quantity	Data collected by MDE	FY 2023: 14,692 FY 2024: 15,140	FY 2025: 15,207

Part B: Evidence of Effectiveness

This activity/program funds infrastructure/core staffing/operations which cannot be evaluated using randomized control or quasi-experimental design methods.

Evidence-based practice:	Source:	FY 26-27 Expenditures
This budget activity supports a statewide regional infrastructure rather than a single, mandatory clinical program. For this reason, it does not have a randomized controlled trial or quasi-experimental design evaluation. The activity is theory-based. It relies on a strong link between public library access and community well-being. National research shows that library access improves early childhood literacy, digital skills, and economic opportunity for residents. Regional cooperation makes these resources affordable for every city and county. For more information on evidence definitions, visit the MMB Results First Framework (https://mn.gov/mmb/results-first/definitions-of-evidence/).	Beyond Books: Public Libraries As Partners For Population Health Affairs Title: Beyond Books: Public Libraries As Partners For Population Health Authors: Carolyn C. Cannuscio, Rachel A. Dupuis, Amanda L. Graves, Margaret K. Grande, Joan I. Albright, Carolyn Kellom, Kimberly L. Shuster, Rosemary Frasso, and Robert J. Blendon Journal: Health Affairs (2017), Volume 36, Issue 11. Full Study Link: Health Affairs Journal (https://www.healthaffairs.org/doi/10.1377/hlthaff.2016.0724) This study provides strong qualitative evidence showing how public libraries function as vital social safety nets and community hubs. Key findings include: Social Safety Net: Public libraries routinely help patrons navigate housing instability, access social services, and manage mental health resources. Trust and Reach: Libraries are highly trusted institutions that reach deep into vulnerable and underrepresented populations. Broader Community Health: The research highlights that public libraries have immense untapped potential to improve overall population health and community-level well-being.	

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

Program: Libraries**Activity: Multicounty Multitype**<https://education.state.mn.us/MDE/dse/Lib/sls/Mult/>**AT A GLANCE**

- Seven multicounty, multitype library systems serve approximately 1,750 academic, public, school, and special libraries. Services are provided across all types of libraries.
- Multicounty, multitype libraries serve all 87 Minnesota counties

PURPOSE AND CONTEXT

Minnesota's multicounty, multitype library systems promote excellence in library services and connections between public libraries and libraries in schools, colleges, and universities so that library staff can better serve residents.

Multicounty, multitype library systems work across libraries of all types to provide collections, events, and other resources that support students, teachers, and all Minnesotans. Libraries support the objective that every Minnesotan deserves a world class education with caring, qualified teachers and high quality, unfettered access to information. Note: After fiscal year 2022, number changes are influenced by COVID, COVID recovery, and the restructuring of one of the seven Multicounty, multitype systems.

State aid provides operating funds based on a formula that includes population and land square miles served. Multicounty, multitype library systems may increase revenue through grants and/or cost-recovery fees for workshops and other continuing-education activities. Aid also incentivizes increasing the number of licensed library media specialists.

SERVICES PROVIDED

Multicounty, multitype library systems activities include:

- Organizing and promoting professional development and continuing education activities for library staff.
- Identifying and responding to regional needs across types of libraries.
- Encouraging communication and increasing knowledge of best practices among libraries.
- Supporting resource sharing and collaborative projects among participating libraries.

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

- Developing application and report forms for aid recipients.
- Providing technical assistance to applicants/recipients.
- Calculating and processing payments.
- Providing guidance as it relates to Minnesota statutes.

RESULTS

Part A: Performance Data

Measure	Measure type	Measure data source	Historical trend	Most recent data
Multicounty multitype member libraries.	Quantity	Data collected by MDE is collected.	FY2020: 1,594 FY2021: 1,602 FY2022: 1,648 FY2023: 1,350	FY2025: 1,761
Scholarships awarded to library staff for participation in professional development and continuing education.	Quantity	Data collected by MDE is collected.	FY2020: 104 FY2021: 93 FY2022: 18 FY2023: 116	FY2025: 106
Attendance at multicounty, multitype sponsored professional development activities.	Quantity	Data collected by MDE is collected.	FY2020: 1,847 FY2021: 1,912 FY2022: 2,010	FY2023: 1,959 FY2025: 1,765

Part B: Evidence of Effectiveness

This activity/program funds infrastructure/core staffing/operations which cannot be evaluated using randomized control or quasi-experimental design methods.

This program activity is not currently structured around formal clearinghouse-rated evidence-based practices as defined by MMB Results Management. Multicounty Multitype Library Systems function as regional infrastructure and collaborative service networks under Minnesota Statutes, section 134.351. State aid supports essential system operations, including interlibrary loan coordination, resource sharing technology, continuing education, and cross-sector library collaboration across academic, public, school, and special libraries. Because these services represent foundational operational support and system-level capacity building rather than direct individual-level intervention programs, formal clearinghouse evidence ratings do not apply. Program effectiveness and service impact are instead measured through operational performance metrics, resource-sharing volume, and professional development evaluation data presented in Part A.

MS 134.351; MS 134.353; MS 134.354

Program: Libraries**Activity: Electronic Library for Minnesota**<https://www.elm4you.org/>**AT A GLANCE**

- Electronic Library for Minnesota (ELM) at Minitex, a division of The University of Minnesota, provides access to millions of articles, books, images, test preparation, and other information at no cost to users.
- ELM resources are accessible to Minnesotans through computers, smart phones, and tablets from homes, schools, school library media centers, academic libraries, public libraries, and government agencies.

PURPOSE AND CONTEXT

The Electronic Library for Minnesota (ELM) at Minitex, a division of the University of Minnesota, provides all Minnesotans with access to online high-quality and vetted information resources from all Minnesota Internet Protocol (IP) addresses, including home computers, libraries, and government agencies. ELM supports the objective that every student receives a world class education with caring, qualified teachers.

School libraries, librarians, and educators across the state need online, trustworthy resources to support emerging needs in pre-K literacy and early education, to support new K12 curriculum goal areas, and to ensure representation of Minnesota's diverse residents in our libraries and school library resources.

SERVICES PROVIDED**This program:**

- Offers free and equitable online access to millions of magazine, journal, newspaper, and encyclopedia articles; e-books; and other information resources to Minnesota residents.
- Provides tools for career exploration, resume and cover letter writing, test preparation, adult learning, and college readiness through Learning Express Library.
- Reduces costs by negotiating statewide database licenses.

ELM's resources:

- Support K-12 and postsecondary students and teachers.
- Provide information and research on a wide range of topics.
- Are available from all Minnesota IP addresses 24 hours a day, seven days a week.
- Support digital literacy and workforce development efforts.

The Minnesota Department of Education (MDE), through its State Library Services division, recommends and/or approves school and public library representatives on ELM's selection task force and makes final approval of the resources recommended. MDE sets up and processes payments and compiles report information annually.

RESULTS

Part A: Performance Data

Measure	Measure type	Measure data source	Historical trend	Most recent data
Number of ELM searches conducted by Minnesotans	Quantity	Data collected by MDE	FY2020: 49.6 million FY2021: 57 million FY2022: 47.361 million FY2023: 46.2 million	FY2024: 55 million
Number of LearningExpress Library user sessions	Quantity	Data collected by MDE	FY2020: 35,215 FY2021: 31,098 FY2022: 10,421 FY2023: 13,852	FY2024: 16,123

Part B: Evidence of Effectiveness

This activity/program cannot be evaluated using randomized control or quasi-experimental design methods.

This program is a statewide information licensing service. It does not operate as a single, clinical program model. However, scholarly research shows that students who regularly use licensed electronic library databases develop stronger research skills, achieve higher course grades, and show greater academic progress than those who rely solely on general web search engines. Supporting research provides evidence of effectiveness:

- Students with access to licensed electronic databases (providing peer-reviewed articles, maps, primary sources, and reference materials) showed dramatically higher academic achievement. [Creating 21st-Century Learners: A Report on Pennsylvania's Public School Libraries](#).
- For Black and Latino students, having structured, well-resourced digital and physical library collections more than doubled their percentages of advanced writing scores and cut the risk of "below basic" writing scores in half. [Why school librarians matter: What years of research tell us](#)

MN Laws 2021, 1st Special Session, Chapter 13, Article 8, Section 3, Subdivision 8

Program: Libraries**Activity: Regional Library Telecom Aid****AT A GLANCE**

- Statutory changes in 2020 expanded the allowable use of funds to include digital content and technology items that are not covered by the federal e-rate broadband subsidy program for public libraries.
- 342 public library sites benefit from the aid program.
- The number of library locations offering download speeds of at least 100 megabits per second rose from 83 in 2017 to 358 in 2024, including 249 library locations in greater Minnesota.
- 99.6 percent of public libraries provide wireless access.

PURPOSE AND CONTEXT

- The Regional Library Telecommunications Aid program (RLTA) helps regional public library systems and their branch or member public libraries provide community-based broadband accessible to residents statewide. Increasingly, public libraries provide portable internet access through mobile hotspots that circulate for home use.
- RLTA funds the telecommunications infrastructure necessary for library-based programs and services that support the objective that every student receives a world-class education. Through public libraries, students have greater access to online learning resources such as the state-provided Electronic Library for Minnesota and locally provided e-books and online homework help services.

SERVICES PROVIDED**This program:**

- Allows libraries to leverage federal funds and state and local investments that improve technology infrastructure.
- Facilitates optimal and equitable access to online resources and information, such as the Electronic Library for Minnesota, and to the statewide web-based infrastructure for interlibrary loan.

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

- Equitable community access to high-speed internet, including weekends and evenings.
- Access to online resources, including the Electronic Library for Minnesota and Ebooks Minnesota.
- Connections to school districts, postsecondary education, and other governmental agencies.
- Government-related activities and information, such as unemployment insurance filing.
- Automation systems that improve efficiency and cost-effectiveness in resource sharing.

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

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

RESULTS

Part A: Performance Data

Measure	Measure type	Measure data source	Historical trend	Most recent data
Internet and wireless sessions in public libraries	Quantity	Data collected by MDE	FY2020: 3,935,588 FY2021: 7,085,636 FY2022: 10,606,620 FY2023: 15,321,881	FY2025: 20,013,694
Percentage of public libraries with internet speeds above 20 megabits per second (Mbps)	Quantity	Data collected by MDE	FY2020: 90.5% download, 83.9% upload FY2021: 93.65 download, 85.8% upload FY2022: 92.6% download, 84.3% upload FY2023: 93.9% download, 87.4% upload	FY2023: 99.2% download, 95.5% upload
Number of internet devices in public libraries; about 46% of public libraries are in non-urban areas	Quantity	Data collected by MDE	FY2020: 6,564 FY2021: 4,968 FY2022: 5,073 FY2023: 4,971	FY2025: 4,979

Part B: Evidence of Effectiveness

This activity/program cannot be evaluated using randomized control or quasi-experimental design methods.

This program is a state aid funding formula that supports regional library telecommunications infrastructure. The program relies on the documented link between public internet access and economic opportunity. National research shows that public library computers and Wi-Fi networks are critical lifelines for rural residents, job seekers, and low-income families who lack home broadband. Supporting research provides evidence of effectiveness:

- 40% of library computer users (an estimated 30 million people) used library internet to address career and employment needs. Among those using the internet for employment, 75% searched for a job online, and half completed an online application or submitted a resume at the library. [Opportunity for All: How the American Public Benefits from Internet Access at U.S. Libraries](#)
- High levels of broadband adoption in rural communities reduce unemployment growth and have a statistically positive impact on household income growth. Reliable public broadband allows rural residents to secure remote employment opportunities, boosting the local tax base and allowing workers to stay in their home communities rather than relocating. [Evaluating the Impact of Broadband Access and Internet Use in a Small Underserved Rural Community](#)

M.S. 134.355

Program: Libraries

Activity: School Library Aid

<https://education.mn.gov/MDE/dse/Lib/sls/sch/>

AT A GLANCE

- School library aid provides funding to independent school districts, special school districts, and charter schools to support school library programs and services.
- School library aid supports school library media specialists, electronic and print resources, and library furniture, equipment, and supplies.
- For FY 2026 and FY 2027, school library aid provides a minimum level of funding of \$20,000 per school district and \$10,000 per charter school, with additional funding based on adjusted pupil units.

PURPOSE AND CONTEXT

School library aid provides funding to school districts and charter schools to help pay for specific costs within school libraries. This program supports the objective of ensuring every student receives a world-class education.

SERVICES PROVIDED

For FY 2026 and FY 2027, a school district receives the greater of \$10.27 per adjusted pupil unit (APU) or \$20,000, and a charter school receives the greater of \$10.27 per APU or \$10,000. For FY 2026 and FY 2027 only, the Minnesota Department of Education (MDE) may retain up to \$130,000 of the appropriation for the costs of the state school librarian, and school library aid payments to districts and charter schools are reduced proportionately to account for this amount. For FY 2028 and later, a school district receives the greater of \$9.12 per APU or \$20,000; and a charter school receives the greater of \$9.12 per APU or \$10,000.

Schools must reserve and use school library aid to directly fund the following costs within a school library:

- Salaries and benefits of a school library media specialist.
- Electronic and material resources.
- Furniture, equipment, or supplies.

MDE calculates and processes aid payments for this program.

RESULTS

Part A: Performance Data

Measure	Measure type	Measure data source	Historical trend	Most recent data (in \$1,000s)
School Library Aid Expended	Quantity	Data collected by MDE	FY 2023: N/A FY 2024: 23,907	FY 2025: 23,808

Part B: Evidence of Effectiveness

No Evidence-based Practices were identified.

The School Library Aid program is a state funding program that provides financial support to school districts and charter schools for eligible library-related costs. Because the program does not directly deliver services or implement interventions, evidence-based practice requirements do not apply. Therefore, there are no evidence-based practices to report for this activity.

M.S. 124D.992

Program: Early Childhood and Family Support**Activity: Early Childhood Family Education**

The Early Childhood Family Education activity has moved to the Department of Children, Youth, and Families as a result of Minnesota Laws 2023, Chapter 70. The following fiscal detail is historical information for fiscal years 2024-2025. For information on this activity and fiscal detail for fiscal year 2026 and onwards, please consult the Department of Children, Youth, and Families budget book.

Program: Early Childhood and Family Support**Activity: School Readiness**

The School Readiness activity has moved to the Department of Children, Youth, and Families as a result of Minnesota Laws 2023, Chapter 70. The following fiscal detail is historical information for fiscal years 2024-2025. For information on this activity and fiscal detail for fiscal year 2026 and onwards, please consult the Department of Children, Youth, and Families budget book.

Program: Early Childhood and Family Support**Activity: Kindergarten Entry Profile****AT A GLANCE**

- In 2023, changes were made to the program, formally called the Kindergarten Entry Profile (KEP), now called the Kindergarten Entry Assessment, requiring school districts and charter schools to complete and report to MDE an MDE-approved developmentally-appropriate assessment of all enrolled kindergarten students in the fall of each school year.
- In the first year of the new program, the department engaged with teachers, schools, communities, and developmental experts to gather input into how this new requirement should be implemented by Fall of the 2025/2026 school year. No performance measures are available related to this new program for this year.
- MDE continued to provide support to programs serving children from birth to kindergarten, especially voluntary prekindergarten (VPK) and school readiness plus (SRP) programs to use the approved developmentally appropriate assessment tools for preschool-aged children, still called the Kindergarten Entry Profile (KEP).

PURPOSE AND CONTEXT

A portion of this activity has moved to the Department of Children, Youth, and Families as a result of Minnesota Laws 2023, Chapter 70. The following fiscal detail is historical information for fiscal years 2024-2025. For information on this activity and fiscal detail for fiscal year 2026 and onwards, please consult the Department of Children, Youth, and Families budget book.

The 2013 Race to the Top - Early Learning Challenge grant (RTT-ELC) provided the state with an opportunity to improve on the state's pre-existing kindergarten entry assessment model (the School Readiness Study), resulting in a new model: the Kindergarten Entry Profile (KEP). The KEP reflected advances in our understanding of child development, neuroscience, and the importance of early childhood assessment in systems reform.

The KEP was a standards-based assessment system that has been used for preschool-aged children; each of the approved assessment tools are aligned to Minnesota's early learning standards (the Early Childhood Indicators of Progress, or ECIPs). The ECIPs are a shared set of developmentally appropriate expectations for children ages birth to kindergarten and define the foundational skills necessary to build toward the Minnesota K-12 Academic Standards and college and career readiness.

The Minnesota Department of Education (MDE) has supported public school Pre-K programs in adopting KEP-approved tools to assess four-year-old children at the beginning and end of their preschool year prior to entering Kindergarten. Recent legislative changes will require districts to use and share data on an MDE-approved kindergarten fall assessment tool beginning in school year 2025/2026 that will help us understand the landscape of early childhood, and the needs of early learners and their teachers. Engagement is underway to identify the tool or tools that will be approved for this purpose.

SERVICES PROVIDED

Tools that support assessment of preschool students undergo a rigorous review to ensure that each assessment is valid and reliable to use with pre-kindergartners, aligned to the ECIPs and Minnesota Academic Standards, represent a whole-child view of development and education, cover all eight domains of learning, provide real-time formative data that can be used to individualize instruction, and rely on authentic assessment. MDE provides training in KEP assessments to the state's mixed delivery early learning workforce and also provides reports that include the KEP assessment data to all VPK programs, which ensures they meet their statutory obligation to measure the impact of their program. Though SRP programs are not required to measure the impact of their program, if they submit KEP assessment data to MDE, MDE provides them with a measuring impact report as well.

1. With the recent change to a required kindergarten fall assessment passed by the 2023 Minnesota Legislature, MDE began an engagement process with key partners, including school district and charter school leaders, teachers, and families to better understand their needs and goals prior to selecting an approved assessment tool or tools.

RESULTS

Part A: Performance Data

Teachers and administrators are building their capacity to implement standards-based assessment in preschool, which includes discussions centered on which students need more support based on their assessment data. KEP assessment trainings have brought educators together, enabling them to engage in conversations centered on shared expectations of student outcomes, aligning instruction and curriculum across grades/ages, and strengthening transitions to kindergarten.

Measure	Measure type	Measure data source	Historical trend	Most recent data
Count of providers, teachers, or administrators who participated in a KEP assessment or best practice in early learning assessment training. *	Quantity	Data collected by MDE	FY2019: 123 FY2020: 178 FY2021: 665 FY2022: 372	FY2023: 242
Percent of training participants who "Strongly Agreed" or "Agreed" that they were better positioned to use their early learning assessment after completing the training.	Quality	Data collected by MDE	FY2019: NA FY2020: NA FY2021: 93% FY2022: 93%	FY2023: 98%

* This measure includes trainings that were funded via sources other than KEP funds but were offered by KEP trainers, whose certification is supported with KEP funding and resources.

Part B: Evidence of Effectiveness

No Evidence-based Practices were identified.

M.S. 124D.162

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

The Access to Quality Early Learning activity has moved to the Department of Children, Youth, and Families as a result of Minnesota Laws 2023, Chapter 70. The following fiscal detail is historical information for fiscal years 2024-2025. For information on this activity and fiscal detail for fiscal year 2026 and onwards, please consult the Department of Children, Youth, and Families budget book.

Program: Early Childhood and Family Support**Activity: Health and Developmental Screening**

The Health and Development Screening activity has moved to the Department of Children, Youth, and Families as a result of Minnesota Laws 2023, Chapter 70. The following fiscal detail is historical information for fiscal years 2024-2025. For information on this activity and fiscal detail for fiscal year 2026 and onwards, please consult the Department of Children, Youth, and Families budget book.

Program: Early Childhood and Family Support**Activity: Head Start**

The Head Start activity has moved to the Department of Children, Youth, and Families as a result of Minnesota Laws 2023, Chapter 70. The following fiscal detail is historical information for fiscal years 2024-2025. For information on this activity and fiscal detail for fiscal year 2026 and onwards, please consult the Department of Children, Youth, and Families budget book.

Program: Early Childhood and Family Support**Activity: Infant and Toddler Intervention****AT A GLANCE**

- 6,726 Minnesota infants and toddlers with disabilities were counted as being served through Individual Family Service Plans (IFSP) on December 1, 2025.
- Individuals with Disabilities Education Act (IDEA) Part C services are funded with federal grant dollars, state special education aid, and general education revenue. Only federal funds are reflected in the fiscal pages of this Budget Activity.

PURPOSE AND CONTEXT

The federally regulated Infants and Toddlers program (Part C of IDEA) through the provision of individualized family-centered services to eligible children and their families seeks to:

- Enhance the development of infants and toddlers with disabilities, to minimize their potential for developmental delay, and to recognize the significant brain development that occurs during a child's first 3 years of life;
- Reduce the educational costs to our society, including our Nation's schools, by minimizing the need for special education and related services after infants and toddlers with disabilities reach school age;
- Maximize the potential for individuals with disabilities to live independently in society;
- Enhance the capacity of families to meet the special needs of their infants and toddlers with disabilities; and
- Enhance the capacity of State and local agencies and service providers to identify, evaluate, and meet the needs of all children, particularly minority, low-income, inner city, and rural children, and infants and toddlers in foster care.

This program supports the objective that every student deserves a world class education. This program also supports the Minnesota Department of Education's (MDE) Ten Minnesota Commitments to Equity including Start Early, Value People, and Prioritize Equity by setting and communicating a vision and targets for high outcomes for all infants and toddlers with, or suspected of having, developmental delays in Minnesota, regardless of factors such as income level or immigration status.

SERVICES PROVIDED

- Specific services are determined for each eligible child and family based on the child's needs and family priorities.
- Services most often include special instruction, speech therapy, and occupational or physical therapy and services with other qualified personnel.
- Services are provided at no cost to Minnesota families due to our birth mandate status that ensures general education revenue to support early intervention programs.
- Ninety-seven percent of eligible infants and toddlers receive early intervention services in their homes and other natural environments that children birth to age three spend their time.

RESULTS

Part A: Performance Data

Federal funds support 12 Interagency Early Intervention Committees (IEICs) that conduct public awareness and outreach activities to seek out and identify potentially eligible infants and toddlers in coordination with state, local and community partners.

Federal funds support the implementation of programs and services at the local level by supplementing state special education and general education aid.

The Minnesota Department of Education (MDE) is responsible for:

- Technical assistance and program monitoring to ensure the requirements as directed in IDEA are fulfilled by local education districts and cooperatives.
- Personnel development to ensure that personnel are appropriately and adequately prepared and trained to implement high quality instructional practices that support the development of young children and their families.
- Carrying out general administration and supervision.
- Policy, systems, and budget allocation for contracting or otherwise arranging for services, and procedures for securing timely reimbursement of funds and ensuring a coordinated system of support and services

Measure	Measure type	Measure data source	Historical trend	Most recent data
Children will demonstrate positive relationships a. Greater than expected progress b. Exited Part C within age expectations	Result	Data collected by MDE	FFY2020: 50.00% FFY2021: 49.88% FFY2022: 51.84% FFY2023: 51.35% FFY2020: 48.89% FFY2021: 47.49% FFY2022: 47.12% FFY2023: 46.56%	FFY2024: 53.23% FFY2024: 47.76%
Children will acquire and use knowledge and skills a. Greater than expected progress b. Exited Part C within age expectations	Result	Data collected by MDE	FFY2020: 55.79% FFY2021: 55.79% FFY2022: 57.22% FFY2023: 56.09% FFY2020: 41.68% FFY2021: 40.52% FFY2022: 40.04% FFY2023: 37.84%	FFY2024: 58.70% FFY2024: 40.78%
Children will take action to meet needs a. Greater than expected progress b. Exited Part C within age expectations	Result	Data collected by MDE	FFY2020: 59.21% FFY2021: 56.27% FFY2022: 55.72% FFY2023: 53.50% FFY2020: 50.09% FFY2021: 48.90% FFY2022: 47.74% FFY2023: 45.60%	FFY2024: 56.41% FFY2024: 47.38%

Measure	Measure type	Measure data source	Historical trend	Most recent data
Percent of participating families who report that the Infants and Toddlers program has helped their child develop and learn	Quality	Data collected by MDE	FFY2020: 87.05% FFY2021: 90.48% FFY2022: 90.69% FFY2023: 91.62%	FFY2024: 92.29%

Part B: Evidence of Effectiveness

Evidence-based practice:	Source:	FY 26-27 Expenditures
The Primary Coach Approach to Teaming (Rush & Shelden Model): Research proves this model significantly lowers parental stress and leads to better developmental outcomes for the child than having multiple separate providers.	https://pediatricapta.org/includes/fact-sheets/pdfs/13%20Primary%20Service%20Provider.pdf	
Routines-Based Model-McWilliam	A randomized controlled trial of routines-based early intervention for children with or at risk for developmental delay - ScienceDirect	

M.S. 125A.26–48

Part C of the Individuals with Disabilities Education Act

Program: Early Childhood and Family Support**Activity: Preschool Special Education****AT A GLANCE**

- 14,360 Programs as of December 1, 2025.
- More than 48.21% of these children participate in regular early childhood programs and receive special education services in those settings.
- 27.12% of 3-year olds, 53.99% of 4-year olds and 65.28% of 5-year olds are provided services in their regular education program. This is indicative of the investment made in pre-kindergarten state funded programs (designated for students in the year prior to kindergarten enrollment).

PURPOSE AND CONTEXT

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

Funding for services is a combination of federal funds, state special education aid, and general education revenue. Only federal funds are reflected in the fiscal pages of this Budget Activity.

This program supports the objective that every student deserves a world class education. This program also supports the Minnesota Department of Education's (MDE) Ten Minnesota Commitments to Equity including Start Early, Value People, and Prioritize Equity by setting and communicating a vision and targets for high outcomes for young children with disabilities and their families. For Minnesota's youngest students with disabilities this commitment is realized through early intervention and preschool special education services where equity and inclusion are cornerstones of the rights provided through the Individuals with Disabilities Education Act (IDEA). IDEA is a federal law first signed in 1975 supporting all children with disabilities and their families.

SERVICES PROVIDED

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

- Seek out and identify potentially eligible children.
- Provide professional development opportunities promoting evidence-based practices and technical assistance to ensure the provision of a free appropriate public education (FAPE).
- Provide services, supports, and accommodations that meet the needs of the individual child to make progress on their goals and objects as defined in their Individualize Education Program Plans.

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

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

The Minnesota Department of Education:

- Processes payments/reimbursements.
- Provides professional development and technical assistance.
- Monitors program implementation and collects and reports data.
- Interprets regulations, statutes, and rules.
- Connects children and families to appropriate local programs and monitors local implementation.

RESULTS**Part A: Performance Data**

Measure	Measure type	Measure data source	Historical trend	Most recent data
Children will demonstrate positive relationships • Greater than expected progress • Exited Part C within age expectations	Result	Data collected by MDE	FFY2020: 60.95% FFY2021: 63.51% FFY2022: 59.96% FFY2023: 60.66% FFY2020: 47.94% FFY2021: 50.64% FFY2022: 37.64% FFY2023: 49.83%	FFY20224: 59.86% FFY2024: 50.01%
Children will acquire and use knowledge and skills • Greater than expected progress • Exited Part C within age expectations	Result	Data collected by MDE	FFY2020: 63.45% FFY2021: 64.93% FFY2022: 60.70% FFY2023: 62.99% FFY2020: 45.65% FFY2021: 46.93% FFY2022: 35.82% FFY2023: 47.01%	FFY2024: 62.21% FFY2024: 46.08%
Children will take action to meet needs • Greater than expected progress • Exited Part C within age expectations	Result	Data collected by MDE	FFY2020: 62.51% FFY2021: 64.73% FFY2022: 63.65% FFY2023: 63.75% FFY2020: 58.21% FFY2021: 60.13% FFY2022: 49.57% FFY2023: 58.48%	FFY2024: 63.04% FFY2024: 59.08%

Part B: Evidence of Effectiveness

Evidence-based practice:	Source:	FY 26-27 Expenditures
Pyramid Model	Hemmeter, M. L., Snyder, P., Fox, L., & Algina, J. (2016). Evaluating the Implementation of the Pyramid Model for Promoting Social-Emotional Competence in Early Childhood Classrooms. Topics in Early Childhood Special Education. https://eric.ed.gov/?id=EJ1117049	N/A

M.S. 125A.01–03

Part B/Section 619 of the Individuals with Disabilities Education Act

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

The Family Opportunities activity has moved to the Department of Children, Youth, and Families as a result of Minnesota Laws 2023, Chapter 70. The following fiscal detail is historical information for fiscal years 2024-2025. For information on this activity and fiscal detail for fiscal year 2026 and onwards, please consult the Department of Children, Youth, and Families budget book.

Program: Community Education**Activity: Community Education**<https://education.mn.gov/MDE/dse/schfin/comm/>**AT A GLANCE**

- Every Minnesota school district operates a community education program. In fiscal year (FY) 2025, school districts received \$47.4 million in general community education revenue, \$5.6 million in youth service program revenue, and \$5.1 million in after-school enrichment revenue. Of the FY 2025 general community education revenue, the state share (aid entitlement) was \$8.7 million, and the local property tax share was \$38.7 million.
- The Education Partnerships Coalition Fund Grant Program seeks to improve educational and developmental outcomes for children and youth within communities experiencing poverty. This grant program funds two neighborhood partnership grants and seven regional partnership grants.
- In fiscal year FY 2024, the two neighborhood partnership grants received a total of \$2.6 million (\$1.3 million each). The Northside Achievement Zone and St. Paul Promise Neighborhood are Promise Neighborhoods, a federal designation for eligible neighborhoods that seek to improve educational and developmental outcomes of children and youth in their communities.
- In FY 2024, the seven regional partnership grants received a total of \$1.4 million (\$200,000 each).

PURPOSE AND CONTEXT

The community education program is a state aid and local property tax levy program designed to maximize the community's use of public schools and promote the use of school facilities beyond the regular school day. Programs serve participants of all ages, from preschool through adulthood.

The Education Partnerships Coalition Fund Grant Program supports neighborhood partnership grants and regional partnership grants. The grants fund efforts designed to reduce multigenerational poverty, prepare children for kindergarten, support third-grade reading proficiency, and reduce the educational achievement gap.

The after-school community learning program provides grant funding, technical assistance, capacity building, and professional development. The program supports culturally affirming and enriching after-school and summer learning programs for youth

SERVICES PROVIDED

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

- Programs for adults with disabilities.
- Adult basic education (ABE).
- Youth development and youth services.
- Early childhood family education (ECFE) and school readiness programs.
- School-age care.
- Summer programs for elementary and secondary students, as well as youth after-school enrichment programs.
- Nonvocational, recreational, and leisure activities.

School boards must establish a community education advisory council and employ a licensed community education director. Each district that provides a community education program must submit an annual report to the Minnesota Department of Education (MDE).

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

The Minnesota Department of Education calculates aid and property tax levies and processes aid payments for this program.

Neighborhood partnership grants support Minneapolis residents living within the geographic boundaries of the Northside Achievement Zone and residents of the St. Paul Promise Neighborhood, a 250-square-block area in the central neighborhoods of St. Paul.

Regional neighborhood partnership grants support organizations serving an entire community or a broad geographic area. The seven organizations receiving regional neighborhood partnership grants in 2025 are:

- Austin Aspires
- Children First
- Generation Next
- Northfield Healthy Communities Initiative
- RiseUp Partnership
- Rochester Cradle 2 Career
- United Way of Central Minnesota

Each of the nine funded organizations is expected to:

- Build a continuum of educational, family, and community supports with schools at the center.
- Develop the local infrastructure needed to sustain and scale proven, effective solutions.
- Use a comprehensive, data-driven approach to increase student success.
- Measure outcomes, such as kindergarten readiness, third-grade reading proficiency, high school graduation, and college and career readiness.

MDE provides the following services for the grant program:

- Developing application and reporting forms for applicants and recipients.
- Creating grant contracts, including work plans and budget information.
- Providing guidance related to Minnesota statutes and state policies.
- By December 15 of each odd-numbered year, MDE submits a report on the education partnership program to the Minnesota Legislature describing:
 - Activities funded by the grant.
 - Grant recipients and awards.
 - Program performance measures and outcomes.
 - Recommendations for legislative changes.

RESULTS

Part A: Performance Data

MDE does not collect data to show the impact of community education programming other than the number of individuals served.

Measure	Measure type	Measure data source	Historical trend	Most recent data
Number of districts submitting the general annual report	Quantity	Data collected by MDE	FY 2023: 238 FY 2024: 250	FY 2025: 252

Education Partnership Coalition Fund grantees work toward quantitative measures focused on core activities. Information in the table below is from the Education Partnerships Coalition Fund Legislative Report (December 2025) <https://www.lrl.mn.gov/docs/2026/mandated/260240.pdf>

Grantee	Performance Highlights
Generation Next	Postsecondary Education Completion or Attainment Generation Next continued to advance efforts in the postsecondary space through the work of its Postsecondary Preparation & Persistence project team. To strengthen culturally sustaining student support, Generation Next hosted a Practitioner’s Forum for college faculty and staff.
RiseUp Partnership	Physical and Mental Health RiseUp reached 165 youth with mentoring, tutoring, and other supports, totaling 6,627 hours of engagement. This included 252 hours of mental health or crisis support and 655 hours of tutoring.
Austin Aspires	Kindergarten Readiness and Youth Development Austin Aspires started the Providers Encouraging Providers and Parents (PEPP) program, working with in-home childcare providers, and serving nearly 80 children weekly.
United Way of Central Minnesota	Grade 3 Reading Proficiency The United Way of Central Minnesota (UWCM) partnered with community organizations and St. Cloud Area Schools to identify needs for out-of-school-time programming related to the READ Act and Family and Community Engagement. The UWCM designed and coordinated staff and volunteer training for local out-of-school partners and created a digital literacy resource site for the community.
Rochester Cradle 2 Career	High School Graduation and Postsecondary Educational Enrollment Rochester C2C’s High School Graduation Network used disaggregated graduation rates to implement strategies for students, specifically Black/African American, Hispanic/Latine, and students from low socioeconomic status backgrounds, related to financial aid completion.
Northfield Healthy Community Initiative	Grade 3 Reading Proficiency and Middle School Mathematics Northfield Public Schools has embraced both structured literacy and family engagement for English Learners and is seeing results. Statewide in Minnesota, the percentage of third-graders meeting proficiency standards has dropped seven percentage points since 2019. However, Northfield's trends are moving in the opposite direction.

Children First	High School Graduation Children First’s Youth for Change Coalition (Y4CC) centers youth decision-making on mental health, inclusion, and well-being, demonstrating youth leadership as a driving force for community change.
St. Paul Promise Neighborhood	Grade 3 Reading Proficiency and Middle School Mathematics Saint Paul Promise engaged six community partners to provide summer learning programs for 844 scholars (an increase from 783 in 2023) while engaging more than 350 parents throughout the summer of 2024.
Northside Achievement Zone (NAZ)	Kindergarten Readiness and Youth Development NAZ provided 220 early childhood scholarships and placed 329 scholars in quality early childhood education programs. Scholars demonstrated growth in meeting or exceeding developmental expectations, as measured by the Teaching Strategies Gold (TSG) assessment.

Part B: Evidence of Effectiveness

No Evidence-based Practices were identified.

M.S.124D.18–20; M.S. 124D.99

Program: Community Education**Activity: Adults with Disabilities**

<https://education.mn.gov/MDE/dse/schfin/comm/>

AT A GLANCE

- In fiscal year (FY) 2025, 67 school districts received funding through the Adults with Disabilities Program.
- The program is funded through a combination of both state aid and local levy.

PURPOSE AND CONTEXT

The Adults with Disabilities Program provides funding for local community education programs that serve adults with disabilities. For FY 2024 and later, a district with an approved program may receive revenue equal to the lesser of (1) the district's actual expenditures for approved programs and budgets; or (2) the greater of (i) \$0.34 multiplied by the school district's population, or (ii) the district's FY 2023 adults with disabilities revenue.

SERVICES PROVIDED

The share of program funding provided through state aid and local property tax levy varies based on a district's census population and adjusted net tax capacity (ANTC). As a district's population increases and/or its ANTC decreases, the local property tax levy increases and state aid decreases.

Programs use the following service strategies:

- Assistance for adults participating in community activities (including one-on-one assistance, Braille, and interpreter services).
- Classes designed specifically for adults with disabilities.
- Outreach to identify adults who need services.
- Activities that increase public awareness of the roles of people with disabilities.

The Minnesota Department of Education (MDE) calculates and processes state aid payments to districts and determines the local property tax levy amounts for this program.

RESULTS**Part A: Performance Data**

Program performance data is not collected by MDE, and school districts are not required to report details about their programs. District reporting of funding use is limited to reporting expenditures through the Uniform Financial Accounting and Reporting System.

Measure	Measure type	Measure data source	Historical trend	Most recent data
Districts receiving program funding	Quantity	Data collected by MDE	FY 2023: 36 FY 2024: 36	FY 2025: 67

Part B: Evidence of Effectiveness

No Evidence-based Practices were identified.

M.S. 124D.56

Program: Community Education**Activity: Deaf, Deafblind, and Hard-of-Hearing Adults****AT A GLANCE**

- The program provides financial assistance for interpreters and note-taker services to help adults who are deaf, deafblind, or hard-of-hearing access educational opportunities.
- In fiscal year (FY) 2025, two organizations submitted qualified funding requests under this program, totaling just under \$19,000.

PURPOSE AND CONTEXT

The Deaf, Deafblind, and Hard-of-Hearing Adults program provides access to educational opportunities for adults who are deaf, deafblind, or hard-of-hearing. This program provides assistance with the costs of interpreter and note-taker services for adults participating in school district adult education programs, adult technical college programs, or vocational education programs sponsored by public or private community agencies.

SERVICES PROVIDED

This program provides assistance with the costs of interpreter and note-taker services to address access barriers for adult students who are deaf, deafblind, or hard-of-hearing. Services may be provided to adult students who have been denied access to educational opportunities due to a lack of support services, are currently enrolled in an educational program, or are considering enrollment in an educational program and would benefit from support services.

Eligible programs include school district adult education programs, adult technical college programs, and avocational education programs sponsored by public or private community agencies.

The Minnesota Department of Education (MDE) calculates and processes aid payments for this program.

RESULTS**Part A: Performance Data**

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

Measure	Measure type	Measure data source	Historical trend	Most recent data
Number of educational programs for which interpreter and note-taker services costs were reimbursed	Quantity	Data collected by MDE	FY 2023: 2 FY 2024: 2	FY 2025: 2

Part B: Evidence of Effectiveness

No Evidence-based Practices were identified.

M.S. 124D.57

Program: Community Education**Activity: School-Age Care****AT A GLANCE**

- In fiscal year (FY) 2025, school-age care revenue was funded entirely by local property tax levies (\$0 in state aid) due to low equalization rates.
- The total levy supporting school-age care programs in FY 2025 was \$24.3 million.

PURPOSE AND CONTEXT

School-age care is a program that helps ensure students within a district have equitable access to after-school care and summer educational programming. School districts that operate these programs are eligible to receive funding through this levy program.

This program supports the objective that every student deserves a world-class education and attends a safe and nurturing school.

SERVICES PROVIDED

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

The school-age care property tax levy equals:

- School-age care revenue multiplied by the lesser of:
 - One; or,
 - The ratio of the adjusted net tax capacity of the district in the year prior to levy certification divided by the number of students residing in the district for the levy year, to \$2,318.

School-age care aid equals:

- School-age care revenue less the school-age care property tax levy.

Due to the low equalizing factor that offsets property taxes with state aid, school-age care revenue has historically been funded entirely through local property tax levies.

The Minnesota Department of Education (MDE) calculates aid and property tax levies for this program.

RESULTS**Part A: Performance Data**

Measure	Measure type	Measure data source	Historical trend	Most recent data
Number of districts reporting school-age care expenditures	Quantity	Data collected by MDE	FY 2023: 167 FY 2024: 167	FY 2025: 167

Part B: Evidence of Effectiveness

No Evidence-based Practices were identified.

School-age care (SAC) is a locally designed, community-responsive program that provides supervised activities and enrichment opportunities for children during nonschool hours. SAC revenue supports additional costs associated with serving children with disabilities or children experiencing temporary family or related challenges. Program effectiveness is demonstrated through districts' ability to provide accessible school-age care opportunities that support participation for children with disabilities or children experiencing temporary family or related challenges.

M.S. 124D.22

Program: Self Sufficient and Lifelong Learning**Activity: Adult Basic Education**<https://education.state.mn.us/MDE/fam/abe/>**AT A GLANCE**

- Adults Basic Education served 57,772 adult learners in fiscal year (FY) 2025 through 1,449 paid staff members (including 964 teachers) and 1,163 volunteers at an estimated 300 locations.
- Of all enrollees, more than 59 percent were English learners, 6 percent had never attended school, 30 percent were unemployed, and 12 percent were in correctional facilities.

PURPOSE AND CONTEXT

Adult Basic Education (ABE) is a state and federally funded program that provides adult learners with educational opportunities to acquire and improve the literacy skills they need to become self-sufficient and successful, engaged workers, family members, and community members.

This program supports the objective that all students receive a world-class education.

SERVICES PROVIDED**ABE program options include:**

- English Language Acquisition
- High School Equivalency Diploma (based on preparation for and passage of the GED or HiSET tests)
- Standard Adult High School Diploma and Traditional Credit-Based High School Diploma
- Basic Skills Education
- Workforce Preparation and Training
- Transition to and Success in Postsecondary Education
- U.S. Citizenship and Civics Education
- Family Literacy

ABE is provided at approximately 300 sites in every Minnesota county, as well as through online and distance learning options. Sites include public schools, community and technical colleges, prisons and jails, community nonprofit organizations, CareerForce centers, libraries, learning centers, and Tribal Nation centers. Programs have voluntarily formed ABE consortia (39 grantees or administrative units) to maximize efficiency and share resources.

The Minnesota Department of Education (MDE) provides technical support, calculates aid entitlements, and distributes aid to districts and consortia.

RESULTS

Part A: Performance Data

Measure	Measure type	Measure data source	Historical trend	Most recent data
Adults who obtained a high school diploma or high school equivalency diploma	Quantity	Data collected by MDE	FY 2023: 2,224 FY 2024: 2,423	FY 2025: 2,636
Adults who entered an integrated education and training program	Quantity	Data collected by MDE	FY 2023: 1,066 FY 2024: 1,531	FY 2025: 1,873
Participants who made a measurable skill gain	Quality	Data collected by MDE	FY 2023: 36.6% FY 2024: 36%	FY 2025: 41%
Participants who were employed six months after exiting ABE	Result	Data collected by MDE	FY 2023: 36.7% FY 2024: 34%	FY 2025: 32%

Part B: Evidence of Effectiveness

Evidence-based practice:	Source:	FY 26-27 Expenditures
Adult Education	https://ies.ed.gov/ncee/pubs/2021007/	100%
High School Equivalency Diplomas	https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/strategies/high-school-equivalency-credentials	N/A

M.S. 124D.51; M.S. 124D.518; M.S. 124D.52; M.S. 124D.521; M.S. 124D.522; M.S. 124D.531

Program: Self Sufficient and Lifelong Learning**Activity: High School Equivalency Tests**<https://education.state.mn.us/MDE/dse/abe/ged/>**AT A GLANCE**

- Two High School Equivalency (HSE) tests have been approved: General Education Development (GED) and the High School Equivalency Test (HiSET). GED is already being offered in Minnesota; (HiSET) launched in Minnesota in March 2023.
- In fiscal year (FY) 2026, 4,537 Minnesotans took at least one GED test; 2,593 examinees completed all the test modules.
- More than 45% of GED graduates enroll in college within 3 years, according to the GED Testing Service.
- Individuals earning a High School Equivalency (HSE) Diploma are eligible to receive federal financial aid, including Pell Grants, if they meet income requirements.
- Minnesota GED testers outperformed national testers when comparing passing rates. In FY24, more than 79% of Minnesota GED testers passed and earned their HSE Diploma, compared to 74% nationally.

PURPOSE AND CONTEXT

This state aid program provides increased access for eligible individuals to complete the General Education Development (GED) or the High School Equivalency Test (HiSET) battery of tests. According to the American Community Survey (2024), more than 237,000 Minnesotans aged 25+ lack a high school diploma or its equivalent.

The GED consists of four tests and HiSET consists of five tests that measure outcomes associated with a high school education:

- Successful completion of the GED or HiSET tests results in the awarding of a state of Minnesota High School Equivalency (HSE) diploma.
- A high school diploma or High School Equivalency diploma is required by many employers, is accepted by almost all of Minnesota's postsecondary institutions, and serves as evidence to receive grants or scholarships.

This program supports the objective of all students receiving a world-class education and earning a family sustaining wage.

SERVICES PROVIDED

This program provides supplemental funds that are used to pay a portion of the HSE testing fee for eligible Minnesotans.

- For FY 2025 and FY2026, the High School Equivalency testing annual allocation was \$125,000. The current ongoing High School Equivalency testing allocation pays a maximum of \$40 toward a student's GED or HiSET testing fees (which total roughly \$136 per student for a single test battery).
- In FY2024, a one-time fund of \$490,000 was available, which was fully spent and no longer available in early 2026. When the one-time funding was available, GED and HiSET testing was free for testers taking their first full test battery. 100% of the funding allocated pays for GED and HiSET testing fees for eligible Minnesotans. The Minnesota Department of Education (MDE) processes reimbursement payments to GED Testing Service for GED and to PSI for HiSET.

RESULTS

Part A: Performance Data

Measure	Measure type	Measure data source	Historical trend	Most recent data
Subsidized GED and HiSET Tests provided	Quantity	Data collected by MDE	FY2025: 7,198	FY2026: 5,715
Percentage of GED candidates completing the full battery who passed	Quality	Data collected by MDE	FY2025: 79%	FY2026: 81%

Part B: Evidence of Effectiveness

Evidence-based practice:	Source:	FY 26-27 Expenditures
High School Equivalency Diplomas	https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/strategies/high-school-equivalency-credentials	100%

M.S. 124D.549; M.S. 124D.55