Minnesota Department of

Education

State-Approved Alternative Programs Resource Guide

Contents

Introduction and Background Information

State-Approved Alternative Programs Resource Guide Introduction

This resource guide is designed to provide guidance and information necessary for starting and/or augmenting current alternative programming. In this guide, there are useful tools such as a glossary of terms, program development information, sample in-take and Continual Learning Plan (CLP) forms, reporting procedures and requirements and contact information. We hope the resource guide is a useful start in answering your questions. As always, we are just a phone call away.

Statement of Need

Being able to meet the needs of students who are unsuccessful or disenfranchised from our traditional schools is becoming critically important as we face an achievement gap that is not shrinking fast enough and a graduation rate that is currently 83.2 percent nationally and 81.9 percent for the state. As Minnesota strives for a 90 percent graduation rate by 2020, we need to recognize that the graduation rates for our at-risk students fall short of this and look for other options. Equally important is ensuring that these other options are successful in meeting this need. Even as our graduation rate state-wide has risen above 80 percent, there continues to be a population of students for whom the status quo has not proven successful, both within and outside of our state. Minnesota has long been a leader in providing multiple pathways for students to achieve their high school diploma, from Postsecondary Enrollment Options (PSEO) to charter schools to college within the schools to alternative education programs. As we work towards closing the achievement gap and increasing our global competiveness, we have come to understand that there are different ways for different students to be successful in their postsecondary and career pursuits. While we strive for quality schools for all students and as we implement the World's Best Workforce, we know that many students are seeking and needing a different pathway option than what works for the majority. State-Approved Alternative Programs (SAAPs) are one possibility.

Alternative programs are generally characterized by the following:

- Smaller class sizes.
- Year-round programs.
- More hands-on/experiential approach.
- Focus on individual students' learning style/needs.
- Independent study options (available for students over the age of 14).

SAAPs are funded with General Education Revenue and students are eligible to generate up to 1.2 Average Daily Membership (ADM), the basis on which schools generate per pupil funding, to give them the extra time they need to be successful.

Alternative education is one of the intervention strategies that many school districts are implementing to address the needs of students who are not succeeding in traditional education settings. But what exactly is "alternative education"?

Definition of Alternative Programs

The U.S. Department of Education defines alternative education as "schools and programs designed to address the needs of students that typically cannot be met in regular schools. The students who attend alternative schools and programs are typically at risk of educational failure (as indicated by poor grades, truancy, disruptive behavior, pregnancy, or similar factors associated with temporary or permanent withdrawal from school)".[i]

In Minnesota, the purpose of alternative education is defined in Minnesota Statutes, section 124D.68, subdivision 1: "The legislature finds that it is critical to provide options for children to succeed in school. Therefore, the purpose of this section is to provide incentives for and encourage all Minnesota students who have experienced or are experiencing difficulty in the traditional education system to enroll in alternative programs."[ii] Furthermore, Minnesota Statutes, section 123A.05, subdivision 1, defines the types of alternative programs that Minnesota authorizes:

> (a) A district may establish an area learning center, alternative learning program, or contract alternative in accordance with sections 124D.68, subdivision 3, paragraph (d), and 124D.69.

> (b) An area learning center is encouraged to cooperate with a service cooperative, an intermediate school district, a local education and employment transitions partnership, public and private secondary and postsecondary institutions, public agencies, businesses, and foundations. Except for a district located in a city of the first class, an area learning center must be established in cooperation with other districts and must serve the geographic area of at least two districts. An area learning center must provide comprehensive educational services to enrolled secondary students throughout the year, including a daytime school within a school or separate site for both high school and middle school level students.

> (c) An alternative learning program may serve the students of one or more districts, may designate which grades are served, and may make program hours and a calendar optional.

> (d) A contract alternative is an alternative learning program operated by a private organization that has contracted with a school district to provide educational services for students under section 124D.68, subdivision 2.[iii]

In addition to these programs, a separate program is available for Area Learning Centers. Minnesota Statutes, section 123A.06 states that "a center may also provide programs and services for elementary and secondary pupils who are not attending the state-approved alternative program to assist them in being successful in school."[iv] The Department has defined these as Targeted services programs at the elementary level.

This means that, in Minnesota, we have four basic types of learning year (alternative) programs:

- Area Learning Centers, both core day and extended learning programs.
- Alternative Learning Programs, both core day and extended learning programs.
- Contracted Alternative Programs, both core day and extended learning programs.
- Targeted services programs, extended learning programs only.

Statute also defines students that must be provided the option of receiving these services. Minnesota Statutes, section 124D.128, subdivision 2(a), states that a state-approved alternative program must provide services to students who meet the criteria in Minnesota Statutes, section 124D.68 and who are enrolled in a district that is served by the state-approved alternative program or who are enrolled in a charter school located within the geographic boundaries of a district that is served by the state-approved alternative program.

In 2015-2016, there were 560 sites in 131 approved districts, including 242 Area Learning Centers, 53 Alternative Learning Programs, 18 Contracted Alternatives Programs and 247 Targeted services programs.

Alternative Education Programs provide multiple opportunities for students to be successful in gaining their high school diploma. They range in all shapes, types and grade configurations. There are currently programs in over 200 districts across the state. While there are fewer districts that hold an approval, many of these are Intermediate Districts or Educational Cooperatives that have programs in several of their member districts. Also, several districts are contracting with other districts to run programming, such as Detroit Lakes. In Fiscal Year (FY) 15 there were over 167,000 enrollment records and an unduplicated count of 157,935 students enrolled in these programs, the majority of whom participate solely in extended learning programs. These occur primarily in afterschool time and summer time. This data is presented in Appendix C. Minnesota is unique in the resources that are placed in these extended learning programs for at-risk students: very few other states provide such support and often rely on other funding streams, such as Title dollars, to fund out-of-school time programs. However, the research is compelling on the need for these extended learning programs, which allow students to close the opportunity gap that often exists between our students in poverty and their better-off peers, and to allow our high school students to earn credits they have missed in order to graduate from high school.

While we can show the value of the extended learning programs, having options for students during the core school year has also been shown to benefit students who might otherwise not graduate from high school. According to the National Education Association:

> The improved graduation rates have been buoyed not only by support from the Obama Administration and a renewed focus on the importance of achieving a diploma, but also from educators across the country who have spent years fighting to keep at-risk students in the classroom through the implementation of alternative schools.[v]

It is difficult to determine the degree of impact alternative programs have on graduation rates in Minnesota. In some cases, alternative programs do not appear to impact graduation rates because alternative programs have low numbers and the way graduation rates are calculated in some districts can affect the interpretation. Graduation rates are based on the number of graduates divided by the size of the cohort group. Currently the last school where a student was enrolled retains that student in their cohort, no matter the length of their enrollment. Many alternative schools experience an increase in the size of their cohort group as students who did not graduate from the traditional high school programs on time transfer to the alternative program and may leave that program without graduating. These students are removed from the traditional school graduation cohort and remain in the alternative school cohort. This will be discussed in greater detail in the section of the report that deals with graduation rates.

Although the degree of impact can occasionally be difficult to determine, we do know that the overall effect of alternative programs on student outcomes is positive. Alternative programs serve difficult to reach students and are successful in assisting this student population toward obtaining high school diplomas.

History of Alternative Programs

Many people feel that alternative schools were the seed that led to charter schools1. They were first approved by the Minnesota Legislature in 1987 to serve high school students struggling in traditional schools. This law gave school districts the opportunity to establish "area learning centers" or work with "contract alternatives." At that time, the law did not specify the third current type of alternative programs, "alternative learning programs." This occurred in 2009 when the Legislature made a number of changes to the alternative education statutes. Over time these programs have served hundreds of thousands of students. The purpose of the law was to provide alternatives for at-risk students and statute established eligibility for students and created a means to serve them.

Minnesota defines at-risk and student eligibility to attend alternative programs very broadly. Statute also makes the pint that these are programs of choice2. Because of this, school personnel cannot mandate a student's attendance to an alternative program. Programs work with each individual student to develop a plan to bring them to graduation. Each student has a continual learning plan (CLP) that establishes support for the student in grade promotion and completion of a high school diploma.

In February of 2010, the Office of the Legislative Auditor (OLA) published a report on alternative programs in which they described student results on the Measurement of Academic Progress (MAP) tests and the Minnesota Comprehensive Assessment (MCA). The OLA report concluded that, "(s)tudents who received targeted services had greater gains on the MAP exam than other students" and "(m)ore students enrolled in targeted services showed high growth than low growth on the MCA-II tests"3. Visit the Office of the Legislative Auditor website to access the report on Alternative Education Programs.

State-Approved Alternative Programs (Learning Year Programs)

Program Models

Summer Programs (Extended Year)

The largest enrollment of students in SAAP programs occurs during the summer. It is a time of opportunity for students who struggle, particularly students in poverty, to receive additional supplemental instruction. Despite mounting research demonstrating that summer is a critical time towards closing the achievement gap, districts struggle financially to provide summer programming without using extended time funding as the main funding source for programs that occur in the summer.

According to RAND researcher Jennifer McCombs, "(d)espite long-term efforts to close the achievement gap between disadvantaged and advantaged students, low-income students continue to perform at considerably lower levels than their higher-income peers, particularly in reading. Instruction during the summer has the potential to stop summer learning losses and propel students toward higher achievement."[4]

In 2011, a comprehensive analysis was published by the RAND Corporation. Based on this information, McCombs and colleagues concluded that while overall elementary students' performance falls by about a month during the summer, the decline is far worse for lower-income students. But perhaps more importantly, their report shows that summer learning loss is cumulative and contributes substantially to

---

[1] http://www.pbs.org/closingtheachievementgap/faq.html#q13; Article about Charter Schools and At-Risk students

[2] According to §124D.128, Subdivision 3 "participation in the program is optional".

[3] OLA Report on Alternative Programs, February 2010

[4] Press Release, June 13, 2011. Research Brief on Investment in Summer Learning

the achievement gap. They concluded that efforts to close the achievement gap must not be applied to the core school year alone in order to be successful.[5]

This research confirms previous reports on the impact of the summer learning loss. The cumulative summer learning loss for a student in poverty and a middle income student is depicted in the following chart:
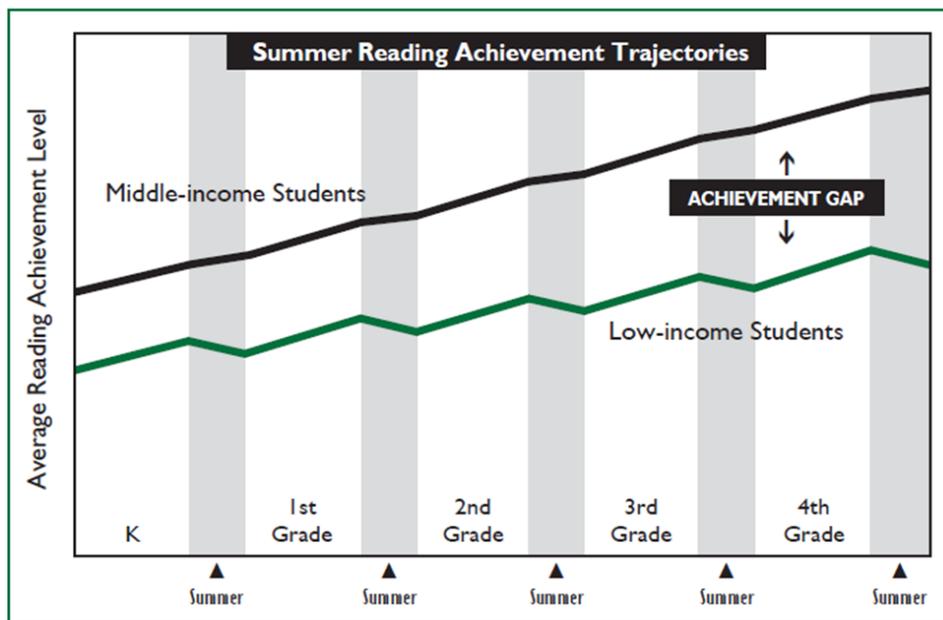
Data source: Summer Learning: Research, Policies, and Programs[6]

Minnesota has recognized the need to offer targeted services to at-risk elementary students and provides resources to support these programs. The extended time funding that exists for at-risk students is a critical component for students living in poverty and exhibiting the risk factors as noted in legislation. Summer programs for elementary students are referred to as Targeted Services and can only be offered by ALCs. At the secondary level, most summer programs offer opportunities for students to earn credits in order to get back on track with their peers. Programs could also focus on other areas of need, such as EL services or addressing chemical dependency issues.

Core School Year Day Programs

Minnesota SAAP core school day programs are mainly Area Learning Centers, followed in number by Alternative Learning Programs and then Contract Alternative Programs. While there are fewer Contract programs, these programs serve slightly more students that the Alternative Learning Programs. Both these programs are described in more detail in the following section.

Extended Day Programs

Extended Day programs can occur before school, after school, during school breaks or on the weekend (these would be extended week). Programs for elementary students are referred to as Targeted Services and can only be offered by ALCs. At the secondary level, most extended day or week programs offer opportunities for students to earn credits in order to get back on track with their peers.

---

[5] McCombs, J. S., Augustine, C. H., Schwartz, H. L., Bodilly, S. J., McInnis, B., Lichter, D. S., and Cross, A. B. (2011). *Making summer count: How summer programs can boost students' learning.* Santa Monica, CA: RAND. Retrieved from Making Summer Count: How Summer Programs can Boost Student Learning

[6] G.D. Borman and M. Boulay (Eds.), *Summer Learning: Research, Policies, and Programs* (Mahway, NJ: Lawrence Erlbaum Associates, Inc., 2004).

Requirements for Types of Alternative Programs

All State-Approved Alternative Programs are required to be learning year programs. This means that programming of some type must be offered throughout the calendar year.

Area Learning Center

The first type of alternative programs in the state are Area Learning Centers (ALCs). Many people erroneously refer to these as ALCs but the word "area" has specific significance. These must have the following characteristics:

- Except for districts located in a city of the first class (Minneapolis, St. Paul and Duluth), ALCs must be established cooperatively with at least two districts and serve the geographic area of those districts.
- ALCs must offer a comprehensive education program through a school within a school or separate site for students at **both** the middle school and high school level.
- ALCs must have programming available throughout the calendar year.

There are benefits to being an ALC. For example, ALCs can provide out-of-school time programs for identified at-risk students who are not enrolled in the core school day program. At the elementary level, these programs are called Targeted Services.

Alternative Learning Programs

Alternative Learning Programs (ALPs) have the next highest number of sites but are actually the smallest programs we operate in terms of number of ADMs generated. ALPs are not required to be operated in conjunction with another district, nor are they required to serve both middle school and high school students. ALPs can focus on one specific need, for example, students identified as having chemical dependency issues. ALPs can specify the grades they serve and may make program hours and a calendar optional.

Targeted services programs

After Area Learning Centers, Targeted Services (TS) programs are the most common programs. Unlike ALCs, TS programs can only generate funding outside of the core school day.

TS programming differs. Without broad policy and no implementation recommendations to guide programs, there is a wide range in program focus, time, and duration. For example, summer programs may range from three days to 40 days. The hours per day may also range from one hour per day to seven hours per day. Afterschool programs during the core school year range from one hour per day to three hours per day, and from one to four days per week.

Contract Alternative Programs

Districts may also choose to contract with outside agencies to provide education services for students that are identified as at risk. Currently there are only two districts in the state using this model. Saint Paul Public Schools has one Contract Alternative Program (CAP) and Minneapolis Public Schools has 11 CAPs. While there are only 12 CAPs, they have slightly more ADMs than the ALPs. CAPs are also required to be learning year programs. Enrolled students remain students of the district who holds the contract, however, the staff are generally are non-district employees. These schools do not qualify for lease aid and must pay those expenses out of the dollars they receive for the education of their students.

PSEO State-Approved Early/Middle College

Legislation was passed in 2014 that provides students in State-Approved Alternative Programs the possibility to leverage the PSEO program in a new and unique way. The Early/Middle College program was added to Minnesota Statutes, section 124D.09 and allows alternative program students to take college classes such as developmental coursework. Developmental classes are for students who have not yet achieved the level of academic skill needed to take college level courses. Students earn a high school diploma while also earning postsecondary credits towards a degree or credential including a certificate, diploma, or an associate's degree. This program allows students to earn up to two years' worth of credit towards a Bachelor's degree.

The Early/Middle College legislation provides opportunities to over-age and under-credited youth. These students are now able to learn at their level of understanding on a college campus and with age-appropriate peers.

Another thing that is unique about this program is the strong partnership it forges between the alternative school, the district, and the college. Students must choose a path they will undertake with specific courses set out in a timeline that is clear, and supported along the way by educators from across the spectrum such as counselors, teachers and college instructors. Students will be taking meaningful steps along the path to a credential, certificate or degree in Welding, Health Care Assistant, Early Childhood Education, Administrative Assistant, Human Resources, and many other possible programs.

The steps to begin developing an Early/Middle College program are as follows. First, a partnership between the college and the alternative school must be established. Agreements creating programs of study pathways for students to participate in courses on the college campus are formed. Identifying high school requirements which can be fulfilled by the program college courses is essential. The final step is to submit an application to MDE for approval. The approval process is open each year with an annual due date of March 1. Approvals are for three years.

Adult Diploma Program

There are a number of Adult Basic Education programs that are co-located with Alternative Learning Programs (ALP). This partnership creates efficiencies by facilitating credit completion ABE participants working on completing the credits to earn a high school diploma and provides for a smooth transition to participation in the Standard Adult Diploma for age-out ALP participants.

Secondary credentials are important to adult success in postsecondary education, training, and careers. Such credentials provide a gateway for entry into the workforce, to postsecondary education and to participate as active and contributing community members.

Prior to implementation of the Adult Diploma, if an adult in Minnesota wanted to earn a high school diploma, he/she had two options: returning to a high school program if their age permitted or earning a GED®. In FY 14, the vast majority of adults, nearly 9,000, who earned their diploma did so through the GED® and approximately 200 adults earned a high school diploma. This new, third option will allow adults to earn a competency-based diploma. The Standard Adult Diploma Program is designed for the diverse adults in Minnesota who need a secondary credential. Many of these adults possess the same risk factors as students in alternative programs. The Adult Diploma was piloted in the spring of 2015 with full implementation slated to begin in January of 2016.

The Minnesota Department of Education alternative education mission is to provide viable educational options for students who are experiencing difficulty in the traditional system. The first legislated State-Approved Alternative Programs (SAAP) began in 1988 with four sites serving 4,000 students. As of the 2014-15 school year, there were approximately 184,000 enrollment records with 156,574 students who accessed alternative education on a part-time or full-time basis at one of 543 programs. This represents about 17 percent of Minnesota public school students. In 2015, 75 percent of these students enrolled in extended-time programs, such as summer or after school programs.

Minnesota Department of Education Contact Information

ADM Computations, Project-based learning, Membership Reporting
Kelly Wosika 651-582-8855

Adult Diploma
Brad Hasskamp 651-582-8594

Assessments and Testing
mde.testing@state.mn.us 651-582-8674

Alternative Programs Specialist
Mary Barrie 651-582-8567

Board of Teaching
Erin Doan 651-582-8819

Career and Technical Education
Michelle Kamenov 651-582-8434

Consumer Science
Maxine Peterson 651-582-8421

Educator Licensing
Nels Onstad 651-582-8807

English Language Learners
Leigh Schleicher 651-582-8326

Homeless Students
Roberto Reyes 651-582-8302

Language Arts
Charon Tierney 651-582-8643

Math
Susan Wygant 651-582-8581

Minnesota Career Information System (MCIS)
Dorothy Wolf 651-582-8475

Migrant Education (Title I School Wide)
Noemi Trevino 651-582-8233

Minnesota Student Survey
Deb Loy 651 582-8306

Online Learning
Jeff Plaman 651-582-8328

PSEO and Concurrent Enrollment
Beth Barsness 651-582-8336

Reading
Cory Stai 651-582-8615

School Finance, including PSEO Finance
Jeanne Krile 651-582-8637

Science
John Olson 651-582-8673

Special Education
Robyn Widley 651-582-1143

STEM
Doug Paulsen 651-582-8471

Trades, Industry and Technology
John Rapheal 651-582-8682

Work-Based Learning Program
April Schnell 651-582-8840

Glossary of Terms

Adult Diploma: The Standard Adult Diploma Program is designed for the diverse adults in Minnesota who need a secondary credential.

Average Daily Attendance (ADA): Attendance Days (or hours) divided by Instructional Days (or hours).

Average Daily Membership (ADM): Membership Days (or hours) divided by Instructional Days (or hours). This is weighted based on the student's grade level to arrive at Pupil Units or Weighted ADM (WADM). The weighting factors are set in statute. ADM/WADM is the basis for general education revenue.

Area Learning Center (ALC): Category of State-Approved Alternative Programs that are characterized by the following:

- An area learning center must provide comprehensive educational services to enrolled secondary students throughout the year, including a daytime school within a school or separate site for both high school and middle school level students. (Minnesota Statutes, section 123A.05).
- Must be established in cooperation with other districts and must serve the geographic area of at least two districts (with the exception of Minneapolis, St. Paul and Duluth). (Minnesota Statutes, section 123A.05).
- All students must have a Continual Learning Plan (CLP).

Alternative Learning Program (ALP): Category of State-Approved Alternative Programs that are characterized by the following:

- Typically tied closely to one school district, serving a defined grade-level population.
- Has the option of serving students only from within the district the program is located.
- Students must meet the at-risk criteria (Minnesota Statutes, section 124D.68).
- May make program hours and calendar optional.
- All students must have a CLP.
- At-Risk: Students who meet the statute-defined criteria (Minnesota Statutes, section 124D.68).

Child Count: The name applied to the federal reports that generate federal special education dollars. This is a count of all students who have IEPs or IFSPs on December 1 of any given year. It is also referred to as the Unduplicated Child Count.

Comprehensive Education Program: ALCs must provide a comprehensive education program at both the middle school and high school level. Students should be able to complete their graduation requirements entirely through the ALC.

Concurrent Enrollment: There are at least three uses for this term:

- Middle and high school students who are enrolled in an ALC or ALP and who attend the middle or high school part-time. These students are reported by both the ALC/ALP and the middle or high school for the time of instruction each provides.
- It can also refer to high school students who take college classes.
- It could also be used to describe a student who was taking classes in two traditional schools within a single district.

Continual Learning Plan (CLP): All students enrolled in a State-Approved Alternative Program must have an annually updated CLP that addresses their learning objectives and experiences, assessment measurements and requirements for grade level progression. Specific statute requirements can be found in: Minnesota Statutes, section 124D.128 or in the CLP section of this resource guide.

Contract Alternative: Nonpublic entity that contracts with a public school district to provide instructional services to at-risk students. Because these are a category of State-Approved Alternative Programs, all Statutes that govern other alternative programs must be adhered to here. Effective FY 99, these programs are state-designated Learning Year Program Sites at the sponsor program's option; students can generate more than 1.0 (but no more than 1.2) ADM when membership exceeds statute minimums.

Core Year: The number of Instructional Days and Length of Day required by a school or program for students to make regular grade progression. This is used as the ADM divisor for Learning Year programs. Statute requires minimums based on grade level but individual schools and programs can require more.

Dual Enrolled: Students who are full-time at the traditional school and receive extended day/year instructional services outside the core school day/year. Depending on State-Approved Alternative Program status and specific approval, this can occur from kindergarten through 12th grade. Each school/program reports the instructional time it provides to the student.

Extended Learning: out of school time programs that occur outside of the core school day or school year. These can occur before school, after school, during school breaks, on the weekend and during the summer.

Flexible School Year: Schools who extend the school year over a 10 to 12 month period, but the number of Instructional Days is no greater than those in a traditional school year.

General Education Development (GED) Diploma: In Minnesota, individuals who do not have a high school diploma may be able to earn a state of Minnesota GED® Diploma by passing the GED test. The four tests in the GED battery measure academic competencies similar to many of those required of a Minnesota high school graduate. If you are 19 years old and are not currently enrolled in high school, you are eligible to take the GED® in Minnesota. If you are 17 or 18 years old and are not currently enrolled in high school, you must apply for an age waiver before testing.

Individual Education Plan (IEP): Student has been formally assessed and identified as having a disability and is receiving special education services. The IEP is the student plan for addressing the student goals and objectives.

Individual Family Services Plan (IFSP): An "IEP" for very young children. It involves other agencies as well as education.

Independent Study (IS): State-Approved Alternative Programs can apply to provide an independent study program/component for students enrolled in their programs. Students are recommended to be 16 years of age. These students generate membership hours based on successful completion of coursework. As per statute, 20 percent or more of the membership earned must be student-teacher contact time.

Part-Time: A student who is enrolled less than full-time. Full-time is defined by the traditional schools calendar. Any student who is scheduled for less than the entire day at the high school and is not considered absent, or, for purposes of dual enrollment, has more than 60 minutes in study hall is considered part-time.

Postsecondary Enrollment Option (PSEO): allows 10th-, 11th- and 12th-grade students to earn college credit while still in high school, through enrollment in and successful completion of college-level courses. With traditional PSEO, these courses are generally offered on the campus of the postsecondary institution; some courses are offered online. Postsecondary institutions are not allowed to charge PSEO students for tuition, textbooks or support services. Students may be charged for equipment that becomes their property when the course or program is completed.

PSEO Early/Middle College: The Early/Middle College program was added to Minnesota Statutes, section 124D.09 and allows SAAP students to take developmental classes on the college campus. The program is characterized by the strong partnership between the SAAP, the District and the college. Students earn a high school diploma while also earning postsecondary credits towards a degree or credential including a certificate, diploma or an associate's degree.

Pupil Units (PU): This is the figure that determines state aid and levies.

State Aid Category (SAC): This is the MARSS code that determines how or why a student is enrolled in this district. Every record has a SAC code.

State-Approved Alternative Program (SAAP): includes state-approved Area learning Centers, Alternative Learning Programs, Middle level/Junior High, Targeted Services, including after school and summer school programming, and Contracted Alternative Programs. Each requires separate approval.

Seat time: Used for MARSS reporting to indicate the number of hours for generating revenue; traditional classroom is used to indicate the instructional model.

Status End Code (SEC): This is the MARSS code that indicates why a student's record is being terminated. Every student record has a SEC except on the fall submissions for students who are still enrolled as of the extract date.

Special Education Evaluation Status (SEES): This MARSS data element indicates if the student has received assessment services, had an IEP, or the IEP was terminated during the school year.

Shared Time: Nonpublic school students who receive eligible public school instructional services generate shared time foundation aid based on the portion of the school day they are enrolled in the public school.

Staff Automated Reporting system (STAR): This is the means by which public districts report staff employment and assignment data to the Department.

Targeted Services (TS): Out of School time elementary and middle/junior high-level program for at-risk students. Programming occurs on an extended day/year basis. Only ALCs can apply to provide Targeted Services. Students must have a CLP and services must be provided year round. Students can generate more than 1.0 ADM (but less than 1.2) when they receive more than the statute-defined minimum number of instructional hours.

Title I: There are two types of Title I schools:

- School wide- schools can offer a school wide program when the poverty level at their school is at least 40 percent.
- Targeted Assistance (which is sometimes confused with Targeted Services)- is one that receives Part A funds yet is ineligible or has chosen not to operate a Title I school wide program.

Traditional Classroom: Instructional model where student attends a school with teacher instruction in a classroom setting. Classes meet daily and attendance is required.

Uniform Financial Accounting and Reporting Standards (UFARS): This is the means by which public districts report revenue and expenditure data to the Department.

Program Development and Implementation

The most important thing to determine when considering opening an alternative program is why you would like to do it. What is the focus of the program? What grade levels would you serve? Once you have answered these you need to determine what resources there are to support the program. Do you want to have a program operated with another district or do you want it to be just your district? What is your timeline?

With these key things in mind, you can begin to build your program. Where will it be located? How will staff be selected for the program? How about technology? What will our required paperwork look like? How will the program structure look?

We can look at these things a little more closely.

What is the focus of my program?

- This is critical because everything you do from this point on must revolve around this. Is your program for students with chemical health issues? Is it for students who are older but have too few credits to graduate? Students with behavior issues?
- Will the program be seat-based, independent study, blended?

What are the grade levels of students will be served?

- ALCs must provide comprehensive education programs at both the middle and high school level.
- ALPs can determine which grades they will serve.

What funding sources are available?

- Alternative programs can have additional dollars provided by districts over the legislated minimum.
- Compensatory Aide, Title dollars, etc.

Where will the program be located?

- If there will be shared space within the building, what will the entrance be? Will it be the same as the entrance for the students not in the alternative program? How will access to shared facilities be allocated? It should not be that the alternative school students take whatever is left over. Their needs must be considered.
- How will students get to the location? What transportation means are you providing? If the alternative program is in a different building than the traditional program and the students are on the same bus, how will you ensure that the students in the alternative program do not have less educational opportunity than the students in the traditional school program?
- Will you provide breakfast and lunch, lunch only? Are there facilities to prepare these?

What will the staffing look like?

- How will staff be selected for the program?
  - Student: teacher ratio
  - Staff development
- What support services will there be?
  - Special Education
  - EL
  - Mental Health, chemical dependency issues
  - Is there support from the city or county?

What technology will the school offer for staff and students?

- Computers, telephones, printers, internet access, programs, smart boards, etc.
- It needs to be at least at the same level as the traditional school.

What is the required paperwork?

- You will need to develop a Continual Learning Plan.
- You will need to determine how students will be informed about the program and what the intake procedures will be.
- Will there be assessment made of the students? What will those be?
- You need to apply to the state for approval to run the program.

Appropriate instruction, including such things as community involvement, peer teaching, cooperative learning, use of volunteers and flexible grouping

- Will you have a Work Based Learning program? What do you need to do to have one of these?
- Will you have Project Based Learning? What do you need to have one of these?

Core School Day Program Requirements

High School Programming

Minnesota Statutes, section 123A.06, subdivision 1, is the legislation that outlines the components of an alternative program. The programs and services of a SAAP focus on academic and learning skills, applied learning opportunities, trade and vocational skills, work-based learning opportunities, work experience, youth service to the community, transition services, and English language and literacy programs for children whose primary language is a language other than English. Applied learning, Work-Based Learning, and service learning may best be developed in collaboration with a local education and transitions partnership, culturally based organizations, mutual assistance associations, or other community resources. In addition to offering programs, the state-approved alternative program shall coordinate the use of other available educational services, special education services, social services, health services, and postsecondary institutions in the community and services area.

Middle-Level Programming

The primary intent of middle-level Area Learning Center (ALC) programming is to assist school districts in reaching the 100 percent graduation goal. For middle-level programming, students are enrolled into ALC classes during the traditional school day for various educational purposes, including individual assistance. When this occurs, each program only claims the amount of time they have the students, with each getting a portion of the 1.0 funding. Students must be enrolled through MARSS in both programs.

Student Choice

Students referred to and receiving alternative programming must qualify under Graduation Incentives Criteria; Minnesota Statutes, section 124D.68. Minnesota Statutes, section 123A.05, subdivision 3, requires that students have access to regular school programs, demonstrating the importance of not isolating these students. However, attending an ALC, ALC or CAP is a choice- no student may be assigned.

Program Types

Separate Site: In a separate site program, it is common that the education occurs at a site other than the traditional school, with the primary goal being to transition students back into the traditional program. Therefore, depending on a student's specific needs, students may spend a portion of the day at the traditional program. Refer to the section labeled Alternative School Students Concurrently Enrolled Part Time in a Traditional School for reporting procedures.

School-Within-A-School Program: The ALC and traditional school share joint responsibility for both the program and students with programming occurring at the traditional school. Therefore, it is common in a school-within-a-school that the student is enrolled in both the alternative program and the traditional school, simultaneously. The advantage of a school-within-a-school model is that it provides for a minimal amount of isolation. Refer to the section labeled Alternative School Students Concurrently Enrolled Part Time in a Traditional School for reporting procedures.

For both models, the following must apply:

- Minnesota Statutes, section 123.05 gives ALCs the authority to access, for its students and from the district, specific classes, programs, technology facilities, services, and activities based on a student's desire, needs and talents.
- A Continual Learning Plan (CLP) that correlates identified needs with educational service options and assessments (both during the regular and extended day) must be developed for each student.
- The ALC provides the extended day/extended year programming/services and does the reporting.

SAAP Students and Online Learning

Minnesota districts and charter schools may offer online learning (OLL) to students. Minnesota Statutes, section 124D.095, subdivision 2:

> *(a) "Online learning" is an interactive course or program that delivers instruction to a student by computer; is combined with other traditional delivery methods that include frequent student assessment and may include actual teacher contact time; and meets or exceeds state academic standards.*

Students enrolled in a State-Approved Alternative Program (SAAP) are eligible to access OLL offered by a state-approved OLL program outside their resident district and/or where the SAAP is located, albeit, in Minnesota. They must complete the "Online Learning (OLL) Supplemental Notice of Student Registration" form and a ten day notice to their enrolling school. The enrolling school can reduce the student's instructional time, if it chooses.

If the OLL causes the student's total ADM to exceed 1.0, the SAAP's 1.0 ADM is reduced by 88 percent of the OLL ADM. If the student's total ADM does not exceed 1.2, this adjustment will move some of the SAAP's original ADM into extended time ADM for a total ADM of 1.2.

A SAAP with a state-approved independent study program can use a digital curriculum similar to what an OLL program would use. A SAAP may use its own approved standards-based online curriculum or may partner with an existing Minnesota state-approved OLL provider.

Independent Study

Overview

SAAPs are eligible to apply for an Independent Study (IS) program for learners who meet the Graduation Incentives Criteria. State approval is required for students to generate state aid for non-classroom time. Any district or program can provide Independent Study, but without state approval only actual attendance can generate state funding.

It is important that IS continue to be a viable option for students who are self-directed and can be successful using this delivery method. Therefore, protecting the integrity of Independent Study is paramount so that there is validity when awarding credits and generating revenue for work completed outside of the traditional classroom.

One of the primary outcomes for Independent Study is to teach students to become self-directed learners. In the article, Supporting and Facilitating Self-Directed Learning, self-directed learning is defined as, "a process in which individuals take the initiative, with or without the help from others, to diagnose their learning needs, formulate learning goals, identify resources for learning, select and implement learning strategies, and evaluate learning outcomes." Part of the integrity of Independent Study comes with the "help from others," which is the crucial role the teacher plays in the educational process.

Considerations for Independent Study

The following are components and best practices that make up a successful Independent Study program. Programs should consider all of the following:

- As per statute, teacher/student contact time must be a minimum of 20 percent of the reported membership. For continuity purposes these meetings should occur, minimally, on a weekly basis. This structure ensures that if the student is doing the work incorrectly, there is teacher assistance/intervention. It is this relationship between student/teacher contact time and work completed (membership) that gives IS integrity. Refer to the original application that approval was granted on for the attendance to membership ratio.
- It is important to make a distinction between IS classes and homework. Independent Study must be a separate class/entity, opposed to an extension of a seat-based class. Work given to supplement a class is considered homework and is not funded.
- Watch the maximum progression rate. Consider how much education a student can 'tolerate' and still be able to retain and respond to what they have learned.
- Funding is based on a combination of work completion and teacher contact time.
- Course work must be challenging and geared to student's individual learning style and needs.
- Students must be actively involved in the learning process. Learning pyramids illustrate the average retention rates for students who are involved in various learning activities. The range starts with a five percent retention rate for students who learn via lecture, 10 percent for students who learn by reading, to 75 percent retention rate when students 'practice by doing'. Therefore, giving students packets or chapters to read with the assignment being, 'answer the questions at the back of the book' is not good educational pedagogy and is not creating a viable learning environment that meets students' individual needs, especially if a student is making up a credit.
- For students making up a credit, the content and delivery should be different from the course they failed. If the educational delivery continues along the same path, the results will be the same – students will be **at-risk** of not being successful. Furthermore, reading from a book and answering questions or doing multiple-choice tests is typically inconsistent with **at-risk** students learning style. Learning style studies have shown that most students who attend alternative programs are hands-on and learn best when they 'practice by doing'.

- An identification process needs to be in place for students who are doing Independent Study. It is important that students using IS be identified as self-directed learners who have the time management skills to complete the class (or classes) outside of the school building on an independent basis. Not all students are successful using IS as their means of educational delivery. It is important that the programs use care in identifying which students are appropriate for an IS program and that they not set students up to fail by placing them in a system or program that could lead them to be unsuccessful.
- Teachers need to be trained on how to deliver education via an independent study format. A common principle from the [Coalition of Essential Schools](http://www.essentialschools.org/) (http://www.essentialschools.org/) is that "the school should be student-as-worker, rather than the more familiar metaphor of teacher-as-deliverer-of-instructional-services." Independent Study, with proper facilitation, sets the climate for students to learn how to learn and teach themselves. Ultimately, this teaches students how to be life-long learners.
- Minnesota Statutes, section 124D.128; subdivision 3, outlines the requirements for the Continual Learning Plan (CLP). All students who are reported under a State-Approved Alternative Program site number must have an individualized, valid CLP in place.
- Ensure a system is set up for the student to contact the teacher (without having to wait for their scheduled time) if the student does not understand a concept or item that needs to be clarified in order to continue with the assignment/project.
- Programs should provide options for students who need a quiet place to work if they do not have an adequate environment outside of the school building.
- A documented scope and sequence needs to be in place.
- For a state-approved alternative program having an independent study component, the commissioner shall require a description of the courses in the program, the kinds of independent study involved the expected learning outcomes of the courses, and the means of measuring student performance against the expected outcomes.
- If there are lapses in student attendance or in the amount of work generated, information will probably need to be re-taught. This could become a financial issue when revenue is generated for re-learning. Programs should have a policy regarding weekly contact time and length of time that students' files will be left open.
- There needs to be a list of options for students who are not successful at the IS program. Are they referred back to the traditional school, referred to another program?
- Review the quality indicators in the original application to make sure the program continues to embrace them. If the original ones have changed, develop new quality indicators.
- Student contact time should include, at a minimum, the following:
- Face to face with an appropriately licensed teacher
- Clarification of concepts or tasks (as necessary)
- Instruction of material
- Issuance of new work and a discussion as to why the work was assigned
- CLP update
- Students should be at least 16 years of age and older. (Refer to Independent Study for learners under age 16)

Independent Study for learners under age 16

Districts must apply for and obtain authorization for state approval to provide IS to 15-year-old learners who are eligible under Graduation Incentives and who are enrolled in a high school serving grades 9 through 12. When providing IS to qualifying 15-year-old learners, districts must ensure each of the following four conditions and should be used as the method of instruction only after other efforts have not been successful:

- Learners who are to receive instruction through IS demonstrate the potential for being self-directed learners.
- A learner enrolled in IS does not fall significantly behind.
- Learner's parent(s), guardian(s) or mentor signs a contract agreeing to support the learner in completing work on time.
- 50 percent of learner program time is teacher/student contact time.

Districts may extend their application for approval of IS to include pregnant or parenting minors, students returning from a mental health or chemical dependency treatment program and expelled learners. Districts extending IS to these learners must ensure each of the four above-listed conditions.

Other considerations:

- How is student work assessed? Is there a link between the type of assessment and the student's learning style?
- Have the students been taught how to be self-directed learners?
- Is there continuity between lessons?
- Are teachers properly licensed?
- What are the various policies, i.e. attendance, participation?

Hybrid Program

In a hybrid program, sometimes referred to as a blended program, students attend a portion of their teacher/contact in an organized class. The benefit of this is that students have interaction with other students and benefit from small group interchange. The other portion of the time student would be working independently.

Programs establish a class that all hybrid students need to attend that covers the following:

- How to be a self-directed learner
- How students work with their individual learning style
- How to monitor progress and ask for assistance when needed
- This class facilitates success by informing students about hybrid program requirements and expectations. This is also a good test to see if the student will be successful using IS as their educational delivery. If the student is not following through, a seat-based system should be maintained.
- Students are expected to meet a requirement of 1.5 to two hours per week, per course, of teacher contact time. The first 45 minutes the student meets with the teacher to discuss their progress, assess and issue new work. The second 45 minutes the student is working on an activity related to the class they are taking. This could include watching a video, working on the computer, etc.
- College-style scheduling, such as preparing a master schedule of classes for the semester and have students create their own schedule, or offering classes in once a week three or four hour blocks.

Students must have a schedule and calendar that they follow in terms of completion time. Funding is not contingent on work completion. Students would only generate up to a 1.0 in this model during the core school day. Students would have one enrollment record.

An example of this would be:

Period	Monday At the school site	Tuesday Independent work	Wednesday At the school site	Thursday Independent work	Friday At the school site
1	Biology	Biology	Biology	Biology	Biology
2	US History	US History	US History	US History	US History
3	Algebra I	Algebra I	Algebra I	Algebra I	Algebra I
4	Health	Health	Health	Health	Health
5	English 10	English 10	English 10	English 10	English 10
6	Art	Art	Art	Art	Art

Braided Program (Seat Based and Independent Study)

In a braided program, students have some classes that are seat based and some classes that are Independent Study. Students would have two enrollment records. Students would generate membership hours for the seat based program based on enrollment and in the Independent Study program based on work completion and teacher contact time. Students would have specific timelines for completing their seat based classes but may have flexibility in the timelines for completing their Independent Study classes. It is possible to generate more than the 1.0 during the core school day in this model if students are able to more quickly complete there is courses. In this model, the time students spend in the seat based program cannot count as the teacher contact time for the Independent Study program. An example of this would be:

Period/ Place of Instruction	Monday	Tuesday	Wednesday	Thursday	Friday
1/School	Biology	Biology	Biology	Biology	Biology
2/School	US History	US History	US History	US History	US History
3/School	Algebra I	Algebra I	Algebra I	Algebra I	Algebra I
4/ Independent	Health	Health	Health	Health	Health
5/ Independent	English 10	English 10	English 10	English 10	English 10
6/ Independent	Art	Art	Art	Art	Art

Attendance clarification

Attendance for learners earning credit through IS must be reported in hours and reflects the teacher contact time. Credit should be granted upon successful completion of the course. The amount of revenue that is generated per credit is calculated by using the Independent Study Worksheet, located in this section of the Handbook. This calculation is based on core school year and number of credits a student needs for graduation. If no education occurs, or the student does not complete their outside work, no funding is generated.

Partial credits may also be claimed at the end of the year. The IS teacher must determine what portion of credit the student has completed. Completed portions should be claimed on the current years MARSS file. The remainder of the credit may be claimed in a subsequent year, when the credit is completed. Care must be taken to not duplicate IS credit hours in subsequent school years. Records must show when each credit or portion earned via IS is claimed so that hours are not duplicated.

Traditional Classroom, Independent Study, Hybrid and Braided Learning Comparison Chart

Source	Traditional Classroom	Independent Study	Hybrid	Blended
Philosophy	Education is typically teacher initiated and directed. Traditional school model.	Education is typically learner centered with the teacher facilitating. Students must be self-directed and able to work independently.	Education, while learner centered, is partnered with extensive teacher contact and support. Students do course work for the same class in a seat based setting and independently.	One part of the program is teacher initiated and directed. One part is facilitated by a teacher but is student paced.
Scheduling	All of the education occurs at the school/program.	The majority of the education occurs outside of the traditional classroom even though it could take place in the brick and mortar building. Student work is individual and often self-paced.	Education, either teacher initiated and directed or learner centered can occur in the brick and mortar building or outside of the brick and mortar building. Some of the time is spent in a seat-based classroom.	Education, either teacher initiated and directed or learner centered can occur in the brick and mortar building or outside of the brick and mortar building. Some of the time is spent in a seat-based classroom.
Programming Design	Students are scheduled into classes and are taught in a group of students who are taught by a teacher. The schedule follows a calendar with start and end dates.	Very individualized and students work with the teacher one-on-one or in small groups. Start and end times can be flexible.	Students participate in the same type of scheduling as do their peers in a totally seat based model but some of the coursework is done independently. The schedules look the same. Defined start and end dates.	Some classes are entirely seat based and some are entirely IS. Attendance and membership are reported together on MARSS, but separate records of attendance and participation must be kept on each program.
Revenue	Revenue is generated on enrollment.	Combination of attendance and outside work comprises the membership; refer to the IS worksheet for maximum number of hours that can be claimed for funding.	Revenue is generated based on enrollment as if this was entirely a seat based program.	Revenue is generated in two ways. The seat based portion generates revenue based on seat time. The IS portion generates revenue based on work completion and teacher contact time.
Number of enrollments (core school day)	one	one	one	two

Similarities

- Continual Learning Plan that is consistent with the statute (Minnesota Statutes, section 124D.128).
- Teacher must be appropriately licensed.

Targeted Services (Extended Day and Extended Year)

Area Learning Centers (ALCs) with an approved Targeted Services (TS) program may offer extended day/extended year services for elementary and middle-level learners. These programs are funded with general education dollars and as such they follow the same requirements for teacher licensing and content as are in effect during the core school day.

Overview

Minnesota Statutes, section 123A.06, subdivision 2, identifies development of programming for learners 'at-risk' of not graduating from High School. Minnesota Statutes, section 123A.06, subdivision 2 states:

> *A center shall provide programs for secondary pupils and adults. A center may also provide programs and services for elementary and secondary pupils who are not attending the center to assist them in being successful. Pupils eligible to be served are those age five to adults twenty-two and older who qualify under the graduation incentives program in section 124D.68 (subdivision 2).*

When this statute was implemented in 1987 the priority was to establish programming for learners sixteen through adult. In 1990 the then Minnesota Department of Children, Families & Learning moved a step further toward full implementation by requiring ALCs to provide services to secondary school learners age 12-15. This was followed by development of programming for students beginning as young as kindergarten. These programs, which serve elementary and middle-level learners, have been termed TS.

- The mission of TS is as an intervention/prevention to assist students to be successful and to remain in the traditional school.

- TS programming occurs on an extended day/extended year basis.

- Only Area Learning Centers qualify to provide TS and a middle level school-within-a-school or separate site must be in operation prior to implementation of TS.

- An application must be completed and approved by the Minnesota Department of Education.

- Students enrolled in TS programming generate general education revenue beyond 1.0 ADM (average daily membership) under Minnesota Statutes, section 126C.05, subdivision 15. The 2002 Legislative session added a 1.2 ADM cap for students in grades 1 through 12.

Recent Research regarding extended day and extended year programs

All young people experience learning losses when they do not engage in educational activities during the summer.

- Research spanning 100 years shows that students typically score lower on standardized tests at the end of summer vacation than they do on the same tests at the beginning of the summer (White, 1906; Entwisle & Alexander 1992; Cooper, 1996; Downey et al. 2004).

- Most students lose about two months of grade level equivalency in mathematical computation skill over the summer months. Low-income students also lose more than two months in reading achievement, despite the fact that their middle-class peers make slight gains (Cooper, 1996).

- About two-thirds of the ninth-grade achievement gap between lower and higher income youth can be explained by unequal access to summer learning opportunities during the elementary school years. As a result, low-income youth are less likely to graduate from high school or enter college (Alexander et al. 2007).

- Children lose more than academic knowledge over the summer. Most children—particularly children at high risk of obesity—gain weight more rapidly when they are out of school during summer break (von Hippel et al. 2007).

- Parents consistently cite summer as the most difficult time to ensure that their children have productive things to do (Duffett et al. 2004). (Source: National Summer Learning Association,(http://www.summerlearning.org/).

Targeted Services Guidelines

- The elementary and middle-level learners served must qualify under Graduation Incentives, be at least 5 years of age and have an intake form documenting how they qualify for services; Minnesota Statutes, section 123A.06, subdivision 2, Minnesota Statutes, section 124D.68, subdivision 2.

- Although this is not stated in statute, other revenue sources are available to provide programming specifically designed to serve these populations. For example, both federal and state money is available to serve students with IEPs.

- A Continual Learning Plan must be developed for each learner in the program. Outcomes, instructional strategies, and outcome assessments for the extended time must interface with the regular school time.

- A program must provide for a strong partnership among ALC staff, regular school staff, parents and other service agencies to facilitate that whole learner needs are addressed; Minnesota Statues section 123A.05, subdivision 3.

- Area Learning Centers are required to be learning year programs and provide instruction throughout the entire year; Minnesota Statutes, section 124D.128, subdivision 2; Minnesota Statutes, section 124D.128, subdivision 1; Minnesota Statutes, section 123A.06, subdivision 3.

- TS programming must have both a summer and school year component. The school year component can occur before school, after school or on weekends. Additional programming may occur during school breaks.

- The ALC must have approval and be successfully operating either a separate site or school-within-a school middle level and high school level programs. The rationale is that districts should first utilize existing dollars and programs before requesting additional dollars. The mission of ALCs is to provide instruction for all secondary students, including middle level students; Minnesota Statutes, section 123A.06, subdivision 2.

- The regular school structure must be conducive to the needed communication among the partners. Someone must be in charge of the communication process and scheduling of meetings.

Targeted Services Recommended Elements of Programming

Summer Programming

Research shows that quality summer program will bridge the opportunity gap between students in poverty and their better off peers. Many of the characteristics of students in poverty are reflected in the qualifying factors noted in the Graduation Incentives Law. As nearly two thirds of the achievement gap between students in poverty and their better off peers by grade 9 has been shown to be due to the "summer slide", it is important that we provide quality programming in the summer months to our at-risk students[7].

The National Summer Learning Association has recommended quality standards. These are:

- A mission and vision statement that is grounded in the needs of your community
- Setting annual goals that drive a continuous cycle of data collection, evaluation and improvement
- Ensure enough time, staff and resources are available to accommodate positive academic and developmental youth outcomes
- Proactive summer planning process that includes key stakeholders
- Recruit culturally competent staff with relevant skills
- Provide extensive opportunities for staff development before, during and after the program
- Build and maintain strong linkages with partners
- Assess the needs of targeted students and develop and implement strategies to meet these needs
- Create a "summer culture" that is different from the school year and creates a sense of community
- Blend academic strategies and social/emotional development strategies throughout the day

In addition, the following characteristics for effective programs are found throughout much of the research:

1. Smaller class size than during the core school day
2. Differentiated, high quality instruction using engaging curriculum that is challenging to students
3. Linking the summer curriculum with school year standards
4. Targeting enrollment so that student needs are addressed by your program
5. Six weeks in length, six hours a day with a high level of attendance
6. Involvement of parents, families and community organizations
7. Early planning is critical to the success of your program

If you have questions on ALC, ALP or Targeted Services Extended Learning Programs, contact Mary Barrie at 651-582-8567 or Email: mary.barrie@state.mn.us.

---

[7] McCombs, J. A. (2011). *Making Summer Count: How summer programs can boost students' learning.* Santa Monica, CA: RAND.

Frequently Asked Questions about Targeted Services

What is the process for being approved to provide Targeted Services programming?

Submit an application to be approved for Area Learning Center. A separate application to provide Targeted Services needs to be submitted.

What are Targeted Services and who is served?

TS is intervention/prevention programming for criteria defined (Minnesota Statutes, section 124D.68) at-risk students in kindergarten through 8th grade.

Can we fund our after school and summer programs through Targeted Services?

If your program meets the guidelines set up under the Graduation Incentives legislation, you can fund programs for eligible students using TS resources. However, during the summer it would not be summer school but rather a summer program. Summer school has no additional funding source.

When do Targeted Services programs occur?

Programming occurs on an extended day/year basis and is designed to supplement the traditional school day, with the goal being to keep the student in the traditional system. The intent of TS is to supplement not supplant. It is a learning year program.

What should Targeted Services Programs look like?

First and foremost, it should be different from what is occurring during the traditional school day. If the programming is more of the same, the results most likely will be the same—the student will be at-risk of not graduating from high school with their peers.

- Many students that are identified as at-risk have a learning style that is incompatible with the traditional environment. Therefore, Targeted Services should meet the student's individual learning style which may be hands-on and activity based.
- Programming needs to be more than academic and should have a social/emotional component.
- As outlined in Minnesota Statutes, section 123A.06, subdivision 1, remediation should not be the sole focus.
- Targeted Services cannot be a drop-in program. Students are scheduled into instruction that meets whole-learner needs to increase academic achievement. Students cannot be placed in the program.
- Targeted Services programming must be purposeful, with the ultimate goal being to give students the assets, strengths and protective factors to be successful.

Can we serve ninth grade students?

TS expands to ninth grade for students who do not need ninth grade credits for high school graduation. If ninth grade students need educational assistance (and TS is not an option because they are at the age where the student needs credits for graduation) they can receive services as long as credit is given. Students should then be reported under the secondary ALC site number.

Who can provide Targeted Services?

Only ALCs have the authority to be approved and funded to provide Targeted Services programming and this is only after both a high school and middle-level comprehensive education program is approved and operational. These programs must be a school within a school or occur at a separate site.

How is Targeted Services funded?

For funding purposes, students' attendance and membership are reported in hours. Funding is a pro-ration of the general education revenue, generated by student instruction time (membership). Targeted Services students will not generate compensatory revenue at the ALC site because they have already been counted at their elementary or middle school.

Can there be a Homework Help component?

There can be but you cannot claim membership for this. You would need to use another funding source.

Do teachers have to be licensed?

Because Targeted Services are financed using general education revenue, all applicable laws must be adhered to, including the need for appropriately licensed teachers.

Can Targeted Services be summer only?

Several years ago summer school money was rolled into the General Education Revenue. There is no longer a separate funding source for summer school. Targeted Services must be extended day and year, not one in isolation of the other and so there would be a summer component and a component that operates during the core school.

What is ADM divisor for Targeted Services?

Because many of the ALCs work with a number of school districts, the statute-defined minimums are used as the divisor: 850 hours for kindergarten; 935 hours for grades one through six and 1020 for seven through 12.

Is money available for transportation?

The transportation dollars are part of the general education revenue. There are no additional monies available for transportation.

Are there extended day options for students who are not in Targeted Services?

Students must qualify for Targeted Services to be in an ALC funded after school program. If they do not qualify, schools must use other funding sources to provide an after school program, such as Title dollars, Community Education, 21st Century, etc.

Is all after school programming Targeted Services?

Not all after school programming is Targeted Services. Several districts have enrichment classes and after school programming through community education or other funding sources. If the class or program is offered through community education and a fee is normally charged to participate it is unlikely to meet criteria for TS funding.

How are students that have been retained in 8th grade reported and do they qualify for Targeted Services?

Students are normally progressed to the next grade level as soon as the school year ends. If an 8th grader is retained, the formal school district process should be followed and the student should be coded on MARSS as an 8th grader. The student then qualifies for Targeted Services until promotion to 9th grade.

Special Education Services

Certain components of alternative educational settings may lend well to the needs of some students with disabilities. However, districts must make sure that placement of a student with disabilities in an alternative educational setting does not impinge on the student's right to special education services. It is a violation of a special education student's right to a free and appropriate public education (FAPE) to place special education students in settings where their needs are not addressed. School districts have a responsibility to as indicated in the IEP.

More specifically, students with disabilities may not be required to terminate their IEP prior to enrollment in a State-Approved Alternative Program.

Districts may not establish a process that causes students with disabilities to be systematically signed out of special education prior to their enrollment in an alternative program. This is a violation of the student's right to a FAPE. Students who qualify for special education within traditional educational settings continue to qualify for special education in other educational settings.

Special Education Expenditures Eligible for Special Education Funding

If a licensed special education teacher is acting as the regular classroom teacher, even though there are students in the class who have special needs (special education), this does not qualify as an eligible special education expenditure for state special education. Therefore, if a student has an IEP, but the student is not receiving direct special education services (that are different from the rest of the class) the student is considered part of the regular classroom. This is particularly true where all students (general and special education) are receiving the same services. The classroom teacher may adapt and modify materials and instruction to meet the needs of the students, and this may be best practice, but it is not special education services. If, however, a student with an IEP is receiving specialized instruction as outlined on the IEP, and other students are not receiving those services, then the teacher time is considered an eligible special education expenditure.

The smaller class sizes and individualized attention often available in an alternative setting, may allow students with disabilities to be appropriately served within the regular setting. However, unless specialized instruction is being delivered in the class, small classes are simply a general education service and the teacher's salary is not considered an eligible special education expenditure.

SAAP Special Education Reimbursement Frequently Asked Questions:

May a State-Approved Alternative Program (SAAP) refuse entrance to a student who has an active IEP and who otherwise meets entrance requirements?

No, they may not refuse the student simply because they have an IEP. An IEP team meeting must be held. If a student with a disability exercises his/her option to enroll in a SAAP and otherwise meets entrance requirements, the student cannot be denied entrance based on the existence of a disability. If the SAAP has a waiting list, the student would be treated as any other students who wishes to attend the program. Until an opening exists, the resident district would need to develop another appropriate option for the student.

If the student with an IEP attends the SAAP through one of the choice programs, the district is responsible to ensure that FAPE is made available to that child. This means that the district is responsible for ensuring that the child has available special education and related services inconformity with the IEP. The district may meet this responsibility by either adopting the IEP or by developing a new IEP for the child. Before the child's IEP is finalized the district may provide interim services agreed to by both the parents and the SAAP. If the parents and the SAAP are unable to agree on an interim IEP the SAAP must implement the old IEP to the extent possible until a new IEP is developed and implemented.

In general, while the SAAP must conduct an IEP meeting, it would not be necessary if: (1) A copy of the child's current IEP is available;(2) the parents indicate they are satisfied with the current IEP; and(3) the SAAP determines that the current IEP is appropriate and can be implemented as written (see, 34 C.F.R. Part 300 App. A, Q. No. 17).

If special instruction and services are implemented, who is responsible for (a) providing special instruction and (b) paying the excess costs (tuition) for the education program?

(a) A wide range of administrative arrangements are possible. If assistance is needed, the SAAP should contact the district's special education director. The most likely procedure will be that the district or cooperative in which the SAAP is located would provide the service. (b) The district of residence is responsible for the excess cost for the education program as specified in Minnesota Statutes, section 125A.15.

Does a SAAP's responsibilities for special education services change if the student has not completed the requirements for a diploma and is 18, 19 or 20 years of age?

No, except that the requirements for notice and obtaining consent change. The student should sign the required forms, rather than the parent unless a student has had a guardian appointed. The district of residence continues to be responsible for the cost of the program to age 21.

On what date do special instruction and services terminate when a person receiving special education services reaches age 21?

A student who turns 21 between July 1, 2016, and June 30, 2017, is potentially eligible for services until June 30, 2017.

What happens when a district has a policy that only general education revenue is paid for alternative programs?

Districts have the responsibility to provide the necessary special education programs. The Statute provide that resident districts are responsible for both regular education costs and for the excess costs involved with serving students with disabilities. This includes SAAP services.

Can a SAAP be established without the availability of special education services?

A SAAP can be established which does not include special education licensed personnel among its staff. However, a district must provide appropriate special education services. When a student with an active IEP enrolls in the SAAP, or when an enrolled student is found to be eligible for special education services, the district must provide appropriate services as indicated in the IEP.

Can a district require that parents or a student agree to drop special education services in order to enroll the student in a SAAP?

No, if the student meets the SAAP's entrance requirements, it is discriminatory to require or coerce parents to drop special education services as a contingency for enrollment.

If a student is found to be eligible for special education services after enrollment in a SAAP, can the district reassign the student because these services are not available to the SAAP?

If the SAAP does not include special education licensed personnel among its staff the district must provide appropriate special education services. When a student with an active IEP enrolls in the SAAP, or when an enrolled student is found to be eligible for special education services, the district must provide appropriate services as indicated in the IEP.

What can SAAP staff do when the ALC program does not match the needs of a student with an active IEP, if SAAP staff were not invited to participate in the IEP decision?

SAAP staff can request that the IEP Team hold a meeting to reconsider the educational plan. The designated IEP manager (as noted on the IEP) is usually the person to contact with this request. If a staff-requested meeting does not occur, the SAAP staff should inform the district special education director of the situation and of staff's concerns.

Is it considered a "significant change" in an IEP to move a student from a high school to an ALC?

It may be. A change in the type of site or setting in which the pupil receives a special education, or a change in the amount of time a student spends with non-disabled peers, are factors that constitute a "significant change" in an IEP (See Minn. R. 3525.0210, Subp.41).

What if SAAP staff believes there are problems with IEP implementation, placement, or other issues regarding access to necessary special education services?

Anyone can file a complaint with the Minnesota Department of Education. The complaint process is designed to ensure that all students with disabilities receive FAPE. If staff believes that a state or federal special education law or rule has been violated, then they should file a written complaint with MDE. MDE will investigate the complaint and, if violations are found, will develop a corrective action plan. For more information about filing a complaint, visit the MDE website.

Program Application, Approval, Compliance and Funding

To be a State-Approved Alternative Program that provides learning year services and receives General Education Revenue, programs must obtain approval from the Commissioner of the Minnesota Department Education. Approval to provide Independent Study is a separate process.

Districts may apply to the Department of Education to be a State-Approved Area Learning Center (ALC) or Alternative Learning Program (ALP) at any time during the year. Approval is based on application approval and an on-site review. The on-site review includes:

- Facilities Review
- Curriculum Review
- Schedule Review
- Teacher Licensure Review
- Designated sites may be required to participate in periodic site reviews to maintain their status.

Timeline:

- Applicants must inform MDE of the intent to apply at least 180 days prior to the start of the program.
- Applicants must have a site visit within their first year of operation.
- Applicants must submit an application at least 60 days prior to the start of the program.
- Reviewed by Alternative Education Specialist and approval provided 30 days prior to the start of the program

Please contact the Alternative Programs Specialist at MDE.AlternativeLearning@state.mn.us for any applications you may need.

Application Appeal Process

The SAAP application process is an open ended exchange where the applicant has continued opportunity to revise the application until it meets the provisions outlined in Minnesota Statutes, section 123A.05 (Area Learning Center Organization) and 123A.06 (Center Programs and Services). An applicant may appeal the denial of their application in writing to the Commissioner of Education outlining the reasons why they feel the application should be accepted and how it does meet the provisions outlined in Minnesota Statutes, section 123A.05 (Area Learning Center Organization) and 123A.06 (Center Programs and Services).

Program Compliance

SAAPs must comply with all Minnesota Statutes, sections and rules. For example, courses must be taught by appropriately licensed staff unless a waiver/variance is granted by the State Board of Teaching. Minnesota Statute 123A.06 (Center Programs and Services) allows for variance of the length of the school day as long as the schedule shows that the minimum hours required in a school year are provided during the learning year.

Program Funding

SAAPs are learning year sites. General Education Revenue is available for more than 1.0 ADM per year (not to exceed 1.2 ADMs) for learners generating membership during the entire fiscal year. ALPs may also receive revenue for extended day and/or extended year for learners who are also enrolled in an approved program during traditional school hours. Revenue collection continues until the learner graduates or ages out. SAAPs are responsible for ensuring that no learner generates General Education Revenue beyond earning sufficient credits to meet graduation requirements.

Continual Learning Plan (CLP)

Minnesota Statutes, section 124D.128; subdivision 3

> ***Student planning.*** *A district, charter school, or area learning center must inform all pupils and their parents about the learning year program and that participation in the program is optional. A continual learning plan must be developed at least annually for each pupil with the participation of the pupil, parent or guardian, teachers, and other staff; each participant must sign and date the plan. The plan must specify the learning experiences that must occur during the entire fiscal year and are necessary for grade progression or, for secondary students, graduation.*

The plan must include:

1. the pupil's learning objectives and experiences, including courses or credits the pupil plans to complete each year and, for a secondary pupil;
2. the graduation requirements the student must complete;
3. the assessment measurements used to evaluate a pupil's objectives;
4. requirements for grade level or other appropriate progression; and
5. for pupils generating more than one average daily membership in a given grade, an indication of which objectives were unmet.

The plan may be modified to conform to district schedule changes. The district may not modify the plan if the modification would result in delaying the student's time of graduation.

Minnesota Department of
Education
SAMPLE - Continual Learning Plan
This is a sample form and is intended for schools to modify for their own use.

The information gathered here will be useful to you as you explore, plan and decide your educational choices.

Name: _____   Date: _____

Address: _____   Birth Date: _____

Home Phone: _____   Home District: _____

E-mail: _____   Cell Phone: _____

Student ID: _____   Graduation Year: _____

Emergency Contact Name and Phone Number: _____

A total of 28 credits are needed to graduate from XXX School district. To graduate from XXX School District the following credit requirements must be met: (completed credits are indicated by a circle)

9th Grade	10th Grade	11th Grade	12th Grade

English 9   1.0 Credit
Social 9   1.0 Credit
Science 9   1.0 Credit
Mathematics   1.0 Credit
  __Geometry 9
  __Algebra I
Health 9   .5 Credit
Computers 9   .5 Credit
  ___Exploring Computers
  ___Applied Expl Computers
 	
Electives - at least 2 Credits
 	
_____
_____
	English 10 1.0 Credit
	U.S. History 1.0 Credit
	Biology 1.0 Credit
	Health 10 .5 Credit
	Mathematics 1.0 Credit
	 Which? _____
	
	Electives - at least 2.5 Credits
	
	_____
	_____
	_____
	_____
		English 11 1.0 Credit
		Social 11 1.0 Credit
		Physics, Chemistry,
		Or Ag Chemistry 1.0 Credit
		Mathematics 1.0 Credit
		 Which? _____
		
		Electives - at least 3.0 Credits
		
		_____
		_____
		_____
		_____
			English 12 1.0 Credit
			  ___ATCC College Comp.
			  ___ATCC College Speech
			  ___ATCC College Soc.Techn.
			  ___Senior Short Stories
			  ___Mass Communication
			(English credit fulfillment must include at least two of the above classes)
			Economics .5 credit
			ATCC Economics .5 credit
			
			Electives - at least 5.0 Credits
			
			_____
			_____

*Students are required to complete a minimum of 1.0 credit in the arts area. Classes that "qualify" for art credit include: Art I, Visual Arts Ceramics/Sculpture, Visual Arts Drawing & Painting, Visual Design, Varsity Band, Concert Band, Varsity Choir, Concert Choir, Web Design & Graphics, Computer Applications, Industrial Technology 9, Woods, Furniture & Cabinetry, Trades, CADD I & II, Graphic Communications, Metals and Advanced Metals. ** 3 credits of Science are required; for the third required credit, students must choose Chemistry, Ag & Food Chemistry or Physics.

Personal and Educational Goals:
Goal for current school year: To earn credits needed for graduation. I understand I am expected to work towards a minimum of 7 credits this year. If I am behind in credits I will need to work on additional credits in order to graduate with my academic peers. I know I will have reached this goal when the credits appear on my official transcript. This will serve as my assessment for reaching my academic goals.

Courses to be enrolled in this academic year are:

_____   _____   _____
_____   _____   _____

Additional courses or objectives that need to be met above the standard 7 credits are:

_____   _____   _____

Signatures:

Student: _____   Date: _____

Parent: _____   Date: _____

Staff: _____   Date: _____

To be completed at the end of the current school year:
_____ Student successfully met goals _____ Student was unable to meet goals.
Reason for not meeting goals:

School official signature: _____   Date: _____

Minnesota Department of
Educati⊙n

SAMPLE - Continual Learning Plan Targeted Services Program
This is a sample form and is intended for schools to modify for their own use.

Fiscal Year this plan covers:_____

Part I: Student Information

Student Name:_____   Grade Level:_____

Student ID:_____

What need must be addressed (why is the student here)?

_____

Part II: The student's learning objectives (goal):

_____

Part III: Learning experiences that must occur during the entire fiscal year and are necessary for grade progression and how you will evaluate these.

Goal 1:

_____

Method of Assessment:

_____

Goal 2:

_____

Method of Assessment:

_____

Part IV: List the requirements needed for grade level progression that the student must meet.

_____

Part V: Signatures

Student:_____Date:_____

Parent:_____Date:_____

Staff:_____Date:_____

Part VI: Review

Did the student accomplish her goals?   _____Yes*   _____No
*If yes, please indicate which goals were unmet.

Results of Goal Review (if goal is not met, indicate plan for meeting the goal):

_____

Minnesota Department of

Education

SAMPLE - Continual Learning Plan (To be updated annually)
This is a sample form and is intended for schools to modify for their own use.

I. Current status (Where is the student currently?)	II. Goal(s) (Where does the student want to go?)	III. Activities (How will the student meet their goal(s)?)	IV. Assessments (How and when will the student know they met the goal(s)?)
Examples of what can be used: • Credits/standards completed (can be a copy of the High School transcript with supporting documentation of what is needed for graduation) • Test results • Reference to test results, transcript, etc. can be made • This is the pre-plan information and necessary to complete the plan	• Must include the credits taking this year • Can have other goals as well (personal, vocational) • Should include when the goal will be met by. • Can be short (less than one year) or long-term goal(s)	• What specific credits are being taken? • Work experience • Increase attendance and/or participation • Specific remediation plan • Teacher specified • Participation in evening program	• If the goal is long-term, progress needs to be indicated on a yearly basis. • Graduation Standards • Menu of options (checklist) • Teacher feedback/grades/credits earned

District credit requirements and standards should be available on request.

Programs should attach the supporting documents.

Were any of the goals not met?
☐ YES*
☐ NO

If yes, what goals were not met? _____

_____

Student signature/Date   Parent/Guardian Signature/Date   Teacher/Advisor/Date

Minnesota Department of
Educati🍎n

SAMPLE – Continual Learning Plan Intake Form (optional, not required)
This is a sample form and is intended for districts to modify for their own use.

Student Name_____Birth Date_____Grade_____

Parent Name_____

Address _____

Phone Number (Home) (_____) _____Work (_____) _____

Student ID Number _____Date of Intake _____

School_____

Referred By_____Position_____

Indicators of Need: (Check all that apply)

- ☐ Performs substantially below the performance level for pupils of the same age in a locally determined achievement test
- ☐ has experienced mental health problems
- ☐ has experienced homelessness sometime within six months before requesting a transfer to an eligible program
- ☐ speaks English as a second language or has limited English proficiency (LEP)
- ☐ has been excluded or expelled according to sections 121A.40 to 121A.56
- ☐ has been assessed as chemically dependent

- ☐ has been referred by a school district for enrollment in an eligible program or program pursuant to section 124D.69
- ☐ is pregnant or is a parent
- ☐ is at least one year behind in satisfactorily completing coursework or obtaining credits for graduation
- ☐ has been referred by a school district for enrollment in an eligible program or program pursuant to section 124D.69
- ☐ has withdrawn from school or has been chronically truant
- ☐ is a victim of physical or sexual abuse

Reading Level_____   Math Level _____

Current services the student is receiving: (Check all that apply)

- ☐ Special Education

  (If Yes): IEP in place:
    - ☐ YES
    - ☐ NO

- ☐ LEP Services

- ☐ Social Worker/School Psychologist

Comments: from intake team, including goal(s), relating to indicators of need listed above:

_____

Minnesota Department of

Education

Continual Learning Plan
SAMPLE – Indicators of Need Form (optional, not required)
This is a sample form and is intended for schools to modify for their own use.

Teacher Name: _____ (Date of Assessment) _____

ACADEMIC Maintain/increase levels in Reading/Language	Performance	Comments
comprehension	1 2 3 4	*Enter comments here*
verbal communication	1 2 3 4	*Enter comments here*
written communication	1 2 3 4	*Enter comments here*
listening skills	1 2 3 4	*Enter comments here*
reading level (please fill in)	1 2 3 4	*Enter comments here*
Maintain/increase levels in Mathematics	**Performance**	**Comments**
number recognition	1 2 3 4	*Enter comments here*
addition/subtraction	1 2 3 4	*Enter comments here*
multiplication/division	1 2 3 4	*Enter comments here*
patterns & relationships	1 2 3 4	*Enter comments here*
math level (please fill in)	1 2 3 4	*Enter comments here*
General Academic	**Performance**	**Comments**
completion of assignments	1 2 3 4	*Enter comments here*
attention to task	1 2 3 4	*Enter comments here*
school attitude	1 2 3 4	*Enter comments here*
ability to problem-solve	1 2 3 4	*Enter comments here*
organizational skills	1 2 3 4	*Enter comments here*
Behavior Social Skills	**Performance**	**Comments**
follows instructions	1 2 3 4	*Enter comments here*
displays signs of stress or depression	1 2 3 4	*Enter comments here*
general health	1 2 3 4	*Enter comments here*
hygiene	1 2 3 4	*Enter comments here*
conflict resolution skills	1 2 3 4	*Enter comments here*
peer relationship & group skills	1 2 3 4	*Enter comments here*

PERFORMANCE CRITERIA RUBRIC:
   1 = Not Mastered 2 = Partial Mastery 3 =Acceptable 4 = Exemplary
   Other (add any unique interests/strengths in comments section)

Reporting for State-Approved Alternative Programs

Procedure 8, Reporting for State-Approved Alternative Programs can be found in the [MARSS Manual](#), beginning on page 200. From the table of contents, select the bookmark PROCEDURE 8 - Reporting for State-Approved Alternative Programs (SAAPS).

On page 221 is a worksheet that will allow you to do calculations of Independent Study membership hours.

Access the MARSS manual and most up to date information from the [MARSS Reporting Instructions web page](#). The MARSS manual is listed under the MARSS Manual section.

Current Minnesota Statutes Related to State-Approved Alternative Programs

Minnesota Statutes, section 123A.05 State-Approved Alternative Program Organization

(https://www.revisor.mn.gov/statutes/?id=123A.05)

Minnesota Statutes, section 123A.06 State-Approved Alternative Programs and Services

(https://www.revisor.mn.gov/statutes/?id=123A.06)

Minnesota Statutes, section 123A.07 Resource Center for Other Programs

(https://www.revisor.mn.gov/statutes/?id=123A.07)

Minnesota Statutes, section 123A.08 State-Approved Alternative Program Funding

(https://www.revisor.mn.gov/statutes/?id=123A.08)

Minnesota Statutes, section 123A.09 Designating and Approving A Center

(https://www.revisor.mn.gov/statutes/?id=123A.09)

Minnesota Statutes, section 124D.68 Graduation Incentives Program

(https://www.revisor.mn.gov/statutes/?id=124D.68)

Minnesota Statutes, section 124D.69 Aid for Alternative Programs Provided Under Contract

(https://www.revisor.mn.gov/statutes/?id=124D.69)

Minnesota Statutes, section 124D.128 Learning Year Program to Provide Instruction throughout Year

(https://www.revisor.mn.gov/statutes/?id=124D.128)

Minnesota Statutes, section 126C.05 Definition of Pupil Units

(https://www.revisor.mn.gov/statutes/?id=126C.05)

Additional Minnesota Statutes pertaining to State-Approved Alternative Programs

Minnesota Statutes, section 121A.41 subdivision 11. Alternative educational services
(http://www.revisor.leg.state.mn.us/stats/121A/41.html)

Minnesota Statutes, section 121A.55 Policies to be Established
(http://www.revisor.leg.state.mn.us/stats/121A/55.html)

Minnesota Statutes, section 122A.09 Teacher Licensure in alternative programs (subdivision 10b.)
(http://www.revisor.leg.state.mn.us/stats/122A/09.html)

Minnesota Statutes, section 123B.92 Transportation Aid Entitlement
(http://www.revisor.leg.state.mn.us/stats/123B/92.html)

Minnesota Statutes, section 123B.88 Independent School Districts; Transportation
(http://www.revisor.leg.state.mn.us/stats/123B/88.html)

Minnesota Statutes, section 124D.49 Education and Employment Transitions Partnerships
(http://www.revisor.leg.state.mn.us/stats/124D/49.html)

[Minnesota Statutes, section 126C.10 General Education Revenue, subdivision 2a Extended time revenue](http://www.revisor.leg.state.mn.us/stats/126C/10.html)
(http://www.revisor.leg.state.mn.us/stats/126C/10.html)

[Minnesota Statutes, section 126C.40 Capital Levies](http://www.revisor.leg.state.mn.us/stats/126C/40.html)
(http://www.revisor.leg.state.mn.us/stats/126C/40.html)

[Minnesota Statutes, section 127A.47 Payments to Resident and Nonresident Districts](http://www.revisor.leg.state.mn.us/stats/127A/47.html)
(http://www.revisor.leg.state.mn.us/stats/127A/47.html)

[Minnesota Statutes, section 181A.04 Minimum Age and Maximum Hours](http://www.revisor.leg.state.mn.us/stats/181A/04.html)
(http://www.revisor.leg.state.mn.us/stats/181A/04.html)

If you have any questions or comments regarding this resource guide please contact Mary Barrie at 651-582-8567 or [Email: Mary.Barrie@state.mn.us](mailto:Mary.Barrie@state.mn.us).

---

[i] Carver, P. R., and Lewis, L. (2010). *Alternative Schools and Programs for Public School Students At Risk of Educational Failure: 2007–08* (NCES 2010–026). U.S. Department of Education, National Center for Education Statistics. Washington, DC: Government Printing Office.

[ii] [Minnesota Statutes](#)

[iii] [Minnesota Statutes 123A.05](#)

[iv] [Minnesota Statute 123A.05 pdf](#)

[v] [NEA Today Alternative Schools Raise Graduation Rates](#)