

FY2003	FY2007	FY2011
B	C	D
Grade based on % of Weighted Funding Disparity		

Minnesota

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Introduction

This chapter compares district and charter school revenues statewide, and for Minneapolis and St. Paul, for fiscal year 2011 (FY11).¹ Comparisons are made to previous research for FY03 and FY07, based on the same methodology.

Funding disparities between districts and charter schools for the same geographic area are explored. The per pupil funding values in the analysis are weighted to compare district and charter schools as though they served the same proportions of urban and suburban students (see Methodology for details). Additional research and insights not included in this chapter appear in the monograph at the beginning of this report. The monograph also includes a state-by-state Return on Investment (ROI) analysis, which combines the analysis of revenues with student performance data.

Highlights of the FY11 Analysis

- The 149 charter schools analyzed in Minnesota, in aggregate, received 8.4 percent less in revenues on a per pupil basis than district schools. Charter schools received \$11,429 vs. \$12,476 for district schools, a difference of \$1,048 (Figures 1 & 3).
- If districts were to educate the same urban/metropolitan vs. suburban/rural proportion of students as charter schools do, the district *weighted* per pupil revenue would be \$14,843, or \$3,414 (23.0%) more than charter schools (\$14,843 less \$11,429, see Figure 3).
- The 36 charter schools in Minneapolis, in aggregate, received 34.7 percent less in revenues on a per pupil basis than district schools. Charter schools received \$11,988 vs. \$18,370 for district schools, a difference of \$6,381 (Figure 3).
- The 31 charter schools in St. Paul, in aggregate, received 23.7 percent less in revenues on a per pupil basis than district schools. Charter schools received \$12,223 vs. \$16,015 for district schools, a difference of \$3,793 (Figure 3).
- Charter schools in Minnesota educate 4.6 percent of total public school enrollment but receive only 4.2 percent of total revenues (Figure 3).
- Magnitude of Disparity: If all Minnesota districts received the same level of per pupil funding as charter schools, districts would have received \$814,678,575 less in total funding (Figure 3).

There are significant observations regarding Figure 3 below, as follows.

- PLEASE NOTE: Minnesota uses a specialized term in its funding process called “Focus Areas.” The revenue study uses the same words to describe the cities and metropolitan areas that are focused on for analysis purposes. The revenue study’s references to “Focus Areas” have a completely different meaning than Minnesota’s use. This chapter uses the term “Focus Areas” always in reference to Minneapolis and St. Paul, and never to Minnesota’s use of the term.
- See the Methodology section of this report for an explanation of negative revenue amounts in the Public-Indeterminate source of funds shown in Figure 3.
- In Minnesota, the funding disparities in Minneapolis (34.7%) and St. Paul (23.7%) are much larger than the statewide disparity (8.4%), resulting in a FY11 grade of “D” based on the weighted disparity (23.0%). If the weighted disparity percent was below 15.0% the grade would be “C.” See the Methodology section of this report for an explanation of grade calculations.

Probable Causes of Disparities

Minnesota’s law has high potential for equal funding for charter schools compared to districts. Minnesota districts and charter schools receive the majority of their

Figure 1

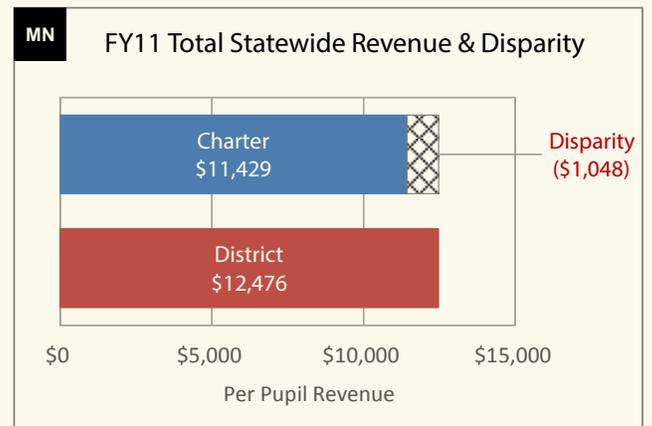


Figure 2

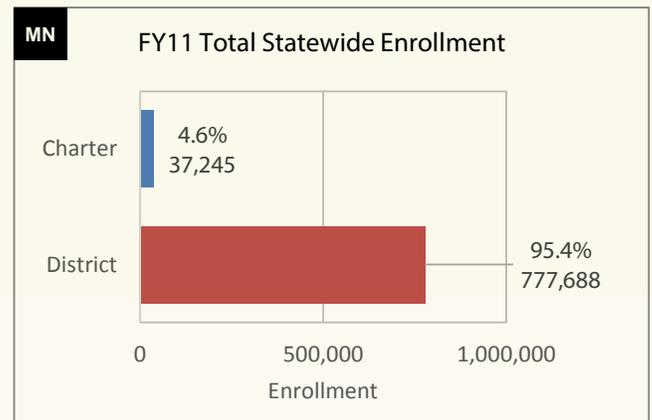


Figure 3

MN Summary Data Table								
FY2010-11	Statewide		Statewide Weighted by Charter Enrollment		Minneapolis		St. Paul	
Per Pupil Revenue								
District	\$12,476		\$14,843		\$18,370		\$16,015	
Charter	\$11,429		\$11,429		\$11,988		\$12,223	
Difference	(\$1,048)		(\$3,414)		(\$6,381)		(\$3,793)	
% of District	(8.4%)		(23.0%)		(34.7%)		(23.7%)	
Per Pupil Revenue by Source	District	Charter	District	Charter	District	Charter	District	Charter
Federal	\$992	\$1,167	\$1,709	\$1,167	\$2,546	\$1,517	\$2,337	\$1,202
State	\$7,599	\$9,877	\$8,775	\$9,877	\$9,896	\$10,249	\$10,105	\$10,668
Local	\$3,334	\$0	\$4,048	\$0	\$5,767	\$0	\$3,631	\$0
Other	\$1,079	\$492	\$925	\$492	\$884	\$372	\$626	\$378
Public-Indeter.	(\$527)	(\$106)	(\$615)	(\$106)	(\$724)	(\$149)	(\$683)	(\$25)
Indeterminate	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$12,476	\$11,429	\$14,843	\$11,429	\$18,370	\$11,988	\$16,015	\$12,223
Enrollment								
District	777,688 95.4%		Focus Area Districts Educate 9.1% of All District Students		33,415 75.7%		37,022 79.9%	
Charter	37,245 4.6%		Focus Area Charters Educate 53.8% of All Charter Students		10,727 24.3%		9,299 20.1%	
Total Enrollment	814,933		N/A		44,142		46,321	
Charter Schools*	149		N/A		36		31	
Revenue								
District	\$9,702,811,230 95.8%		N/A		\$613,822,017 82.7%		\$592,910,648 83.9%	
Charter	\$425,670,064 4.2%		N/A		\$128,600,138 17.3%		\$113,657,793 16.1%	
Total Revenue	\$10,128,481,294		N/A		\$742,422,155		\$706,568,441	
Percentage of Revenue by Source	District	Charter	District	Charter	District	Charter	District	Charter
Federal	8.0%	10.2%	11.5%	10.2%	13.9%	12.7%	14.6%	9.8%
State	60.9%	86.4%	59.1%	86.4%	53.9%	85.5%	63.1%	87.3%
Local	26.7%	0.0%	27.3%	0.0%	31.4%	0.0%	22.7%	0.0%
Other	8.7%	4.3%	6.2%	4.3%	4.8%	3.1%	3.9%	3.1%
Public-Indeter.	-4.2%	-0.9%	-4.1%	-0.9%	-3.9%	-1.2%	-4.3%	-0.2%
Indeterminate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Magnitude of Disparity = Total funding Difference times District enrollment (see above)								
	(\$814,678,575)				(\$213,227,852)		(\$140,406,205)	

Note: The 149 charter schools in Figure 3 are those charter schools for which both revenue and enrollment data could be acquired and analyzed. Other published state counts of charter schools may include a few more or less because of new or closing charter schools for which revenue data and/or enrollment data may not be available.

total funding from State sources, providing plenty of control and opportunity to equalize funding across all local education agencies. Yet in practice, charter schools statewide in FY11 received \$1,048 (8.4%) less in total per pupil funding, in Minneapolis charters received \$6,381 (34.7%) less in total per pupil funding, and in St. Paul charters received \$3,793 (23.7%) less. According to a Minnesota State Legislature charter school informational document, “Charter schools are eligible for all school aids, grants, and other revenue as though it were a school district, plus certain other aid specific to charter schools.”² With consistent statements like this about school funding in Minnesota, it would be reasonable for Minnesota citizens and parents to expect that charter school funding is on par with districts, but it isn’t. Why?

Four broad reasons may explain why Minnesota charter schools, in practice, receive less total per pupil revenues than districts.

- 1) Allowed but Inapplicable. Funding components allowed by law for both districts and charters may have practical applicability and eligibility only to districts.
- 2) Not Allowed. Funding components are allowed by law only for districts, not for charter schools.
- 3) Equal Access, Different Take-Up Rates. Districts and charters have equal access to categorical funding components, but the voluntary take-up rates differ between districts and charters;
- 4) Actions Different Than Statute Words. Revenue flow practices may differ from Statute intent.

Examples of Allowed but Inapplicable in Minnesota:

- Declining Enrollment Revenue provides a district with additional revenue when enrollment declines. Generally, charter schools have increasing enrollments. Charter schools may be allowed this revenue component, but they are highly unlikely to utilize it. In an educational environment where there is much interest in funding formulas that enable funding to follow students (enrollment count), this component of funding is counter-intuitive and has the opposite effect of student-based funding.
- Elementary Sparsity Revenue provides extra revenue for an elementary school that is located 19 or more miles from the next nearest elementary school and has fewer than 20 pupils per elementary grade. Most charter schools are in urban settings, with 53.8% of charter students in Minneapolis and St. Paul. Only 9.1% of district students are in Minneapolis and St. Paul. Charter schools may be eligible for sparsity revenue, but it is unlikely that more than just a few, if any, qualify for this revenue.
- Secondary Sparsity Revenue provides extra revenue to geographically large districts that have relatively few secondary pupils. The formula measures sparsity and isolation of the district and then provides additional revenue to the district using an assumption about how many pupil units are necessary to run an acceptable secondary program. It is much less likely that a charter high school would be geographically large with relatively few secondary students, so it is extremely doubtful that charter schools will qualify for this additional revenue.

Examples of Not Allowed in Minnesota:

- Capital Funding Supports for school districts are extensive in Minnesota. Charter schools do not have access to most of those revenue sources, however. Minnesota law prohibits charter schools from using any state funds to purchase land or buildings, although charter schools may do so with non-state funds.
- Small Schools Revenue provides a school district, but not a charter school, extra revenue if the school serves less than 1,000 pupil units (beginning in fiscal year 2013).

Examples of Equal Access, Different Take-Up Rates in Minnesota:

- Access to Categorical Funds appears to be equal for districts and charter schools in Minnesota. It is common in other states to experience lower categorical take-up rates for charter schools than for district

schools, depending on the type of categorical programs. The most common reasons are 1) administrative burdens for accessing categorical funds, and 2) programs that are designed to meet the needs of districts, not charter schools, and that are viewed by charter schools as not consistent with their educational programs.

- Charter School Capital Funding Supports, in some states, are underutilized because they often provide only partial revenues for projects, and charter schools cannot afford the remainder of needed funding, whereas districts enjoy nearly full funding of certain projects.

Example of Actions Different Than Statute Words in Minnesota:

- Charter-to-District Equalization appears to be completely absent. Although there are many funding factors addressing district-to-district equalization, based on analysis results there is no evidence that charter school revenues are evaluated for the purpose of equalization with the local district. Statewide, charter schools receive total per pupil revenues of \$11,429 vs. \$12,476 for districts, a disparity of \$1,048 (8.4%). In Minneapolis, charters receive \$11,988 (just \$559 per pupil more than statewide) vs. \$18,370 for districts (a huge \$5,894 per pupil more than statewide), resulting in a disparity of \$6,381 (34.7%). Minnesota charter schools serve a higher percentage of free or reduced-price lunch students and Title I students than districts (see Figure 11). So, why, and how, do charter schools in the same urban area of Minneapolis receive so little additional funding to address greater student needs than Minneapolis districts?

Where the Money Comes From

Minnesota general fund revenues come from Individual income taxes (43%), sales taxes (25%), corporate taxes (6%), statewide property taxes (4%), non-tax revenues (4%), and various other sources. Of those state general funds, approximately 46% are used to fund K–12 education.

Minnesota state aid began increasing in the late 1990s, and the 2001 overhaul of the state’s property tax system increased the state share of K–12 funding to nearly 90% of total funding (inclusive of local and federal funding). Since that time, the state share has been steadily decreasing; the state share for FY11 is about 77% of total revenue. Changes made by the 2001 Legislature have substantially reduced the share of property taxes that go to school districts, but school districts are still the second largest user of property taxes.³

How Minnesota Funds Its Districts

Much of state funding for K–12 education is through the *general education revenue program*, which provides funds to school districts.⁴ The remaining portion of the state’s appropriation to local districts is provided through

Figure 4

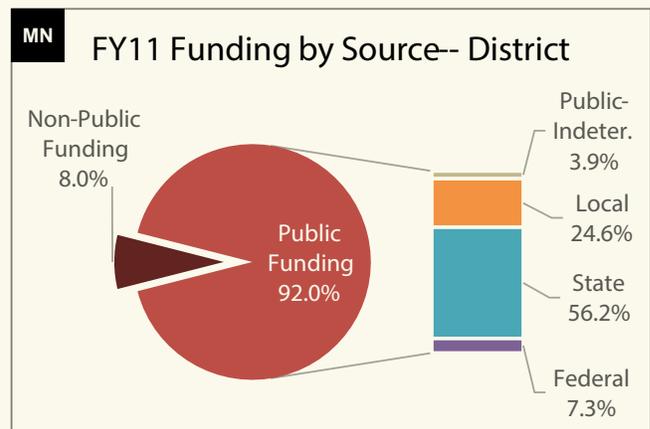
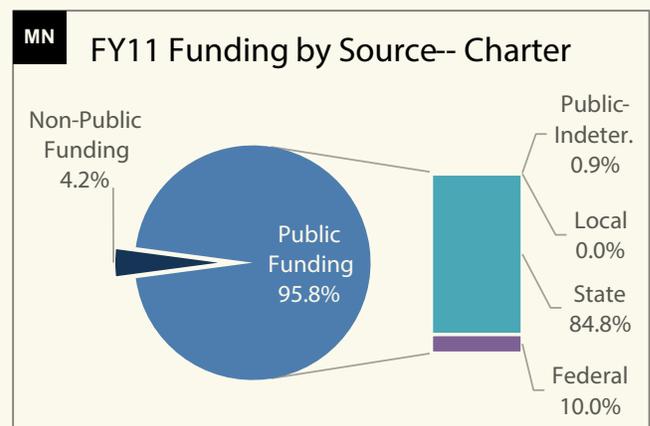


Figure 5



special purpose or categorical aids, such as special education aid and local property tax relief aids. Each school district's general education revenue program funding is comprised of the following components (with approximate percentages for the three largest sources):

- basic revenue (72%)
- extended time revenue
- compensatory revenue (7%)
- Limited English Proficiency revenue
- gifted and talented revenue
- operating sparsity revenue
- small school revenue (charter schools are not eligible, only district schools)
- transportation sparsity revenue
- operating capital revenue (3%)
- equity revenue
- alternative compensation (Q-comp) revenue
- transition revenue.

The basic education formula allowance in FY11 was \$5,124. School districts receive general education revenue from both state aid payments and local property taxes (charter schools receive their general education revenue entirely in state aid). The mix of aid and levy is designed to equalize local tax burdens.

The referendum revenue program is a mechanism that allows a school district to obtain voter approval to increase its revenue beyond the limits set in statute. Referendum funding levels have changed frequently over the past 15 years. Referendum funding is the political fulcrum that swings, from election to election, between the state's obligation to equalize funding levels for all district schools and individual community and district desire to increase its own funding, and share it as little as possible with other districts. Generally, the state provides partial equalization by reducing state funding by a fixed amount against amounts raised locally by referendum.

The Permanent School Fund (PSF) of Minnesota is comprised of the proceeds of lands granted to the state by the federal government for the use of schools, proceeds from swamp lands granted to the state, and cash and investment credited to the fund. The state holds the land and accumulated revenues from the land trust for the benefit of public schools in Minnesota. Beginning in 2010, these funds were passed through as payments of aid to schools based on pupil counts. Beginning with the March 2012 payment, the PSF payments to schools are based on pupils served, and payments go to both traditional school districts and charter schools.

How Minnesota Funds Its Charter Schools

Charter schools are eligible for general education revenue, special education revenue, building lease revenue, start-up grants, and certain other school district revenue; but not for all funding components using the same calculation as for districts. Minnesota law provides that a charter school earns general education revenue on a per pupil basis just as though it were a school district, except for approximately \$255 per pupil unit for transportation expenses, which the charter receives only if it provides transportation services. The general education revenue paid to a charter school is paid entirely through state aid. The law provides that charter schools as LEAs have equal access to all applicable categorical funding.

Beginning in FY12, after the time frame of this analysis, charter schools are eligible to receive PSF funding based on pupils served (see above discussion).

Funding for Public School Facilities

School districts have numerous local and state supports for capital projects. Major building projects are usually financed at the local level, often with the assistance of state-paid debt service equalization aid. Districts borrow money through the sale of bonds and levy an annual tax to repay the money over a period of years. The various supports include, but are not limited to the following:

- Debt service paid for through a district's local property tax receipts
- State debt service equalization aid
- Capital project referendum – go to electorate for funding
- Maximum Effort School Aid Law – state bonds money for district loan
- State debt service loans to districts
- Funding by sale of state bonds
- Cooperative Facilities Grant Program – to support groups of districts
- 15 year term or less general obligation bonding, without voter approval
- Health and safety revenue for capital projects & alternative facilities program
- Deferred maintenance revenue
- Disabled Access and Fire Safety Levy
- Building lease levy
- Telecommunications / Internet Access Aid (for districts and charter schools).

Charter schools do not have access to the above supports (except where noted). Minnesota law prohibits charter schools from using any state funds to purchase land or buildings, although charter schools may do so with non-state funds. The law allows charter schools to lease space from a public or private owner or from a private nonprofit, nonsectarian, nonprofit, and with approval of the state department of education from other sectarian organizations. It is illegal for authorizers to lease space to their authorized schools.

Minnesota law provides lease aid to charter schools in the amount of 90% of lease costs, up to \$1,200 per-pupil in FY11. This amount, however, does not have a mechanism to increase over time and is a separate legislative appropriation.

Minnesota law specifies that charter schools that own their own facilities may not receive lease aid. It does allow charter schools that meet certain requirements (e.g., have net unreserved general fund balances) to, with state commissioner approval, create an affiliated nonprofit building corporation, which may renovate or purchase an existing facility or expand an existing building or construct a new school facility. The law allows such nonprofit building corporations to secure financing through various sources available to other nonprofits (e.g., municipal bonds, mortgages) and allows charter schools to use their lease aid for facilities owned by nonprofit building corporations.

Long-Term Funding Patterns

For Minnesota, we now have three point-in-time snapshots of public education funding for FY03, FY07, and FY11. Please note that in the presentation and discussion of longitudinal data that follow, the figures used are inflation-adjusted to 2007 dollars and differ from figures presented in Figure 3, which includes actual and weighted per pupil revenues for FY11 only. The inflation-adjusted per pupil revenues in Figures 6–8 are for comparative purposes only. Refer to the Methodology section for more on inflation adjustments.

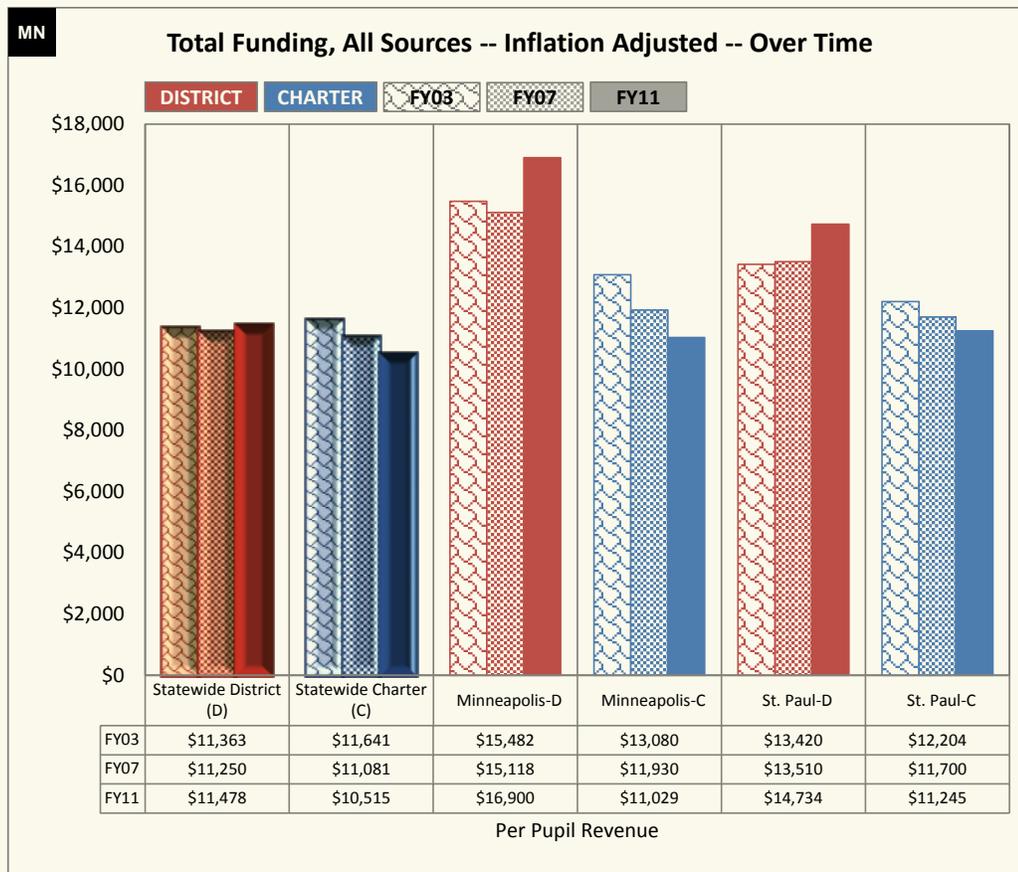
Total Funding

Figure 6 illustrates how total revenue per pupil, inflation-adjusted, increased between FY03 and FY07 for districts, and decreased for charter schools statewide and for Minneapolis and St. Paul.

FY03 and FY07 Statewide Total Funding Disparity: Consistent with the funding disparity noted in FY11 data in Figure 3 above, note that the positive statewide disparity favoring charters using inflation-adjusted dollars for FY03 was \$278 (\$11,641 for charters less \$11,363 for districts) or 2.5 percent; and for FY07 the disparity favoring districts was \$169 (\$11,250 for districts less \$11,081 for charters) or 1.5 percent (Figure 6). There has been a total funding disparity favoring districts since revenues were analyzed in FY07, apparently growing since FY03.

Total Funding Changes from FY03 to FY11: Figure 6 illustrates how district total revenue per pupil, inflation-adjusted, increased statewide by 1.0 percent (\$11,478 less \$11,363 = \$115 / \$11,363), increased for Minneapolis by 9.2 percent (\$16,900 less \$15,482 = \$1,418 / \$15,482), and increased for St. Paul by 9.8 percent (\$14,734 less \$13,420 = \$1,314 / \$13,420). Charter school total revenue per pupil decreased statewide by 9.7 percent (\$11,641 less \$10,515 = \$1,126 / 11,641), decreased for Minneapolis by 15.7 percent (\$13,080 less \$11,029 = \$2,051 / \$13,080), and decreased for St. Paul by 7.9 percent (\$12,204 less \$11,245 = \$959 / \$12,204). In other words, the spread of the FY03 to FY11 percentage change between districts and charter schools statewide is 10.7 percent, for Minneapolis is 24.9 percent, and for St. Paul is 17.7 percent (taking the respective district percentage increases plus the charter percentage decreases).

Figure 6

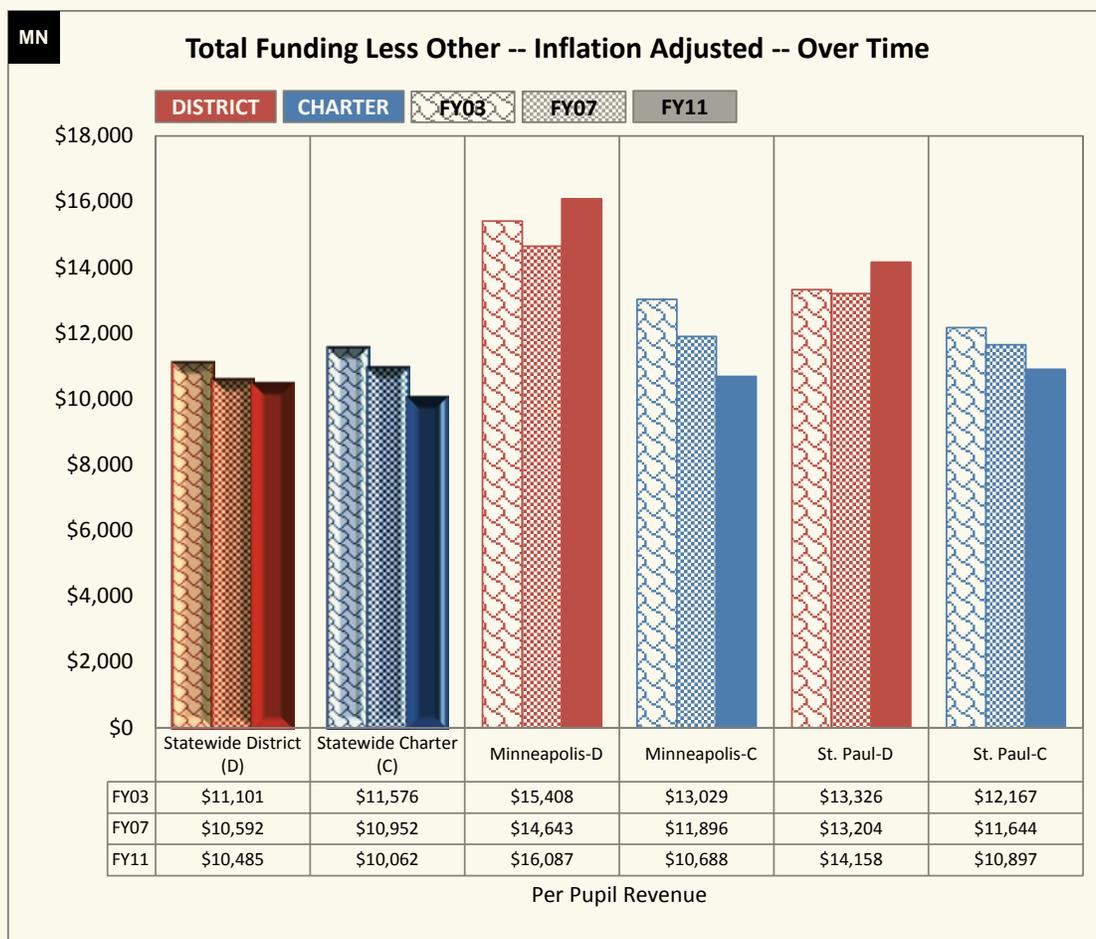


Total Funding Less Other

Our study includes total funding whether the funds originate from public or private sources. The “Other” category is comprised of philanthropic and other non-tax revenues, which can play a significant role in the financing of charter schools. Therefore, we have removed Other dollars from this level of analysis to determine if funding from public sources is distributed equitably to districts and to charter schools. Public funding includes Local, State, Federal, Indeterminate-Public, and where we cannot determine the source, Indeterminate.

Figure 7 illustrates how Total Less Other revenues per pupil, inflation-adjusted, generally follow the same patterns as Total Funding statewide and for the two focus area cities. Other revenue for charter schools in Minnesota, which includes philanthropic grants, comprises only around 3% to 4% of total funding (Figure 3). This low percentage, compared to other states, may be the result of Minnesota being the first state to offer charter schools. Today there is a low proportion of new charter school startup grants compared to a state where chartering authority is relatively new.

Figure 7



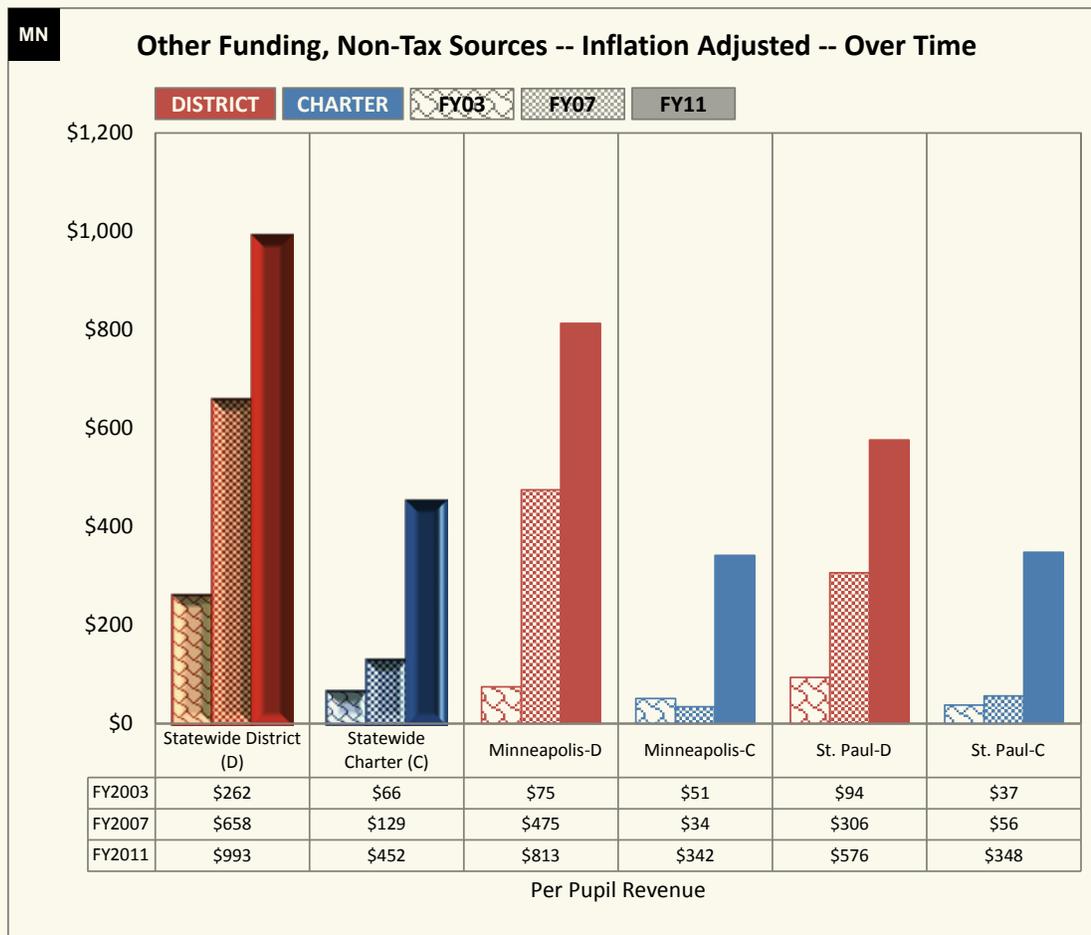
Other Funding

The mature charter schools in Minnesota received a relatively small percentage of their revenues from Other sources in FY11. Yet, as Figure 8 illustrates, statewide levels of Other charter revenues have increased sharply since FY03 and since FY07: 584.9% and 250.4%, respectively ($\$452 \text{ less } \$66 = \$386 \text{ divided by } \$66 = 584.9\%$; and

\$452 less \$129 = \$323 divided by \$129 = 250.4%). Over those years, the state has deferred revenue payments to charter schools on numerous occasions. It is possible that those delays in funding and the inflation-adjusted decreases in funding have caused charters to become more aggressive in acquiring funds from sympathetic private foundations, resulting in these increases in Other revenues.

Districts have similarly been struggling with the economic downturn. Their increase in Other funding may be due to more creative ways to generate non-tax revenues. The available financial detail is not sufficiently specified to determine the precise causes for these Other revenue changes.

Figure 8



Changes in Funding Results

Figure 9 illustrates changes in funding levels by source from FY03 to FY11, using inflation-adjusted dollars (adjusted to 2007). Significant changes include the following:

- Total revenues per pupil increased for districts but decreased for charters statewide and for the two focus area cities.
- Federal revenues increased for districts but decreased for charter schools, except in St. Paul where charters experienced a slight increase in Federal revenues.
- State revenues decreased for districts and decreased for charters statewide, and for the two focus area cities.

- Local revenues increased for districts statewide, and for Minneapolis and St. Paul. Charter schools do not receive Local revenues.
- Other revenues increased significantly for districts and charters statewide and for Minneapolis and St. Paul.

Figure 9

MN Per Pupil Revenue -- Inflation Adjusted -- Over Time Percentage Increase / Decrease (black shading)						
From/To:	FY2003 / FY2011	Federal	State	Local	Other	Total
Statewide District (D)		52.4%	-15.4%	36.7%	278.7%	1.0%
Statewide Charter (C)		-12.3%	-3.2%	N/A	590.4%	-9.7%
Minneapolis-D		67.6%	-18.2%	84.3%	990.0%	9.2%
Minneapolis-C		-28.5%	-3.2%	N/A	572.2%	-15.7%
St. Paul-D		65.4%	-9.5%	90.7%	514.3%	9.8%
St. Paul-C		5.1%	-2.3%	N/A	833.1%	-7.9%

Figure 10 shows changes in the percentage of disparity from FY03 to FY11. The funding disparity favoring districts is persistent and has grown significantly over the past eight years statewide and for Minneapolis and St. Paul. The disparity is especially large in Minneapolis and St. Paul.

Figure 10

MN Disparity as Percent of District -- Over Time			
Negative Disparities Mean Districts Receive More (red text)			
Focus Area	FY2003	FY2007	FY2011
Statewide	-2.4%	-1.5%	-8.4%
Minneapolis	-15.5%	-21.1%	-34.7%
St. Paul	-9.1%	-13.4%	-23.7%

Select Enrollment Characteristics

Figure 11 illustrates that charter school enrollment percentages for free or reduced-price lunch and Title I, a proxy for low-income, are greater than in districts; special education enrollments are nearly on par with districts.⁵ Special education percentages were not collected in the prior FY03 and FY07 analyses.

Figure 11

MN Select Enrollment Characteristics									
Student Group >>>	Percentage of Total Enrollment								
	Free & Reduced Lunch			Title I			Special Education		
	Year >>>	FY03	FY07	FY11	FY03	FY07	FY11	FY03	FY07
Statewide District	27.1%	30.2%	35.6%	38.1%	33.2%	36.6%	N/A	N/A	13.3%
Statewide Charter	55.8%	53.3%	55.9%	67.0%	49.7%	63.1%	N/A	N/A	12.8%

Funding Practices Summary

Figure 12

MN Funding Practices Summary									
PURPOSE	GRADE			FUNDING				REF	
	FY2003	FY2007	FY2011	Federal Source	State Source	Local Source	Facilities Source		
This table summarizes answers to key funding mechanism questions in context with a grade based on actual funding results.	B	C	D						
	Grade based on % of Weighted Funding Disparity								
ACCESS TO FUNDING SOURCES									
Do charter schools have access to this funding source according to state statutes?	Yes	Yes	No	Yes					
In practice, do charter schools have at least as much access to this funding source as districts have?	Yes	Yes	No	UK				1	
Do charter school students receive at least 95% as much per pupil in revenue for this source as district students?	Yes	Yes	No	UK				1	
DATA AVAILABILITY									
Does the state provide reasonable access to detailed public data on federal, state, local, and other revenues for district schools?							Yes		
Does the state provide reasonable access to detailed public data on federal, state, local, and other revenues for charter schools?							Yes		
FUNDING FORMULA									
Are charter schools treated as LEAs for funding purposes?							Yes		
Does the state provide funding for charter schools and districts based primarily on student enrollment?							Yes		

1 The answers on Figure 12 are based primarily on statewide funding levels. Charter schools, in practice, did not receive as much Federal per pupil revenue in Minneapolis or in St. Paul; but did receive as much as districts statewide. Minnesota law provides lease aid to charter schools in the amount of 90% of lease costs, up to \$1,200 per pupil in FY11. It is “unknown” how the \$1,200 per pupil for charters for lease payments compares to capital funding for districts on a per pupil basis; so, these two questions have a response of “UK” for unknown.

Endnotes

- 1 The source for revenue and enrollment data was the Minnesota Department of Education (MDE). Revenue and enrollment spreadsheets were downloaded from an MDE web page. For the MDE, Data Reports and Analytics web page go to: <http://w20.education.state.mn.us/MDEAnalytics/Data.jsp>.
- 2 Quote from an informational document, [Background Information on Charter Schools](#), October 2012, downloaded from a Minnesota State Legislature web page for Informational Documents, page 2; at: http://www.commissions.leg.state.mn.us/lcpr/documents/backgrounddocs/charter_schools.pdf.
- 3 [Minnesota K-12 Education Finance System Context and Overview](#), by the House Education Finance Committee, presented in slide form by Tim Strom & Melissa Johnson, January 17, 2013; at: <http://www.house.leg.state.mn.us/hrd/issinfo/K12FinOverview.pdf>.
- 4 [Minnesota School Finance, A Guide for Legislators](#), November 2013, by the Research Department of the Minnesota House of Representatives, at: <http://www.house.leg.state.mn.us/hrd/pubs/mnschfin.pdf>.
- 5 National Center for Educational Statistics (NCES). “Common Core of Data, Table Generator.” FY11. <<http://nces.ed.gov/ccd/elsi/>>.