



**Staff Development  
Report of District  
and Site Results and  
Expenditures for  
2006-07**

**February 2008**

**Report  
to the  
Legislature**

**As required by  
Minn. Stat. §  
122A.60**

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**Office of School Improvement and Accountability**

**Staff  
Development  
Report of  
District and  
Site Results  
and  
Expenditures  
for 2006-07**

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**As required by  
Minn. Stat. §  
122A.60**

Upon request, this report can be made available in alternative formats.

**FY 2007 LEGISLATIVE REPORT  
ON  
STAFF DEVELOPMENT EXPENDITURES AND RESULTS**

**Estimated Cost of Preparing this Report**

This report provides information that is maintained and published as Minnesota Rules by the Office of Revisor of Statutes as a part of its normal business functions. Therefore, the cost information reported below does not include the cost of gathering the data but rather is limited to the estimated cost of actually analyzing the data, determining recommendations and preparing the report document.

Special funding was not appropriated for the costs of preparing this report.

The estimated cost incurred by the Minnesota Department of Education in preparing this report is \$6,085.

**Staff Development Report of District and Site Results and Expenditures**

The 2006-07 Staff Development Report has been prepared as required by Minnesota Statute, 122A.60, subdivision 1. Subdivision 1 (see Appendix C) includes requirements for using revenue as authorized for in-service education programs (MS 24A.29 and MS 120B.22, subdivision 2), establishing a staff development committee (roles and composition of committee) and reporting requirements for districts (staff development results and expenditures). This report describes the processes used to collect and report staff development results and expenditures, provides analysis of staff development activities and related information in district reports, and reports expenditure data. The Minnesota Statute new language regarding staff development is included in 122A.61, subd. 3 (see Appendix C). This new language allows school districts to use money under the staff development grant portion for college in the schools training for their teachers. Teachers must be enrolled in a program that provides training in a core subject to receive grant money.

**Table of Contents**

Executive Summary	Page	3
Part I: Staff Development Program Report	Page	7
2006-07 Electronic Reporting Format	Page	7
2006-07 Data Analysis	Page	10
Part II: Staff Development Expenditure Report	Page	27
Appendices		
A. Unit-By-Unit Staff Development Account Chart	Page	31
B. 2006-07 Electronic Reporting System	Page	43
C. Minnesota Statutes	Page	49

An electronic version of this report is available on the Minnesota Department of Education (MDE) Website: <http://education.state.mn.us/MDE>

## EXECUTIVE SUMMARY

### 2006-07 Legislative Report

The majority of superintendents and principals agree that increasing professional development opportunities for teachers would be very effective for improving teacher quality (Education Insights at Public Agenda, 2006). A recent study from the U.S. Department of Education found, <sup>1</sup>“Studies that had more than 14 hours of professional development showed a positive and significant effect on student achievement from professional development” (Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K., October 2007). The workshops studied included direct instruction to teachers with follow-up sessions that supported the initial professional development event. Professional learning for teachers is essential if improved student learning is to be attained. As schools and districts work to improve student learning, it is necessary for educators to align their work with the National Staff Development Council (NSDC) Standards: “Staff development standards provide direction for designing a professional development experience that ensures educators acquire the necessary knowledge and skills. Staff development must be results-driven, standards-based, and job-embedded” (www.NSDC.org).

The NSDC standards provide a framework for high-quality professional development that improves the learning of all students:

- Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities)
- Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)
- Requires resources to support adult learning and collaboration. (Resources)
- Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)
- Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)
- Prepares educators to apply research to decision-making. (Research-Based)
- Uses learning strategies appropriate to the intended goal. (Design)
- Applies knowledge about human learning and change. (Learning)
- Provides educators with the knowledge and skills to collaborate. (Collaboration)
- Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)
- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)
- Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)

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<sup>1</sup> Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. (2007). *Reviewing the evidence on how teacher professional development affects student achievement* (Issues & Answers Report, REL 2007–No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved from <http://ies.ed.gov/ncee/edlabs>).

Schools and districts that align staff development with the NSDC standards are moving towards high-quality professional development. Furthermore, continuous improvement requires diligence and high standards for supporting the professional learning of all teachers, including teachers new to the profession. Through teacher induction and mentoring, new teachers receive job-embedded learning that focuses on the students they serve in the classroom. This report includes revenue (resources) that support that end.

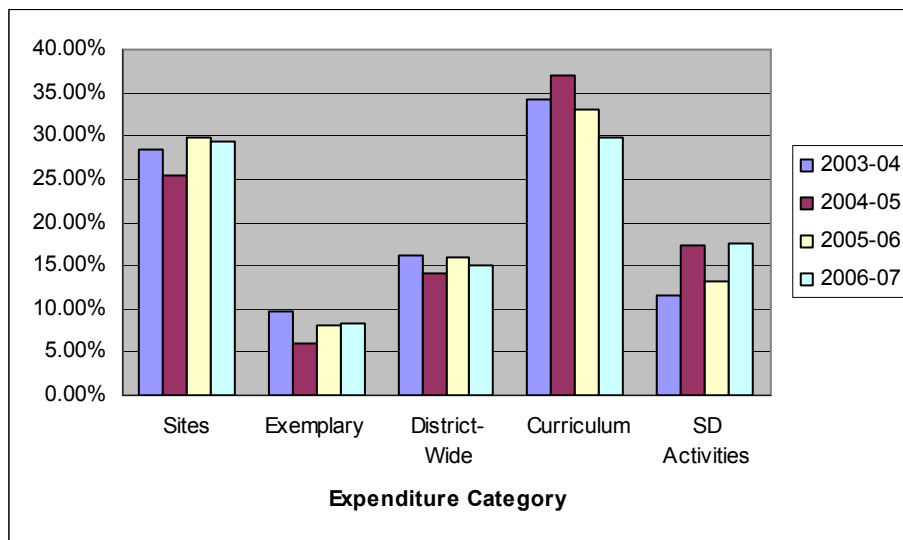
The 2006-07 Staff Development Report to the legislature provides information regarding the process for collecting and reporting staff development expenditures and reported results directed toward teacher development and improved student learning. Using an online report system, districts self-report staff development information, activities and results. District and school expenditures are audited and are gathered using district reports imported to the MDE Uniform Financial Accounting and Reporting Standards (UFARS) system. For 2007, staff development reports were submitted by 97% of school districts (331 of 340). This is an increase of 1% compared to 2006. Staff members of the School Improvement Division at the Minnesota Department of Education (MDE) influenced the submission rate through varied means of communication, including direct contact, not only to alert districts that reporting was required even if no basic revenue had been set aside but also to offer them continued assistance in using the online reporting system. Charter schools are not included in this count because their annual reports are not submitted under guidelines stipulated in M.S. § 126C.10, subd. 2 and M.S. § 122A.61.

Expenditure information for the fiscal year 2007 report indicated that staff development expenditures were \$148,341,824. This includes staff development set aside from basic revenue—either new set-aside money or reserves—and other funds available from the general fund. The data in this report is taken from all data submitted to MDE by December 6, 2007. Of that amount:

- 29.33% of staff development expenditures were distributed to sites
- 8.28% of staff development expenditures were awarded as exemplary grants
- 15.05% of staff development expenditures were utilized for district-wide initiatives
- 29.75% of staff development expenditures were for curriculum development
- 17.59% of staff development expenditures were for other staff development activities

Compared to the 2006 staff development expenditures, the 2007 expenditures show a 0.52% decrease in distribution to sites, 0.14% increase in exemplary grants, 0.88% decrease in district-wide activities, 3.22% decrease in curriculum development, and 4.48% increase in other staff development activities. District expenditures are reported to MDE using the UFARS system. Specific codes are assigned staff development to allow tracking and reporting sources of funds and how they are expended (refer to Part II of the report to review information concerning the UFARS system and UFARS codes specific to staff development). For details on individual expenditures at the site level (UFARS code 306), district-wide (UFARS code 307) and for exemplary grants (UFARS code 308) see Appendix A. In FY 2007, expenditures allocated toward other staff development activities and specifically reported in staff development UFARS 640 code is \$26,086,556 (17.59% of the \$148,341,824). Compared to the \$16,524,625 for FY 2006, this is a dramatic increase.

### Staff development expenditure changes over time



Program information and analysis is derived from all district reports received by December 6, 2007. The analysis of the program information includes the amount of basic revenue reserves used; types of high-quality staff development offered and numbers of teachers engaged; district and site goals and legislative goals addressed; and staff development content, designs/structures and evaluation results provided.

Among the highlights of the reported data are:

- Staff development expenditures in 2006-07 were \$148,341,824, compared to \$126,000,680 in 2005-06.
- The largest percentage of staff development expenditures (29.75%) went to curriculum development and the second largest percentage (29.33%) was distributed to sites for school-level staff development activities.
- The total amount of funds devoted to staff development shows sizable and consistent annual growth from expenditures in each year from 2003-04 to 2004-05 to 2005-06 to 2006-07.
- Statewide data for FY 2007 identified a total of 69% of districts expending 2% or more of their basic revenue on staff development, a 9% increase compared to 2006. There was a total 9% of districts waiving the use of staff development funds, compared to 5% of all districts in 2006.
- For FY 2007, the percent of surveyed districts giving one or more exemplary grants increased substantially with 54% awarding site-level exemplary grants, compared to 51% the previous year.
- In FY 2007, districts self-reported on activities related to teacher induction. This range of activities was categorized in five areas of staff development teacher induction:
  1. Induction activities for new teachers  
Most frequent induction activities were new teacher orientation (92%), programs for first-year teachers (83%), collaboration time expectations (71%), new teacher seminars/workshops (61%) and observations conducted by a mentor (58%). Respondents reported that only 44% of districts provided new teacher observations of master teachers and 46% of them provided formative assessments to guide professional growth.
  2. New teacher seminars or workshops

- Almost all districts provided orientations to districts and schools (98%) and more than half of districts provided new teacher seminars or workshops on classroom management (66%), instructional strategies (61%) and curriculum and assessments (53%).
3. Formative assessments used with new teachers  
Formative assessments most frequently focused on mentor observations and feedback (65%) and self-assessments (45%).
  4. Mentor training activities  
Mentor training activities most often focused on foundations (69%) and observation strategies (53%).
  5. Evaluation measures  
Districts reported that they most often use new teacher's job satisfaction (72%) and impact on teacher effectiveness (63%) as evaluation measures.
- More than three-quarters of staff members in all three categories were reported by sites to have received high-quality staff development. That includes 89% of teachers, 82% of licensed non-instructional staff and 81% of paraprofessionals.
  - Only a small percentage of the districts reported that their district student achievement goals were related to academic subject areas such as reading (12.15%), math (9.93%), writing (2.13%), science (1.67%), language (2.23%), health/physical education (0.74%) and art/music (0.19%). Goals were often written in broader terms.
  - The high-quality staff development component most frequently used was improved teachers' and principals' knowledge and skills to help students meet challenging state academic standards (62.99% of total activities).
  - One of the most frequently (86.95% of total activities) indicated activities for the high-quality staff development in the teacher induction program is an integral part of school board, district-wide and school-wide educational improvement plans.
  - MDE statewide efforts support staff development, including the School Improvement Division's professional development workshops and technical assistance, the Network for Student Success (NSS), Teacher Quality Networks (QTNs), the Minnesota First Five Mentorship Program and MDE assistance to districts and schools not meeting Adequate Yearly Progress (AYP), a requirement of federal No Child Left Behind (NCLB) legislation.

The 2006-07 Staff Development Report to the legislature includes a description of the electronic staff development reporting format launched in 2006 and delivered through MDE's website. The online reporting system (see Appendix B for sample pages) was initiated by MDE's Academic Standards and High School Improvement Division and the Information Technology Division. Effective January 2006, the School Improvement Division took on responsibility for the online system implementation, training, assistance and reporting to the legislature. The electronic format offers ease of use and assists districts and schools with planning, implementation and reporting phases of staff development. Now in the second year, the use of this technology also improves capabilities for gathering and analyzing larger amounts of data for staff development reports to the Minnesota Legislature and the U.S. Department of Education.

## PART I STAFF DEVELOPMENT PROGRAM REPORT

### Overview: Reporting and Collecting Staff Development Program Results

This year, each school district using state staff development revenue under M.S. § 126C.10, subd. 2 and M.S. § 122A.61, including districts not reserving funds, was required to use designated online reporting forms to submit a copy of their annual staff development report regarding district and site(s) staff development activities and expenditures to the commissioner of education. The deadline was extended to December 6, rather than the usual October 15, for this reporting period to ensure each district had ample time to complete the report.

Districts not meeting the October 15, 2007, deadline were contacted on several occasions, offered assistance and encouraged to submit reports by the extended deadline. At the time of this report, 97% of (349 of 358) school districts filed reports. The total number of reports filed, 349, includes 18 charter schools.

In 2007, 9 school districts did not submit reports, compared to 15 the year before. The overall percentage of districts not submitting reports decreased to 2.5% (9 of 358) in 2007 from 4% (15 of 349) in 2006. School districts listed below did not turn in a 2006-07 staff development report. An asterisk (\*) and two asterisks (\*\*) denote each district that failed to submit a report for the past two years and more than two years respectively.

BIRD ISLAND-OLIVIA-LAKE LILLIAN  
HERMAN-NORCROSS SCHOOL DISTRICT \*  
KINGSLAND PUBLIC SCHOOL DISTRICT \*\*  
MILROY PUBLIC SCHOOL DISTRICT  
MOOSE LAKE PUBLIC SCHOOL DISTRICT

NETT LAKE PUBLIC SCHOOL DISTRICT \*\*  
PARK RAPIDS PUBLIC SCHOOL DISTRICT\*\*  
SIBLEY EAST SCHOOL DISTRICT\*  
SOUTHLAND PUBLIC SCHOOL DISTRICT

### 2006-07 Electronic Reporting Format

Launched in 2006, the electronic format for submitting staff development reports was created in response to districts' requests and to facilitate use of resulting data. The online reporting system offers districts a uniform, systematic, user-friendly reporting process (see sample pages in Appendix B) to address staff development efforts at the district and site levels. For 2007 reporting, two changes were made in regard to information gathering. First of all, *Social Studies* was added as one of the areas in which to indicate the focus of a selected student achievement goal. Also, *Administrators* was removed as a category from the Staff information section of the reporting system. This left *Teachers*, *Paraprofessionals*, and *Licensed Non-Instructional Staff* as categories for which to report numbers. Districts reported information about Quality Compensation (Q Comp) as in other years, but now there were enough districts to make analysis of that data meaningful.

Otherwise, the reporting experience remained the same. The School Improvement Division, directed by Patricia K. King, has the responsibility for the online system implementation, training, assistance and reporting to the legislature.

Authorized district and school personnel chose and utilized user IDs and passwords to access the site,



where information on district and school levels can be saved and revisited for multiple additions and edits. Throughout the electronic reporting site, users are assisted with:

- directions
- statutory references
- forms tailored to pertinent information
- drop-down lists
- links to definitions of words and phrases
- staffing information pulled from earlier reports

The table of contents is displayed online as a menu bar (refer to the screen shot in Appendix B) and gives easy access to electronic pages categorized in three sections: district report, site report and final reports.

### **District-Level Information**

The district section includes the following information:

- Contact information for district staff development chairs
- Members of the district staff development advisory committees
- District staff development goals
- District student achievement goals and related subject areas
- Activities or strategies used to implement the staff development goals
- Designs or structures used to implement the staff development goals
- High-quality components encompassed by this activity
- Characteristics of the staff development activity (relation to improvement plans, length and intensity, level of participation and evaluation)
- Evaluative findings regarding staff development goals (whether goal was met, impact on student learning, impact on teacher learning and identification of which goals will and will not be continued into the following year)
- Revenue details (waiver of reserve requirement, Statutory Operating Debt (SOD) status, exemplary grants, Q Comp participation and set-aside of No Child Left Behind (NCLB) funds for professional development)
- Information about new teacher induction programs and their evaluation
- Identification of the numbers of district staff, broken out by category, who received high-quality staff development

The electronic format guides users to begin with reporting (1) staff development goals, then identifying (2) activities and strategies tied to each specific goal and finally (3) evaluative findings tied to goals and activities. These findings are reported through a narrative describing the impact on student learning and teacher learning. Over time, the user can both edit and report progress on multi-year goals.

After entering information on contacts, advisory committees, district goals, activities, strategies, findings, revenue information and teacher induction, the final page of this section covers staff information. Numbers of staff—categorized as teachers, paraprofessionals, and licensed non-instructional staff—are pre-populated with data submitted earlier to MDE on the Minnesota Automated Reporting Student System (MARRS) and Staff Automated Reporting System (STAR). Users report how many of those staff members have received high-quality staff development. A link to the U.S. Department of Education’s list of high-quality staff development characteristics is also provided.

## **School-Level Information**

The site section includes the following information:

- School (site) staff development goals
- School (site) student achievement goals and related subject areas
- Related district staff development goals
- Activities or strategies used to implement the staff development goals
- Designs or structures used to implement the staff development goals
- The high-quality components encompassed by this activity
- Characteristics of the staff development activity (relation to improvement plans, length and intensity, level of participation and evaluation)
- Evaluative findings regarding staff development goals (whether goal was met, impact on student learning, impact on teacher learning and identification of which goals will and will not be continued into the following year)
- Identification of the numbers of school staff, broken out by category, who received high-quality staff development

The site report parallels the district report in terms of goals, activities and findings that were linked. Once inputted under the first section of the report, district goals appear automatically on the site pages, making apparent the alignment of district and site goals. This section also includes the number of staff members, broken out by category, who received high-quality staff development. School-level planning and reporting is carried out on electronic pages that replicate the district-level pages in relation to goals, activities, evaluative findings and engagement in high-quality staff development.

## **Final Reports**

The third section includes error reports, a preview of final reports and the submission mechanism. Error reports provide specific details about which information in the report is incomplete. The preview of final reports offers printable collections of six types of district-level information and two collections of district-wide information inputted by the user up to that point. The final page, entitled “submit final report,” gives the user a statement of assurances that, after being signed, can be returned to MDE by mail, fax or email.

## **Training and Assistance**

Prior to this second year of collecting data via the Internet, MDE conducted a survey to determine what type and what amount of training was needed to complete the online reporting process. The respondents were overwhelmingly in favor of written instructions and telephone technical support. An instructional document with screen shots and text proved very useful in answering questions. Throughout the entire information collection period, one-on-one customer service was available both via the phone and in-person as requested.

For FY 2006 reporting, training on use of the electronic reporting format was an integral part of ongoing statewide staff development conducted by staff members from the School Improvement Division for districts and schools. School improvement staff members also provided follow-up assistance by phone and email for district and school personnel responsible for meeting their program’s reporting requirements.

## **Reporting Timeline**

Feedback from the inaugural year of the online staff development reporting system was used to improve the system, and MDE will continue to make adjustments as needed. The reporting site will reopen in the spring of 2008 to begin gathering staff development information for the 2007-08 school year. School and district personnel responsible for oversight of staff development planning, implementation and reporting will continue to have the opportunity to edit and review information for accuracy up to the final submission deadline each year. Data from the reports will be aggregated and analyzed for annual reports to the Minnesota Legislature and the U.S. Department of Education.

## **2006-07 Data Analysis**

Analysis of 2006-07 online reporting components is guided by the order in which each component is identified on the electronic system (see Appendix B).

### **Report Sampling**

The analysis of 2006-07 staff development reports was conducted by using all district data received by December 6, 2007. Based on the number of K-12 enrollments, comparison charts of four groups of populations are provided. And one comparison chart for the seven-county metro area was created.

The grouping variables for comparison are as follows:

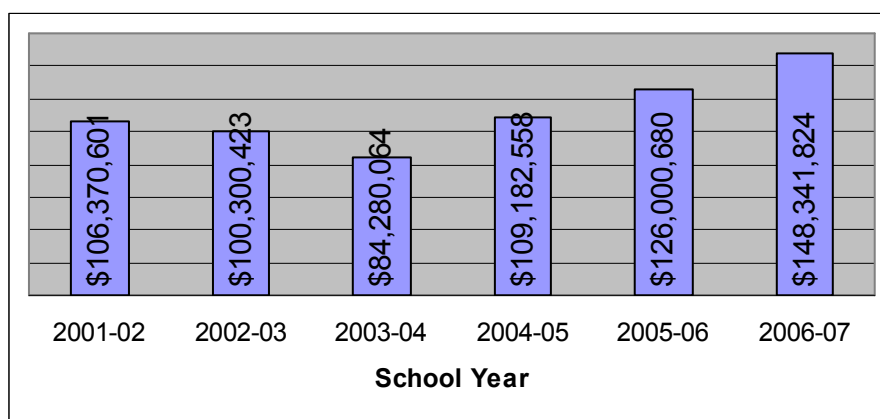
- 48 districts, including Minneapolis and St. Paul, in the seven-county metro area
- 85 districts with enrollment of 2000 or more
- 76 districts with enrollment of 1000-1999
- 88 districts with enrollment of 500-999
- 100 districts with enrollment of less than 500

Percentages, charts and graphs presented in this report are based on the data derived from all district data that were reported by December 6, 2007. All district reports are on file with MDE and are available for review.

### **Basic Revenue**

The FY 2007 staff development expenditures were \$148,341,824. The total amount of funds devoted to staff development shows sizable and consistent annual growth from expenditures in 2003-04 to 2006-07 (Figure 1). From a longitudinal perspective, staff development funding was relatively low in 2003-04. This reduction resulted from the action by the Minnesota Legislature in 2003 to release districts from the 2% set-aside mandate. (A district may annually waive the requirement to reserve their basic revenue if a voting majority of the licensed teachers in the district and a voting majority of the school board agree to a resolution waiving the requirement.)

**Figure 1: Total statewide staff development expenditures over time**



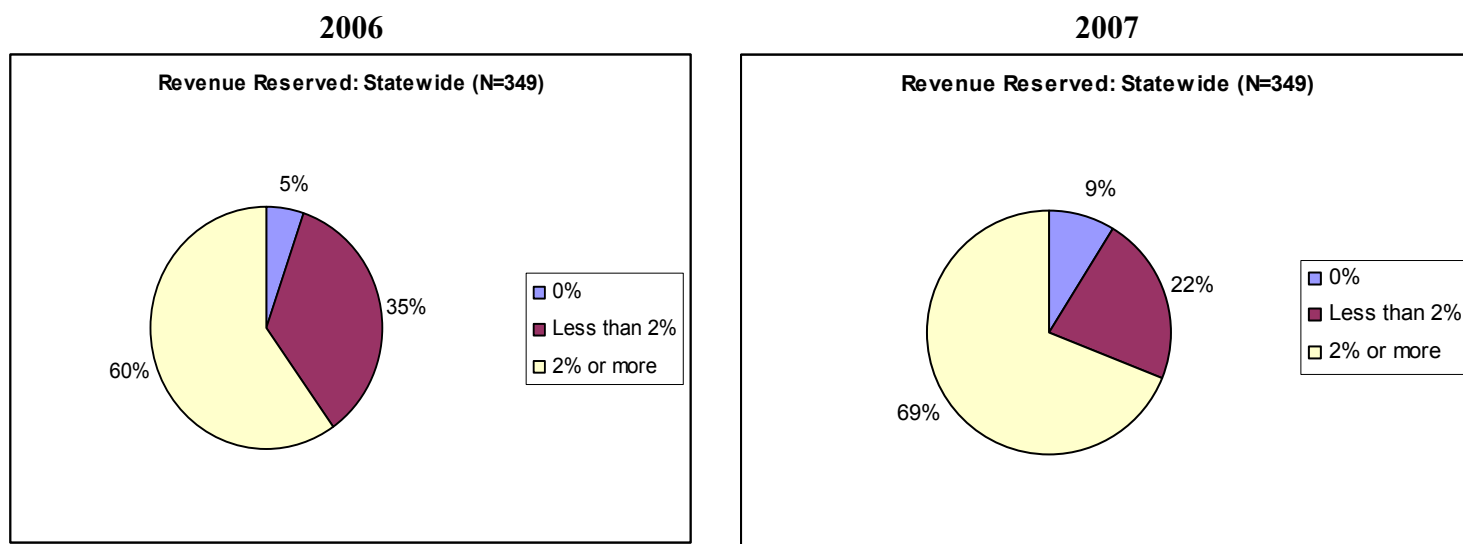
### Comparison Charts

The following charts compare FY 2006 and FY 2007 data in relation to percent of basic revenue reserved statewide and in districts, sorted by student population. The charts were prepared with FY 2007 data of all districts' reserves and expenditures and corresponding data provided in the FY 2006 Staff Development Report to the legislature.

A review of FY 2007 data in comparison with FY 2006 data evidences the following (Figure 2):

- Statewide data for FY 2007 identified a total of 69% of districts expending 2% or more of their basic revenue on staff development. This was a 9% increase compared to 2006. There was a total of 9% of districts utilizing the 0% option. This was a 4% increase compared to 2006, when 5% of all districts elected to spend nothing on staff development activities from general funding sources.

**Figure 2: Percent of basic revenue reserved statewide**



NOTE: "N" stands for the number of districts

## **Percent of basic revenue in relation to districts' student population**

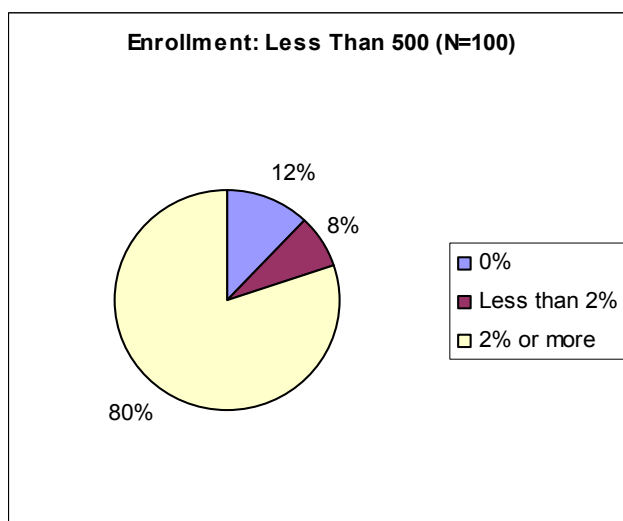
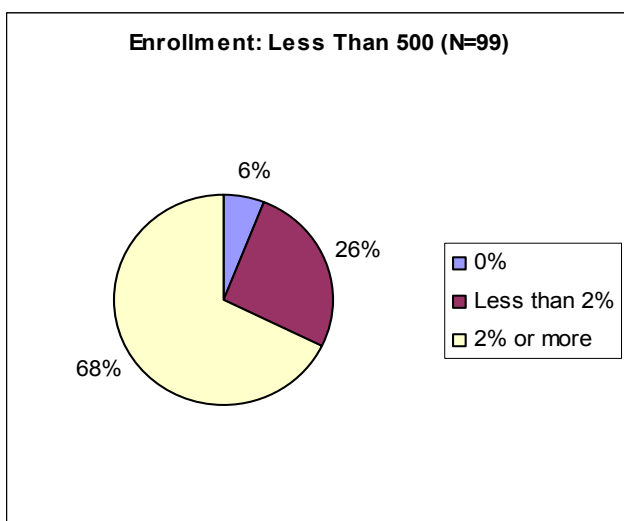
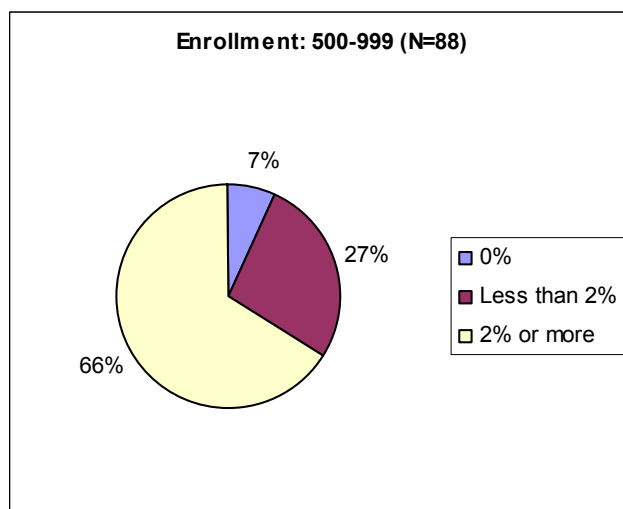
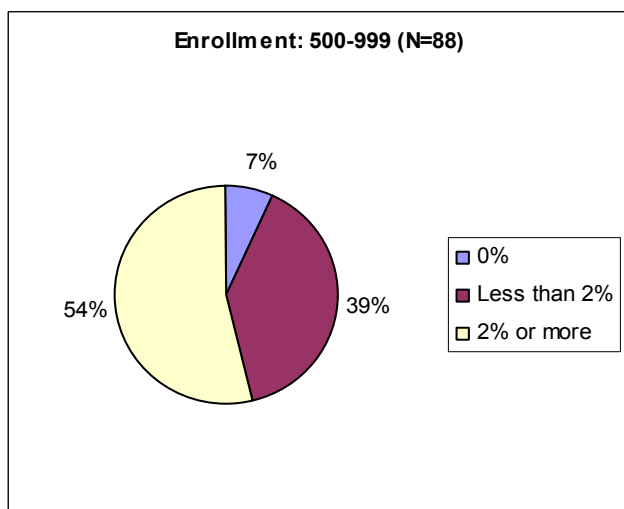
Overall, funding expended on staff development increased in 2006-07. Given the clear research links between quality staff development and increased student achievement, this spending pattern is reassuring.

Population-based strata continue to demonstrate varied levels of basic revenue reserved for staff development. However, all of the following disaggregated groups show consistent trends of increased percentages of districts funding staff development at 2% or more (see the 10 charts in Figure 3).

- Metro: In 2007, 63% of districts funded staff development at 2% or more. It was a slight increase from 61% of district funded staff development in 2006. Also stable was the change between the 2006 and 2007 percent of basic revenue of districts electing to spend 0%.
- Enrollment of 2000 or more: Significant changes in funding are evident as those electing to spend more than 2% increased from 52% to 68%, and those electing to spend 0% increased from 0% to 8%.
- Enrollment of 1000-1999: Significant changes in funding are evident as those electing to spend more than 2% increased from 58% to 60%, and those electing to spend 0% increased from 4% to 8%.
- Enrollment of 500-999: Slight changes in funding are evident as those electing to spend more than 2% increased from 54% to 66%, and those electing to spend 0% remained stable at 7%.
- Enrollment of 500 or less: Significant changes in funding are evident as those electing to spend more than 2% increased from 68% to 80% and those electing to spend 0% increased 6% to 12%.

**Figure 3: Percent of basic revenue reserved in relation to districts' student population**



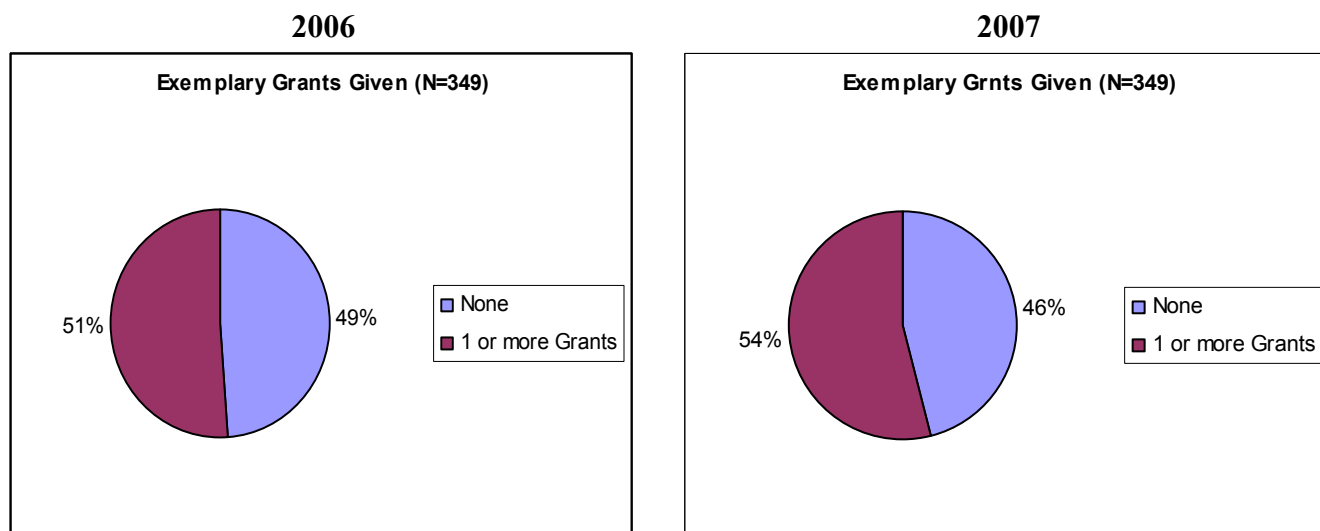


**NOTE: “N” stands for the number of districts**

## Exemplary Grants

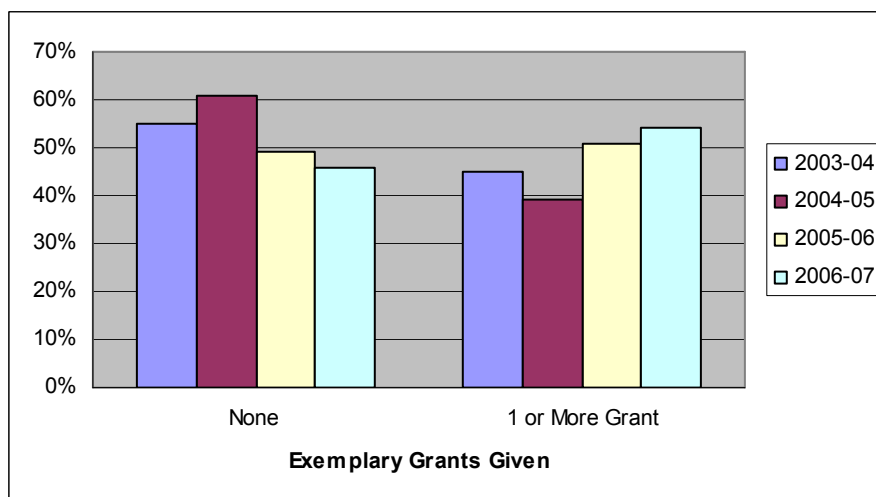
Districts that reserved funds may distribute up to 25% of staff development reserve funds in the form of exemplary grants to sites. For FY 2007, the percent of surveyed districts giving one or more exemplary grant(s) increased substantially with 54% awarding site-level exemplary grants, compared to 51% the previous year (Figure 4). For details on individual expenditures for exemplary grants, see Appendix A under Finance Code 307. Finance Code 307 for FY 2007 stands at 8.28% of the \$148,341,824 awarded as exemplary grants. Compared to the \$10,254,898 awarded as exemplary grants for FY 2006, this is a 20% increase to \$12,277,380 for FY 2007 (Figure 5).

**Figure 4: Percent of exemplary grants**



NOTE: "N" stands for the number of districts

**Figure 5: Changes in exemplary grants given**





## Q Comp

Quality Compensation for Teachers (Q Comp) is the alternative pay initiative to help with the recruitment and retention of highly qualified teachers for Minnesota classrooms. Q Comp is based on the successful program called the Teacher Advancement Program (TAP). TAP school teachers attribute their success to the role of job-embedded professional development. Job-embedded professional development included (1) ongoing feedback and support from mentors and instructional coaches; (2) time during the school day to collaborate in professional development teams; and (3) a school improvement goal that focused on relevant and meaningful instructional strategies demonstrated by mentor and instructional coaches who had field-tested the strategy with students at the school.

Q Comp is a program that and requires districts, teachers and communities to mobilize around a common agenda – improving instructional quality and teacher efficacy to increase student achievement. The Q Comp program has five components: (1) career ladder/advancement options for teachers; (2) job-embedded professional development; (3) teacher observation/evaluation; (4) performance pay; and (5) an alternative teacher schedule.

Table 1 shows summary information on Q Comp funds as reported by districts through the online staff development collection system. Districts reported that the total amount of Q Comp funds used for professional development was \$8,653,389; the total used of salary augmentation was \$19,906,733; while the number of Career Ladder positions receiving salary augmentation was 3382. Fourteen out of thirty seven Q Comp districts reported using the 2% set aside to support their Q Comp program.

**Table 1**  
**2007 Q Comp Funds Used For Staff Development**  
**-Self-Reported Data-**

	N	Sum	Mean
Q Comp funds for professional development	37	\$ 8,653,839	\$233,888
Number of Career Ladder positions receiving salary augmentation	37	3382	2389
Total amount of Q Comp funds used for salary augmentation	37	\$ 19,906,733	\$538,839
Amount of money being set aside	14	\$ 1,478,644	\$105,617

## Teacher Induction

Teacher induction or mentoring programs are often used to provide a formal support structure for teachers during their first years of teaching. Among the many activities that can be encompassed by a comprehensive induction program are an orientation to the school setting, professional development, teacher induction support, observation and feedback, professional development plans and formative assessments. Table 2 (see next page) shows a range of teacher induction activities, seminars/workshops, formative assessments, mentor training activities and evaluation measures provided for new teachers across the districts.

Figures below show information about statewide staff development teacher induction; it is detailed for each of the five categories (A-E in Table 2).

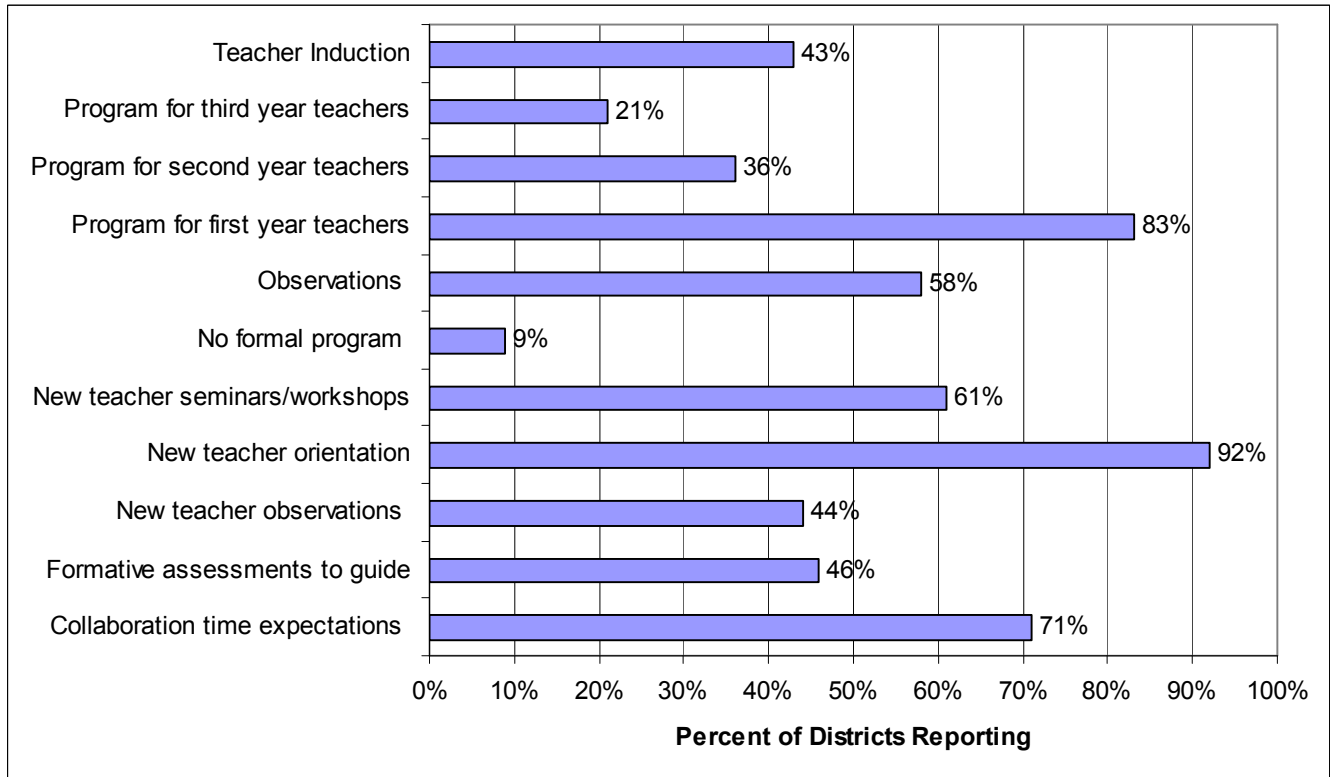
**Table 2**  
**2007 Statewide Staff Development Teacher Induction**  
**-Self-Reported Data-**

	Statewide Count	% of Districts Reporting
<b>A. Induction Activities for New Teachers</b>		
Collaboration time expectations for new teacher and mentor	181	71%
Formative assessments to guide their professional growth	116	46%
New teacher observations of master teachers	111	44%
New teacher orientation	234	92%
New teacher seminars/workshops	154	61%
No formal program was provided to new teachers in their first three years of teaching	22	9%
Observations conducted by a mentor	148	58%
Program for first-year teachers	212	83%
Program for second-year teachers	91	36%
Program for third-year teachers	53	21%
Teacher induction	108	43%
<b>B. New Teacher Seminars or Workshops</b>		
Classroom management	167	66%
Content or program knowledge	108	43%
Curriculum and assessments	134	53%
Differentiated instruction	99	39%
Instructional strategies	155	61%
Lesson planning	110	43%
Orientation to district and school	249	98%
Using data to improve instruction	126	50%
<b>C. Formative Assessments used with New Teachers</b>		
Examining student work or student data	80	31%
Mentor logs focused on issues and results	87	34%
Mentor observations and feedback	165	65%
Needs assessments	100	39%
Self-assessments using professional teaching standards	115	45%
<b>D. Mentor Training Activities</b>		
Coaching skills	123	48%
Foundations (basic skills and knowledge to teacher induction)	174	69%
Observation strategies	134	53%
Professional teaching standards	109	43%
Using formative assessments	58	23%
<b>E. Evaluation Measures</b>		
Impact on student achievement	78	31%
Impact on teacher effectiveness (professional growth)	160	63%
Impact on teacher retention	79	31%
New teacher's job satisfaction	182	72%
Program model effectiveness	103	41%
Teacher induction relationship	94	37%

In Figure 6, most respondents (92%) reported that they provided new teacher orientation to their respective districts and schools as induction activities for new teachers. Eighty-three percent of them provided programs for first-year teachers, as well. Although a large percentage of districts reported

providing orientations for new teachers, only 44% of respondents provided new teacher observations of master teachers and 46% provided formative assessments to guide professional growth.

**Figure 6: Percentage distribution of the frequency of districts providing various induction activities for new teachers  
-Self-Reported Data-**

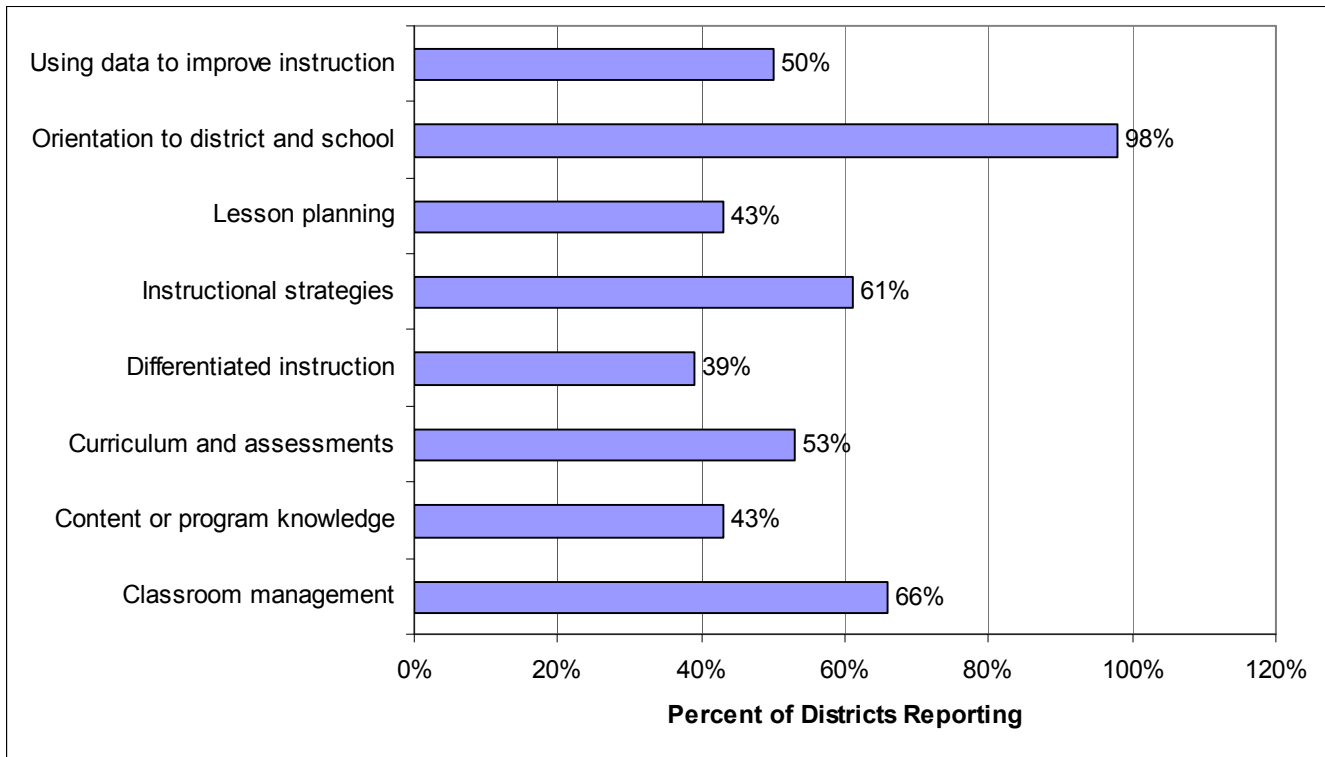


Eighty-three percent of the respondents reported they provided the teacher induction activities for first-year teachers, while only 21% of the respondents reported that they provided programs for third-year teachers.

Almost two-thirds (61%) of the respondents provided seminars/workshops for new teachers.

Detailed information reported on seminars/workshops is in Figure 7.

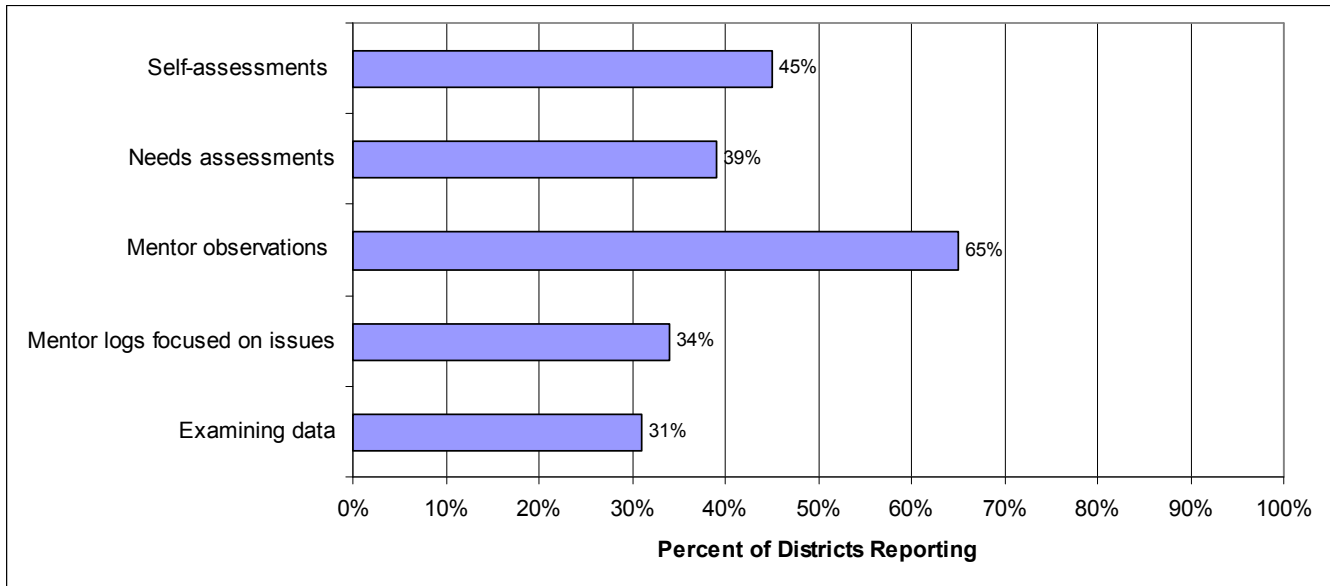
**Figure 7: Percentage distribution of the frequency of districts providing new teacher seminars or workshops  
-Self-Reported Data-**



In Figure 7, a large percentage of the respondents reported that their **new teacher seminars or workshops** included orientations to districts and schools (98%), classroom management (66%), instructional strategies (61%), and curriculum and assessments (53%). Percentages of the respondents indicating lesson planning (43%), content or program knowledge (43%), and differentiated instruction (39%) were relatively small.

Percentages of the frequency of districts using formative assessments with new teachers are indicated in Figure 8.

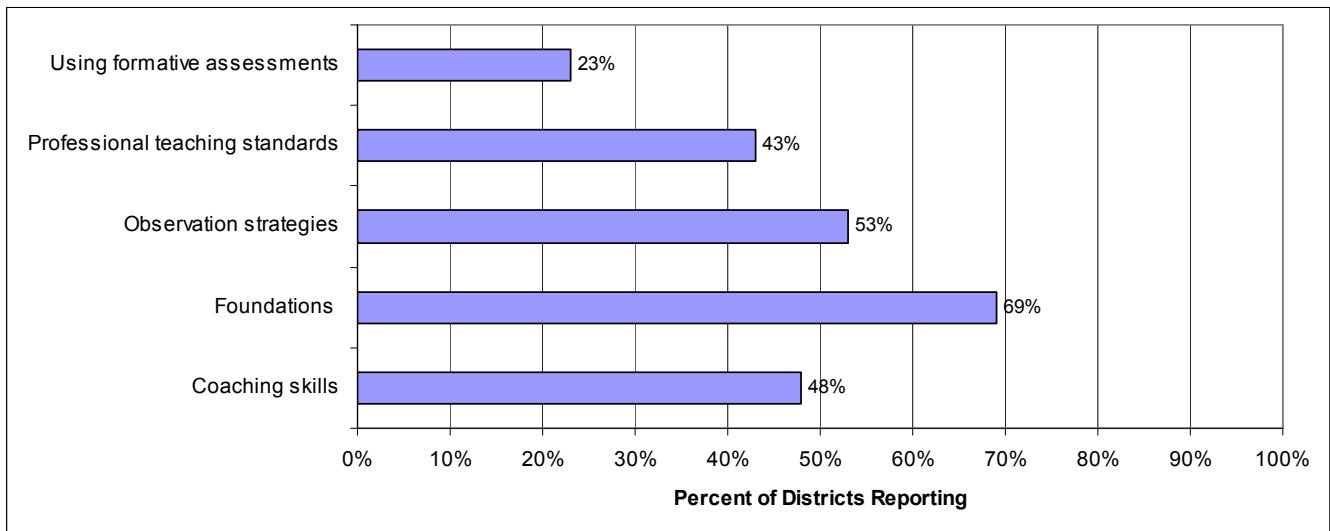
**Figure 8: Percentage distribution of the frequency of districts using formative assessments with new teachers  
-Self-Reported Data-**



As indicated in Figure 8, formative assessment programs most frequently focused on mentor observations and feedback (65%) and self-assessments (45%). The programs with less focus were programs using mentor logs focused on issues (34%), examining student work or student data (31%) and needs assessments (39%).

Since building mentorship for new teachers is a strong indicator for the success of the teacher induction program, the characteristics of mentor training activities are shown in Figure 9.

**Figure 9: Percentage distribution of the frequency of districts providing various mentor training activities  
-Self-Reported Data-**



In Figure 9, half of the respondents reported that, for mentor training activities, they provided foundations (69%), observation strategies (53%), coaching skills (48%) and professional teaching

standards (43%). However, only 23% of the respondents reported that they provided activities using formative assessments.

**Figure 10: Percentage distribution of the frequency of districts providing various evaluation measures  
-Self-Reported Data-**

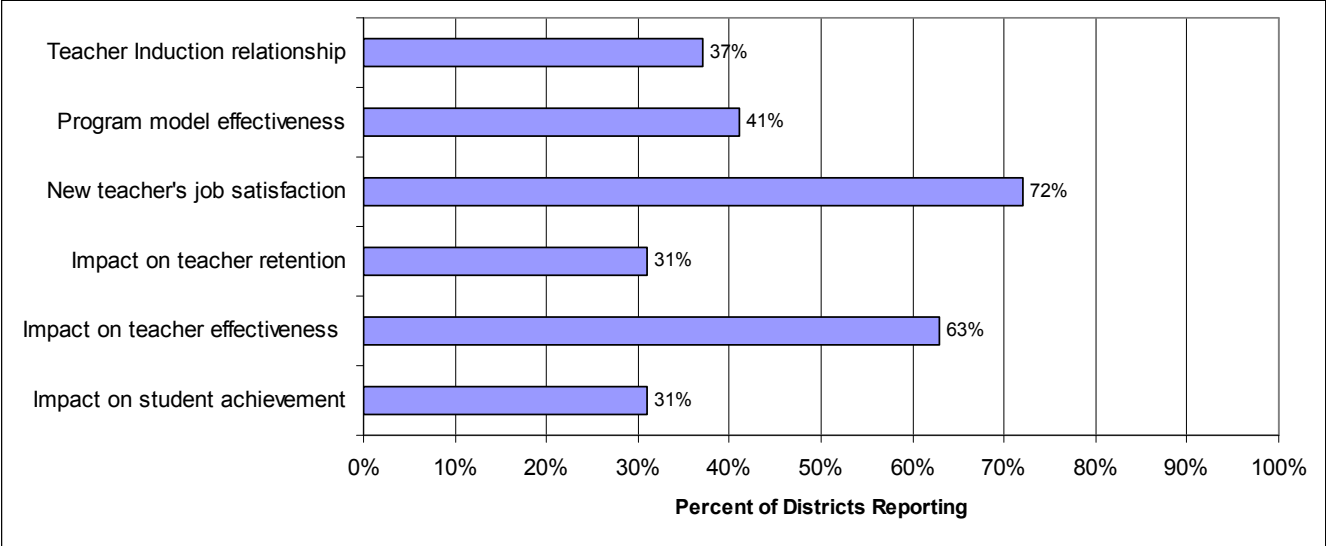


Figure 10 indicates the percentage of districts providing various evaluation measures. A large percentage of the respondents reported that they used new teacher’s job satisfaction (72%) and impact on teacher effectiveness (63%) as evaluation measures. On the other hand, a small percentage of respondents indicated that they provided programs such as program model effectiveness (41%), teacher induction relationship (37%), impact on teacher retention (31%) and impact on student achievement (31%).

**District and Site Staff Development Activities**

Minnesota has a history of encouraging high-quality staff development at both the district and site levels. The 2006-07 online reporting system elicited specific numbers of staff engaged in high-quality staff development for reporting required from each state by the federal NCLB legislation. Personnel in MDE’s School Improvement Division assist districts in defining and designing high-quality staff development.

On the online reporting system, each district was asked to record, next to the pre-populated number of staff in their district, the number receiving high-quality staff development. A convenient link took respondents to the U.S. Department of Education List of High-Quality Staff Development Characteristics.

**Table 3**  
***The Number of Each Professional Group across the State and Those that Have Received High-Quality Staff Development across the State, as Reported by Sites***  
**-Self-Reported Data-**

	Teachers	Paraprofessionals	Licensed Non-Instructional Staff
Total number of staff members	49,833(89%)	16,951(81%)	8210 (82%)

Table 3 indicates the number of teachers, paraprofessionals and licensed non-instructional staff across the district and the number in each category who have received high-quality staff development. Among them, most of the teacher group (89%) and more than three-quarters of the paraprofessional (81%) and licensed non-instructional staff (82%) groups received high-quality staff development.

**Table 4**  
***Total Number of District Student Achievement Goals that Are Related to Subject Areas***  
**-Self-Reported Data-**

Related Subject Areas	Number	Percent of Total Goals
Reading	131	12.15%
Math	107	9.93%
Writing	23	2.13%
Science	18	1.67%
Language	24	2.23%
Health/PhyEd	8	0.74%
Art/music	2	0.19%
Other	1078	100.00%
Total number of district staff development goals:	1078	
District staff development goals that were related to school (site) student achievement goals:	774 (72%)	

Some respondents indicated a student achievement goal that was content specific. Table 4 shows the number of district staff development goals that were related to subject areas. Only a small percentage of the districts reported that their district student achievement goals were related to academic subject areas such as reading (12.15%), math (9.93%), writing (2.13%), science (1.67%), language (2.23%), health/phy ed (0.74%) and art/music (0.19%). Instead of relating to specific subject areas, goals were often written in broader terms, such as overall improvement. Note that 72% of the district staff development goals were related to school-site student achievement goals.

**Table 5**  
***Total Number of Each Identified Design or Structure***  
**-Self-Reported Data-**

Each Identified Design or Structure	Number of Activities (N=1786)	% of Total Activities
Attend Workshop/Conference	943	52.80%
Case Studies	88	4.93%
Coach/Mentor/Induction Program	225	12.60%
Conduct Action Research	170	9.52%
Content Coaching/Instructional Coaching	262	14.67%
Demonstration Teaching	308	17.25%
Design and Evaluate Assessment	246	13.77%
Develop Curriculum	644	36.06%
Engage in Individual Guided Practice	273	15.29%
Examine Data - Student and Staff	821	45.97%
Examine/Analyze Student Work	501	28.05%
Instructional Strategy Modeling	433	24.24%
Lesson Study	149	8.34%
Participate in ongoing training	1,052	58.90%
Peer or Cognitive Coaching	264	14.78%
Practice with Reflection	421	23.57%
Professional Learning Communities	626	35.05%
Team Meetings with Instructional Focus	586	32.81%
Team Teaching	139	7.78%
Train the Trainer	181	10.13%
Work in Study Groups	662	37.07%
Other	65	3.64%

Table 5 shows the designs or structures used to implement the activities during the school year for the teacher induction programs. Of the district staff development activities, more than half of the activities were linked to three designs or structures: participate in ongoing training (58.90%), attend workshop/conference (52.80%) and examine data (45.97%).



**Table 6**  
**Total Number of Each High-Quality Staff Development Component**  
**-Self-Reported Data-**

Each High-Quality Staff Development Component	Number of Activities (N=1786)	% of Total Activities
Advanced teacher understanding of effective instruction strategies using scientifically based research.	939	52.58%
Helped all school personnel work effectively with parents.	391	21.89%
Improved and increased teachers' knowledge of academic subjects and enabled teachers to become highly qualified.	870	48.71%
Improved teachers' and principals' knowledge and skills to help students meet challenging state academic standards.	1,125	62.99%
Improved teachers' classroom-management skills.	577	32.31%
Included the use of data and assessments to inform classroom practice.	800	44.79%
Increased teacher knowledge and skill in providing appropriate curriculum, instruction, assessment, and services for LEP children.	459	25.70%
Provide instruction in methods of teaching children with special needs.	635	35.55%
Provide technology training to improve teaching and learning.	508	28.44%
Provide training that will help teachers ensure all students are technologically literate by the end of the eighth grade.	217	12.15%

The respondents were asked to indicate each high-quality staff development component in their teacher induction programs (Table 6). For the district staff development activities, more than half of the activities were shown in: improved teachers' and principals' knowledge and skills to help students meet challenging state academic standards (62.99%) and advanced teacher understanding of effective instruction strategies using scientifically based research (52.58%).

**Table 7**  
**Total Number of Each High-Quality Activity**  
**-Self-Reported Data-**

Total for each High-Quality Activity	Number of Activities (N=1786)	% of Total Activities
An integral part of school board, district-wide and school-wide educational improvement plans.	1,553	86.95%
Developed with extensive participation of teachers, principals, parents, and administrators.	959	53.70%
Evaluated regularly to improve the quality of future professional development.	1,013	56.72%
Sustained, intensive, and classroom-focused; they were not one-day or short-term workshops.	1,119	62.65%

The respondents indicated each high-quality staff development activity used (Table 7). For the district staff development activities, the majority of the goals are an integral part of school board, district-wide and school-wide educational improvement plans (86.95%) and sustained, intensive, and classroom focused; they were not one-day or short-term workshops (62.65%).

For the district staff development activities, the most frequent activity is an integral part of school board, district-wide and school-wide educational improvement plans (86.95%). Relatively small percentages are shown in developed with extensive participation of teachers, principals, parents and administrators (53.70%) and evaluated regularly to improve the quality of future professional development (56.72%).

**Table 8**  
***NCLB Funds Reserved for Professional Development (PD)***  
**-Self-Reported Data-**

	N	Total	Minimum	Maximum	Mean
Title I Part A Funds	191	3,749,017	88	2,000,000	22,820.73
Title I Part A AYP Amount	42	1,418,552	4300	233,362	33,775.05
Title II Part A Funds Amount	154	17,074,000	25	5,450,036	110,870.13
Title II Part D Amount	103	764,348	4	348,484	7420.85
Title III ELL Amount	57	629,006	50	100,523	11,035.19
Title V Amount	55	336,275	31	52,015	6114.09

Table 8 indicates the amounts of NCLB funds reserved for professional development. A total of 191 districts reported that they set aside Title 1 Part A funds for professional development, and 154 districts indicated use of Title II Part A funds for professional development. Only 42 districts indicated that they set aside the Title I Part A for AYP funds for professional development, which was the smallest number. The total amount of NCLB funds is \$23,971,198. In other words, 16.16% of the \$148,341,824 was devoted to staff development. Note that this is the self-reported data submitted by districts as part of staff development reports, and the data shown here is not that of the Uniform Financial Accounting and Reporting Standards (UFARS) system (UFARS data is included in Part II of this report).

## **Statewide Efforts that Support Staff Development**

During the 2006-07 year the School Improvement Division of MDE provided statewide support for schools through staff development. The School Improvement Division is responsible for assisting schools, districts and charter schools with continuous improvement through staff development, teacher induction, Quality Compensation (Q Comp), education technology and technical assistance programs. Additionally, the division assists schools identified as not meeting Adequate Yearly Progress (AYP) through best practice strategies to achieve student success. During this period, statewide staff development activities were conducted.

The School Improvement Division developed and delivered professional development trainings across the state aligned with state and local school improvement initiatives. Regional trainings were provided in Professional Learning Communities (creating effective teacher teams focused on data for improving student achievement), Teacher Observation (implementation of professional teaching standards and data-driven observations for improving instruction), Teacher Leadership (initiating and sustaining change for improved student learning), and Coaching Skills (guiding individuals and teams through change for improving student achievement). Regional trainings were provided to districts and schools considering participation in the Q Comp program with follow-up support provided at the district and school level.

Quality Teacher Networks (QTNs) established in each of the content areas continued to provide districts and sites the opportunity to enhance staff development by learning from and with high-quality teachers. Network members are experienced Minnesota educators who are selected on the basis of their content knowledge, pedagogical skill, leadership and professional development experience. QTN members deliver local customized professional development on a variety of topics, including subject content, instructional best practices, curriculum alignment and statewide and classroom assessment. Delivery methods include workshops, study groups, mentoring or working with curriculum teams.

The Minnesota First Five Mentorship Program was initially funded under a Higher Education Act, Title II, Part A, Teacher Quality Enhancement Grant. However, during 2006-07, state funding continued the program. This program supports new teachers in their first five years of teaching. There are three regional mentoring sites; two were located in rural Minnesota and one in the Twin Cities. During 2006-07, there were 84 new teachers from 28 districts and four charter schools. During its third year, the First Five program supported two cohort groups, one focused on K-12 classroom teachers and a second group specific to special education teachers. The focus of the mentorship program is to build capacity of new teachers around content area knowledge, instructional practices and pedagogy. The design and activities included mentor teams, mentor training, orientations, seminars, networks, collaboration, observations, formative assessments and goals and action planning.

Federal No Child Left Behind (NCLB) legislation continues to impact staff development practices. NCLB requires the schools to meet AYP or be identified as needing improvement. Schools identified as “needs improvement” are required to expend increasing amounts of their federal funds for staff development as they move along the AYP progression of consequences. Intensive staff development programs in reading and mathematics have been initiated, particularly in the metropolitan area. Reading First funding from NCLB, directed to high-poverty schools, is the best example of such a program. While this report does not include expenditures from federal sources, it is clear that federal directives regarding staff development are beginning to impact decisions at both the site and district level.

Increasingly, MDE is unifying the assistance it offers on articulation and delivery of high-quality professional development, per state and federal initiatives.

## PART II

### STAFF DEVELOPMENT EXPENDITURE REPORT-FY07

#### System for Collecting and Reporting Expenditure Data

District expenditures are reported to the Minnesota Department of Education (MDE) using the Uniform Financial Accounting and Reporting Standards (UFARS) system. The UFARS coding system requires districts to track and report sources of funds and how they were expended. This report utilized data reported by specific finance, program, and object dimensions of the UFARS system that impacted requirements of staff development legislation. The UFARS system contains seventeen (17) digits arranged by six dimensions. (i.e., fund, org/site, program, finance, object and course)

#### Finance Dimension of UFARS

The finance dimension is used to track the relationship between the source of certain funds and their use, and/or to track the relationship between the source of certain funds and a reserve account. Since Minnesota Statutes, Section 122A.61, Subd. 1 (Appendix B) required a district to set aside 2% of its basic revenue (except in specific situations) for use in staff development activities (reserved for only that type of activity), it was necessary to track the particular use of those monies and track unspent funds to a reserve account for staff development. The finance dimension codes 306, 307 and 308 were used to capture those relationships. See Figure 1 for a description of some of the finance dimension codes used in this report.

**Figure 1: Selected UFARS Finance Dimension Codes**

Finance Code Number	Finance Code Name and Definition
306	<b>50% Site:</b> Staff development expenditures at the site
307	<b>25% Grants:</b> Staff development expenditures for effective practices at the sites
308	<b>25% District-Wide:</b> Staff development expenditures for district-wide activities

The 2003 legislative session released units from the 2% set-aside mandate for FY 2004 and FY 2005 only. There was little effect on the amount and type of spending from year to year.

#### Program Dimension of UFARS

The finance codes can be used with particular program codes to designate funds used for staff development. Program code 640 is the designation for staff development. Program code 610 is the designation for curriculum development which is an activity that could also receive staff development fund support. Districts may also use these program codes to designate that funds are used for staff development while noting that those funds were not part of the 2% set aside. In those cases, the finance code 000—instead of the finance codes 306, 307 and 308—could be used with program codes 640 or 610. Districts could also use a finance code of 451 (as in the case of federal charter development grant funds) or a host of other finance codes. See Figure 2 for a brief description of the program dimension codes used in this report.

**Figure 2: Selected UFARS Program Dimension Codes**

<b>Program Code Number</b>	<b>Program Code Name and Definition</b>
610	<b>Curriculum Consultant and Development:</b> Professional and technical assistance in curriculum consultation and development. This includes preparing and utilizing curriculum materials, training in the various techniques of motivating pupils, and instruction-related research and evaluation done by consultants.
640	<b>Staff Development:</b> Activities designed to contribute to professional growth of instructional staff members during their service to the school districts. This includes costs associated with workshops, in-service training, and travel.

Again, the program code of 640 can be used with one of the set-aside finance codes, a federal charter code, a 000 code, or a host of other codes. In this report, Program Code 640 captures all expenditures for staff development that did not get funded with set-aside revenue.

### **Object Dimension of UFARS**

The object dimension codes are used to provide the most detail of all the reported UFARS dimensions. This dimension defines the specific object of the purchase including salaries, benefits, travel and dues. See Figure 3 for a brief definition of the object dimension codes used.

**Figure 3: Selected UFARS Object Dimension Codes**

<b>Object Code Number</b>	<b>Object Code Name and Definitions</b>
100 series	<b>Salaries</b>
200 series	<b>Personnel benefits</b>
300 series	<b>Purchased services</b> , consulting fees, travel and conventions
400 series	<b>Supplies and materials</b>
500 series	<b>Capital</b> expenditures including leases
800 series	<b>Other</b> expenditures including dues and memberships

The data contained on the next pages are taken from all data submitted to MDE by January 4, 2008. The statutory deadline for reporting final UFARS data was November 30, 2007. However, a large number of districts continued to load data after that date. The data also reflect the current balance sheet codes for specific reserve accounts.

### **Findings from Data Submitted on Staff Development Expenditures**

The following three tables contain summary information on staff development expenditures and balances for 340 regular school districts, two (2) common school districts, 149 charter schools and 65 regional and intermediate units. The data is arranged by Finance and Program Codes in Table 1 and by Object Codes in Table 2. Table 3 contains summary information on balances in reserved staff development accounts. Table 3 also contains a comparison of balances from FY06 to FY07.

## Expenditures by Finance and Program Dimension

The table below contains summary information on the amount of money spent by the set-aside categories of site, grant and district, whether it was new set-aside money or from reserves. There were other funds available to districts from the general fund. Those expenditures are reported under Program Dimension Code 610 (curriculum) and Program Dimension Code 640 (staff development), whether the Finance Dimension Code was 000, 451 or a host of other numbers.

**Table 1**  
***Summary Data of Staff Development Expenditures***  
***by Finance Dimension and program Dimension for FY07***

Finance/Program Codes	Total Funds Spent	Percent of Total Spent
Finance 306 (50% site)	43,512,120	29.33%
Finance 307 (25% grant)	12,277,380	8.28%
Finance 308 (25% district)	22,335,559	15.05%
Program 610 (curriculum)	44,130,209	29.75%
Program 640 (staff development)	26,086,556	17.59%
<b>TOTAL</b>	<b>\$148,341,824</b>	<b>100.00%</b>

Overall, reporting units spent \$22 million dollars more than the previous year on staff development. Spending patterns were consistent for the past several years in terms of percentages by category, with the largest amounts reported in the staff development site account (finance 306) and the curriculum account (curriculum 610)

Conclusions from Table 1 include:

1. Finance Code 306-site recorded the largest percentage of expenditures of the three finance codes. This has been a consistent finding.
2. Reporting units spent \$70 million dollars outside the parameters of the 2% set aside funds or reserved funds, up from the previous year total of 58 million spent in program 610 and program 640.

## Expenditures by Object Dimension

Data reported by object is summarized by four (4) categories: salaries and benefits, purchased services, materials and equipment, and other.

**Table 2**  
***Summary Data of Staff Development Expenditures***  
***by Object Dimension for FY07***

Object Codes	Total Funds Spent	Percent of Total Spent
100-299 Salaries/benefits	106,474,998	71.78%
300-399 Purchased services	27,723,811	18.69%
400-599 Materials/equipment	13,187,228	8.89%
600-899 All Other	955,787	0.64%
<b>TOTAL</b>	<b>\$148,341,824</b>	<b>100.00%</b>

Conclusions that can be drawn from Table 2 include:

1. The majority of the expenditures for staff development went to salaries and benefits of employees in the reporting units as it has been for years.
2. There were additional personnel dollars spent through the 300 code-purchased services that included consultant fees.

### Balance Sheet Accounts

Legislation required that some expenditures funded by specific revenues be used for only specific purposes. Those revenues were called ‘restricted’ or ‘reserved.’ Any remaining (unspent) revenue at the end of a fiscal year would be recorded in a reserve balance sheet account. All set-aside staff development revenue balances went to the balance sheet code 403. There were other reserve staff development accounts that were no longer funded and were being phased out. There was also one reserve account, 438 Gifted and Talented that was redefined and funded. Since it is a new function it is no longer reported as a staff development reserve account, nor does it appear on Table 3: Summary Data of Staff Development Balances by Balance Sheet Codes for FY06 and FY07.

Initially, there were several pages of district names that had positive balances in the phased-out staff development reserve accounts. Each year the number of districts was reduced until this year (FY 2007) when all remaining funds were removed.

**Table 3**  
***Summary Data of Staff Development Balances***  
***by Balance Sheet Codes for FY06 and FY07***

Balance Sheet Name	Balances FY06	Balances FY07
403 Regular-Staff Development	\$14,764,556	\$18,085,112
439 Phase out-Standards	\$ 13,132	\$0
<b>TOTAL</b>	<b>\$14,777,688</b>	<b>\$18,085,112</b>

Conclusions or comments directed to Table 3 include:

1. Regular staff development reserves increased by almost \$3.5 million dollars over the prior year.
2. The balance sheet code 439 is removed.

Contact Charles Speiker at the address or number below for inquiries on the data.

Charles A. Speiker  
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## Appendix A

### Unit by Unit Data

The information contained in Appendix A is displayed unit-by-unit. It is the same UFARS information that was aggregated to create Table 1. Minor differences may occur when comparing data from Appendix A to the table due to rounding of numbers.

Number	Name of Unit	Amount 306	Amount 307	Amount 308	Amount 610	Amount 640
0001-01	AITKIN PUBLIC SC	26,916.66	36,239.84	36,239.54	4,850.13	6,369.98
0001-03	MINNEAPOLIS PUBL	2,757,667.74	68,008.50	1,997,389.57	0	7,725,806.90
0002-01	HILL CITY PUBLIC	0	0	0	133.13	0
0004-01	MCGREGOR PUBLIC	26,766.29	12,590.77	13,638.45	236.47	0
0006-03	SOUTH ST. PAUL P	51,443.75	7,893.32	29,433.27	300,905.71	0
0011-01	ANOKA-HENNEPIN P	1,948,963.57	90,294.72	1,233,452.91	4,072,550.54	1,866,336.53
0012-01	CENTENNIAL PUBLI	529,009.93	33,696.17	229,432.40	362,390.69	65,582.87
0013-01	COLUMBIA HEIGHTS	78,636.68	15,936.09	42,371.88	198,558.37	0
0014-01	FRIDLEY PUBLIC S	197,848.71	94,877.79	3,944.00	215,472.17	52,105.62
0015-01	ST. FRANCIS PUBL	340,132.35	170,084.34	170,281.20	296,010.23	783,398.46
0016-01	SPRING LAKE PARK	433,286.12	83,164.73	120,416.55	714,311.76	2,030.07
0022-01	DETROIT LAKES PU	70,262.08	25,474.37	16,916.53	0	0
0023-01	FRAZEE-VERGAS PU	30,704.16	12,589.29	75,905.25	0	0
0025-01	PINE POINT PUBLI	3,366.00	1,683.00	1,740.41	0	0
0031-01	BEMIDJI PUBLIC S	73,956.85	37,481.15	68,929.00	86,129.25	0
0032-01	BLACKDUCK PUBLIC	18,593.75	1,832.30	4,200.56	0	0
0036-01	KELLIHER PUBLIC	15,110.54	1,000.00	5,557.71	0	1,832.90
0038-01	RED LAKE PUBLIC	53,169.90	156,908.15	39,817.60	0	206,760.35
0047-01	SAUK RAPIDS PUBL	369,548.89	54,575.60	7,131.49	217,514.18	30,607.89
0051-01	FOLEY PUBLIC SCH	104,666.22	3,377.74	43,645.96	1,005.19	11,876.17
0062-01	ORTONVILLE PUBLI	9,728.01	1,850.24	6,511.81	0	0
0075-01	ST. CLAIR PUBLIC	37,488.16	20,102.88	18,502.26	1,188.00	1,969.37
0077-01	MANKATO PUBLIC S	245,637.87	13,195.36	152,146.32	451,515.94	58,525.78
0081-01	COMFREY PUBLIC S	6,011.10	1,656.57	9,936.70	0	1,923.88
0084-01	SLEEPY EYE PUBLI	37,353.75	18,676.87	18,676.87	0	0
0085-01	SPRINGFIELD PUBL	48,686.35	0	15,903.14	0	188.25
0088-01	NEW ULM PUBLIC S	56,542.46	20,930.01	24,419.92	162,283.11	9,721.15
0091-01	BARNUM PUBLIC SC	33,931.84	20,117.31	11,955.40	0	0
0093-01	CARLTON PUBLIC S	16,481.49	1,500.00	625.4	57,064.09	0
0094-01	CLOQUET PUBLIC S	125,385.46	5,019.72	36,486.51	48,858.61	0
0095-01	CROMWELL-WRIGHT	8,172.92	4,158.99	4,304.03	0	988.03
0097-01	MOOSE LAKE PUBLI	38,203.18	16,765.33	38,122.42	0	0
0099-01	ESKO PUBLIC SCHO	17,740.46	0	2,686.93	918.53	0
0100-01	WRENSHALL PUBLIC	17,643.16	11,147.56	10,243.66	0	0
0108-01	NORWOOD PUBLIC S	19,132.23	0	4,200.71	0	0
0110-01	WACONIA PUBLIC S	167,649.65	37,034.16	58,009.46	140,529.48	0
0111-01	WATERTOWN-MAYER	51,960.62	33,870.80	38,419.81	0	-655.33
0112-01	DISTRICT 112	598,894.71	251,235.63	262,855.99	963,277.75	0
0113-01	WALKER-HACKENSAC	7,445.27	2,650.00	17,572.82	0	2,808.25
0115-01	CASS LAKE-BENA P	62,811.49	20,080.55	30,964.20	0	0
0116-01	PILLAGER PUBLIC	45,108.70	22,554.36	22,554.48	0	0
0118-01	NORTHLAND COMMUN	19,516.28	0	857.98	371,807.45	233,260.81
0129-01	MONTEVIDEO PUBLI	23,459.03	7,250.00	13,447.58	96,427.39	0

Number	Name of Unit	Amount 306	Amount 307	Amount 308	Amount 610	Amount 640
0138-01	NORTH BRANCH PUB	216,777.80	100,619.60	102,110.79	269,415.36	5,922.66
0139-01	RUSH CITY PUBLIC	74,792.08	19,867.98	19,659.29	0	0
0146-01	BARNESVILLE PUBL	24,296.59	7,733.60	22,747.00	0	0
0150-01	HAWLEY PUBLIC SC	22,509.96	18,622.01	15,971.11	0	0
0152-01	MOORHEAD PUBLIC	315,165.20	317,749.54	89,511.92	1,559.40	0
0162-01	BAGLEY PUBLIC SC	64,952.40	30,790.00	30,790.00	0	0
0166-01	COOK COUNTY PUBL	33,082.20	24,742.75	18,043.45	0	0
0173-01	MOUNTAIN LAKE PU	10,061.10	1,411.48	12,107.16	0	0
0177-01	WINDOM PUBLIC SC	18,749.47	14,696.17	327	28,023.83	0
0181-01	BRAINERD PUBLIC	335,899.63	90,480.11	156,156.68	0	364,081.54
0182-01	CROSBY-IRONTON P	46,999.70	17,366.90	47,345.81	0	0
0186-01	PEQUOT LAKES PUB	30,464.90	11,951.59	19,340.82	61,554.98	0
0191-01	BURNSVILLE PUBLI	0	26,297.87	384,197.93	210,896.13	2,570,042.43
0192-01	FARMINGTON PUBLI	245,840.43	140,431.00	267,998.21	770,878.92	38,999.58
0194-01	LAKEVILLE PUBLIC	169,649.30	341,047.10	236,993.67	146,770.52	0
0195-01	RANDOLPH PUBLIC	29,189.89	14,826.44	17,357.68	0	1,814.51
0196-01	ROSEMOUNT-APPLE	1,600,717.18	872,399.56	934,542.50	1,965,613.18	64,401.55
0197-01	WEST ST. PAUL-ME	232,609.70	123,344.74	132,097.50	1,280,783.66	0
0199-01	INVER GROVE HEIG	13,451.02	2,949.80	43,365.71	0	629.7
0200-01	HASTINGS PUBLIC	28,190.46	18,658.99	121,011.48	0	8,549.59
0203-01	HAYFIELD PUBLIC	20,047.05	0	1,572.17	0	0
0204-01	KASSON-MANTORVIL	42,968.40	80,705.39	52,648.28	54,524.45	0
0206-01	ALEXANDRIA PUBLI	85,656.24	60,065.37	22,155.85	412,343.99	0
0207-01	BRANDON PUBLIC S	442.88	345	1,519.80	14,742.52	0
0208-01	EVANSVILLE PUBLI	16,737.10	828.43	3,129.40	0	0
0213-01	OSAKIS PUBLIC SC	69,395.40	26,852.78	19,049.21	0	0
0227-01	CHATFIELD PUBLIC	25,869.62	12,793.74	12,916.13	0	0
0229-01	LANESBORO PUBLIC	21,000.71	10,629.93	10,636.52	0	0
0238-01	MABEL-CANTON PUB	1,404.44	0	343.09	0	0
0239-01	RUSHFORD-PETERSO	37,855.62	18,927.81	18,927.81	0	0
0241-01	ALBERT LEA PUBLI	40,112.09	24,681.97	21,053.40	154,288.47	0
0242-01	ALDEN-CONGER PUB	35,705.82	3,062.25	10,375.72	0	0
0252-01	CANNON FALLS PUB	77,685.84	37,553.85	32,371.13	0	0
0253-01	GOODHUE PUBLIC S	29,615.06	8,794.59	18,221.88	0	0
0255-01	PINE ISLAND PUBL	43,429.47	4,551.84	22,933.27	0	0
0256-01	RED WING PUBLIC	40,172.08	7,504.71	40,174.51	93,930.92	8,276.00
0261-01	ASHBY PUBLIC SCH	7,187.18	3,607.00	3,636.38	0	0
0264-01	HERMAN-NORCROSS	12,311.27	328	352.76	0	0
0270-01	HOPKINS PUBLIC S	77,233.09	12,287.43	34,346.46	842,064.46	45,809.55
0271-01	BLOOMINGTON PUBL	970,831.10	239,661.73	73,246.33	703,153.04	157,999.09
0272-01	EDEN PRAIRIE PUB	457,426.65	87,107.61	744,022.98	943,302.75	14,956.03
0273-01	EDINA PUBLIC SCH	656,219.00	275,815.00	286,810.00	857,509.11	7,784.20
0276-01	MINNETONKA PUBLI	530,602.47	247,608.55	104,060.66	456,377.87	187.71
0277-01	WESTONKA PUBLIC	53,563.89	22,487.21	21,423.17	203,524.12	786
0278-01	ORONO PUBLIC SCH	0	22,847.73	59,188.93	246,721.92	15,593.97
0279-01	OSSEO PUBLIC SCH	2,439,098.79	37,972.91	2,132,377.19	1,144,581.00	-3,251,693.25
0280-01	RICHFIELD PUBLIC	29,163.67	9,281.01	24,267.84	45,951.01	53,876.96
0281-01	ROBBINSDALE PUBL	833,950.96	389,078.14	486,049.24	1,111,782.56	6,800.54
0282-01	ST. ANTHONY-NEW	37,140.47	24,710.57	25,060.53	230,654.09	0

0283-01	ST. LOUIS PARK P	222,749.13	83,064.19	184,330.98	598,947.33	33,124.98
Number	Name of Unit	Amount 306	Amount 307	Amount 308	Amount 610	Amount 640
0284-01	WAYZATA PUBLIC S	444,544.64	117,146.66	213,676.47	396,142.53	533,464.54
0286-01	BROOKLYN CENTER	39,548.78	12,135.40	36,782.43	52,977.42	0
0287-06	INTERMEDIATE SCH	0	0	0	209,926.87	231,230.43
0294-01	HOUSTON PUBLIC S	49,629.42	8,482.71	17,046.28	68,089.85	0
0297-01	SPRING GROVE SCH	17,155.71	9,087.92	9,837.58	12,549.53	0
0299-01	CALEDONIA PUBLIC	46,024.40	-11.05	19,726.51	0	0
0300-01	LACRESCENT-HOKAH	67,345.49	47,100.90	71,282.03	150,842.81	0
0306-01	LAPORTE PUBLIC S	1,959.81	0	1,063.53	0	0
0308-01	NEVIS PUBLIC SCH	32,489.85	17,581.13	15,373.00	0	0
0309-01	PARK RAPIDS PUBL	27,666.29	2,834.40	10,000.00	45,107.65	0
0314-01	BRAHAM PUBLIC SC	54,830.88	27,415.45	27,415.45	0	0
0316-01	GREENWAY PUBLIC	0	0	232.2	0	0
0317-01	DEER RIVER PUBLI	33,954.14	11,331.20	22,942.59	0	0
0318-01	GRAND RAPIDS PUB	325,526.32	7,561.16	59,112.13	0	0
0319-01	NASHWAUK-KEEWATI	49,163.59	21,690.13	9,926.61	0	0
0323-02	FRANCONIA PUBLIC	0	0	0	0	0
0330-01	HERON LAKE-OKABE	7,875.16	3,213.22	5,913.98	0	0
0332-01	MORA PUBLIC SCHO	57,260.56	23,091.02	22,298.29	4,037.55	26,250.70
0333-01	OGILVIE PUBLIC S	14,693.96	4,822.84	5,162.04	0	2,737.55
0345-01	NEW LONDON-SPICE	25,393.04	4,517.88	12,746.35	0	0
0347-01	WILLMAR PUBLIC S	165,031.44	42,737.53	59,197.54	33,499.12	2,880.79
0356-01	LANCASTER PUBLIC	14,671.33	2,989.81	5,979.60	0	0
0361-01	INTERNATIONAL FA	26,230.32	6,698.29	25,655.28	8,638.00	0
0362-01	LITTLEFORK-BIG F	30,066.36	0	4,861.11	0	0
0363-01	SOUTH KOOCHICHIN	21,302.26	10,663.20	10,449.19	0	0
0371-01	BELLINGHAM PUBLI	1,242.56	4,363.29	2,257.16	0	0
0378-01	DAWSON-BOYD PUBL	31,867.25	15,541.27	15,863.82	0	3,048.24
0381-01	LAKE SUPERIOR PU	13,046.42	847.78	8,412.98	5.49	0
0382-52	NW REGION INTERD	0	0	0	0	0
0390-01	LAKE OF THE WOOD	37,673.34	150.9	26,428.22	0	0
0391-01	CLEVELAND PUBLIC	32,733.48	5,127.77	11,241.86	1,231.00	0
0392-01	LECENTER PUBLIC	38,122.39	26,869.39	18,999.22	0	0
0394-01	MONTGOMERY-LONSD	22,587.45	12,293.80	5,420.56	1,816.00	5,723.59
0397-52	LAKE AGASSIZ SPE	0	0	0	0	0
0398-52	MIDWEST SPECIAL	0	0	0	0	0
0402-01	HENDRICKS PUBLIC	10,540.79	5,270.39	5,270.39	0	0
0403-01	IVANHOE PUBLIC S	11,228.64	5,614.32	5,614.34	0	0
0404-01	LAKE BENTON PUBL	7,304.61	2,767.15	6,057.55	0	0
0411-01	BALATON PUBLIC S	5,193.00	2,580.00	2,199.37	0	0
0413-01	MARSHALL PUBLIC	123,643.12	60,377.85	63,894.42	70,786.19	173.56
0414-01	MINNEOTA PUBLIC	53,909.21	0	0	0	0
0415-01	LYND PUBLIC SCHO	10,528.08	1,233.50	6,803.38	0	0
0417-01	TRACY PUBLIC SCH	80,392.06	9,210.51	10,423.11	0	19,044.66
0423-01	HUTCHINSON PUBLI	240,354.03	47,658.76	53,710.80	199,751.29	2,443.55
0424-01	LESTER PRAIRIE P	5,516.64	3,045.44	1,499.99	3,943.79	1,838.76
0432-01	MAHNOMEN PUBLIC	32,250.94	5,908.27	17,361.87	0	0
0435-01	WAUBUN PUBLIC SC	22,101.04	3,451.79	12,850.55	0	0
0441-01	MARSHALL COUNTY	9,656.59	1,029.02	8,046.37	0	0

0447-01	GRYGLA PUBLIC SC	0	0	0	0	0
0458-01	TRUMAN PUBLIC SC	456.82	0	3,232.84	0	550
<b>Number</b>	<b>Name of Unit</b>	<b>Amount 306</b>	<b>Amount 307</b>	<b>Amount 308</b>	<b>Amount 610</b>	<b>Amount 640</b>
0463-01	EDEN VALLEY-WATK	50,284.25	26,476.00	29,940.79	0	0
0465-01	LITCHFIELD PUBLI	104,245.69	19,347.00	34,319.49	0	0
0466-01	DASSEL-COKATO PU	48,486.77	42,652.63	35,788.40	277,772.32	9,860.72
0473-01	ISLE PUBLIC SCHO	66,368.48	0	9,699.14	0	0
0477-01	PRINCETON PUBLIC	200,762.24	98,901.21	102,716.07	20,272.00	0
0480-01	ONAMIA PUBLIC SC	0	0	2,212.26	0	28,299.24
0482-01	LITTLE FALLS PUB	140,888.38	66,534.81	60,531.13	54,709.85	3,214.73
0484-01	PIERZ PUBLIC SCH	61,047.66	30,027.67	30,053.16	18,213.96	0
0485-01	ROYALTON PUBLIC	25,334.24	0	12,904.53	0	0
0486-01	SWANVILLE PUBLIC	33,963.58	3,287.00	0	0	0
0487-01	UPSALA PUBLIC SC	44,363.11	0	630	0	0
0492-01	AUSTIN PUBLIC SC	249,505.46	107,886.14	127,481.22	0	142,026.59
0495-01	GRAND MEADOW PUB	30,061.18	0	10,292.02	0.8	0
0497-01	LYLE PUBLIC SCHO	13,972.31	6,986.16	6,986.16	0	30
0499-01	LEROY PUBLIC SCH	31,180.28	0	7,255.42	0	0
0500-01	SOUTHLAND PUBLIC	18,662.86	0	19,363.60	5,533.42	0
0505-01	FULDA PUBLIC SCH	26,792.87	8,842.96	8,691.09	0	0
0507-01	NICOLLET PUBLIC	16,728.27	7,954.92	7,852.86	0	0
0508-01	ST. PETER PUBLIC	72,468.76	0	331.14	7,056.75	2,788.41
0511-01	ADRIAN PUBLIC SC	27,207.63	2,614.97	851.29	0	0
0513-01	BREWSTER PUBLIC	5,977.08	0	3,318.30	0	0
0514-01	ELLSWORTH PUBLIC	2,950.71	0	2,189.28	0	505.36
0516-01	ROUND LAKE PUBLI	5,690.67	6	3,119.73	0	0
0518-01	WORTHINGTON PUBL	71,886.55	27,865.73	30,780.23	0	21,940.71
0531-01	BYRON PUBLIC SCH	49,348.59	15,245.31	33,030.16	19,251.51	0
0533-01	DOVER-EYOTA PUBL	31,340.06	14,909.46	25,501.48	98,617.52	1,080.00
0534-01	STEWARTVILLE PUB	62,291.96	34,834.39	73,011.96	70,315.60	2,219.84
0535-01	ROCHESTER PUBLIC	981,820.42	439,129.60	361,392.96	1,033,038.38	1,205,607.47
0542-01	BATTLE LAKE PUBL	40,875.45	3,621.78	1,069.09	0	2,339.42
0544-01	FERGUS FALLS PUB	186,861.51	62,360.38	74,181.72	50,752.34	0
0545-01	HENNING PUBLIC S	20,533.32	8,299.78	7,295.31	0	664
0547-01	PARKERS PRAIRIE	10,541.90	0	3,856.28	0	0
0548-01	PELICAN RAPIDS P	62,256.57	59,654.34	5,000.00	0	0
0549-01	PERHAM PUBLIC SC	82,167.37	3,276.00	3,575.37	0	0
0550-01	UNDERWOOD PUBLIC	30,165.99	13,076.78	14,395.33	0	0
0553-01	NEW YORK MILLS P	23,395.47	7,508.51	11,072.26	2,595.32	0
0561-01	GOODRIDGE PUBLIC	9,015.00	4,500.00	3,908.61	8,013.15	0
0564-01	THIEF RIVER FALL	99,154.01	67,303.27	37,329.57	80,825.30	0
0577-01	WILLOW RIVER PUB	25,093.83	463.3	12,964.78	0	0
0578-01	PINE CITY PUBLIC	149,130.25	6,912.14	33,211.61	85,042.91	0
0581-01	EDGERTON PUBLIC	19,679.26	7,100.00	8,484.81	5,490.19	0
0592-01	CLIMAX PUBLIC SC	8,381.08	4,223.84	4,223.84	0	0
0593-01	CROOKSTON PUBLIC	67,122.56	29,950.29	43,558.81	133,431.65	97.76
0595-01	EAST GRAND FORKS	99,730.04	39,566.00	50,054.36	0	5,908.14
0599-01	FERTILE-BELTRAMI	28,500.00	14,250.00	14,281.39	0	0
0600-01	FISHER PUBLIC SC	29,156.29	2,360.24	3,482.05	0	996.38
0601-01	FOSSTON PUBLIC S	38,127.99	19,299.84	19,461.31	0	225.3

0611-01	CYRUS PUBLIC SCH	11,637.21	14,816.00	1,910.03	0	0
0621-01	MOUNDS VIEW PUBL	20,492.71	0	187,957.80	740,726.02	1,125,074.60
0622-01	NORTH ST PAUL-MA	228,152.79	124.7	101,975.60	2,893,463.85	110,281.99
<b>Number</b>	<b>Name of Unit</b>	<b>Amount 306</b>	<b>Amount 307</b>	<b>Amount 308</b>	<b>Amount 610</b>	<b>Amount 640</b>
0623-01	ROSEVILLE PUBLIC	78,596.41	6,607.20	113,994.93	561,483.75	965,178.41
0624-01	WHITE BEAR LAKE	1,190,971.78	84,833.67	197,671.98	0	0
0625-01	ST. PAUL PUBLIC	4,279,706.69	198,359.13	304,691.35	3,180,825.28	2,401,932.99
0627-01	OKLEE PUBLIC SCH	12,884.71	6,204.78	6,669.85	0	0
0628-01	PLUMMER PUBLIC S	8,971.58	4,181.73	4,186.73	0	0
0630-01	RED LAKE FALLS P	22,676.45	11,338.23	11,338.23	0	500
0635-01	MILROY PUBLIC SC	682.79	0	165	0	0
0640-01	WABASSO PUBLIC S	23,525.00	11,762.00	11,762.00	0	-34,173.07
0656-01	FARIBAULT PUBLIC	278,371.99	78,757.04	61,081.15	676,109.08	6,446.81
0659-01	NORTHFIELD PUBLI	348,627.85	159,476.00	13,844.35	295,737.00	174,651.43
0671-01	HILLS-BEAVER CRE	27,599.22	577.01	10,035.88	8,167.87	0
0676-01	BADGER PUBLIC SC	26,300.53	7,419.08	121	0	1,037.35
0682-01	ROSEAU PUBLIC SC	28,475.27	12,994.00	50,683.93	0	0
0690-01	WARROAD PUBLIC S	23,721.91	9,054.68	20,730.42	0	0
0695-01	CHISHOLM PUBLIC	0	0	0	0	0
0696-01	ELY PUBLIC SCHOO	3,778.06	0	174.39	0	0
0698-01	FLOODWOOD PUBLIC	3,321.50	4,879.57	9,418.40	0	0
0700-01	HERMANTOWN PUBLI	121,057.74	59,999.56	60,000.75	0	0
0701-01	HIBBING PUBLIC S	304,306.04	18,883.75	68,574.47	0	0
0704-01	PROCTOR PUBLIC S	28,275.88	13,695.75	73,627.60	5,483.71	443,110.67
0706-01	VIRGINIA PUBLIC	92,935.21	46,467.61	46,467.60	0	0
0707-01	NETT LAKE PUBLIC	10,166.83	0	3,100.00	0	0
0709-01	DULUTH PUBLIC SC	450,685.27	224,677.17	240,581.84	408,356.47	125,342.23
0712-01	MOUNTAIN IRON-BU	18,859.20	16,628.85	16,778.67	0	0
0716-01	BELLE PLAINE PUB	36,391.54	2,286.36	15,445.50	0	0
0717-01	JORDAN PUBLIC SC	136,219.02	0	18,776.87	0	0
0719-01	PRIOR LAKE-SAVAG	230,128.71	160,212.37	170,232.50	840,488.20	0
0720-01	SHAKOPEE PUBLIC	161,657.72	78,424.18	416,755.59	327,865.21	-215
0721-01	NEW PRAGUE AREA	281,504.82	15,330.03	80,328.61	485,313.88	164.23
0726-01	BECKER PUBLIC SC	125,160.98	57,816.32	77,425.52	227,149.26	-137,948.45
0727-01	BIG LAKE PUBLIC	258,664.78	91,095.94	128,130.92	145,924.63	0
0728-01	ELK RIVER PUBLIC	438,825.80	428,531.65	286,963.01	1,104,678.37	39,310.71
0738-01	HOLDINGFORD PUBL	14,589.10	0	0	0	8,623.16
0739-01	KIMBALL PUBLIC S	52,442.49	778.22	14,731.09	25,184.64	1,735.28
0740-01	MELROSE PUBLIC S	15,046.71	8,886.35	606.11	0	6,689.34
0741-01	PAYNESVILLE PUBL	15,782.00	9,964.00	3,070.93	19,155.68	0
0742-01	ST. CLOUD PUBLIC	616,726.72	444,537.79	463,634.38	454,680.29	-1,178,573.33
0743-01	SAUK CENTRE PUBL	410	0	17,967.42	0	2,700.92
0745-01	ALBANY PUBLIC SC	169,785.73	1,184.17	29,834.16	115,652.45	0
0748-01	SARTELL-ST. STEP	258,833.85	82,405.73	81,289.78	0	1,311.69
0750-01	ROCORI PUBLIC SC	16,571.91	7,143.30	15,781.64	77,974.39	523.29
0756-01	BLOOMING PRAIRIE	37,549.05	2,645.79	4,885.09	0	2,524.77
0761-01	OWATONNA PUBLIC	281,066.64	225,698.56	139,235.05	370,936.62	0
0763-01	MEDFORD PUBLIC S	18,201.72	1,489.40	5,058.27	0	0
0768-01	HANCOCK PUBLIC S	20,513.56	3,338.77	0	0	0
0769-01	MORRIS PUBLIC SC	13,580.09	930.62	6,911.11	0	613.74

0771-01	CHOKIO-ALBERTA P	15,743.68	5,200.00	0	0	0
0775-01	KERKHOVEN-MURDOC	56,626.23	886.76	4,784.65	0	0
0777-01	BENSON PUBLIC SC	15,863.21	7,837.85	7,837.85	0	0
0786-01	BERTHA-HEWITT PU	13,610.88	6,985.98	6,985.98	0	0
<b>Number</b>	<b>Name of Unit</b>	<b>Amount 306</b>	<b>Amount 307</b>	<b>Amount 308</b>	<b>Amount 610</b>	<b>Amount 640</b>
0787-01	BROWERVILLE PUBL	38,234.03	14,800.00	7,869.19	0	0
0801-01	BROWNS VALLEY PU	1,377.04	2,500.00	2,210.13	0	0
0803-01	WHEATON AREA PUB	29,826.09	10,881.74	10,734.05	0	0
0811-01	WABASHA-KELLOGG	25,133.18	0	19,125.49	0	3,448.73
0813-01	LAKE CITY PUBLIC	126,703.66	18,773.10	28,191.92	13,855.81	0
0815-02	PRINSBURG PUBLIC	0	0	0	0	0
0818-01	VERNDALE PUBLIC	46,094.49	0	0	0	0
0820-01	SEBEKA PUBLIC SC	15,916.69	6,458.61	8,973.10	12,082.33	0
0821-01	MENAHGA PUBLIC S	43,035.26	21,323.75	21,307.02	0	0
0829-01	WASECA PUBLIC SC	67,129.24	0	20,522.77	0	14,616.94
0831-01	FOREST LAKE PUBL	685,430.12	0	315,698.91	306,505.14	0
0832-01	MAHTOMEDI PUBLIC	247,112.11	89,962.48	95,182.40	0	0
0833-01	SOUTH WASHINGTON	1,247,930.85	532,053.07	712,791.46	198,927.17	2,106,511.46
0834-01	STILLWATER AREA	260,376.79	115,709.57	114,475.03	1,560,744.17	0
0836-01	BUTTERFIELD PUBL	4,926.69	0	1,102.53	48,857.84	0
0837-01	MADELIA PUBLIC S	12,962.66	8,320.19	11,910.96	0	0
0840-01	ST. JAMES PUBLIC	10,780.17	26,431.39	19,296.58	0	0
0846-01	BRECKENRIDGE PUB	20,065.74	9,079.28	20,378.87	0	0
0850-01	ROTHSAY PUBLIC S	12,221.28	6,048.77	5,925.00	0	0
0852-01	CAMPBELL-TINTAH	2,200.00	1,100.00	1,246.17	0	0
0857-01	LEWISTON-ALTURA	22,075.15	9,709.38	16,812.69	0	0
0858-01	ST. CHARLES PUBL	46,826.03	2,105.89	34,784.63	0	0
0861-01	WINONA AREA PUBL	51,933.88	77,525.58	113,004.63	0	26,109.58
0865-82	REGION 5	0	0	0	0	0
0866-82	REGION 4	0	0	0	0	0
0867-82	REGION 3	0	0	0	0	0
0868-82	REGION 2	0	0	0	0	0
0869-82	REGION 1	0	0	0	0	0
0870-52	SOUTHERN MINN. S	0	0	0	0	0
0876-01	ANNANDALE PUBLIC	48,826.73	33,354.75	48,682.92	60,531.46	0
0877-01	BUFFALO PUBLIC S	328,352.24	162,979.40	160,033.99	360,159.24	26,979.99
0879-01	DELANO PUBLIC SC	131,750.91	31,837.90	70,226.95	1,205.49	0
0881-01	MAPLE LAKE PUBLI	56,995.51	28,050.73	28,626.36	22,839.02	0
0882-01	MONTICELLO PUBLI	57,968.44	13,321.78	98,200.95	0	0
0883-01	ROCKFORD PUBLIC	68,438.06	0	52,573.81	44,917.59	4,187.65
0885-01	ST. MICHAEL-ALBE	269,967.77	113,082.09	268,339.75	0	54,693.21
0891-01	CANBY PUBLIC SCH	28,097.10	40,984.48	5,126.17	0	0
0901-52	NORTHERN LAKES S	0	0	0	0	0
0911-01	CAMBRIDGE-ISANTI	189,946.13	46,794.31	481,973.07	233,849.64	204.92
0912-01	MILACA PUBLIC SC	109,886.81	48,617.32	55,111.19	64,875.00	0
0914-01	ULEN-HITTERDAL P	19,827.92	9,913.94	9,913.96	0	0
0915-52	SOUTHERN PLAINS	0	0	0	0	0
0916-06	N.E. METRO INTER	0	0	0	0	229,602.46
0917-06	INTERMEDIATE SCH	0	0	0	8,650.96	31,510.17
0919-51	NORTH COUNTRY VO	0	0	0	0	0

0920-83	REGION 11-METRO	0	0	0	0	359,440.15
0921-83	REGION 10-SOUTHE	0	0	0	0	101,117.32
0922-83	REGION 9-SOUTH C	0	0	0	20,803.11	14,982.01
0923-83	REGION 7-RESOURC	0	0	0	0	270,711.72
0924-83	REGION 5-NATIONA	0	0	0	0	209.7
Number	Name of Unit	Amount 306	Amount 307	Amount 308	Amount 610	Amount 640
0925-82	REGION 7	0	0	0	0	0
0926-83	REGION 4-LAKES C	0	0	0	4,682.59	0
0927-83	REGION 3 - NORTH	0	0	0	0	0
0928-83	REGION 1 & 2-NOR	0	0	0	194,608.60	65,074.85
0930-53	CARVER-SCOTT EDU	0	0	0	0	22,119.65
0935-52	FERGUS FALLS ARE	0	0	0	0	899.94
0937-52	CROW RIVER SPECI	0	0	0	0	0
0938-52	MEEKER & WRIGHT	0	0	0	0	0
0957-51	OAK LAND VOCATIO	11,977.04	0	3,855.51	14,820.01	0
0963-51	EAST RANGE SEC.	0	0	0	0	0
0966-51	WRIGHT TECHNICAL	0	0	0	0	458
0978-52	MINNESOTA VALLEY	0	0	0	0	0
0985-51	PINE TO PRAIRIE	0	0	0	19,689.00	0
0987-82	REGION 8	0	0	0	0	0
0991-83	REGN 6 & 8-S.W/W	0	0	0	191.4	1,278,850.36
0993-52	MN RIVER VALLEY	0	0	0	0	0
0997-52	AREA SPECIAL EDU	0	0	0	0	0
0998-52	BEMIDJI REGIONAL	0	0	0	0	0
2071-01	LAKE CRYSTAL-WEL	22,008.16	0	10,041.87	0	625.24
2125-01	TRITON SCHOOL DI	65,113.61	32,000.00	33,230.85	0	0
2134-01	UNITED SOUTH CEN	27,154.58	9,663.56	13,639.08	0	0
2135-01	MAPLE RIVER SCHO	34,957.30	41,308.08	31,186.56	0	5,434.90
2137-01	KINGSLAND PUBLIC	45,619.04	23,409.52	22,809.52	0	0
2142-01	ST. LOUIS COUNTY	135,718.99	0	56,735.70	0	0
2143-01	WATERVILLE-ELYSI	46,764.78	6,789.00	10,821.96	0	0
2144-01	CHISAGO LAKES SC	149,728.49	20,558.72	104,732.80	86,598.81	25,015.61
2149-01	MINNEWASKA SCHOO	7,326.89	4,199.70	6,810.67	0	0
2154-01	EVELETH-GILBERT	106,260.73	101.84	17,951.56	0	0
2155-01	WADENA-DEER CREE	68,020.51	35,000.00	34,490.11	0	600
2159-01	BUFFALO LAKE-HEC	31,553.55	15,776.79	15,776.79	0	0
2164-01	DILWORTH-GLYNDON	63,514.10	7,918.17	17,727.63	27,851.71	0
2165-01	HINCKLEY-FINLAYS	62,274.45	30,032.98	30,211.90	0	0
2167-01	LAKEVIEW SCHOOL	21,472.27	16,929.12	4,302.51	0	0
2168-01	N.R.H.E.G. SCHOO	95,877.46	1,799.98	11,326.24	135.85	0
2169-01	MURRAY COUNTY CE	16,157.71	5,553.85	4,631.79	0	0
2170-01	STAPLES-MOTLEY S	37,696.90	15,068.26	17,887.55	0	21,115.34
2171-01	KITSON CENTRAL	13,529.10	4,834.50	8,134.25	0	1,232.93
2172-01	KENYON-WANAMINGO	13,592.29	0	9,980.45	0	0
2174-01	PINE RIVER-BACKU	46,426.08	9,981.85	19,847.88	73,791.89	3,331.37
2176-01	WARREN-ALVARADO-	27,680.74	14,078.00	15,942.96	0	0
2180-01	M.A.C.C.R.A.Y. S	20,725.91	10,356.41	10,356.39	81,650.00	0
2184-01	LUVERNE PUBLIC S	48,503.25	42,394.62	30,921.08	36,550.42	0
2190-01	YELLOW MEDICINE	78,660.49	49,012.08	81,377.09	-11,100.00	0
2198-01	FILLMORE CENTRAL	21,101.31	8,410.72	6,467.73	0	0

2215-01	NORMAN COUNTY EA	9,629.24	2,879.92	10,678.66	3,062.00	674.42
2310-01	SIBLEY EAST SCHO	50,347.15	22,576.74	50,025.95	0	0
2311-01	CLEARBROOK-GONVI	46.28	4,056.88	22,017.51	0	0
2342-01	WEST CENTRAL ARE	46,103.02	23,051.50	23,051.51	3,822.91	0
2358-01	TRI-COUNTY SCHOO	21,643.50	7,300.00	0	0	0
Number	Name of Unit	Amount 306	Amount 307	Amount 308	Amount 610	Amount 640
2364-01	BELGRADE-BROOTEN	0	0	0	0	75,000.01
2365-01	G.F.W.	35,223.71	3,109.90	43,531.62	0	6,136.17
2396-01	A.C.G.C.	0	0	0	86,772.56	0
2397-01	LESUEUR-HENDERSO	34,426.58	62,887.16	47,676.56	43,330.21	3,692.08
2448-01	MARTIN COUNTY WE	81,497.64	11,113.45	11,703.32	0	723
2527-01	NORMAN COUNTY WE	17,006.50	8,503.25	8,503.25	0	0
2534-01	BIRD ISLAND-OLIV	9,840.67	6,186.54	11,242.16	0	0
2536-01	GRANADA HUNTLEY-	17,149.50	8,574.75	8,574.75	0	900
2580-01	EAST CENTRAL SCH	10,730.02	827.65	9,171.79	0	556.94
2609-01	WIN-E-MAC SCHOOL	32,542.18	15,000.00	14,999.91	0	1,244.75
2683-01	GREENBUSH-MIDDLE	37,252.40	17,420.00	15,000.00	0	0
2687-01	HOWARD LAKE-WAVE	-22,018.25	22,018.25	88,072.99	3,058.30	0
2689-01	PIPESTONE AREA S	2,085.68	2,279.17	10,328.55	6,354.51	155
2711-01	MESABI EAST SCHO	3,144.12	5,401.45	2,340.18	0	196.8
2752-01	FAIRMONT AREA SC	99,980.38	49,628.89	46,162.74	5,890.36	5,305.26
2753-01	LONG PRAIRIE-GRE	73,461.07	37,253.88	36,250.00	13,515.69	0
2754-01	CEDAR MOUNTAIN S	24,377.97	12,178.00	12,178.03	0	0
2759-01	EAGLE VALLEY PUB	24,523.16	9,938.50	5,069.79	0	0
2805-01	ZUMBROTA-MAZEPPA	29,744.28	11,562.37	17,886.38	0	602.65
2835-01	JANESVILLE-WALDO	31,662.01	15,830.99	15,149.56	0	2,779.55
2853-01	LAC QUI PARLE VA	59,479.52	24,035.28	32,869.86	0	73,629.47
2854-01	ADA-BORUP PUBLIC	17,512.39	12,274.80	18,005.82	0	0
2856-01	STEPHEN-ARGYLE C	14,945.82	11,000.00	5,000.00	0	0
2859-01	GLENCOE-SILVER L	1,561.40	0	1,001.50	30,379.44	0
2860-01	BLUE EARTH AREA	72,712.04	0	51,075.62	0	3,553.25
2884-01	RED ROCK CENTRAL	28,285.00	14,142.00	14,142.00	0	-25,489.79
2886-01	GLENVILLE-EMMONS	19,610.36	0	8,846.26	0	0
2887-01	MCLEOD WEST PUBL	13,698.08	2,177.42	11,345.65	3,772.12	0
2888-01	CLINTON-GRACEVIL	15,894.56	2,360.23	9,717.49	0	0
2889-01	LAKE PARK AUDUBO	21,062.61	4,531.36	9,135.80	3,519.08	0
2890-01	RENVILLE COUNTY	0	0	0	0	0
2895-01	JACKSON COUNTY C	18,758.79	2,824.28	12,659.41	0	15,686.49
2897-01	REDWOOD AREA SCH	109,721.95	0	9,858.55	7,547.71	6,531.26
2898-01	WESTBROOK-WALNUT	71,507.46	14,751.96	22,392.82	0	0
2899-01	PLAINVIEW-ELGIN-	36,097.54	15,334.07	15,900.40	29,991.72	0
2902-01	RTR PUBLIC SCHOO	7,603.37	0	0	0	0
4000-07	CITY ACADEMY	3,812.97	0	293.2	0	28,532.87
4001-07	BLUFFVIEW MONTES	0	0	0	0	34,586.66
4003-07	NEW HEIGHTS SCHO	0	0	0	0	0
4004-07	CEDAR RIVERSIDE	8,540.64	3,570.01	5,625.66	0	0
4005-07	METRO DEAF SCHOO	0	0	0	0	0
4006-07	SKILLS FOR TOMOR	2,695.57	0	0	0	0
4007-07	MINNESOTA NEW CO	0	0	0	0	2,635.98
4008-07	PACT CHARTER SCH	10,497.43	0	0	18,197.88	0



4011-07	NEW VISIONS CHAR	0	0	0	266,747.76	2,366.72
4012-07	EMILY CHARTER SC	2,943.19	1,443.21	1,315.95	116.75	0
4015-07	COMMUNITY OF PEA	6,369.07	0	0	0	1,642.81
4016-07	WORLD LEARNER CH	10,495.40	0	0	0	0
4017-07	MINNESOTA TRANSI	1,802.95	0	4,072.73	78,221.22	0
4018-07	ACHIEVE LANGUAGE	0	0	0	0	0
<b>Number</b>	<b>Name of Unit</b>	<b>Amount 306</b>	<b>Amount 307</b>	<b>Amount 308</b>	<b>Amount 610</b>	<b>Amount 640</b>
4020-07	DULUTH PUBLIC SC	30,213.53	0	15,470.79	0	0
4025-07	CYBER VILLAGE AC	304.1	0	0	0	0
4026-07	E.C.H.O. CHARTER	331.41	80	705.5	0	69.24
4027-07	HIGHER GROUND AC	415	0	0	0	3,713.36
4028-07	ECI' NOMPA WOONS	1,101.42	0	0	0	0
4029-07	NEW SPIRIT SCHOO	16,842.87	0	0	0	5,460.32
4030-07	ODYSSEY CHARTER	2,591.00	0	120	0	0
4031-07	JENNINGS EXPERIE	480	0	0	0	0
4032-07	HARVEST PREP SCH	12,376.76	0	0	0	-3,000.00
4035-07	CONCORDIA CREATI	4,851.51	0	0	0	0
4036-07	FACE TO FACE ACA	0	0	0	0	0
4038-07	SOJOURNER TRUTH	23,345.86	0	0	0	0
4039-07	HIGH SCHOOL FOR	0	0	0	0	3,274.47
4042-07	TWIN CITIES ACAD	4,659.31	0	0	9,733.25	0
4043-07	MATH & SCIENCE A	11,898.82	0	0	0	0
4044-07	HEART OF THE EAR	12,268.91	0	0	0	0
4045-07	LAKES AREA CHART	6,083.55	667.51	342.92	0	0
4046-07	LAKE SUPERIOR HI	5,496.81	0	0	0	0
4048-07	GREAT RIVER EDUC	1,278.20	0	0	0	3,773.03
4049-07	NORTHWEST PASSAG	26,373.53	0	0	0	242
4050-07	LAFAYETTE PUBLIC	0	0	1,848.69	0	0
4052-07	FOUR DIRECTIONS	0	0	0	0	2,910.92
4053-07	NORTH LAKES ACAD	2,374.46	0	920.77	0	0
4054-07	LACRESCENT MONTE	8,891.60	0	0	0	0
4055-07	NERSTRAND CHARTE	0	0	0	0	495.1
4056-07	ROCHESTER OFF-CA	7,211.75	950.71	2,273.68	0	0
4057-07	EL COLEGIO CHART	26,638.59	0	0	0	0
4058-07	SCHOOLCRAFT LEAR	16,317.58	4,822.52	3,015.56	0	0
4059-07	CROSSLAKE COMMUN	2,199.61	0	2,534.69	0	543
4061-07	STUDIO ACADEMY C	0	0	372.09	0	0
4064-07	RIVERWAY LEARNIN	0	0	404.5	0	1,468.21
4066-07	RIVERBEND ACADEM	0	0	1,160.31	0	0
4067-07	AURORA CHARTER S	3,343.22	0	3,027.88	4,341.20	282.47
4068-07	EXCELL ACADEMY C	5,660.29	0	0	3,219.57	1,255.54
4070-07	HOPE COMMUNITY A	12,837.49	0	0	0	3,411.00
4072-07	YANKTON COUNTRY	1,586.67	0	0	0	0
4073-07	ACADEMIA CESAR C	4,866.42	0	0	3,119.81	5,464.49
4074-07	AGRICULTURAL FOO	2,875.38	0	0	0	0
4075-07	AVALON SCHOOL	0	0	0	0	8,239.00
4077-07	TWIN CITIES INTE	0	0	0	43,528.76	43,245.26
4078-07	MN INTERNATIONAL	0	0	0	53,352.57	25,622.57
4079-07	FRIENDSHIP ACDMY	3,114.25	0	0	0	73.96
4080-07	PILLAGER AREA CH	447.36	0	0	0	0

4081-07	DISCOVERY PUBLIC	485.64	0	0	0	0
4082-07	BLUESKY CHARTER	23,134.81	0	0	83,800.13	0
4083-07	RIDGEWAY COMMUNI	4,383.41	0	212.47	0	3,174.91
4084-07	NORTH SHORE COMM	7,134.33	0	0	0	0
4085-07	HARBOR CITY INTE	7,550.75	0	0	0	0
4086-07	WOODSON INSTITUT	12,982.58	0	0	45,453.84	10,184.14
4087-07	SAGE ACADEMY CHA	681.99	0	0	0	1,844.70
Number	Name of Unit	Amount 306	Amount 307	Amount 308	Amount 610	Amount 640
4088-07	URBAN ACADEMY CH	0	0	0	1,991.09	35,922.32
4089-07	NEW CITY SCHOOL	0	0	0	725.15	5,852.39
4090-07	PRAIRIE CREEK CO	0	0	0	0	3,589.94
4091-07	ARTECH	1,171.35	0	0	0	-41.35
4092-07	WATERSHED HIGH S	0	0	0	0	254.9
4093-07	NEW CENTURY CHAR	6,761.80	0	0	0	0
4095-07	TRIO WOLF CREEK	10,029.18	0	0	0	0
4097-07	PARTNERSHIP ACAD	25,157.50	0	0	65,896.93	0
4098-07	NOVA CLASSICAL A	43,878.38	0	580.64	74,661.86	4,139.28
4099-07	TAREK IBN ZIYAD	15,559.73	0	0	0	9,415.20
4100-07	GREAT EXPECTATIO	0	0	0	34,304.95	3,162.15
4101-07	MINNESOTA NORTH	0	0	0	0	0
4102-07	MINNESOTA INTERN	0	0	0	0	355.27
4103-07	HMONG ACADEMY	0	0	0	0	23,230.80
4104-07	LIBERTY HIGH SCH	0	0	0	1,161.55	27,362.44
4105-07	GREAT RIVER SCHO	17,835.09	0	0	227.31	7,618.41
4106-07	TREKNORTH HIGH S	14,738.05	7,369.03	7,369.02	0	0
4107-07	VOYAGEURS EXPEDI	1,300.71	444.67	790.78	0	0
4108-07	GENERAL JOHN VES	0	0	0	15,754.46	1,921.39
4109-07	SOBRIETY HIGH	0	0	0	707.03	2,739.15
4110-07	MAIN STREET SCHO	0	0	0	1,900.00	16,507.86
4111-07	AUGSBURG ACADEMY	256.92	0	0	11,233.92	50
4112-07	ST PAUL CONSERVA	8,312.94	0	0	27,834.14	6,963.97
4113-07	FRASER ACADEMY	2,130.70	0	0	0	15,665.72
4114-07	ASCENSION ACADEM	0	0	0	23,558.64	10,650.82
4115-07	MINNEAPOLIS ACAD	1,515.92	0	0	250	0
4116-07	LAKES INTERNATIO	3,465.55	0	0	66,022.16	39,710.19
4118-07	KALEIDOSCOPE CHA	13,795.37	0	0	0	0
4119-07	RIVER HEIGHTS CH	0	0	0	0	3,573.27
4120-07	ST. CROIX PREPAR	0	0	0	-179	11,353.47
4121-07	UBAH MEDICAL ACA	0	0	0	49,796.16	8,276.78
4122-07	EAGLE RIDGE ACAD	0	0	0	16,242.06	2,566.65
4123-07	DAKOTA AREA COMM	0	0	134.25	12,160.07	18,070.84
4124-07	BEACON ACADEMY	0	0	0	700	10,111.40
4125-07	WORTHINGTON AREA	3,903.64	0	0	5,194.24	42,757.61
4126-07	PRAIRIE SEEDS AC	0	0	0	0	3,261.92
4127-07	TEAM ACADEMY	174.05	0	0	0	14,967.49
4131-07	LIGHTHOUSE ACADE	0	0	0	0	8,492.55
4132-07	TWIN CITIES ACAD	13,655.01	0	0	2,424.81	6,044.63
4133-07	BEACON PREPARATO	0	0	0	0	1,579.92
4135-07	ADAM ABDULLE ACA	5,096.74	0	0	0	21,536.51
4137-07	SWAN RIVER MONTE	1,133.87	0	257.07	8,051.32	7,578.75

4138-07	MILROY AREA CHAR	0	0	0	0	17,076.87
4139-07	LOVEWORKS ACADEM	0	0	0	0	1,775.20
4140-07	YINGHUA ACADEMY	5,470.59	0	0	56,587.04	18,362.81
4141-07	PAIDEIA ACADEMY	2,310.60	0	0	24,863.12	15,087.54
4142-07	STRIDE ACADEMY C	1,491.69	0	0	250	9,140.91
4143-07	NEW MILLENNIUM A	18,042.19	0	0	0	470.4
4144-07	GREEN ISLE COMMU	0	0	0	15,909.89	17,559.07
4145-07	BIRCH GROVE COMM	0	0	0	13,346.73	4,449.49
Number	Name of Unit	Amount 306	Amount 307	Amount 308	Amount 610	Amount 640
4146-07	NORTHERN LIGHTS	634.95	0	0	0	38,457.56
4148-07	ACADEMY OF BIOSC	0	0	0	0	6,175.48
4149-07	CYGNUS ACADEMY	0	0	0	1,892.77	9,199.51
4150-07	MINNESOTA ONLINE	665	0	0	42,241.13	18,028.55
4151-07	EDVISIONS OFF CA	0	0	0	4,700.20	62,355.59
4152-07	TWIN CITIES GERM	0	0	0	39,538.79	6,348.55
4153-07	DUGSI ACADEMY	442.89	0	0	680	14,832.97
4154-07	RECOVERY SCHOOL	0	0	0	500	50
4155-07	NAYTAHWAUSH COMM	0	0	0	0	6,133.00
4157-07	NEW SALEM ACADEM	0	0	0	76,650.62	70
4158-07	DAKOTA ACADEMY	772.24	0	0	9,090.45	55,664.60
4159-07	SEVEN HILLS CLAS	0	0	0	117,421.03	20,919.93
4160-07	SPECTRUM HIGH SC	0	0	0	11,025.83	56.05
4161-07	NEW DISCOVERIES	6,839.41	0	0	11,446.43	24,360.60
4162-07	SOUTHSIDE FAMILY	13,002.00	0	50	4,700.00	630
4163-07	LEARNING FOR LEA	20,098.46	0	0	0	1,945.50
4164-07	LAURA JEFFREY AC	0	0	0	4,250.00	0
4165-07	ELOM INTERNATIONAL	0	0	0	206,520.47	14,443.68
4166-07	EAST RANGE ACADE	0	0	0	0	0
4167-07	INTERNATIONAL SP	0	0	0	0	0
4168-07	GLACIAL HILLS EL	0	0	0	0	0
4169-07	STONEBRIDGE COMM	0	0	0	223.94	9,352.94
4170-07	HIAWATHA LEADERS	5,038.06	0	0	285	9,586.40
4171-07	NOBLE ACADEMY	0	0	0	0	200
4172-07	CLARKFIELD CHART	0	0	0	0	71.9
4173-07	DUNWOODY ACADEMY	0	0	0	8,395.92	94
4174-07	PINE GROVE LEADE	0	0	0	2,500.00	161.3
4175-07	LONG TIENG ACADE	364.95	0	0	0	120
4176-07	WAYNEWOOD SCHOOL	0	0	0	0	0
4177-07	MINISINAAKWAANG	0	0	0	19,623.86	0
4178-07	LINCOLN INTERNAT	0	0	0	0	3,966.39
4180-07	EMILY O. GOODRID	0	0	0	3,500.00	230
4181-07	COMMUNITY SCHOOL	0	0	0	0	230
6003-50	EAST CENTRAL MN	0	0	0	0	0
6004-61	FRESHWATER ED. D	0	0	0	10,159.69	0
6009-61	ST. CROIX RIVER	0	0	0	169,129.96	70,481.87
6012-61	ZUMBRO EDUCATION	0	0	0	0	14,927.12
6013-61	HIAWATHA VALLEY	8,610.37	0	0	0	0
6014-61	RUNESTONE AREA E	0	0	0	0	1,448.41
6018-61	MN RIVER VALLEY	0	0	0	0	21,222.86
6020-61	BORDER REGION ED	0	0	0	0	0

6026-61	WEST CENTRAL EDU	0	0	0	0	0
6027-61	MN VALLEY EDUCAT	0	0	0	0	0
6040-50	LITTLE CROW TELE	0	0	0	0	0
6042-61	ROOT RIVER EDUCA	0	0	0	0	0
6048-50	WASIOJA ED. TECH	0	0	7,110.00	7,336.77	0
6049-61	RIVER BEND EDUCA	0	0	0	0	0
6051-61	GOODHUE COUNTY E	0	0	0	0	0
6054-50	CENTRAL MN ED TE	0	0	0	0	0
6065-62	METROPOLITAN LEA	2,545.00	0	0	0	0
<b>Number</b>	<b>Name of Unit</b>	<b>Amount 306</b>	<b>Amount 307</b>	<b>Amount 308</b>	<b>Amount 610</b>	<b>Amount 640</b>
6067-62	EAST METRO INTEG	0	4,471.53	15,571.22	112,747.27	90,785.33
6069-62	WEST METRO EDUCA	0	0	0	150,654.41	2,208,261.18
6070-50	QUAD COUNTY TELE	0	0	0	26,900.00	0
6071-51	QUAD COUNTY VOCA	0	0	0	0	0
6072-62	VALLEY CROSSING	0	0	0	0	130,495.42
6074-50	CENTRAL MINNESOT	0	0	0	0	0
6076-50	NORTHLAND LEARNI	0	0	0	0	0
6078-62	N.W.SUBURBAN INT	0	0	0	407,926.60	220,194.85
6383-61	BENTON-STEARN S E	0	0	0	0	0
6979-61	MID STATE EDUCAT	0	0	0	0	0
	<b>REPORT TOTAL</b>	<b>43,512,119.69</b>	<b>12,277,380.36</b>	<b>22,335,559.19</b>	<b>44,130,208.84</b>	<b>26,086,556.18</b>

## Contact and Advisory Committee information

**Advisory Staff Development Committee - Staff Development - Microsoft Internet Explorer provided by MDE**

https://education.state.mn.us/StaffDevelopment/advisoryCommittee.do

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Page Tools

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**District Report Sections**  
[Advisory Committee](#)  
[Goals](#)  
[Activities](#)  
[Findings](#)  
[Revenue](#)  
[Teacher Induction](#)  
[Staff](#)

### District Report: Add or Edit Contact and Advisory Committee Information

**Statutory Reference**  
 "A majority of the advisory committee and the site professional development team must be teachers representing various grade levels, subject areas, and special education. The advisory committee must also include non-teaching staff, parents, and administrators." M.S. §122A.60

Remember to **save** after adding or editing information on this page.

**Save**

1. Please enter the contact information for the individual designated to submit your district staff development report. This is information that MDE will use to contact your district with questions regarding staff development.

Name:

Address:

City:  State:  Zip:

Phone:  ext.

Email:

2. Who are the members of your current Staff Development Advisory Committee?

Name	Position	Subject	Grade Level
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**Add**

---

**District Report: Add or Edit Goals**

Enter a student achievement goal and indicate if it is content specific. Then enter a district staff development goal. Remember to **save** after adding or editing information on this page.

**Save**      **Delete**

1. The student achievement goal should answer the question, "How do we want to see our students improve?". It should be student-centered and linked to the district staff development goal.

District Student Achievement Goal

  
\*800 characters maximum

2. Indicate the focus of this goal.

☐ Art/Music  
☐ Health/Phy Ed  
☐ Language Arts  
☐ Math  
☐ Reading

☐ Social Studies  
☐ Science  
☐ Writing  
☐ Math/Science  
☐ Other:

3. The district staff development goal should answer the question, "How did we train staff to accomplish the student achievement goal above?"

District Staff Development Goal

  
\*800 characters maximum

**Save**      **Delete**

## Activities and Strategies information

District Report: Add or Edit Activities and Strategies

For the staff development goal shown below enter or edit an activity or strategy and indicate which designs or structures were used to implement the goal during the school year. Also indicate which high quality components were included in the activity. Each goal must have at least one corresponding activity or strategy. Remember to **save** after adding or editing information on this page.

Staff Development Goal:

SaveDelete

1. Enter an activity or strategy to support this goal.

1800 characters maximum

2. Check each of the **designs or structures** used to implement the goal during the reporting year (check at least one). Mouse over any of the designs or structures listed below to see a definition of terms.

☐ Professional Learning Communities

☐ Examine Data - Student and Staff

☐ Examine/Analyze Student Work

☐ Work in Study Groups

☐ Participate in ongoing training

☐ Conduct Action Research

☐ Demonstration Teaching

☐ Instructional Strategy Modeling

☐ Engage in Individual Guided Practice

☐ Practice with Reflection

☐ Develop Curriculum

☐ Coach/Mentor/Induction Program

☐ Content Coaching/Instructional Coaching

☐ Peer or Cognitive Coaching

☐ Attend Workshop/Conference

☐ Team Meetings with Instructional Focus

☐ Team Teaching

☐ Lesson Study

☐ Case Studies

☐ Train the Trainer

☐ Design and Evaluate Assessment

☐ Other

3. This activity encompassed the following **high quality components** (check at least one):

☐ Improved and increased teachers' knowledge of academic subjects and enabled teachers to become highly qualified.

☐ Improved teachers' and principals' knowledge and skills to help students meet challenging state academic standards.

☐ Improved teachers' classroom-management skills.

☐ Advanced teacher understanding of effective instruction strategies using scientifically based research.

☐ Increased teacher knowledge and skill in providing appropriate curriculum, instruction, assessment, and services for LEP children.

☐ Provide technology training to improve teaching and learning.

☐ Provide training that will help teachers ensure all students are technologically literate by the end of the eighth grade.

☐ Provide instruction in methods of teaching children with special needs.

☐ Included the use of data and assessments to inform classroom practice.

☐ Helped all school personnel work effectively with parents.

4. This high quality **staff development activity** was (check at least one):

☐ An integral part of school board, district-wide and school-wide educational improvement plans.

☐ Sustained, intensive, and classroom focused; they were not one-day or short-term workshops.

☐ Developed with extensive participation of teachers, principals, parents, and administrators.

☐ Evaluated regularly to improve the quality of future professional development.

SaveDelete

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Internet

100%

45

## Findings information

**District Report: Add or Edit Findings**

Enter the findings, the impact on student learning and the impact on teacher learning for each district staff development goal and corresponding activity or strategy shown below. Remember to **save** after editing or adding information to this page.

Staff Development Goal:

Save

Delete

1. What were the findings of this goal?

↑

↓

\*800 characters maximum

2. What was the impact on student learning?

↑

↓

\*800 characters maximum

3. What was the impact on teacher learning?

↑

↓

\*800 characters maximum

4. Will your district continue working on this goal next year?

☐ Yes

☐ No

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## Revenue information

### Revenue Information

#### Statutory Reference

According to M.S. §122A.61 "a district may annually waive the requirement to reserve their basic revenue under this section" with a majority vote of the licensed teachers in the district and a majority vote of the school board.

Answer the following questions about how district revenue was used to support staff development efforts in your district. Remember to **save** after adding or editing information on this page.

#### Save

1. Did your district vote to waive the reserve requirement?

- ☐ Yes  
☐ No

**SOD** - A district in statutory operating debt (SOD) is exempt from reserving basic revenue according to this section but may choose to do so anyway.

2. Is your district in SOD?

- ☐ Yes  
☐ No

3. If you answered no to the question 2 or if your district is in SOD but has still set aside Staff Development funds, please indicate the amount reserved.

☐ Reserved 2% OR Amount Reserved  %

### Exemplary Grants

4. Did your district set aside 25% of the staff development revenue for Exemplary Grants?

- ☐ Yes  
☐ No

5. If you answered yes to question 4, how many Exemplary Grants were awarded by the district:

### Q Comp

6. Does your district participate in Q Comp?

- ☐ Yes  
☐ No

7. Amount Q Comp funds used for Professional Development: \$

8. Number of career ladder positions receiving salary augmentation:

9. Total amount of Q Comp funds used for salary augmentation: \$

10. Is the district using part of the 2% set aside to support Q Comp?

- ☐ Yes  
☐ No

11. If you answered yes to question 10, what is the amount of money being set aside? \$

### NCLB Professional Development

12. Did your district set aside any of the following NCLB funds for professional development?

☐ Title I Part A funds for professional development ( Do not include AYP set-asides )

Amount \$

☐ Title I Part A district set-aside for districts identified as AYP Needs Improvement

Amount \$

☐ Title II Part A funds for professional development

Amount \$

☐ Title II Part D (Technology) funds for professional development ( \*Districts must set aside 25% from Title II D for professional development unless granted an exemption )

Amount \$

☐ Title III (ELL) funds for professional development

Amount \$

☐ Title V (Innovative Program) funds for professional development

Amount \$



## Teacher Induction information

### District Report: Add or Edit District Teacher Induction Information

Teacher induction or mentoring programs are designed to provide a formal support structure for teachers during their first years of teaching. A comprehensive induction program includes an orientation to school, professional development, Teacher Induction support, observation and feedback, professional development plans and formative assessments. Please identify activities, seminars or formative assessments provided for new teachers in your district. Remember to **save** after entering or editing information on this page.

Save

1. Did the district provide a New Teacher Mentorship Program for teachers in their first three years of teaching?

- ☐ Yes - Please answer questions 2-6 below then save  
☐ No - Save then proceed to the next section of your district report

2. What type of induction activities were provided for new teachers? (check at least one)

- ☐ No formal program was provided to new teachers in their first three years of teaching  
☐ Program for first year teachers  
☐ Program for second year teachers  
☐ Program for third year teachers  
☐ Teacher Induction  
☐ New teacher orientation  
☐ Collaboration time expectations for new teacher and mentor  
☐ New teacher seminars/workshops  
☐ Observations conducted by a mentor  
☐ New teacher observations of master teachers  
☐ Formative assessments to guide their professional growth (needs assessments, self-assessments using professional teaching standards, mentor logs, mentor observations, examining student work, etc.)

3. What types of new teacher seminars/workshops were provided? (check at least one)

- ☐ Orientation to district and school  
☐ Classroom management  
☐ Lesson planning  
☐ Instructional strategies  
☐ Content or program knowledge  
☐ Curriculum and assessments  
☐ Differentiated instruction  
☐ Using data to improve instruction

4. What types of formative assessments were used with new teachers? (check at least one)

- ☐ Needs assessments  
☐ Self-assessments using professional teaching standards  
☐ Mentor logs focused on issues and results  
☐ Mentor observations and feedback  
☐ Examining student work or student data

5. What type of activities were provided in mentor training? (check at least one)

- ☐ Foundations (basic skills and knowledge to Teacher Induction)  
☐ Professional teaching standards  
☐ Coaching skills  
☐ Using formative assessments  
☐ Observation strategies

6. What was measured when you evaluated the program? (check at least one)

- ☐ Program model effectiveness  
☐ Impact on teacher retention  
☐ Impact on teacher effectiveness (professional growth)  
☐ Impact on student achievement  
☐ Teacher Induction relationship  
☐ New teacher's job satisfaction

Save

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## Staff information

### Staff Information

The tables below show the number of teachers, paraprofessionals and administrative staff assigned across the district. Please indicate the number in each category who have received high quality staff development. Information for individual sites should be entered on the specific school site page. The data for the district office totals are from the 06-07 STAR collection. Remember to **save** after entering or editing information on this page. [USDOE List of High Quality Staff Development Characteristics](#)

- There is no Staff Information available for this district

Save

#### Teachers

Total number of Teachers in the district	0
Total who received High Quality Staff Development training	

#### Paraprofessionals

Total number of Paraprofessionals in the district	0
Total who received High Quality Staff Development training	

#### Licensed Non-Instructional Staff

Total number of Licensed Non-Instructional Staff in the district	0
Total who received High Quality Staff Development training	

Save

## 2006 Staff Development Annual Report - School Site Report

District Report Sections	2006 Staff Development Annual Report - School Site Report
<a href="#">Advisory Committee</a> <a href="#">Goals</a> <a href="#">Activities</a> <a href="#">Findings</a> <a href="#">Revenue</a> <a href="#">Teacher Induction</a> <a href="#">Staff</a>	<p>Please choose a school site in your district to enter or review information for the 2006 Staff Development Annual Report.</p> <p><b>Access Staff Development Report for this School</b></p> <p>--Select a School--</p> <p>To complete the school site section of the 2006 Staff Development Annual Report for your district you will need to enter the following types of information for each school:</p> <ul style="list-style-type: none"><li>• Student Achievement and Staff Development Goals</li><li>• Staff Development Activities</li><li>• Findings and Impact of Staff Development for Each Goal</li><li>• Number of Staff who Received Staff Development Training</li></ul> <p>Information for each is required to submit the final report for your district. For a complete list of required information at the district and school level Click <a href="#">here</a>. As you complete each section remember to <b>save</b> before leaving each page or your information will be lost.</p>
<b>Site Report Sections</b> <a href="#">Select a School</a> <a href="#">Goals</a> <a href="#">Activities</a> <a href="#">Findings</a> <a href="#">Staff</a>	
<b>Final Reports</b> <a href="#">Error Report</a> <a href="#">Preview Final Report</a> <a href="#">Submit</a>	

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## Final Report

District Report Sections	Preview Final Report
<a href="#">Advisory Committee</a> <a href="#">Goals</a> <a href="#">Activities</a> <a href="#">Findings</a> <a href="#">Revenue</a> <a href="#">Teacher Induction</a> <a href="#">Staff</a>	<p>The information you have entered is displayed in each of the reports below. If you would like to make changes to any of the information please go to the appropriate District or Site Report section shown in the left hand navigation. If the information in each of these reports is correct you may officially submit the report in the Submit section of Final Reports.</p> <p><b>District Level Information</b></p> <ol style="list-style-type: none"><li>1 - Advisory Committee</li><li>2 - District Staff Development Goals, Activities and Findings</li><li>3 - Revenue</li><li>4 - Teacher Induction</li><li>5 - District and Site Staff Information</li><li>6 - District Data Summary</li><li>7 - Full District Report</li><li>8 - Full District/School Report</li><li>9 - Blank Goals Report</li></ol> <p><b>Information for All Schools in the District</b></p> <ol style="list-style-type: none"><li>1 - School Staff Development Goals, Activities and Findings</li><li>2 - School Data Summary</li></ol>
<b>Site Report Sections</b> <a href="#">Select a School</a> <a href="#">Goals</a> <a href="#">Activities</a> <a href="#">Findings</a> <a href="#">Staff</a>	
<b>Final Reports</b> <a href="#">Error Report</a> <a href="#">Preview Final Report</a> <a href="#">Submit</a>	

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## Appendix C

### Statutory Reference

#### **122A.60 STAFF DEVELOPMENT PROGRAM.**

Subdivision 1. **Staff development committee.** A school board must use the revenue authorized in section [122A.61](#) for in-service education for programs under section 120B.22, subdivision 2, or for staff development plans under this section. The board must establish an advisory staff development committee to develop the plan, assist site professional development teams in developing a site plan consistent with the goals of the plan, and evaluate staff development efforts at the site level. A majority of the advisory committee and the site professional development team must be teachers representing various grade levels, subject areas, and special education. The advisory committee must also include nonteaching staff, parents, and administrators.

Subd. 1a. **Effective staff development activities.** (a) Staff development activities must:

- (1) focus on the school classroom and research-based strategies that improve student learning;
- (2) provide opportunities for teachers to practice and improve their instructional skills over time;
- (3) provide opportunities for teachers to use student data as part of their daily work to increase student achievement;
- (4) enhance teacher content knowledge and instructional skills;
- (5) align with state and local academic standards;
- (6) provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring; and
- (7) align with the plan of the district or site for an alternative teacher professional pay system.

Staff development activities may include curriculum development and curriculum training programs, and activities that provide teachers and other members of site-based teams training to enhance team performance. The school district also may implement other staff development activities required by law and activities associated with professional teacher compensation models.

(b) Release time provided for teachers to supervise students on field trips and school activities, or independent tasks not associated with enhancing the teacher's knowledge and instructional skills, such as preparing report cards, calculating grades, or organizing classroom materials, may not be counted as staff development time that is financed with staff development reserved revenue under section [122A.61](#).

Subd. 2. **Contents of the plan.** The plan must include the staff development outcomes under subdivision 3, the means to achieve the outcomes, and procedures for evaluating progress at each school site toward meeting education outcomes.

Subd. 3. **Staff development outcomes.** The advisory staff development committee must adopt a staff development plan for improving student achievement. The plan must be consistent with education outcomes that the school board determines. The plan must include ongoing staff development activities that contribute toward continuous improvement in achievement of the following goals:

- (1) improve student achievement of state and local education standards in all areas of the curriculum by using best practices methods;
- (2) effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, and gifted children, within the regular classroom and other settings;
- (3) provide an inclusive curriculum for a racially, ethnically, and culturally diverse student population that is consistent with the state education diversity rule and the district's education diversity plan;
- (4) improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;
- (5) effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict

resolution; and

(6) provide teachers and other members of site-based management teams with appropriate management and financial management skills.

**Subd. 4. Staff development report.** (a) By October 15 of each year, the district and site staff development committees shall write and submit a report of staff development activities and expenditures for the previous year, in the form and manner determined by the commissioner. The report, signed by the district superintendent and staff development chair, must include assessment and evaluation data indicating progress toward district and site staff development goals based on teaching and learning outcomes, including the percentage of teachers and other staff involved in instruction who participate in effective staff development activities under subdivision 3.

(b) The report must break down expenditures for:

(1) curriculum development and curriculum training programs; and

(2) staff development training models, workshops, and conferences, and the cost of releasing teachers or providing substitute teachers for staff development purposes.

The report also must indicate whether the expenditures were incurred at the district level or the school site level, and whether the school site expenditures were made possible by grants to school sites that demonstrate exemplary use of allocated staff development revenue. These expenditures must be reported using the uniform financial and accounting and reporting standards.

(c) The commissioner shall report the staff development progress and expenditure data to the house of representatives and senate committees having jurisdiction over education by February 15 each year.

**History:** *1Sp1985 c 12 art 8 s 23,61; 1987 c 398 art 8 s 27,28; 1Sp1987 c 4 art 1 s 3; 1988 c 486 s 73,74; 1990 c 562 art 4 s 8; 1991 c 265 art 7 s 30-32; 1992 c 499 art 1 s 19; 1992 c 571 art 10 s 4,5; 1993 c 224 art 7 s 24; 1994 c 647 art 7 s 10,11; 1Sp1995 c 3 art 8 s 9; 1996 c 412 art 9 s 11; 1998 c 397 art 8 s 95,96,101; art 11 s 3; 1998 c 398 art 5 s 13; 1999 c 241 art 5 s 3; 1999 c 241 art 9 s 17; 1Sp2005 c 5 art 2 s 44-46*

## **Minnesota Statutes, section 122A.61 RESERVED REVENUE FOR STAFF DEVELOPMENT**

**Subdivision 1. Staff development revenue.** A district is required to reserve an amount equal to at least two percent of the basic revenue under section [126C.10, subdivision 2](#), for in-service education for programs under section [120B.22, subdivision 2](#), for staff development plans, including plans for challenging instructional activities and experiences under section [122A.60](#), and for curriculum development and programs, other in-service education, teachers' workshops, teacher conferences, the cost of substitute teachers staff development purposes, preservice and in-service education for special education professionals and paraprofessionals, and other related costs for staff development efforts. A district may annually waive the requirement to reserve their basic revenue under this section if a majority vote of the licensed teachers in the district and a majority vote of the school board agree to a resolution to waive the requirement. A district in statutory operating debt is exempt from reserving basic revenue according to this section. Districts may expend an additional amount of unreserved revenue for staff development based on their needs. With the exception of amounts reserved for staff development from revenues allocated directly to school sites, the board must initially allocate 50 percent of the reserved revenue to each school site in the district on a per teacher basis, which must be retained by the school site until used. The board may retain 25 percent to be used for district wide staff development efforts. The remaining 25 percent of the revenue must be used to make grants to school sites for best practices methods. A grant may be used for any purpose authorized under section [120B.22, subdivision 2](#), [122A.60](#), or for the costs of curriculum development and programs, other in-service education, teachers' workshops, teacher conferences, substitute teachers for staff development purposes, and other staff development efforts, and determined by the site professional development team. The site professional development team must demonstrate to the school board the extent to which staff at the site have met the outcomes of the program. The board may withhold a portion of initial allocation of revenue if the staff development outcomes are not being met.

**122A.61.Subdivision 3. Coursework and training.** A school district may use the revenue reserved under subdivision 1 for grants to the district's teachers to pay for coursework and training leading to certification as a

college in the schools or concurrent enrollment teacher. In order to receive a grant, the teacher must be enrolled in a program that includes coursework and training focused on teaching a core subject.

**History:** 1987 c 398 art 1 s 18; 1989 c 329 art 7 s 6; 1991 c 130 s 37; 1991 c 265 art 1 s 25; 1992 c 499 art 1 s 18; art 7 s 31; art 12 s 29; 1992 c 571 art 10 s 3; 1993 c 224 art 4 s 33; art 7 s 14; 1994 c 647 art 7 s 3; 1Sp1995 c 3 art 1 s 49; 1998 c 397 art 8 s 4,101; art 11 s 3; 1998 c 398 art 1 s 36,39; 1Sp1998 c 3 s 19; 1999 c 241 art 1 s 54; art 5 s 4; 2000 c 489 art 2 s 1,28; 1Sp2001 c 5 art 3 s 82; 1Sp2001 c 6 art 1 s 42; art 3 s 3; 2007 c 146 art 2 s 13

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