



# Open Enrollment and Special Education Funding

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# Ten Minnesota Commitments to Equity

1. Prioritize equity.
2. Start from within.
3. Measure what matters.
4. Go local.
5. Follow the money.
6. Start early.
7. Monitor implementation of standards.
8. Value people.
9. Improve conditions for learning.
10. Give students options.

# Acronyms

- **ACTE-SPED** – Access to Career Technical Education for Students with a Disability
- **ADM** – Average Daily Membership
- **ADMWE** – Average Daily Membership Web Estimates
- **ADSIS** – Alternative Delivery of Specialized Instructional Services
- **CEIS** – Coordinated Early Intervening Services
- **C.F.R.** – Code of Federal Regulations
- **DHS** – Department of Health Services
- **EBD** – Emotional Behavior Disorder
- **EC** – Early Childhood
- **EO** – Executive Order
- **ESY** – Extended School Year
- **FAPE** – Free Appropriate Public Education
- **FIN** – Finance Code
- **FFY** – Federal Fiscal Year
- **GenEd** – General Education
- **IEP** – Individualized Education Program
- **IFSP** – Individualized Family Service Plan
- **IOwA** – Identified Official with Authority
- **LEA** – Local Educational Agency
- **MA** – Medical Assistance
- **MARSS** – Minnesota Automated Reporting Standards System
- **MDE** – Minnesota Department of Education
- **MFR** – Minnesota Funding Reports
- **MOE** – Maintenance of Effort
- **OT** – Occupational Therapy
- **PCA** – Personal Care Assistant
- **PTC** – Personnel Type Code
- **SEA** – State Education Agency
- **SEDRA** – Special Education Data Reporting Application
- **SERVS** – State Educational Record View and Submission
- **SFIN** – SERVS Financial
- **SFY** – State Fiscal Year
- **SpEd** – Special Education
- **UFARS** – Uniform Financial Accounting Reporting Standards



Open Enrollment

# Enrollment Options Program

## Minnesota Statutes, 124D.03

- Enables students to attend school in a Minnesota district other than the one in which the student resides, or in a charter school.
- Enacted 1988.
- A board may, by resolution, limit the enrollment of nonresident pupils in its schools or programs to a number not less than the lesser of:
  - (1) one percent of the total enrollment at each grade level in the district; or
  - (2) the number of district residents at that grade level enrolled in a nonresident district.
- Statewide, about 80,000 students, or 9 percent of all students in public schools, participated in open enrollment in 2018.

# Net Change in Enrollment under Enrollment Options Program, 2014 – 2018

## ISD 281, Robbinsdale

<b>Change in Enrollment by Year</b>					
	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Resident Children	13,231	13,336	13,494	13,391	13,561
Children Entering	1,549	1,563	1,885	1,997	1,968
Children Leaving total	2,814	2,927	3,011	3,199	3,401
Children Leaving to Charter	899	958	1,027	1,177	1,326
Children Leaving to District	1,916	1,969	1,984	2,023	2,075
Total Children Served	11,966	11,972	12,369	12,189	12,129
Served as Percent of Resident	90.4%	89.8%	91.7%	91.0%	89.4%

# Change in General Education Revenue for One Open Enrolled Elementary Student (One Pupil Unit) -- ISD # 281, Robbinsdale, FY 2021

	Revenue	Aid	Levy
BASIC REVENUE	6,567	6,567	
GIFTED & TALENTED REVENUE	13	13	
OPER CAPITAL REVENUE	236	237	(1)
LOCAL OPTIONAL REVENUE	724	52	672
EQUITY REVENUE	71	-	71
TRANSITION REVENUE	19	-	19
REFERENDUM REVENUE	1,735	-	1,735
<b>TOTAL GENERAL ED REVENUE W/REFERENDUM</b>	<b>9,365</b>	<b>6,869</b>	<b>2,495</b>
Compensatory District Average (if eligible for free lunch) Prior year data	2,078	2,078	
English Learner (EL student)	904	904	
<b>If Free Lunch and EL</b>	<b>12,346</b>	<b>9,851</b>	<b>2,495</b>

# Change in Average Daily Membership (ADM) and Pupil Units under Open Enrollment and Approximate Fiscal Impact

		District Resident		Adjusted for Open Enrollment		Difference	
		ADM	Pupil Units	ADM	Pupil Units	ADM	Pupil Units
15-16	Actual	13,502	14,692	12,623	13,781	879	912
16-17	Actual	13,401	14,585	12,422	13,569	979	1,016
17-18	Actual	13,558	14,758	12,309	13,453	1,249	1,304
18-19	Actual	13,537	14,723	12,238	13,373	1,299	1,350
19-20	Pre-Actual	13,559	14,755	12,055	13,198	1,505	1,557

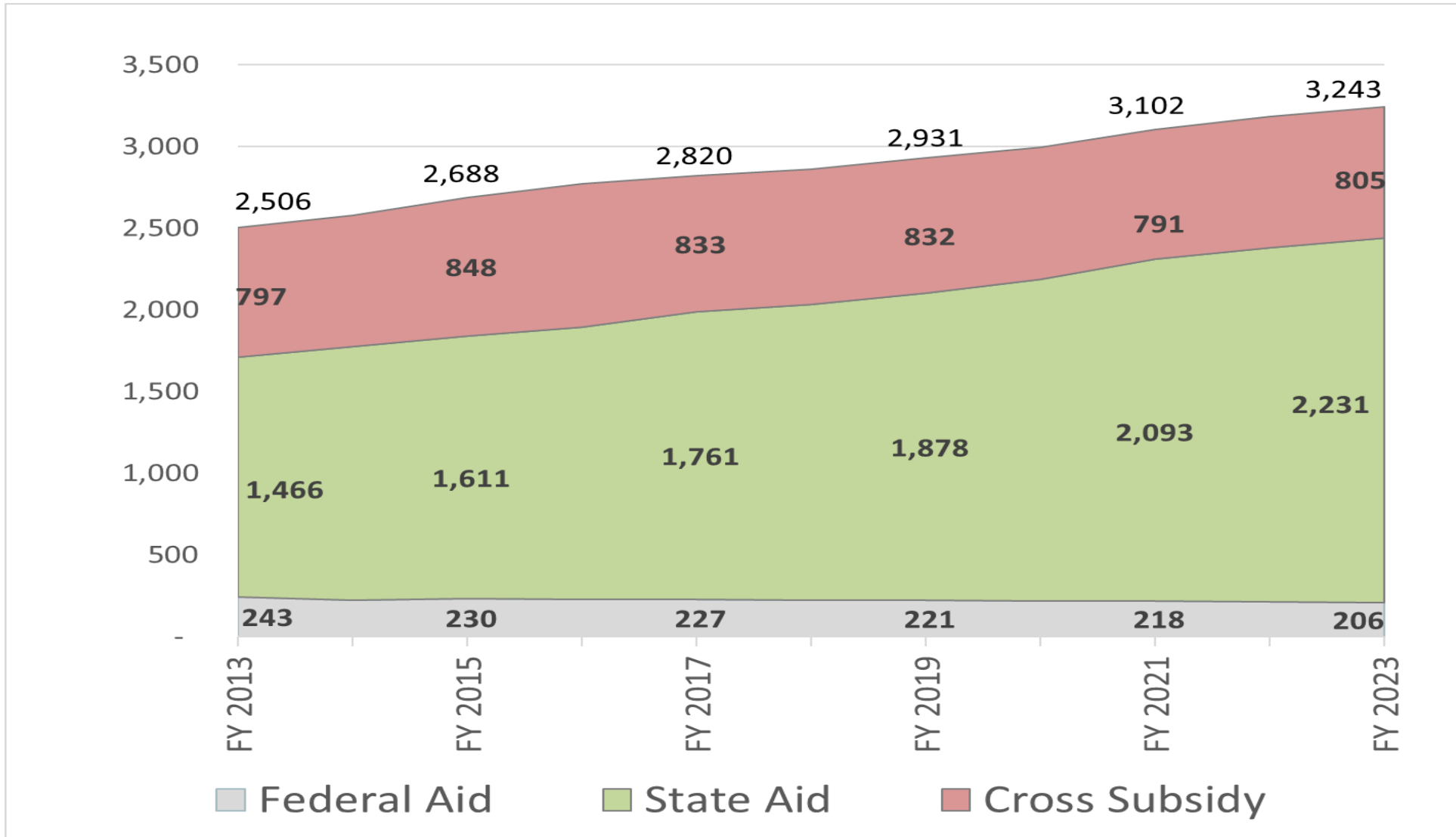
- At \$9,365 per pupil unit, if the district loses about 1,500 students to open enrollment, the loss of general education revenue would be about \$14 million, including \$10.3 million in state aid and \$3.7 million in local property taxes.
- This estimate excludes compensatory and EL revenue. The change in those revenues depends on the net change in students eligible for free or reduced price lunch and/or EL funding under open enrollment. There is a one year lag in the calculation of compensatory revenue.





## Special Education Funding

# State Total Special Education Funding per ADM by Source Inflation-Adjusted (2021 \$), FY 2013 – FY 2023



# FEDERAL SPECIAL EDUCATION FUNDING

## Education for All Handicapped Children Act of 1975 (P.L. 94-142)

- Free Appropriate Public Education (FAPE) a legal right for all children with a disability
- Authorized federal funding under Part B, Section 611, for up to 40% of national average excess cost of special education
- Reauthorized in 1991, 1997 & 2004 as IDEA

## FFY 2020 / SFY 2021 Allocations to Minnesota:

- Part B, Section 611 (age 3-21) \$206.1 Million
- Part B, Section 619 (age 3-5) \$ 7.7 Million
- Part C (Birth – 2) \$ 8.1 Million

# FEDERAL SPECIAL EDUCATION FUNDING

## Part B, Section 611 Funding to Minnesota in Relation to 40% “Full Funding” Level

<b>Fiscal Year</b>	<b>\$ Millions</b>	<b>Percent of Excess Cost</b>
1982	19.6	11.7%
1990	27.0	8.2%
2000	73.3	10.7%
2005	167.4	17.8%
2009	180.4	15.3%
2010	378.3	29.9%
2011	188.5	14.4%
2015	187.2	13.3%
2018	195.2	12.0%
2021	206.1	11.0%

# **FEDERAL SPECIAL EDUCATION FUNDING**

## **Allocation of Formula Funding to LEAs**

### **Part B, Section 611 (SFY 2021 - \$181.5 Million)**

#### **Base Funding (FFY 1999 funding level) - \$55 million**

- Allocated among LEAs based on 1998 special education child count
- for districts with newly opened, closed or significantly expanded charter schools, \$ are reallocated within district based on current year child count

#### **Increase over Base - \$126.5 million**

- 85% is allocated using Total PK-12 enrollment (Oct 1 MARSS + nonpublic enrollment)
- 15% is allocated on Poverty (Free & Reduced lunch count)

# FEDERAL SPECIAL EDUCATION FUNDING

## Requirements for Use of Federal Funds

Can only be used to pay the **excess costs** of providing special education

The state and LEAs must comply with **maintenance of effort (MOE)** requirements, with certain exceptions:

- Decrease in enrollment of children with disabilities
- Change in status of a high cost student
- Elimination of one-time expense (e.g., major equipment purchase)
- Voluntary departure or departure for just cause of staff while maintaining FAPE

In calculating MOE, LEAS may treat up to 50% of any increase in IDEA Part B funds over the previous year as local funds (**50 Percent Rule**).

- This lowers the LEA's MOE requirement for subsequent years to the new reduced MOE amount, until the LEA increases the level of state/local special education expenditures. Local funds "freed up" must be used to carry out activities that could be supported with funds under ESEA

# FEDERAL SPECIAL EDUCATION FUNDING

## Requirements for Use of Federal Funds

Federal funds must be used to **supplement not supplant** state and local funds

Funds must be *obligated* within 27 months and *expended* within 30 months (**“Tydings Amendment”**)

- Example: funds becoming available in SFY 2021 must be obligated by Sept. 30, 2022, and liquidated by December 31, 2022.

Federal payments are based on current year approved expenditures - MDE draws down federal funds when LEAs submit reimbursement requests

Any funds not obligated within Tydings period are reallocated to the discretionary set-aside (if the amount allocated there is less than the maximum), or returned to the federal government

# FEDERAL SPECIAL EDUCATION FUNDING

## Requirements for Use of Federal Funds

With certain exceptions, LEAs may use up to 15% of IDEA Part B funds, for **Coordinated Early Intervening Services** (CEIS).

- LEAs may use up to 15% of IDEA Part B funds, less any amount used for 50% rule, for CEIS.
- For students in K-12 not identified as needing special education services but who need additional academic and behavioral support to succeed in a general education environment
- LEAs determined to have significant disproportionality based on race & ethnicity for 3 years must set aside the maximum 15% for CEIS (38 LEAs affected in FY 2021)



# STATE SPECIAL EDUCATION FUNDING

## “Old Formula” (2012 Statutes)

- In effect through FY 2015
- Initial aid = 68% of eligible salaries +  
52% of the difference between contracted service cost and  
applicable general ed revenue +  
47% of special supplies & equipment.
- Excess cost aid = 75% of the difference between:
  - The sum of the district's reimbursable expenditures not funded with initial aid and tuition payments for services eligible for initial aid, minus
  - The sum of 4.36% of the district's general education revenue and the district's tuition receipts for services eligible for initial aid.
- Fringe benefit costs were not eligible for funding.

# STATE SPECIAL EDUCATION FUNDING

## “Old Formula” -- Statewide Aid Cap and Proration

Legislation enacted in 1995 capped the state total initial aid and excess cost aid beginning in FY 1996 and based the aid calculations on second prior year data.

Legislation enacted in 2003 eliminated inflation of the cap beginning in FY 2004, creating a significant decrease in state aid as a percent of costs between FY 2004 and FY 2007.

Legislation enacted in 2007 increased the cap significantly by fixed dollar amounts for FY 2008 – FY 2011, and changed the aid calculations to use current year data. Beginning in FY 2012, the cap was increased each year by 4.6 percent, and adjusted by the ratio of state total ADM in the current year to state total ADM in the prior year.

The cap resulted in proration of initial aid and excess cost aid using a “statewide adjustment factor”.

For FY 15, proration rates were 88.3% for initial aid and 67.6% for excess cost aid.

# SPECIAL EDUCATION FUNDING

## 2013 Legislative Session

Governor Dayton proposed major reform of special education funding, based on the recommendations of a school finance working group issued in November 2012, with increase of \$126 million for FY 2015, \$159 million for FY 2016, and \$167 million for FY 2017.

### **Replace the old formula with a new formula to include the following changes:**

- Eliminate the statewide cap on state special education aid, to reduce cross subsidies and make funding more predictable;
- Make all special education costs not funded with federal aid (including fringe benefits) eligible for state aid, to improve the equity of special education aid allocations;
- Calculate aid using prior year data, to improve predictability;
- Allocate a portion of the aid based on student data, to begin aligning special education funding with general education funding (as done in most other states), to improve equity by making the funding per student by primary disability more comparable among districts; and,
- Require the serving school district or charter school (excluding intermediate districts, cooperatives and charter schools with more than 70 percent of enrolled students with IEPs) to cover 10 percent of unfunded costs for open-enrolled students, to more equitably share cross subsidies between the resident and serving districts and provide an incentive for program efficiency in the nonresident serving district.

# SPECIAL EDUCATION FUNDING

## 2013 Legislative Session

Neither the House nor the Senate included the Governor's recommendations in their E-12 Education bills, but the final legislation included a portion of the Governor's recommendations, including:

- A scaled-down version of the Governor's recommendations for a new special education funding formula was enacted beginning in FY 2016, funded with an increase of \$38.1 million over the base for FY 2016 and \$41.0 million over the base for FY 2017.
- The Governor's recommendation to require the serving school district or charter school to cover 10 percent of unfunded costs for open-enrolled students was enacted for FY 2015 and later.

# SPECIAL EDUCATION FUNDING

## 2013 Legislative Session

To move the special education funding formula in the direction of the Governor's recommendations with a budget increase of about 25 percent of the Governor's recommendation, the formula enacted in 2013 made the following changes from the Governor's recommendations:

- Instead of calculating **Initial Aid** based solely on a student-driven formula, the Initial Aid is calculated using the **least** of a student-driven formula (with a lower aid percentage than recommended by the Governor), a cost-driven formula based on old formula expenditures (excluding fringe benefits), or a cost-driven formula based on total nonfederal expenditures (including fringe benefits).
- Instead of calculating **excess cost aid** based solely on total nonfederal expenditures (including fringe benefits), excess cost aid is based on the greater of that formula (with a lower reimbursement percentage), or an excess cost formula based on old formula expenditures.
- A **hold-harmless** was added to ensure that no district will receive less than it would have received under the old formula based on FY 2016 data, and an individual district **growth cap** was added to limit a district's increase per ADM over what it would have received under the old formula.

# SPECIAL EDUCATION FUNDING

## New Formula Mechanics: Initial Aid and Excess Cost Aid (Calculated using Prior Year Data)

**Initial Aid** equals the sum of 100% of special transportation cost plus the least of:

- 56% of the amount generated by a student-driven formula based on total ADM, number of students enrolled by primary disability, and statewide average cost per student by primary disability category;
- 62% of old formula cost (excluding fringe benefits); or
- 50% of total nonfederal cost (including fringe benefits).

**Excess Cost Aid** equals the greater of:

- 62% of the difference between the old formula cost not reimbursed with initial aid and 2.5% of the product of the district's general education revenue and the ratio of \$5,831 to the prior year formula allowance; or
- 56% of the difference between the total nonfederal cost not reimbursed with initial aid and 7% of the product of the district's general education revenue and the ratio of \$5,831 to the prior year formula allowance.

# SPECIAL EDUCATION FUNDING

## New Formula Mechanics: Tuition Adjustments (Calculated using Current Year Data)

- For students placed by the resident district in a cooperative or intermediate district, or enrolled in a charter school with at least 70% special education students, 100% of the unfunded special education cost is added to the special education aid for the serving coop / school and subtracted from the aid for the resident district.
- For students open enrolling to another district or to a charter school with less than 70% special education students, 90% of the unfunded special education cost is added to the special education aid for the serving district / school and subtracted from the aid for the resident district.
- These are known as “tuition adjustments” because historically, the intermediate / coop / charter school / nonresident serving district would bill the resident district for its unreimbursed costs.
- For FY 2017, special education tuition adjustments totaled about \$207 million statewide.
- Districts may elect to use some of their federal special education aid to pay tuition bills rather than having the tuition deducted from their state special education aid, as long as they continue to meet federal MOE requirements.

# SPECIAL EDUCATION FUNDING

## New Formula Mechanics: Hold Harmless and Growth Cap

- A **hold harmless** provision is included to ensure that no district will receive less aid than it would have received under the old formula for FY 16, adjusted in later years for inflation and enrollment change.
  - 113 LEAs received hold-harmless aid in FY 19 totaling \$20.2 Million
- A district-specific **growth cap** which limits the increase a district can receive over what it would have received under the old formula for FY 16 to \$80 per ADM. For later years, the base for the cap is adjusted for inflation and enrollment change in the district, and the limit over the adjusted base is increased to \$100 per ADM in FY 17, with an annual increase of \$40 per ADM in later years.
  - 86 districts were limited by the growth cap in FY 19, with the reduction to aid totaling \$17.2 Million



# SPECIAL EDUCATION FUNDING

## 2019 Legislative Session

**Governor Dayton recommended a \$91 Million increase in Special Education aid for the biennium to hold the state average cross subsidy per pupil constant at the FY 19 level of \$820 /ADM in FY 20 and FY 21; the recommendation was enacted in full.**

### **Formula mechanics – beginning in FY 2020:**

- Establishes cross subsidy reduction aid as a new component of the special education aid formula,
- Phases out the special education aid cap (eliminated in FY 21 and later)
- Reduces the tuition rate paid by the resident school district for open enrolled special education students served by another district or charter school, and
- Adjusts the hold harmless to reduce reliance on the FY 2016 base and factor in current year costs

# 2019 Legislation

## Cross Subsidy Reduction Aid

**The “initial cross subsidy” is defined as:**

- the nonfederal cost of special education including transportation, minus
- the state special education aid received after tuition adjustments, minus
- the general ed revenue attributable to students receiving sp ed services outside of the regular classroom for more than 60% of the school day (portion attributable to instruction outside of the regular classroom )

**Cross subsidy reduction aid is a percentage of each district’s initial cross subsidy for the prior fiscal year:**

- 2.6 percent for FY 2020 and 6.43 percent for FY 2021 and later
- Charter schools would not be eligible for cross subsidy reduction aid

# 2019 Legislation

## Initial Special Education Aid

**Updates the pupil-driven portion of the initial special education aid formula to reflect FY 2018 data, beginning in FY 2021**

To date, the pupil-driven formula calculations have been based on FY 2011 data used when the new formula was enacted in 2013, adjusted for inflation.

Under current law, MDE does an annual study of average special education cost per student by primary disability.

Based on the latest cost study, there are no changes in the assignment of primary disabilities to cost categories, but the per pupil rates for each cost category are adjusted to reflect FY 18 data. This results in an increase in initial aid for districts where the pupil-driven formula generates the least aid of the three initial aid formulas

# 2019 Legislation

## Special Education Tuition Billing

- Rate paid by the resident district for open enrolled students reduced from 90 percent to 85 percent of the unfunded costs for FY 2020 and to 80 percent for FY 2021 and later.
- Charter schools will receive additional special education aid from the state to fully offset the impact of the tuition billing change.

# 2019 Legislation

## Special Education Cap

- For FY 2020, the cap is increased to the greater of the current cap or the sum of 56% of current year special education program cost plus 100% of current year special transportation cost plus the tuition adjustment.
- For FY 2021 and later, the cap is eliminated.

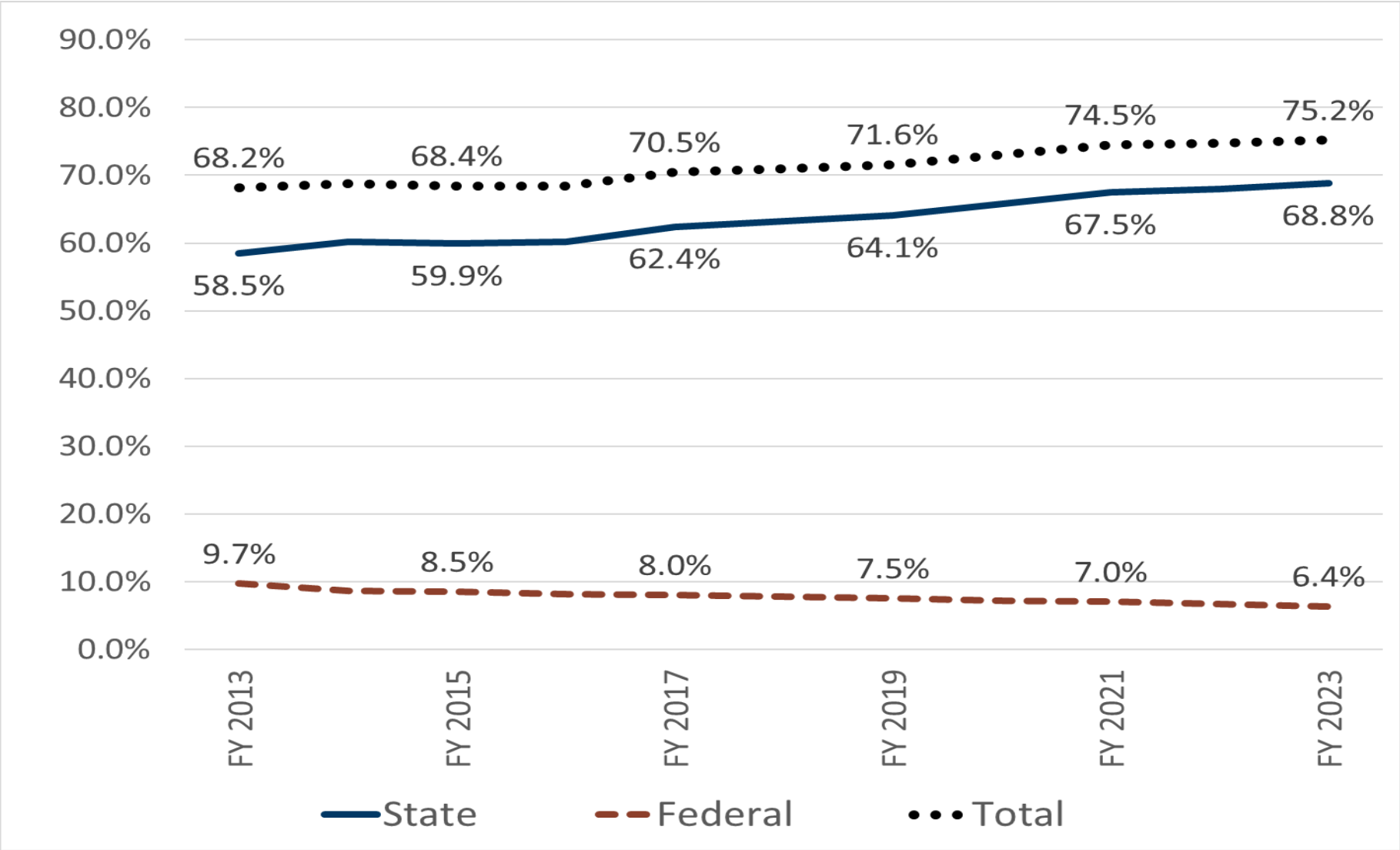
# 2019 Legislation

## Special Education Hold Harmless

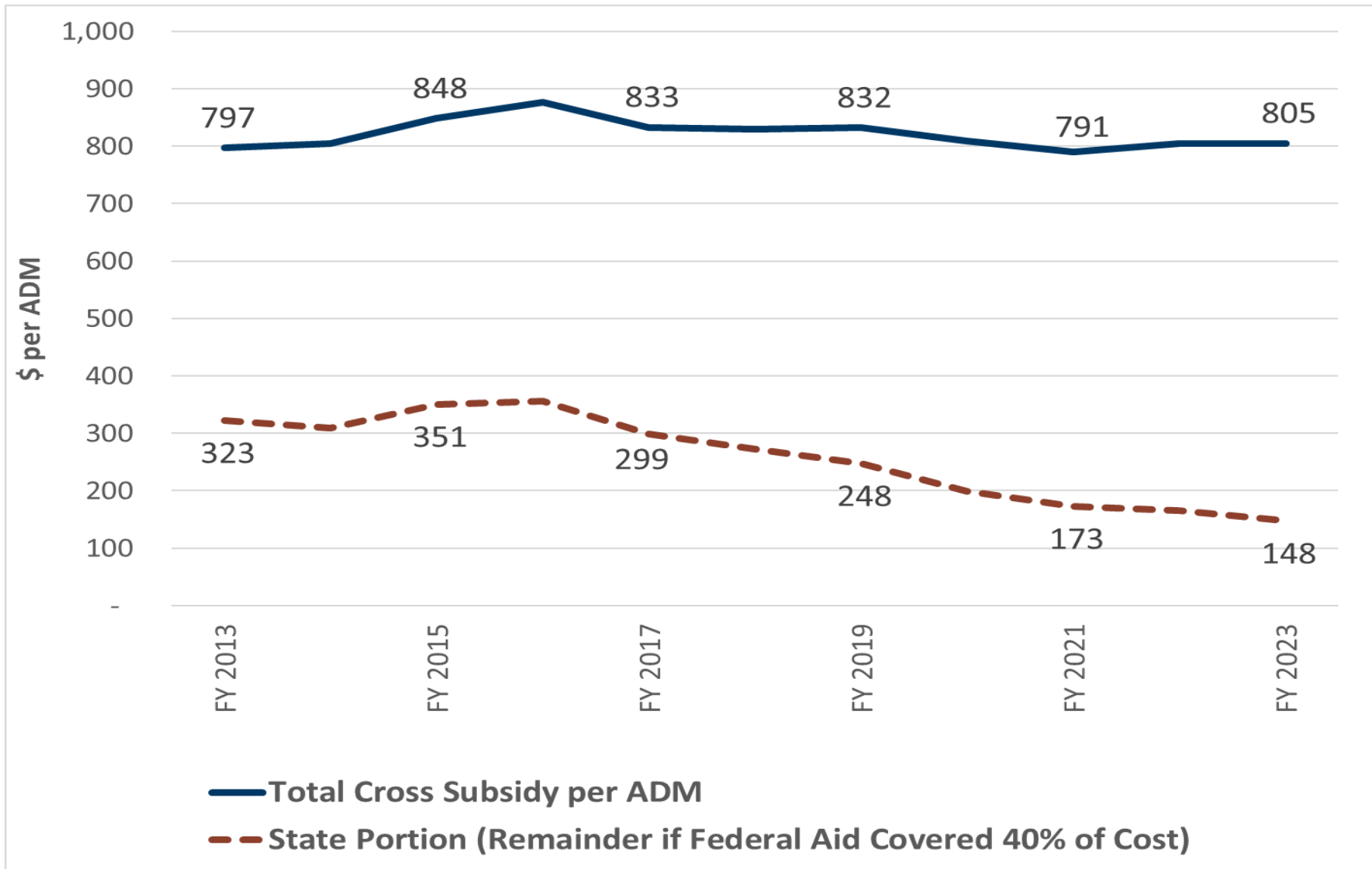
1. Hold harmless (minimum aid) guarantee limited to the sum of 90 percent in FY 2020, 85 percent in FY 2021, 80 percent in FY 2022 and 75 percent in FY 2023 later of current year special education program costs plus 100 percent of special transportation costs, plus the tuition adjustment.
2. Annual inflation adjustment used in calculating the hold harmless reduced by 0.2 percent per year, from the current 4.6 percent in FY 2020 to 4.4 percent in FY 21 to 4.2 percent in FY 22 and so forth until the inflation adjustment reaches 2.0 percent.

This will reduce the hold harmless guarantee for districts where special education expenditures have fallen or grown very slowly since FY 2016, so that the hold harmless does not result in the district receiving a very high percentage of its costs covered by the formula, before adjusting for tuition, compared with other districts.

# Percent of Special Education Cost Funded by State and Federal Aid, FY 2013 – FY 2023



# Special Education Cross Subsidy per ADM (State Total), Inflation-Adjusted (2021 \$), FY 2013 – FY 2023





# Components that drive state special education funding

The underlying calculation is mostly expenditure driven with districts on average receiving 61% reimbursement for prior year program costs and 100% reimbursement for special education transportation costs.

There are then five main contributors that drive the overall rate at which state special education funding is reimbursed to a district.

- Special education cost annual cost increases
- Special education spending per special education student
- The overall special education population compared to the total population
- Special education students enrolled into the district
- Special education students enrolled or placed into other schools, including other districts, charters and cooperatives

# State Special Education Cost vs Aid Comparison since SFY 15

- The data on the following slide shows total state special education costs and aid since fiscal year 2015. Fiscal year 2020 is estimated at this time since the data is not final.
- Gross state special education aid is the result of just using the district's costs prior to any tuition billing or Hold Harmless, Growth Limit calculations.
- New Formula State Aid is Gross aid plus/minus the tuition adjustment and done before the Hold Harmless and Growth Limit calculation.
- Final Net State SpEd Aid is the actual amount paid to Robbinsdale for that fiscal year.
- The simple cross subsidy is just taking total annual costs and subtracting the aid. The real cross subsidy calculation excludes expenditures and aid from costs that are included in the formula by statute but are not actually costs for serving special education students. It also includes a provision of adding the general education revenue used for instruction for students whom spend more than sixty percent of their day in special education classrooms.
- The child count data is the number of special education students the district is responsible for providing FAPE and served on December 1, of that school year.

# State Special Education Cost vs Aid Comparison since SFY 15 (2)

	SFY 15	SFY 16	SFY 17	SFY 18	SFY 19	SFY 20 Estimate
Total State SpEd Exp	\$ 26,468,417	\$ 28,363,409	\$ 30,264,926	\$ 31,970,324	\$ 33,630,205	\$ 35,753,386
Exp Changes		7%	7%	6%	5%	6%
Gross State SpEd Aid	\$ 17,773,450	\$ 16,690,726	\$ 17,943,589	\$ 19,450,880	\$ 20,335,276	\$ 21,459,180
Reimbursement Rate	67%	59%	59%	61%	60%	60%
Tuition Adjustment	\$ (7,028,903)	\$ (5,108,824)	\$ (5,351,188)	\$ (5,226,070)	\$ (5,619,095)	\$ (4,840,319)
New Formula State Aid	\$ 10,744,547	\$ 11,581,902	\$ 12,592,401	\$ 14,224,809	\$ 14,716,181	\$ 16,618,862
Hold Harmless / Min Aid	N/A	\$ 10,234,664	\$ 10,540,681	\$ 10,943,067	\$ 11,400,856	\$ 11,700,481
Growth Limit / Max Aid	N/A	\$ 11,226,869	\$ 11,763,580	\$ 12,674,551	\$ 13,627,668	\$ 15,745,752
Net Aid	\$ 10,744,547	\$ 11,226,869	\$ 11,763,580	\$ 12,674,551	\$ 13,627,668	\$ 15,745,752
Cross Subsidy Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 459,270
Final Net State SpEd Aid	\$ 10,744,547	\$ 11,226,869	\$ 11,763,580	\$ 12,674,551	\$ 13,627,668	\$ 16,205,022
Final Reimbursement Rate	41%	40%	39%	40%	41%	45%

# Special Education Spending per Student

The data below represents total state special education spending divided by the average daily membership of special education students served in Robbinsdale along with each of its bordering districts.

District Num	District Type	District Name	SFY 19 Cost Per SpEd ADM
0281	01	Robbinsdale Public School District	\$ 19,817
0279	01	Osseo Public School District	\$ 19,664
0286	01	Brooklyn Center School District	\$ 13,521
0013	01	Columbia Heights Public School Dist	\$ 19,207
0001	03	Minneapolis Public School District	\$ 22,831
0270	01	Hopkins Public School District	\$ 17,155
0284	01	Wayzata Public School District	\$ 21,574

# Special Education Cross Subsidy Comparison

The data below represents Robbinsdale and its bordering districts special education cross subsidy from fiscal year 2016 through 2019 along with the 4 year increase/decrease percentage.

District Num	District Type	District Name	SFY 16	SFY 17	SFY 18	SFY 19	4 yr Chg
0281	01	Robbinsdale Public School District	\$ 1,078	\$ 1,185	\$ 1,226	\$ 1,280	18.8%
0279	01	Osseo Public School District	\$ 983	\$ 1,000	\$ 995	\$ 1,067	8.6%
0286	01	Brooklyn Center School District	\$ 813	\$ 828	\$ 873	\$ 1,124	38.3%
0013	01	Columbia Heights Public School Dist	\$ 1,212	\$ 1,137	\$ 1,490	\$ 1,411	16.4%
0001	03	Minneapolis Public School District	\$ 1,397	\$ 1,445	\$ 1,223	\$ 1,423	1.8%
0270	01	Hopkins Public School District	\$ 920	\$ 830	\$ 896	\$ 916	-0.5%
0284	01	Wayzata Public School District	\$ 764	\$ 739	\$ 741	\$ 826	8.2%

# Special Education Students Served

The data below represents Robbinsdale and its bordering districts state fiscal year 2019 special education and total students served to show what percentage of their served population are students with disabilities.

District Num	District Type	District Name	SpEd ADM Served	Total Served	% SpEd Served
0281	01	Robbinsdale Public School District	1,697.06	12,089.72	14%
0279	01	Osseo Public School District	2,781.35	20,962.85	13%
0286	01	Brooklyn Center School District	401.18	2,471.96	16%
0013	01	Columbia Heights Public School Dist	517.24	3,267.44	16%
0001	03	Minneapolis Public School District	5,642.44	34,521.73	16%
0270	01	Hopkins Public School District	971.37	6,740.87	14%
0284	01	Wayzata Public School District	1,019.13	11,832.13	9%

# Special Education Students Served from other Districts

The data below represents Robbinsdale and its bordering districts state fiscal year 2019 special education students served as it relates to them being residents of the district in which they are served.

District Num	District Type	District Name	SpEd Res ADM	SpEd ADM Served	% Resident
0281	01	Robbinsdale Public School District	1,382.43	1,697.06	81%
0279	01	Osseo Public School District	2,506.84	2,781.35	90%
0286	01	Brooklyn Center School District	170.42	401.18	42%
0013	01	Columbia Heights Public School Dist	389.02	517.24	75%
0001	03	Minneapolis Public School District	5,338.20	5,642.44	95%
0270	01	Hopkins Public School District	737.70	971.37	76%
0284	01	Wayzata Public School District	961.87	1,019.13	94%

# Special Education Students Placed and Enrolled in other Districts

The data below represents Robbinsdale and its bordering districts state fiscal year 2019 special education students served outside of their resident district.

District Num	District Type	District Name	Dst SpEd Served	Res Ser Elsewhere	Total Resident SpEd	% Served in Dst
0281	01	Robbinsdale Public School District	1,382.43	589.55	1,971.98	70%
0279	01	Osseo Public School District	2,506.84	831.90	3,338.74	75%
0286	01	Brooklyn Center School District	170.42	145.59	316.01	54%
0013	01	Columbia Heights Public School Dist	389.02	259.34	648.36	60%
0001	03	Minneapolis Public School District	5,338.20	2,600.87	7,939.07	67%
0270	01	Hopkins Public School District	737.70	305.97	1,043.67	71%
0284	01	Wayzata Public School District	961.87	186.77	1,148.64	84%



# Special Education Tuition Billing

The data below represents Robbinsdale and its bordering districts state fiscal year 2019 special education students served outside of their resident district, including the average amount tuition billed for each student.

District Num	District Type	District Name	Dst ADM	Avg Dst		Coop ADM	Avg Coop		Charter ADM	Avg Charter
0281	01	Robbinsdale Public School District	303	\$ 5,519		83	\$ 46,814		202	\$ 9,849
0279	01	Osseo Public School District	366	\$ 5,400		118	\$ 47,387		345	\$ 7,368
0286	01	Brooklyn Center School District	81	\$ 6,139		20	\$ 45,297		45	\$ 10,462
0013	01	Columbia Heights Public School Dist	145	\$ 6,062		46	\$ 31,162		67	\$ 11,753
0001	03	Minneapolis Public School District	917	\$ 6,040		90	\$ 39,623		1,585	\$ 9,872
0270	01	Hopkins Public School District	192	\$ 5,876		55	\$ 42,480		58	\$ 13,941
0284	01	Wayzata Public School District	75	\$ 4,638		78	\$ 43,342		32	\$ 19,241

# Special Education Spending

The data below represents Robbinsdale and its bordering districts state fiscal year 2019 special education percentage of salary spending broken out into the categories of licensed, non licensed and administrative.

- Licensed would include staff and contractor like teachers, coordinators, speech pathologist, social workers, school psychologist, physical and occupational therapists, etc.
- Non Licensed would mostly include paraprofessionals.
- Admin would include special education director, assistant directors and any office assistants.

District Num	District Type	District Name	Licensed	Non Licensed	Admin
0281	01	Robbinsdale Public School District	54%	42%	4%
0279	01	Osseo Public School District	57%	40%	3%
0286	01	Brooklyn Center School District	63%	34%	3%
0013	01	Columbia Heights Public School Dist	61%	36%	3%
0001	03	Minneapolis Public School District	58%	40%	2%
0270	01	Hopkins Public School District	58%	36%	6%
0284	01	Wayzata Public School District	57%	39%	4%

# Special Education Staffing Ratios

The data below represents Robbinsdale and its bordering districts state fiscal year 2019 special education staffing ratios per special education students.

- Teachers just includes special education teachers and coordinators
- Non Licensed includes classroom and 1:1 paraprofessionals.

District Num	District Type	District Name	Teachers	Stud/Teachers	Non Licensed	Stud/Non Lic
0281	01	Robbinsdale Public School District	148.46	11.43	187.22	9.06
0279	01	Osseo Public School District	233.48	11.91	270.71	10.27
0286	01	Brooklyn Center School District	29.97	13.39	24.19	16.58
0013	01	Columbia Heights Public School Dist	42.32	12.22	35.29	14.66
0001	03	Minneapolis Public School District	542.03	10.41	570.92	9.88
0270	01	Hopkins Public School District	78.71	12.34	72.82	13.34
0284	01	Wayzata Public School District	88.16	11.56	104.01	9.80

# Thank you!

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