



Minnesota English Learner Funding

Minnesota Department of Education

Student Support Division

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Contents

- Overview of Chapter.....3
- Funding for English Learners4
- Local English Learner Funding5
- State EL Funding7
 - Enrollment in a Language Instruction Educational Program.....7
 - Student Records8
- General Education Revenue9
 - Basic Education Revenue.....9
 - Additional revenue streams9
- Basic Skills Revenue 10
 - Compensatory Revenue 10
- English Learner Revenue 10
 - Basic English Learner Revenue 11
 - EL Concentration 11
- Locating District’s funding 13
- English Learner Revenue 16
 - EL Basic Revenue 16
 - EL Concentration Revenue 17
 - Total EL Revenue 17
- State EL funding Summary 18
- Federal Funds 19
 - Title III Funds 19
 - Title I Funds 20
 - Other Federal Funds 20

Related State Law 21

 Definition of an English Learner 21

State EL Revenue 22

 Subd. 17.English learner pupil units..... 23

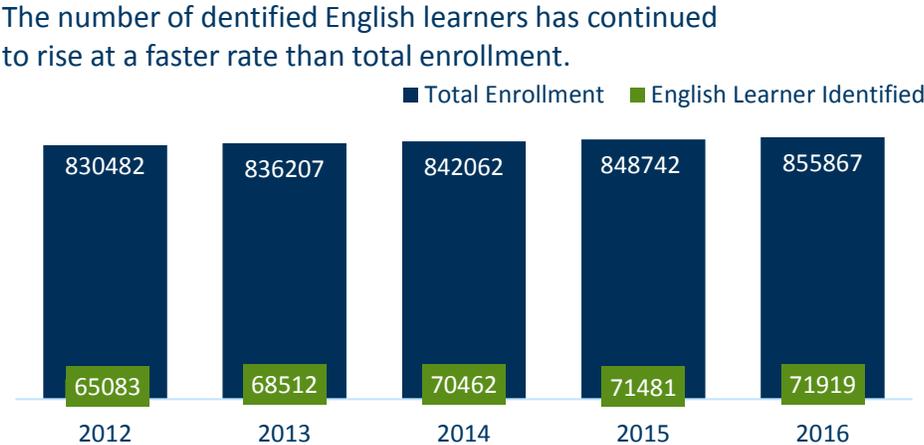
Frequently Asked Questions..... 24

Overview of Chapter

The state of Minnesota and the federal government recognize that it costs money for districts to support quality programming and services for English learners (ELs). This chapter outlines relevant laws, policies and procedures related to state and federal English language (EL) funding.

Since 2012, the number of ELs enrolled in Minnesota’s public schools has increased compared to the total number of students enrolled. Chart 1 below clearly indicates the growth.

Chart 1: Total K-12 and English Learner Enrollment in Minnesota Public Schools, 2012-2016



In association with the rise of EL enrollment, the annual amount of funding from both the state and from the federal government for language instruction educational programs has increased. Chart 2 below shows how Minnesota State EL funding has increased over the past 8 years.

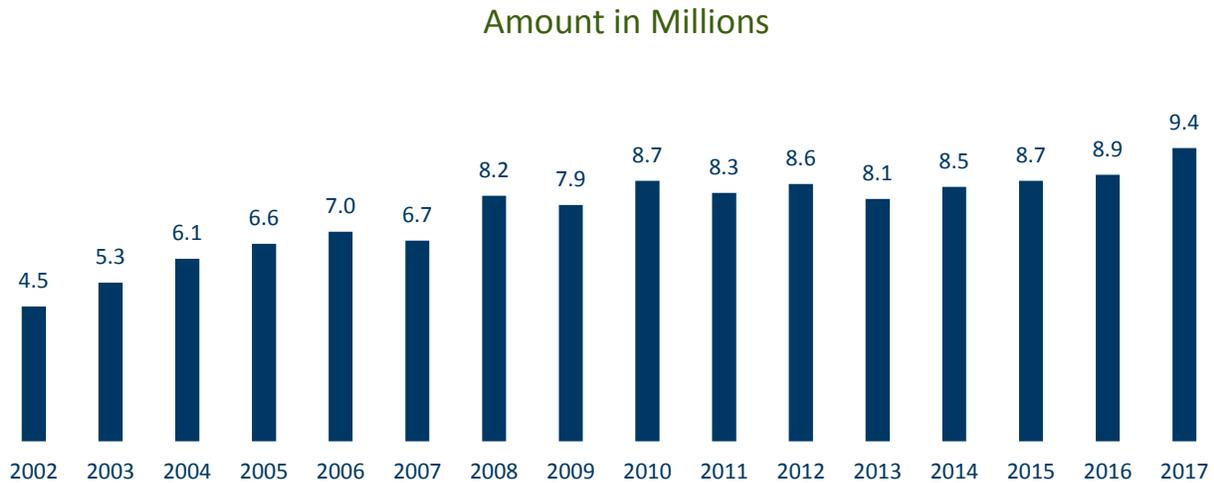
Chart 2. ACTUAL STATE EL FUNDING in dollars.

	2010	2015	2016	2017	2018 (estimate)
Total	40,066,212	51,082,429	49,271,248	53,530,088	53,015,875
Districts	34,676,016	43,103,917	42,793,557	46,475,431	44,481,444
Charters	5,390,197	7,978,512	8,884,257	7,054,657	7,534,431

Source: Minnesota Department of Education, Data Center, Data Reports and Analytics, Minnesota Funding Reports, October 2017

Federal funding for Title III has also increased over the past 15 years as indicated in Chart 3 below.

Chart 3: Minnesota's Federal EL Education Funding 2002 to 2017



Funding for English Learners

Funding for English Learners comes from three different sources:

Funding for English learners comes from three different sources:

1. State: a combination of collected income and sales taxes.
2. Local: a combination of property taxes and referendums (also called property tax levies).
3. Federal: a combination of federal income tax and other sources.

Public school education is a financial partnership between federal and state governments and local school districts and charter schools (Strom, 2016). In 2016, the state of Minnesota provided 68 percent of the total costs of elementary and secondary funding, local revenues provided 27 percent, and the federal government provided approximately 5 percent. However, not all districts and English learners qualify to receive funds from all three sources.

Local funding can be a combination of property taxes and referendums (also called property tax levies). Funding from the state of Minnesota comes primarily from collected income and sales taxes. Federal funds come from federal income tax and other sources.

The majority of the EL’s funding should be from the district; a combination of local revenue money and state compensatory dollars. Minnesota’s EL funding as well as the federal Title I and Title III dollars are to be used as a supplement, not to provide a core language instruction educational program.

The primary responsibility in meeting needs of EL lies with the local school district. School districts must use local resources to provide quality programs to EL in order to comply with legal requirements. State and federal EL funds are intended to supplement, not supplant, local resources in meeting the needs of EL.

Local English Learner Funding

The majority of the local funding comes from two sources: property taxes and local referendums. Both are based upon the market value of the house. Property taxes are calculated by the homestead market value (value of estimated market of property minus the homestead market value exclusion). The referendum (if the taxpayers in the district approve one) is based upon the market value of property.

This information on the amount of funding available to a district is included in the consolidated financial report. Since the report also includes information about expenditures, it is usually 1 or 2 years behind the actual school year. To locate the report go to the [Minnesota Department of Education’s website](#) and access the Data Center.



SKIP

Go to Data Reports and Analytics:

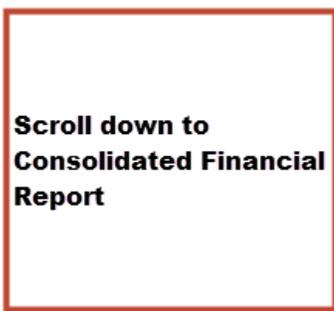


[MDE](#) > [Data Center](#)

Data Center

- [Data Reports and Analytics](#)
- [Early Childhood Longitudinal Data System \(ECLDS\)](#)
- [Maps](#)
- [Minnesota Report Card](#)
- [Schools, Districts and Teachers at a Glance](#)

Scroll down to Consolidated Financial Report



[Fiscal Number Search for the Community Years](#)

- Minnesota Common Course Catalogue (MCCC) Reports**
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- [STEM Course Availability](#)
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- SERVS Financial Public Reports**
- [ARRA](#)
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- School Finance Reports**
- [Adult Basic Education Entitlement Report](#)
- [Consolidated Financial Report](#)
- [Expenditures - District/Site Level Report](#)
- [Financial Profile Reports 2011 - Present](#)
- [Minnesota Funding Reports \(MFR\)](#)
- [Revenues - District/Site Level Report](#)
- [Minnesota Funding Reports \(MFR\) for County Auditors](#)

Enter the year and school district. The report indicates the three different types of funding and allows the viewer to see the local funding sources.

Consolidated Financial Report

[Download](#) [PDF](#)

Consolidated Financial Statements offer an overview of each school district's financial picture in an easy to read format. [Read the help document.](#)

The ADM figures displayed on the report are rounded to the nearest whole number but internally the spreadsheet stores the ADM to the hundredths. Summing columns of ADM as displayed may not result in the total ADM displayed due to rounding.

Use the Drop Downs to identify the report of interest

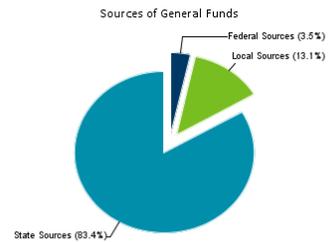
Year:

District:

ALBERT LEA PUBLIC SCHOOL DISTRICT #0241-01

Sources of Funds:	Actual 14-15	% of Total 14-15	Actual 15-16	% of Total 15-16
Local Sources:				
Property Taxes	\$4,268,635	10.2%	\$4,246,733	9.9%
All Other Local	\$1,268,344	3.0%	\$1,365,233	3.2%
Total Local Sources	\$5,536,979	13.3%	\$5,611,966	13.1%
State Sources:				
General Education Aid	\$27,024,713	64.8%	\$28,170,958	65.6%
Special Education Aid	\$5,954,211	14.3%	\$6,135,098	14.3%
All Other State Aid	\$1,725,491	4.1%	\$1,550,964	3.6%
Total State Sources	\$34,704,414	83.2%	\$35,857,020	83.5%
Federal Sources:				
Federal Sources	\$1,462,792	3.5%	\$1,492,510	3.5%
Total Sources of Funds:	\$41,704,185	100.0%	\$42,961,497	100.0%
Uses of Funds:				

Three different types of sources: Local, state and federal



State EL Funding

Enrollment in a Language Instruction Educational Program

English learner funding is not to be used in determining eligibility for enrollment in a language instruction educational programming (LIEP). Until a student has met the definition of English proficiency, the student must be enrolled in an LIEP and continue to be marked in MARSS with an EL data element of "YES".

The funding formula does not have an impact on determining the length of enrollment in an LIEP. The formula is only used to distribute the state funds in an equitable manner across all districts in the state. The seven years used within the formula ensures that a district receives additional funding during the time required for most ELs to achieve proficiency.

English language development (ELD) instruction in an LIEP must be provided to all students identified as English learners (with the exception of those whose parents refuse service) until their English language proficiency (ELP) assessment (WIDA ACCESS) results demonstrate proficiency based on Minnesota's definition (see the [Minnesota Statewide Standardized Procedures Exit guide](#) on the MDE website). Districts may not deny LIEP enrollment to a student on the basis of state funding status. Although a student may not be eligible for state funding, appropriate programming must still be provided. The decision of federal court case, Lau versus Nichols, guards a student's right to "a meaningful opportunity to participate in the public educational program" ([U.S. Department of Education](#), "Lau v. Nichols"). State EL funding is supplemental funding meant to offset costs of existing quality programming. Other funds available to districts in meeting the requirements of programming for ELs include other state compensatory dollars, local revenue, federal Title III dollars and federal Title I dollars.

Student Records

Minnesota Automated Reporting Student System (MARSS)

Currently, ELs are eligible to receive funding for up to seven years (Minnesota Statute 124D.59). Enrollment in a language instruction educational program (LIEP) should not stop after seven years if the student has not yet reached the Minnesota Standardized criteria of English language proficiency (a composite score of 4.5 or higher with 3 of 4 domains 3.5 or higher on the ACCESS 2.0 assessment). The district does not need to keep track of the students' Average Daily Membership (ADM). MARSS automatically records and tracks the data.

Tracking of the English Learner ADM is done through the MARSS system. Eligible ELs enrolled in the district for less than the full school year will generate ADM for the time enrolled in the district (not to exceed 1.0 ADM for a full year). Since, all districts must follow Minnesota standardized procedures for exiting English learners and its definition of proficiency; therefore, only English learners who do not meet the definition of English proficiency the previous year will be counted as English learners. Any student with at least an overall composite score of 4.5 with 3 of the 4 domains 3.5 or higher must be considered for exit.

The Minnesota Automated Reporting Student System (MARSS) reports individualized student data that is used in several different counts including the number of English learners. In October, the MARSS coordinator submits to the Minnesota Department of Education the registered students with specific, personalized, information. This information is used to indicate students who are not yet proficient in English. There is a combination of three different MARSS elements which must be completed for each English learner. Further information about specific EL MARSS elements are located on the Minnesota Standardized English Learner Procedures for [Identification, Entrance and Exit](#).

There will be some students identified as EL in MARSS, but who will not generate funding. When EL ADM for state level funding is computed, students identified in MARSS as EL but who are ineligible for funding will be excluded from funding.

It is imperative that MARSS coordinators and EL coordinators work closely together to correctly identify and report EL students. MARSS coordinators and EL coordinators should report changes in EL enrollment during the year to the district's business manager.

MARSS 32 Report

All districts and English learner staff can monitor the number of English learners receiving English learner revenue by accessing the MARSS 32 report. This report is available on the Minnesota Department of Education's website in the data center under secure reports. MARSS 32 indicates the overall number of English learners in the district, the total number receiving funding by calculating the ADM of the student, and the number of English learners who are no longer eligible for state funding but still must be served. If district or staff have questions regarding the report, an email can be sent to [MARSS staff](#) at the Minnesota Department of Education.

MARSS October Count

Since MARSS is used as a vehicle for collecting specific English learner information, it is critical that the district identify and record that information in the October MARSS count. The October MARSS count is used for both federal and state funding.

All English learners receive the typical funding of any non-English learner.

General Education Revenue

The general education revenue is the primary formula for providing general education operating funds to school districts and charter schools. This revenue is composed of basic general education revenue; extended time revenue; declining pupil revenue; local optional revenue; gifted and talented revenue; basic skills revenue, including EL and compensatory revenue; elementary and secondary sparsity revenue; transportation sparsity revenue; operating capital; equity revenue; small schools revenue; and transition revenue. While compensatory revenue can only be used at the school site where it is generated, all general education revenue can be directed and used among the school sites and programs. The local school board determines how to allocate the money.

As mentioned above, there are many different funds with various amounts of money based upon demographics, building characteristics, teacher characteristics, equity revenue and other adjustments. These funds are calculated on an individual district level. Some districts might be eligible for all of the types of funding. Other districts might only be eligible for several.

All English learners receive the typical funding that all students in the district receive. While this document will focus on EL funding, for additional information on the other sources of funding mentioned above, see [Minnesota School Finance: A guide for legislators.](#)

Basic Education Revenue

All students qualify for basic education revenue. Basic education revenue is calculated by multiplying the pupil units by the formula allowance. (For the 17-18 school year, each pupil unit generates \$6,188. In 18-19 and beyond, each pupil unit will receive \$6,312.) Each student from kindergarten to sixth grade is weighted as one unit. All secondary students are weighted at 1.2 units. Therefore an EL student in fifth grade enrolled throughout the school year would be counted as one unit. A student in seventh grade enrolled throughout the school year would be counted as 1.2 units.

Additional revenue streams

ELs also contribute to the following:

- Gifted and talented
- Small schools revenue (if the district qualifies)
- Declining enrollment (if the district qualifies)
- Local optional revenue (if the district qualifies)
- Special education

Basic Skills Revenue

Do not confuse Basic Skills with Basic Education Revenue. Basic Skills Revenue is to be used to meet the educational needs of pupils whose progress is below their peers and age-appropriate academic standards. Basic Skills revenue consists of compensatory revenue and EL revenue. As mentioned above, this is site-based revenue and must be distributed to and spent on the schools and programs that generated the revenue. The majority of this funding stream is based upon concentration formulas derived upon certain school characteristics such as free or reduced lunch students. All compensatory revenue must be kept in a separate account at the district and an annual report is submitted on the site spending the revenue.

Compensatory Revenue

This revenue is based upon the number of free and reduced lunch students at each school. It is a concentration formula based upon the building's count of free and reduced lunch students to the overall number of students. As the number of compensatory pupil units goes up (ie the total number of FRL students increases overall compared to the student body), the higher the units the school receives. While this document will focus on EL funding, for additional information on the compensatory revenue funding mentioned above, see [Minnesota School Finance: A guide for legislators](#).

Compensatory Education Revenue must be used to meet the educational needs of pupils (including ELs) who enroll underprepared to learn and whose progress toward meeting state or local content or achievement standards is below the level that is appropriate for learners of their age. Districts must consider the concentration of children from low-income families, children with limited English proficiency and children with disabilities in each school building when allocating targeted needs revenue.

The amount of compensatory revenue generated by a free lunch student varies from school to school. A free lunch student in a wealthy school generates very little compensatory revenue. A free lunch student in a high-poverty school can generate more than \$3,500. Reduced lunch students generate half as much as free lunch students.

English Learner Revenue

This supplemental form of revenue is generated by the English learners enrolled within the district. All districts are required to provide English learners with programming in LIEP. State funding is only available for English learners with 7 or fewer ADMs. However, all ELs must receive programming regardless of the funding.

State English learner funding is divided into two different streams:

1. Basic EL revenue
2. EL concentration

Basic English Learner Revenue

The first stream of EL revenue is the Basic English Learner Revenue. Every district that enrolls English learners is entitled to receive this revenue. There are two different formulas that are used to determine the amount of basic EL revenue based upon enrollment of ELs.

- For districts enrolling between 1 and 20 ELs, the district receives in revenue a total of \$14,080
- For districts enrolling more than 20 ELs, the district receives \$704 per district EL Pupil Units

Examples:

- Huckleberryville: In the 2016-2017 school year, Huckleberryville reported 3 English learners. Each of these learners generated 1 ADM. These students generated \$14,080 under the Basic English Learner Revenue.
- Sawyer Town: In the same year, Sawyer Town reported 400 English learners. Each of these learners generated 1 ADM. These students generated \$704 times 400 pupil units or the total amount of \$281,600.

*In all of the examples in the manual, an assumption is that every EL has fewer than 7 ADMs and would qualify for funding.

EL Concentration

The second type of funding is EL Concentration. This formula is more complicated because it is based upon the concentration of English learners, rather than the number of ELs in the district. In order to calculate the concentration, the total number of ADMs in the district (all students not just ELs) is needed as well as the total number of EL who generated ADMs. If a student has more than 7 years in EL, then that student would not generate an EL ADM but would be considered in the count for the total number of ADMs in the district.

Step 1: Divide total EL ADM by total ADM and then divide by .115

Step 2: Compare the answer in Step 1 to the number "1". Take the smaller number.

Step 3: Take the answer in Step 2 and multiply by total EL ADM.

Step 4: Multiply the answer in Step 3 by \$250 to equal the amount the district will receive in EL Concentration funds.

Examples:

- Huckleberryville: In the 2016-2017 school year, Huckleberryville reported 3 English learners. Each of these learners generated 1 ADM. The total number of ADM in the district is 453.
Step 1: $3/453 = .007$ and then divide by $.115 = .06$
Step 2: $.06$ is smaller than 1
Step 3: $.06 * 3 = .18$
Step 4: $.18 * \$250 = \45.65

- Sawyer Town: In the same year, Sawyer Town reported 400 English learners. Each of these learners generated 1 ADM. The total number of ADM in the district is 453.
Step 1: $400/453 = .88$ divide by $.115 = 7.67$
Step 2: 7.67 is larger than 1, so use 1
Step 3: $1 * 400 = 400$
Step 4: $400 * \$250 = \$100,000$

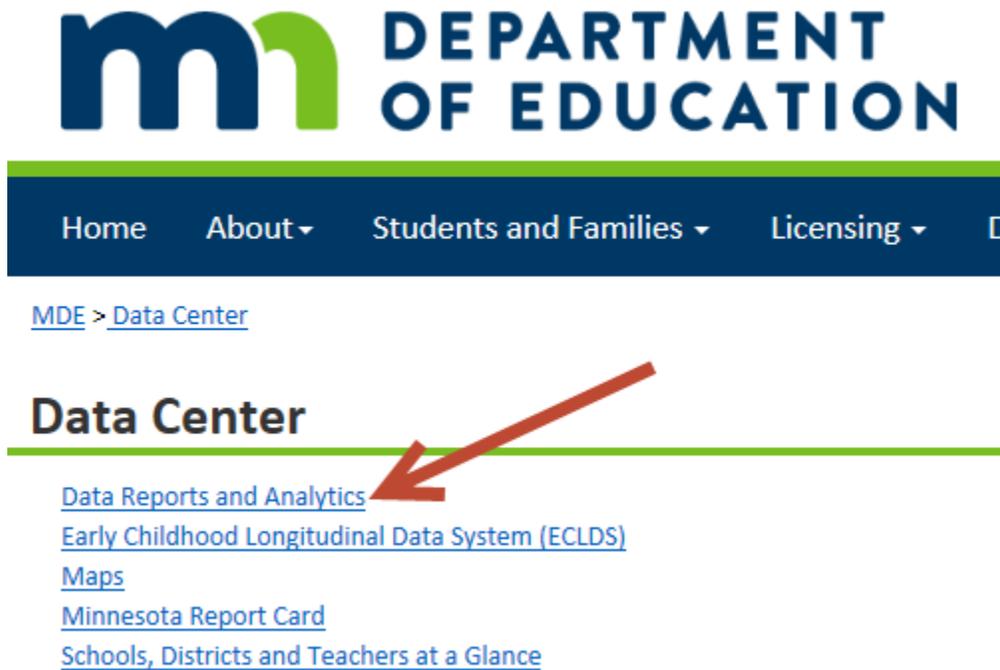
Locating District's funding

EL staff can find their district's English Learner Revenue funds by accessing the [Data Center](#) on the Minnesota Department of Education's website.

SKIE



1. Select "Data Reports and Analytics"



2. Scroll all the way down the page to “School Finance Reports”. Select “Minnesota Funding Reports”.

[State Report Card Minnesota](#)

[Maps](#)

[Minnesota Report Card](#)

[Schools, Districts and Teachers at a Glance](#)

[School and Organization \(MDE-ORG\)](#)

[Secure Reports](#)

[Statewide Longitudinal Data System \(SLEDS\)](#)

[Statewide Longitudinal Data System \(SLEDS\) Secure Reports](#)

Data Center Contact:

mde.analytics@state.mn.us

Accountability and Assessment
 Assessment and Growth Files
 Subscore Report
 World's Best Workforce (WBWF) District Data Profiles

Archived Accountability and Assessment
 Adequate Yearly Progress (AYP)
 Annual Measurable Achievement Objectives Files (AMAO)
 Annual Measurable Achievement Objectives Report (AMAO)
 Multiple Measurement District Download
 Multiple Measurement Files

District Information
 Schools And Districts

Early Learning
 Early Childhood Screening
 Early Learning Services (ELS)

Food and Nutrition Programs
 Child & Adult Care Food Program (CACFP) Participation Report
 Commercial Product Year End Report
 Food Service Financial Report
 Provision 2, 3 & CEP Sponsors and Sites
 School Nutrition Program Application Data Report
 Summer Food Service Program Participation
 USDA Foods Received Report for the Auditor
 Vendor Number-SERVS for FNS Commodity Value

Minnesota Common Course Catalogue (MCCC) Reports
 Minnesota Common Course Catalogue (MCCC)
 STEM Course Availability
 STEM Course Enrollment

SERVS Financial Public Reports
 AIRRA
 Allocations and Funding Applications
 Budget Information
 Grant Management
 Payments
 SERVS Setup
 UFARS/SERVS Comparison

School Finance Reports
 Adult Basic Education Entitlement Report
 Consolidated Financial Report
 Expenditures - District/Site Level Report
 Financial Profile Reports 2011 - Present
Minnesota Funding Reports (MFR)
 Revenues - District/Site Level Report

1. Scroll down to school finance reports

2. Select Minnesota Funding Reports



3. A new screen should open. Follow the directions below:

1. Select your district from the pull-down tab.
2. Select ALL.
3. Select ALL.
4. Select the year that you want to review.
5. List reports.

Minnesota Funding Reports (MFR)

The Minnesota Department of Education (MDE) Program Finance area created the Minnesota Funding Reports (MFR) to provide state, district, school and community college an interactive search for MFR reports is available by school district, category, year and report. [Read the help document.](#)

1. Select your district

2. Select All

3. Select All

4. Select Year

5. List Reports

4. When the list appears, select "General Education Revenue" (see example below).

<u>District</u>	<u>Fiscal Year</u>	<u>Report Name</u>	<u>Category</u>
0241-01	FY 17-18	Abatement Aid	Aid Entitlement Reports
0241-01	FY 17-18	CTE Aid Entitlement Report	Aid Entitlement Reports
0241-01	FY 17-18	Community Education Aid Calculation	Aid Entitlement Reports
0241-01	FY 17-18	Compensatory Revenue Calculation	Aid Entitlement Reports
0241-01	FY 17-18	District/School ADM and LEP Projections	Student
0241-01	FY 17-18	Early Childhood Family Education Aid Calculation	Aid Entitlement Reports
0241-01	FY 17-18	General Education Revenue	Aid Entitlement Reports
0241-01	FY 17-18	Historical Adj. ADM Capped at 1.0	Student
0241-01	FY 17-18	Historical Adj. ADM Extended Time	Student
0241-01	FY 17-18	Historical Resident ADM Capped at 1.0	Student

Select General Education Revenue

A report will be generated for the district for the specific school year that was selected earlier. While the report generates a great deal of information, to examine English learner revenue, look for items numbered "60-67".

English Learner Revenue

EL Basic Revenue

ADM, VPK	00.00	(SEE 17-18 COMP REV	
ADM, SRP		REPORT ON WEBSITE)	3,095,091.87
ADM, S			
PILOT UN		57 1ST YEAR VPK/SRP SITE	
ZERO		58 FY 17COMP PILOT	470,000.00
(2)]		59 TOTAL COMPENSATORY REVENUE	
-(14)] =		= (56) + (57) + (59) =	3,565,091.87
ROLL ALLOW		ENGLISH LEARNER (EL)	
=	\$1,732.64		
ROLL REV		60 17-18 ELIG EL ADM	250.40
=		(7 YEAR LIMIT)	
ADJUSTMENT REVENUE ***		61 EL REVENUE	
		= \$704 * (60) =	176,281.60
ST ALLOW		EL CONCENTRATION REVENUE	
VED REPOR		62 17-18 ADM SRV, TOTAL	3,336.96
FOR CALC)			
STMENT RE		63 EL CONCENTRATION	
=		RATIO = (60)/(62) =	.0750

English Learner Revenue

Number of ADM

EL Basic Revenue=
\$704 * 250.4=
\$ 176,281.60

EL Concentration Revenue

CLINING ENROLL UNITS GREATER OF ZERO OR [(12) - (3) - (2)] - [(24) - (15) - (14)] =		58 FY 17COMP PILOT	470,000.00	
CLINING ENROLL ALLOW 0.28 * (45) =	\$1,732.64	59 TOTAL COMPENSATORY REVENUE = (56) + (57) + (59) =	3,565,091.87	EL ADM
CLINING ENROLL REV (47) * (48) =		ENGLISH LEARNER (EL)		
* PENSION ADJUSTMENT REVENUE ***		60 17-18 ELIG EL ADM (7 YEAR LIMIT)	250.40	
NSION EE FY1 NES 45		61 EL REVENUE = \$704 * (60) =	176,281.60	Number of ADM in district
English Concentration Revenue		EL CONCENTRATION REVENUE		
NSION ADJUSTMENT REV (50) * (3) =		62 17-18 ADM SRV, TOTAL	3,336.96	
*** GIFTED & TALENTED REVENUE ****		63 EL CONCENTRATION RATIO = (60)/(62) =	.0750	
FTED & TALENTED LOWANCE	3,000.00	64 EL CONCENTRATION FACTOR = LSR OF 1 OR (63) / .115 =	.6522	
EL Concentration Revenue		65 EL PU = (60) X (64) =	163.31	
FTED & TALENTED REV (24) * (52) =	48,950.20	66 EL CONCENTRATION REV = \$250 * (65) =	40,827.50	
		67 DISTRICT EL REV + EL CONCENTRATION REV = (61) + (66) =	217,109.10	

Total EL Revenue

English Learner Revenue + EL Concentration Revenue equals Total EL Revenue

CLINING ENROLL ALLOW 0.28 * (45) =	\$1,732.64	ENGLISH LEARNER (EL)		
CLINING ENROLL REV (47) * (48) =		60 17-18 ELIG EL ADM (7 YEAR LIMIT)	250.40	
* PENSION ADJUSTMENT REVENUE ***		61 EL REVENUE = \$704 * (60) =	176,281.60	
NSION EE FY1 NES 45		EL CONCENTRATION REVENUE		
English Learner Revenue		62 17-18 ADM SRV, TOTAL	3,336.96	
NSION ADJUSTMENT REV (50) * (3) =		63 EL CONCENTRATION RATIO = (60)/(62) =	.0750	
*** GIFTED & TALENTED REVENUE ****		64 EL CONCENTRATION FACTOR = LSR OF 1 OR (63) / .115 =	.6522	
FTED & TALENTED LOWANCE	3,000.00	65 EL PU = (60) X (64) =	163.31	
Total EL Revenue		66 EL CONCENTRATION REV = \$250 * (65) =	40,827.50	EL Concentration Revenue
FTED & TALENTED (24) * (52) =	48,950.20	67 DISTRICT EL REV + EL CONCENTRATION REV = (61) + (66) =	217,109.10	
***** EXTENDED TIME REVENUE *****				

State EL funding Summary

Administrators, parents, and EL professionals are key in ensuring that funds are allocated toward EL programming. Table 1 below shows Minnesota funding sources to be used for EL programming. Keep in mind that these are not the only funds that a district could use for English learner programming.

Table 1: Major Minnesota state funding sources to be used for EL programming

STATE FUNDS

Type of Funding	Amount	Parameters
Basic Education Revenue	\$6312 adjusted pupil unit (APU)*	Students only served in district
Compensatory Revenue	Up to \$3500 per student	Calculated based upon the number of students qualifying for free or reduced lunch. Depends on poverty concentration at the site level.
Basic EL Revenue	\$ 704 per ADM EL student served	Up to 7 ADM per student. After 7 ADM, funding is no longer available.
EL Concentration Revenue	Up to \$250 per student	Up to 7 ADM per student. Calculated based upon the district’s EL concentration. After 7 ADM, funding is no longer available.

*APU - Adjusted pupil unit is based upon the ADM and grade level of the student

General Education Revenue is used by most elementary and secondary schools for the bulk of their general operating funds. There are many general funds with various amounts of money based upon demographics, building characteristics, teacher characteristics, equity revenue and other adjustment. These funds are calculated on an individual district level.

Basic Skill Revenue consists of compensatory revenue and English learner revenue. Compensatory revenue is calculated based upon characteristics of each school site and, therefore, must be distributed to and spent on qualifying programs at the site. Compensatory revenue is used to meet the educational needs of pupils who are

not meeting age - appropriate academic standards. This funding must be kept in a separate account and the district must submit an annual report on site spending.

English Learner Revenue is a combination of Basic EL revenue and the EL concentration. A school district with at least 1 EL up to 20 ELs receives Basic EL Revenue in the amount of \$14,020. Any additional EL over 20 generates another \$704. The EL concentration is based upon the number of ELs in the school divided by the total number of students.

Federal Funds

Title III Funds

Title III, a component of the Elementary and Secondary Education Act as amended by Every Student Succeeds Act of 2015, is a program of language instruction for English learners (ELs) and immigrant students. The federal government allots grants to states based their respective EL and immigrant student enrollments and census figures. The states, in turn, distribute the funds to local districts based on their EL counts. Title III requires that a school district generate a minimum of \$10,000 in order to be eligible to access the funds. Districts that do not meet the threshold may form a consortium to reach the \$10,000 required to apply for funding. In the last two years Minnesota districts had to have approximately 90 EL students to be eligible for Title III funds.

Title III funds are to be used to 1) help ensure that English learners attain English proficiency and develop high levels of academic achievement in English; 2) to assist all English learners to achieve at high levels in academic standards to meet the same challenging state academic standards that all children are expected to meet; 3) to assist teachers and others in establishing, implementing, and sustaining effective language instruction educational programs (LIEPs) designed to assist in teaching English learners; 4) to assist teachers and other to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners to enter all-English instructional settings; and 5) to promote parent, family and community participation in the planning, development and implementation of the LIEP for English learners.

Title III requires that the funds be used in all of the following areas:

1. To increase the English proficiency of EL by providing high-quality language instruction educational programs and meet the challenging state academic standards;
2. To provide effective professional development to EL and non-EL staff, that is designed to improve the instruction and assessment of ELs, enhance the ability of the staff to understand and implement curricula, assessment practices and instructional strategies for ELs, and is of sufficient intensity and duration to have an impact on the performance of the EL;
3. To provide and implement other effective activities and strategies that enhance or supplement LIEPs, including parent, family and community engagement activities.

Authorized activities under this program include the following:

- Upgrading program objectives and effective instruction strategies;
- Improving the instruction program for EL by identifying, acquiring, and upgrading curricula, instruction materials, educational software, and assessment procedures;

- Providing tutorials and academic or career and technical education; and intensified instruction that may include material in the language that the student can best understand, interpreters, and translations.
- Developing and implementing effective preschool, elementary or secondary language instruction educational programs that are coordinated with other relevant programs and services;
- Improving the English proficiency and academic achievement of EL;
- Providing community participation programs, family literacy services, and parent outreach and training activities to ELs and their families to improve the English language skills of ELs, and to assist parents in helping their children improve their academic achievement and becoming active participants in the education of their children;
- Improving the instruction of EL by providing for the acquisition or development of educational technology or instructional materials; access to, or participation in, electronic networks for materials, training, and communication, and incorporation of such resources into curricula and programs such as those funded by this program; and
- Offering early college high school or dual or concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education.

Title I Funds

Title I funds are to be used for students who might not be able to meet the challenging state academic standards. While the funding for Title I comes from the number of students in poverty in the district, these funds can be used for any student who is at risk for failing or most at risk of failing to meet state academic standards.

ELs are eligible on the same basis as all students to receive Title I services. Thus, districts serving ELs must carefully consider the allocation of Title I funds in meeting the needs of all students; including ELs.

Key questions for districts' consideration:

- How many English learners are being served through targeted and schoolwide title I programs? Are they included in interventions?
All students including English learners should be considered for needed interventions.
- How are English learners being served through targeted and schoolwide title I programs?
Many older ELs could benefit from learning reading skills.
- How many Title I teachers in schools serving English learners are bilingual or have other specialized training in teaching these students?
Title I teachers should have cultural competency in the populations that they teach and are exposed to on a regular basis.

Other Federal Funds

Districts must consider how monies received through Title II (High Quality Staff) and Title V (Innovative Programs) are being allocated to benefit all children; including English learners.

Related State Law

Definition of an English Learner

Minnesota Statute 124D.59

English learner

(a) "English learner" means a pupil in kindergarten through grade 12 or a prekindergarten student enrolled in an approved voluntary prekindergarten program under section [124D.151](#) or a school readiness plus program who meets the requirements under subdivision 2a or the following requirements:

(1) the pupil, as declared by a parent or guardian first learned a language other than English, comes from a home where the language usually spoken is other than English, or usually speaks a language other than English; and

(2) the pupil is determined by a valid assessment measuring the pupil's English language proficiency and by developmentally appropriate measures, which might include observations, teacher judgment, parent recommendations, or developmentally appropriate assessment instruments, to lack the necessary English skills to participate fully in academic classes taught in English.

(b) A pupil enrolled in a Minnesota public school in any grade 4 through 12 who in the previous school year took a commissioner-provided assessment measuring the pupil's emerging academic English, shall be counted as an English learner in calculating English learner pupil units under section [126C.05, subdivision 17](#), and shall generate state English learner aid under section [124D.65, subdivision 5](#), if the pupil scored below the state cutoff score or is otherwise counted as a nonproficient participant on the assessment measuring the pupil's emerging academic English, or, in the judgment of the pupil's classroom teachers, consistent with section [124D.61](#), clause (1), the pupil is unable to demonstrate academic language proficiency in English, including oral academic language, sufficient to successfully and fully participate in the general core curriculum in the regular classroom.

(c) Notwithstanding paragraphs (a) and (b), a pupil in prekindergarten under section [124D.151](#), through grade 12 shall not be counted as an English learner in calculating English learner pupil units under section [126C.05, subdivision 17](#), and shall not generate state English learner aid under section [124D.65, subdivision 5](#), if:

(1) the pupil is not enrolled during the current fiscal year in an educational program for English learners under sections [124D.58](#) to [124D.64](#); or

(2) the pupil has generated seven or more years of average daily membership in Minnesota public schools since July 1, 1996.

State EL Revenue

In order to understand Minnesota State funding, four different places in the statutes must be examined. Each of these statutes addresses a different part of the funding pieces.

Every English learner can only generate up to 7 ADM

Minnesota Statute 124D.59

(c) Notwithstanding paragraphs (a) and (b), a pupil in prekindergarten under section [124D.151](#), through grade 12 shall not be counted as an English learner in calculating English learner pupil units under section [126C.05, subdivision 17](#), and shall not generate state English learner aid under section [124D.65, subdivision 5](#), if:

(1) the pupil is not enrolled during the current fiscal year in an educational program for English learners under sections [124D.58](#) to [124D.64](#); or

(2) the pupil has generated seven or more years of average daily membership in Minnesota public schools since July 1, 1996.

English learners are eligible for two different basic skills revenue

Minnesota Statute 126C.10

Subd. 4. Basic skills revenue.

A school district's basic skills revenue equals the sum of:

(1) compensatory revenue under subdivision 3; plus

(2) English learner revenue under section [124D.65, subdivision 5](#); plus

(3) \$250 times the English learner pupil units under section [126C.05, subdivision 17](#).

Every English learner generates \$704 dollars.

Minnesota Statute 124D.65

Subd. 5. School district EL revenue.

(a) A district's English learner programs revenue equals the product of (1) \$704 times (2) the greater of 20 or the adjusted average daily membership of eligible English learners enrolled in the district during the current fiscal year.

(b) A pupil ceases to generate state English learner aid in the school year following the school year in which the pupil attains the state cutoff score on a commissioner-provided assessment that measures the pupil's emerging academic English.

Concentration Ratio

Minnesota Statute 126.C05

Subd. 17.English learner pupil units.

(a) English learner pupil units for fiscal year 2004 and thereafter shall be determined according to this subdivision.

(b) The English learner concentration percentage for a district equals the product of 100 times the ratio of:

(1) the number of eligible English learners in average daily membership enrolled in the district during the current fiscal year; to

(2) the number of pupils in average daily membership enrolled in the district.

(c) The English learner pupil units for each eligible English learner in average daily membership equals the lesser of one or the quotient obtained by dividing the English learner concentration percentage for the pupil's district of enrollment by 11.5.

(d) English learner pupil units shall be counted by the district of enrollment.

(e) Notwithstanding paragraph (d), for the purposes of this subdivision, pupils enrolled in a cooperative or intermediate school district shall be counted by the district of residence.

(f) For the purposes of this subdivision, the terms defined in section [124D.59](#) have the same meaning.

Frequently Asked Questions

1. Since state EL funding is limited to seven years, do we have to stop serving an English learner (EL) after seven years?

NO. Whether or not a student generates funding, if identified as an English learner, the student has the right to receive English language development instruction. State EL funding status is not to be used in determining service of EL. Districts may not deny EL programming to a student on the basis of state funding status. If an English learner is not proficient as defined by the standardized definition of proficiency, the student must still be enrolled in a language instruction educational program. Although a student may not be eligible for state funding, an appropriate LIEP and ACCESS assessment still need to be provided.

2. Is state EL revenue the only source of district funding to support EL programming?

NO. The primary responsibility for meeting the needs of ELs lies within the local school district. Districts must use local sources and general education funding for a quality core language instruction educational program. Additionally, a variety of state and federal resources are available to supplement (but not supplant) local resources. Funding sources that can be used to provide EL programming include: general education revenue, state EL funding, compensatory funding, and transition revenue, Title I funding and others described earlier in this chapter.

3. Is state EL funding dependent upon ACCESS participation?

NO. EL funding is not based on assessment completion; instead, it is based upon the student's level of English proficiency and participation in an EL program. If a student is EL=YES in MARSS and has an EL Start Date (receives EL services), then the student will receive funding for each year up to 7 ADM (Average Daily Membership).

All students who are identified in Minnesota Automated Reporting Student System (MARSS) with the data element of EL = Yes, must participate in ACCESS assessment unless the parent has provided the district with an annual written notification to opt out of student participation in assessment. District Assessment Coordinators should ensure that the ACCESS assessment was included on the opt out notification. Students in grades kindergarten through 12 enrolled in a Minnesota public school during the assessment window must test

4. Do newly enrolled students generate state EL funding?

YES. Students newly enrolled to Minnesota schools will count toward Average Daily Membership (ADM) figures if identified as an English Learner using the Minnesota Statewide Standardized Procedures. The amount of available funding for the student is based upon the time in the district. For additional information on identification, see the [English learner Identification documents](#). Identification is a two-step process including a Minnesota Language Survey indicating a language other than English and a screener indicating that the student is not proficient in English.

5. Do open enrolled students generate state EL funds?

YES. EL funding eligibility applies to open enrolled students. Please note: if the student is EL and generated 7 or more ADM in a Minnesota school or has been identified as ineligible for state EL funding prior to open enrolling, the student would not generate state EL funding in the open enrolled district.

6. Can EL generate more than 1.0 ADM per year for state funding purposes?

NO. For the purpose of state EL funding, beginning with FY 2004 no more than 1.0 ADM will be applied for all EL students regardless of whether or not they participate in extended time or learning year programs. EL students enrolled for less than the full school year will generate less than 1.0 ADM for state EL funding.

7. Do we receive EL or other general education funding for students age 21 or over?

NO. Students age 21 or over generate ABE funding if they are enrolled in Adult Basic Education Program. They are ineligible to generate general education revenue. Students who are age 20 when they enroll during a school year but who turn 21 during the school year are eligible to complete the year and generate general education revenue, including EL funding. It is the district's decision whether or not to serve students 21 or over in K-12 setting programs.

8. Do students with limited or interrupted formal education (SLIFE) generate additional funding?

At the current time, SLIFE students do not generate additional funding. Regardless of funding, the district must identify all SLIFE students through the use of the Student Support Data Collection (SSDC). For more information about identifying SLIFE and use of the SSDC, see the [SLIFE webpage](#) on the Minnesota Department of Education's website.