



Special Education Funding Formula

Paul Ferrin | Special Education Funding and Data Team

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Acronyms

CTED – Access to Career Technical Education for Students with a Disability

Average Daily Membership

ADME – Average Daily Membership Web Sites

Alternative Delivery of Specialized Instructional Services

Coordinated Early Intervening Services

Code of Federal Regulations

Department of Health Services

Emotional Behavior Disorder

Early Childhood

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

• **PTC** – Personnel Type Code

• **SEA** – State Education Agency

• **SEDRA** – Special Education Data Reporting Application

• **SERVS** – State Educational Record Viewing Submission

• **SFIN** – SERVS Financial

• **SFY** – State Fiscal Year

• **SpEd** – Special Education

• **UFARS** – Uniform Financial Accounting and Reporting Standards

Special Education Funding Guide

- The *Special Education Funding and Data Reference Guide* will serve as an important resource for identifying fiscal and compliance criteria for most of the special education funds disbursed to local educational agencies (LEAs) through the Minnesota Department of Education (MDE). This information should assist you in your analysis of financial activity; enhance your ability to maximize financial resources; and accurately report special education financial and student data.

[Special Education Funding Guide](#)

(MDE > Districts, Schools and Educators > School Finance > Special Education > Special Education Funding Guide)

Housekeeping/Agenda

SFY 18 State Aid

Out of State Travel Requests – changes to procedure

Substitutes

Contracted Placements for SFY 18 and Later Years

- Out of state placement change

Federal Funds

Tuition Billing Timeline Calendar

Allocating Staff Example

- Students transitioning back from care and treatment programs
- SEDRA – Student Lines
- Notifications to Resident Districts/Student Acknowledgements
- Third-Party Billing rates
- State aid comparison data

Out of State Travel Request

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

Special Education Out-of-State Travel Request (ED-02475)

No longer will you need prior approval

You will still need to complete the form

Any changes to the SEDRA line will put the line back into error

Must answer the guiding questions.

- How does the conference benefit or align with your special education program
- Explain how the conference will improve specialized instruction or related services for students with disabilities
- What outcome and results are you expecting to gain from the conference.

Must include names of all staff traveling along with links/brochures to the conference

When contracting with a private agency (like Teachers on Call) for substitute teachers and paraprofessionals you must split the costs out in SEDRA between PTC 23 (substitute teachers) and 58 (substitute paras). Teachers must be listed individually so the system can verify they are appropriately licensed for reimbursement.

- A short call sub license is eligible to teach, but is NOT eligible for reimbursement when subbing for a teacher that is on leave for sick, vacation or personal reasons.
- Federal funds can be used to pay for non-SpEd licensed subs only when they are subbing for license SpEd teachers so they can attend SpEd workshops, trainings, professional development, IEP meetings or other meetings related to serving student's with disabilities. In these cases the sub is entered in SEDRA under service code "R" and the cost is reported in UFARS under Course code 640.

Contracted Student Placements

Preschool slots/tuition fees – these costs should be reported under Finance 000.

In the past formula language stated, “for services provided to any pupil by contracting with any agency other than school districts, in place of special instruction and services provided by the district, 52 percent of the difference between the amount of the contract and the general education revenue.”

- This meant districts reported the total cost of the service and that MDE would calculate and deduct the GenEd revenue. Any residual amount would then flow into the funding formula.

The new formula just references that the actual cost of special education is to be used.

The majority of these tuition/fees cost less than the GenEd receive.

- All EC students earn a minimum of 231 membership hours (0.28 ADM).

Contracted Student Placements (2

Reasons why these slots fees/tuition are not eligible going forwards.

- The fee/tuition is for a school readiness or similar program and is to pay a cost that normally a GenEd parents for their child. So the cost itself is not paying for an actual SpEd service but rather a GenEd class.
- The district is able to claim the student in MARSS and generate membership/GenEd revenue to help cover the fee/tuition cost (GenEd parents do not get subsidized with GenEd funds).

This change does affect all contracted placements (including students placed in private care and treatments (ex: New Dominion) or out of state (ex: Clinicare).

Contracted Student Placements (3

Example:

- A district receives an invoice for the educational costs for their student who is at an out of state care and treatment.
- You will need to get the invoice split between SpEd and GenEd/noninstructional costs.
- The out of state facility charges \$130/day and they state that \$47/day is to cover their overhead/noninstructional costs.
- Fictional student attends for 10 days
- The total bill would be \$1,300. Of which \$470 would be coded to finance 000 and not entered on SEDRA. The remaining \$830 would be coded to finance 740 and entered on SEDRA. That full \$830 would then flow into the funding formula (in the following year since aid is based on prior year costs).

MDE is selecting SEDRA lines this fall to verify that expenditures reported are only for SpEd services.

Please always spend your oldest federal funds first when making draws!

For those with voluntary CEIS (Finance 425) programs; if you are not going to spend the full amount budgeted please request to have these funds moved back to finance 419.

If your school receives finance 420 (Section 619 Preschool 3 – 5 year old) funds and doesn't run a program please reach out to us so we can work to allocate your funds to other LEAs. This would be for SFY 19 and we would appreciate a phone call or email prior to mid-January 2019.

SFY 17 Federal Funds

	CFDA #	ADJUSTED AWARD \$	EXPENDED AMOUNT \$	REMAINING UNSPENT \$	Will Not Draw	Difference
419	84.027A	\$ 159,172,034.15	\$ 159,054,297.00	\$ 117,737.15	\$ 76,485.91	\$ 41,251.24
420	84.173A	\$ 5,291,800.00	\$ 5,267,002.53	\$ 24,797.47	\$ 19,929.02	\$ 4,868.45
421	84.027A	\$ 2,821,581.47	\$ 2,821,581.47	\$ -	\$ -	\$ -
422	84.181	\$ 4,564,338.98	\$ 4,564,338.98	\$ -	\$ -	\$ -
423	84.181	\$ 793,822.55	\$ 793,822.55	\$ -	\$ -	\$ -
425	84.027A	\$ 5,845,826.50	\$ 5,845,826.50	\$ -	\$ -	\$ -
429	84.027A	\$ 547,474.40	\$ 547,474.40	\$ -	\$ -	\$ -
430	84.173	\$ 767,612.06	\$ 767,612.06	\$ -	\$ -	\$ -
431	84.027A	\$ -	\$ -	\$ -	\$ -	\$ -
432	84.027A	\$ 809,109.16	\$ 809,109.16	\$ -	\$ -	\$ -
446	84.181	\$ 766,669.62	\$ 766,669.62	\$ -	\$ -	\$ -
		\$ 181,380,268.89	\$ 181,237,734.27	\$ 142,534.62	\$ 96,414.93	\$ 46,119.69

Tuition Billing Timeline Calendar (SFY 20 example)

ated on the School Finance > Special Education > Tuition Billing webpage

Tuition Billing Timelines State Fiscal Year (SFY) 2020							
The Minnesota Department of Education (MDE) will notify districts of changes to these timelines.							
School Finance Run Date	Integrated Department of Education Aids System (IDEAS) Payment Period*	Data Source: General Education Revenue	Data Source: Special Education Data Reporting Application (SEDRA)	Data Source: Uniform Financial Accounting and Reporting Standards (UFARS) Tuition Billing Disability Rates	Data Source: Minnesota Automated Reporting Student System (MARSS)	Data Source: Transportation	Data Source: Special Education Aid - Prior Year
June 12, 2019	July 15, 2019	Estimated SFY 2020	6/12/2019	Final SFY 2018	Fall SFY 2019	SFY 2020 Estimates	SFY 2019
August 14, 2019	September 15, 2019	Estimated SFY 2020 (using June data)	8/14/2019	Final SFY 2018	End-of-Year SFY 2019	SFY 2020 Estimates	SFY 2019
November 6, 2019	November 30, 2019	Estimated SFY 2020 (using October data)	11/6/2019	Final SFY 2018	End-of-Year SFY 2019	SFY 2020 Estimates	SFY 2019
January 15, 2020	February 15, 2020	Estimated SFY 2020 (using December or January data)	1/15/2020	Final SFY 2019	Fall SFY 2020	SFY 2020 Estimates	Final SFY 2019
August 5, 2020	August 30, 2020	Estimated SFY 2020 (using June data)	8/5/2020	Final SFY 2019	End-of-Year SFY 2020	SFY 2020 Estimates	Final SFY 2019
September 3, 2020	September 30, 2020	Preliminary final based on actual student counts SFY 2020 (using August 30 data)	9/3/2020	Final SFY 2019	End-of-Year SFY 2020	SFY 2020 Estimates	Final SFY 2019
October 7, 2020	October 30, 2020	Preliminary final based on actual student counts SFY 2020 (using September 30 data)	10/7/2020	Final SFY 2019	End-of-Year SFY 2020	SFY 2020 Estimates	Final SFY 2019
January 6, 2021	January 30, 2021	Preliminary final based on actual student counts SFY 2020 (using November 30 data)	Final SFY 2020	Final SFY 2020	Final SFY 2020	Final SFY 2020 Transportation rates will be calculated	Final SFY 2019
February 17, 2021	March 15, 2021	Final SFY 2020	Final SFY 2020	Final SFY 2020	Final SFY 2020	Final SFY 2020 Transportation rates will be calculated	Final SFY 2019

*Minnesota Statutes, section 127A.45, subdivision 2(c): If a payment date falls on a Saturday, a Sunday, or a weekday which is a legal holiday, the payment shall be made on the immediately preceding business day.

Allocating Staff – Example of Speech Staff

Start by getting a case load count of all students served by the speech staff.

Calculate the percentage of participation by each disability (you can use head counts or service hours on a certain date of your choosing).

Take total Speech costs times the percentage for each disability to get the amount that needs to be coded/Journal Entry (JE).

When JE/re-allocating staff try to move staff as to split salaries amongst the fewest disability codes.

- Meaning if your total Speech costs are \$200K and 15 percent of the services are for student's whose primary disability is autism then if you have one staff person or contract for around \$30K; code the entire person to disability/program 411 in UFARS and on SEDRA.
- Their schedules/documentation to support them being reimbursed by SpEd are just saying they are providing SpEd services to students with IEPs. It doesn't need to say the disabilities they are working with or that their salaries match.

After going through your Speech staff/contractors then move on to the other staff and service providers.

Review the Tuition Billing Rate Calculation reports to make sure your rates are reasonable.

- Remember that benefits and other costs entered under Funding Source "a" do not show up on the rate reported until January after the end of the school year.

Allocating Staff by Disabilities

Special Education

The spreadsheets available here provide information on state and federal special education funding, including CEIS M and various federal programs.

Use the Drop Downs to identify the files of interest

Category	<input type="text" value="ALL"/>	<input type="button" value="List files"/>
Subcategory	<input type="text" value="Allocating Staff by Disabilities"/>	<input type="button" value="Reset"/>
Year	<input type="text" value="ALL"/>	

Available Files

Category	Subcategory	Year	Document	Data
Special Education	Allocating Staff by Disabilities	2019	Interactive Model - Allocating Staff by Disabilities	xlsx

MDE Website > Data Center > Data Reports and Analytics > School Finance Spreadsheets (Special Education).

Under the Subcategory dropdown choose “Allocating Staff by Disabilities”

Allocating Staff Spreadsheet

DISTRIBUTION OF FTE'S AND SALARIES AMONG DISABILITY CODES

BLUE CELLS FOR UP TO 40 TEACHERS

State Fiscal Year 201

District number:

2859

District's Minutes Per Day:

450

District type:

1	2859-1
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District's Hours Per Day:

7.50

Threshold portion:

10%

District's Contract Days:

182

Teacher's Name	Contract Days	Annual Salary	Benefits	Available License(s)	401	402	403	404
					SPEECH	MILD -MOD	SEV -PROF	PHYS
Jane K		\$70,647	\$14,129		38			
Jenn Bri		\$38,674	\$7,735					
Jami X		\$43,744	\$8,749		1			
Mary Chris		\$58,209	\$11,642		1			
Karla D		\$48,792	\$9,758		25	1	1	
Jan G		\$70,334	\$14,067					
Lynn H		\$62,433	\$12,487			2	1	
Sara Hi		\$36,174	\$7,235		1			
Kelly J		\$73,507	\$14,701		3			
Sam J		\$55,425	\$11,085			2	2	
Amy K		\$55,411	\$11,082					

Students Transitioning back from Care and Treatment

Uniform Tuition Billing Invoice for Transition Services

This invoice is for the district providing transition services for general education (referred to as the transition district on this form) to bill the serving district for the time that the student was transitioning from the transition district. In some cases, the transition district may be the resident district or it could be the "serving district" for the purposes of transitioning from a care and treatment program back to the general education district. During the transition time, the serving district will report the student as enrolled in the Minnesota Reporting Student System (MARSS). The transition district needs to bill the serving district for the general education revenue per pupil unit for the hours that the student received the transition services. This invoice is completed by the transition district and sent to the serving district for payment.

The information required below including serving district, transition district, student, hours of transition, etc.

The hourly general education revenue per pupil unit rate for the resident district from the Minnesota Department of Education website after September 13, following the start of the fiscal year.

The calculation for the number of hours of transition services and mail the invoice to the serving district. Send a copy to the Minnesota Department of Education.

Transitioning District Name: _____
 District Type: _____ Address: _____
 District Name: _____
 District Type: _____ Address: _____
 Student Name: _____
 Student First Name: _____ MI: _____
 Student ID #: _____ Date of Birth: _____ Gender: _____ Age: _____ Grade: _____
 Primary Disability Code: _____ School Facility: _____
 Transition Service: From: _____ To: _____ Total Hours of Transitioning Services: _____





1. District General Education Revenue per Pupil Unit (excluding basic and alternative compensation)	2. Pupil Weighting Factor*	3. Total Number of Transition Hours Provided	4. Total General Education Revenue for Transition Services (Column 1 x 2 x 3 = 4)

**ECSE: 1.0 Kindergarten Disabled: 1.0 Grades 1-6: 1.0 Grades 7-12: 1.2
 **Early Childhood Special Education
 General Education Revenue to be Paid by Serving District: \$ _____
 District Verification of Services Provided
 The information provided on this invoice is accurate and that records are on file to substantiate all data:
 Title Phone Date Printed
 Title Phone Payment Due Date

State Fiscal Year 2018 Final General Education Revenue Per Pupil Unit

Year	District Number	District Type	Instructional Day	Length of Day	Hours per Average Daily Membership (ADM)	General Education Revenue per Pupil	Rate
17-18	1	1	171	369	1052	7170.29	
17-18	1	3	171	365	1040	7051.96	
17-18	2	1	171	370	1055	7847.59	
17-18	4	1	172	373	1069	7550.10	
17-18	6	3	167	377	1049	7131.39	
17-18	11	1	168	366	1025	6987.92	
17-18	12	1	170	366	1037	6851.68	
17-18	13	1	169	370	1042	7169.16	
17-18	14	1	168	375	1050	7002.29	
17-18	15	1	170	367	1040	6979.49	
17-18	16	1	164	379	1036	6788.75	
17-18	22	1	167	410	1141	7056.96	
17-18	23	1	166	393	1087	7194.91	
17-18	25	1	171	360	1026	8112.01	
17-18	31	1	173	360	1038	7161.95	
17-18	32	1	147	421	1031	7642.38	
17-18	36	1	168	366	1025	8080.72	
17-18	38	1	176	400	1173	8886.54	

SEDRA Student Line

Funding Source E EXTENDED SCHOOL YR FIN 740 (STATE) ▼		Service Code C CONTRACTED STUDENT PLACEMENTS	
Disability Choose a Disability ▼		Activity/Setting Choose an Activity/Setting	
Deduct Status Choose Deduct Status ▼		Parental Rights Choose Parental Rights	
Last Name <input type="text"/>	First Name <input type="text"/>	Middle Name (optional) <input type="text"/>	Suffix (optional) <input type="text"/>
Birth Date (mm/dd/yyyy) <input type="text"/> 	Gender Choose Gender ▼		
MARSS Student Number <input type="text"/>	School Number <input type="text"/>	Enrollment Start Date (mm/dd/yyyy) <input type="text"/> 	
Time Units 0.00	Time Unit Type ---- ▼	Expenditure Amount \$ <input type="text"/>	
Facility Id Code Choose Facility Code ▼	Facility Id Number Choose Facility Number ▼	Line Description <input type="text"/>	
Serving District  Search for a district by name or number 			

SEDRA Student Lines – Extended Year

Extended year contracted placement lines (funding source “E” with service code “C”). For these lines SEDRA is trying to find that the district entering the cost was either reported in MARSS as being the serving or resident district at any time throughout the year.

- These lines do not require a start date or a school number.
- These lines do require the student’s first and last name, birth date, gender and MARSS number. You must also enter a time unit type (hours/days), number of hours/days, expenditure amount a Facility Id Code and a line description.
- The deduct status is “C” for extended year.

SEDRA Student Lines – Regular School Year

Regular School year contracted placement lines (funding source “A”, “B” or “J” with service code “C”). For these lines SEDRA is trying to find an exact match to a MARSS record.

- These lines DO require a start date and school number. The school number is NOT your district number but the site at which the services are provided.
 - In the case where the student is placed at New Dominion, Austin Public Schools report serving the student in MARSS. Please see the next slide for how to report.
- These lines also require the student’s first and last name, birth date, gender and MARSS number. You must also enter a time unit type (hours/days), number of hours/days, expenditure amount a Facility Id Code and a line description.
- The deduct status is “A” or “B”.

SEDRA Student Lines – New Dominion

See previous slide regarding Regular School year lines for all the general information.

- In the case where the student is placed at New Dominion, Austin Public Schools report serving the student in MARSS. They use site 450. The reporting district must choose the activity/setting equal to 'E' – Private Separate Day School. This is due to a normal "A"- "C" line is trying to find a MARSS record where the district entering the SEDRA line is reported as the serving district with that specific start date. In the case of students being served at New Dominion, Austin is reported in MARSS as serving. Therefore, we modify the program whereby if you choose "E" for the activity/setting, the edit now looks to see if you are either the serving or resident district at any time during the school year. You must still enter the school number/site 450 along with the correct start date.

SEDRA Student Lines – Service code “V”

Regular School year service code “V” lines (funding source “A” and “E”). For these lines SEDRA is trying to find an exact match to a MARSS record. It needs the exact match so that it can find the resident district.

- These lines DO require a start date and school number. The school number is NOT your district number but the site at which the services are provided. The start date is not the day the one to one services started but the start date of the MARSS record.
- These lines also require the student’s first and last name, birth date, gender and MARSS number. You must also enter the time unit type = hours (days are not allowed), the number of hours.
- Set the deduct status equal to “N/A”.
- Set the expenditure amount equal to zero (it can be a number, but just not left blank).
- These lines do not require a activity/setting, line description or a Facility Id Code or Number.

Notification of Resident District

A district educating a pupil who is a resident of another district must notify the district of residence within 60 days of the date the pupil is determined to be a non-resident, but not later than August 1 following the end of the school year in which the pupil is educated.

Beginning in SFY 17, if a resident district notifies MDE after August 1 that they have been unable to get an acknowledgement letter from the serving district we will **permanently block** the student from Tuition Billing.

There is a sample special education acknowledgement form on the MDE website. MDE recommends sending a copy of the IEP with the acknowledgement.

Minnesota Statutes, section 127A.47, subdivision 5)

MA Report Located on MFR

Use the Drop Downs to identify the report of interest

Sort District list by: Name Number

List District Types: All Standard Co-Ops

View reports added in the last:

District: DEER RIVER PUBLIC SCHOOL DISTRICT (0317-01) or enter up to 5 districts: (9999-99)

Category: All Reports

Year: Special Education

Report: 15-16

Report: ALL

List Reports Reset

District	Fiscal Year	Report Name	Category	Run Date
0317-01	FY 15-16	Special Ed. Unduplicated Child Count Report #4	Special Education	02/03/2016 10:45AM
0317-01	FY 15-16	Special Ed. Unduplicated Child Count by Setting Report #13	Special Education	02/03/2016 7:58AM
0317-01	FY 15-16	Special Education / UFARS Comparison	Special Education	10/25/2016 7:50AM
0317-01	FY 15-16	Special Education Comprehensive Aid Report	Special Education	10/17/2016 9:55AM
0317-01	FY 15-16	Special Education Current Year Adjustments	Special Education	10/10/2016 1:35PM
0317-01	FY 15-16	Special Education Federal Basic Allocation - Determine Effective Year	Special Education	02/18/2016 12:41PM
0317-01	FY 15-16	Special Education Federal Basic Allocation Calculation	Special Education	02/18/2016 12:26PM
0317-01	FY 15-16	Special Education Medical Assistance Report on Salaries, Contracted Services and FTE	Special Education	10/17/2016 8:08AM
0317-01	FY 15-16	Special Education Regular School Year - Initial Expenditures	Special Education	05/01/2015 4:10PM
0317-01	FY 15-16	State Special Education Expenditure data including lines in error	Special Education	07/10/2015 10:09AM

Sample MA Report

RUN DATE 10/17/16

MINNESOTA DEPARTMENT OF EDUCATION
SPECIAL EDUCATION SALARY AND FTE INFORMATION FOR MEDICAL ASSISTANCE
FISCAL YEAR 15-16

DISTRICT 0317-01 DEER RIVER PUBLIC SCHOOL DISTRICT

NUMBER OF MINUTES IN A SCHOOL DAY 420
NUMBER OF DAYS IN A SCHOOL YEAR 182
NUMBER OF HOURS IN A SCHOOL YEAR 1,274

ELIGIBLE SERVICE	TOTAL SALARIES	TOTAL FTE	TOTAL CONTRACTED SERVICES COST	TOTAL FTE
PHYSICAL THERAPY	93.58	0.00	0.00	0.00
OCCUPATIONAL THERAPY	81,194.14	2.69	0.00	0.00
SPEECH LANGUAGE/HEARING THERAPY	87,083.93	2.00	0.00	0.00
NURSING	9,141.00	0.15	0.00	0.00
MENTAL HEALTH	135,890.50	2.69	550,000.00	2.45
PERSONAL CARE	693,959.24	33.61	0.00	0.00
INTERPRETER	0.00	0.00	0.00	0.00

- Funding Source codes:
 - A, B, E, F, R, “i”, “j”, 2, or H
- Service codes:
 - A, B, U or “p”
- Eligible expenditures must not be made from federal funds or funds used to match other federal funds.
- Employees and contracted service providers cannot be paid with federal special education funds (Finance 419, 420 or 422), IEP-MA Funds (Finance 372) or LCTS (Finance 799) AND billed for IEP-MA reimbursement.

SEDRA Coding (2)

Service	SEDRA PTC
Physical Therapy	4
Occupational Therapy	5
Speech Lang/Hearing	7 and 14
Nursing	6, 44, 60 and 62 (SRV Code "d")
Mental Health	11, 13, 49, 50 and 52
Personal Care	43, 61, 8, 53 and 62 (SRV code "c")
Interpreter	26, 28 and 62 (SRV code "a")

Fringe Benefit Rate Calculation

Total benefits coded to UFARS:

- Program codes 401 – 420
- Finance codes 317, 320, 335, 372, 419 - 446, 619 – 635, 740 and 799
- Object codes 191, 199 – 251, 270 – 280, 299 and 397

Total Salaries coded to UFARS:

- Program codes 401 – 420
- Finance codes 317, 320, 335, 372, 419 - 446, 619 – 635, 740 and 799
- Object codes 110 – 186 and 396

If all benefits are codes to Federal Finance codes or FIN 372 the benefit rate will be zero.

Option 1, 2 or 3 Counts and Gross Aid by Fiscal Year

Old Formula (Option 1)				
LEA Type	15-16	16-17	17-18	18-19
	92	110	123	136
	19	19	21	18
	11	10	8	11

Total Nonfederal (Option 2)				
LEA Type	15-16	16-17	17-18	18-19
	172	147	147	146
	67	63	53	49
	2	2	5	3

Census Based (Option 3)				
LEA Type	15-16	16-17	17-18	18-19
	68	75	60	48
	77	83	89	95
	15	14	17	18

LEAs receiving less than 55% reimbursement				
LEA Type	15-16	16-17	17-18	
District	27	20	17	
Charter	33	26	26	
Coop	0	0	1	

LEAs receiving between 55 to 64% reimbursement				
LEA Type	15-16	16-17	17-18	
District	263	273	271	
Charter	82	95	94	
Coop	8	7	12	

LEAs receiving greater than 64% reimbursement				
LEA Type	15-16	16-17	17-18	
District	42	39	42	
Charter	48	43	43	
Coop	20	19	17	

If you have questions, please contact the
[Special Education Funding and Data Team](mailto:mde.spedfunding@state.mn.us) (mde.spedfunding@state.mn.us)



Thank you!

Special Education Funding and Data Team

mde.spedfunding@state.mn.us