



Report on Learning Year Programs

Report to the Legislature

As required by Minnesota Statutes 2024, section 120B.35, subdivision 3(e)

July 1, 2025

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As requested by Minnesota Statutes, section 3.197: This report cost approximately \$21,834 to prepare, including staff time, printing and mailing expenses.

Upon request, this material will be made available in an alternative format such as large print, braille or audio recording. Printed on recycled paper.

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Legislative Charge

The legislature requires a report on learning year programs as defined in [Minnesota Statutes 2024, section 120B.35, subdivision 3\(e\)](#).

To measure the success of these programs in helping students graduate, the commissioner must track and report data every year, starting from July 1, 2015. This includes:

1. The percentage of students in these programs who graduate within four or six years.
2. The percentage of students meeting college and career readiness benchmarks.
3. How well learning year programs help students by:
 - a. Identifying students who are struggling or at risk of not graduating.
 - b. Providing prevention and intervention strategies to keep students on track for graduation.
 - c. Helping students who have fallen behind with recuperative and recovery strategies.
 - d. Improving graduation rates for students.

Introduction

In Minnesota, alternative education programs go by many names depending on the law or funding source that governs them. The legislation that created the requirement of this report refers to them as learning year programs which defines that they are year-round programs. Another statute that is applicable defines the purpose of these programs as graduation incentive programs and creates eligibility criteria for students who can enroll.

“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.” (See [Minnesota Statutes 2024, section 124D.68](#)).

However, these programs are most known in practice as state-approved alternative programs (SAAPs), and that is how they will be referred to throughout this report (See [Minnesota Statutes 2024, section 123A.05](#)). Despite the variety in terminology, all these names refer to the same core set of programs.

Alternative education in Minnesota was first established in legislation in 1987, though many programs existed as grassroots efforts even earlier. Today, the Minnesota Department of Education’s (MDE) vision of alternative education in Minnesota is the development and support of learner-centered programs that serve those whose needs are not met in the traditional education system with choices for high quality, flexible alternatives. The goal of programs is for students to realize their educational and personal goals in a safe and supportive environment that respects the integrity of learners.

Programs vary in design but generally include smaller class sizes, year-round learning, personalized and flexible instruction, community partnerships, a focus on whole-child support.

SAAPs are primarily funded through general education revenue. Students enrolled in these programs can generate up to 1.2 Average Daily Memberships (ADM)s, which is the system Minnesota uses to determine school funding per student. The extra 0.2 ADM represents extended learning time beyond the core school day or year. SAAPs may provide students with an additional 20% of learning time, but with only 14% of funds.

In Fiscal Year (FY) 2024, 131 school districts offered services through SAAPs, reaching 124,154 students — approximately 15% of all public K–12 students in the state.

Types of Programs

[Minnesota Statutes 2024, section 123A.05, subdivision 1](#), defines the types of alternative programs that Minnesota authorizes:

- a) Area Learning Center (ALC),
- b) Alternative Learning Program (ALP), and/or
- c) Contract Alternative Program (CAP)
- d) Additionally, Minnesota Statutes 2024, 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.” In grades K-8, these are termed Targeted Services programs, which occur outside of the core school day and/or year.

Below are brief descriptions of the characteristics of the various types of SAAPs. More detail, including statutory references to each characteristic, can be found in [Appendix B](#).

Characteristics of all SAAPs

- Programming is offered year-round – core day and/or extended day and summer programming.
- Instruction provided must be for required coursework, and instruction needs to be provided by a licensed content specialist.
- Students must meet eligibility criteria.
- Revenue generated must be allocated to the program from which it was generated.
- Programming is optional – students cannot be placed.
- Students must have a valid continual learning plan.
- Students maintain access to the regular programming and services of the district

ALC Characteristics

- Must provide a comprehensive core day program at the secondary and middle school level where a student could enroll full time in the ALC and access all coursework needed to grade progress.
- Must be established in partnership with at least one other school district, except for cities of the first class.
- Must accept non-resident students.
- If the requirements of the ALC are met, the district can generate revenue for Targeted Services.

ALP Characteristics

- Can define grades served – do not need to offer comprehensive programming – meaning the program could be part time during the day and might only offer 11-12 grades.
- Can accept non-resident students or can limit enrollment to only resident district students.

CAP Characteristics

- Districts may contract with outside agencies to provide education services.
- Educational offerings are determined by contractual agreement with district.
- Currently only Minneapolis Public Schools and St. Paul Public Schools use this model.
- Students are public school students.

Targeted Services Characteristics

Targeted Services (TS), programs under the umbrella of the ALC program, provide extended day and extended year programs only. TS assists students in grades K-8 who are struggling in the traditional school program and may need additional time to develop skills and abilities. Programs support students to meet academic standards by providing them with enriching and personalized academic instruction by a licensed teacher during out of school time (i.e. before school, after school, and summer). Programs target the students' academic and whole child needs. Instruction is aligned with the content students receive during the school day, but instruction takes a different approach to engage students with the teacher, school, and community to support success and grade progression during the school day.

Without broad policy or implementation recommendations to guide programs, there is a wide range in program focus, time, and duration.

Program Counts

Chart 1 reflects the type of alternative program relative to the total operated in the state in FY 24. There was a total of 500 separate programs reported that occurred during the core and extended school day.

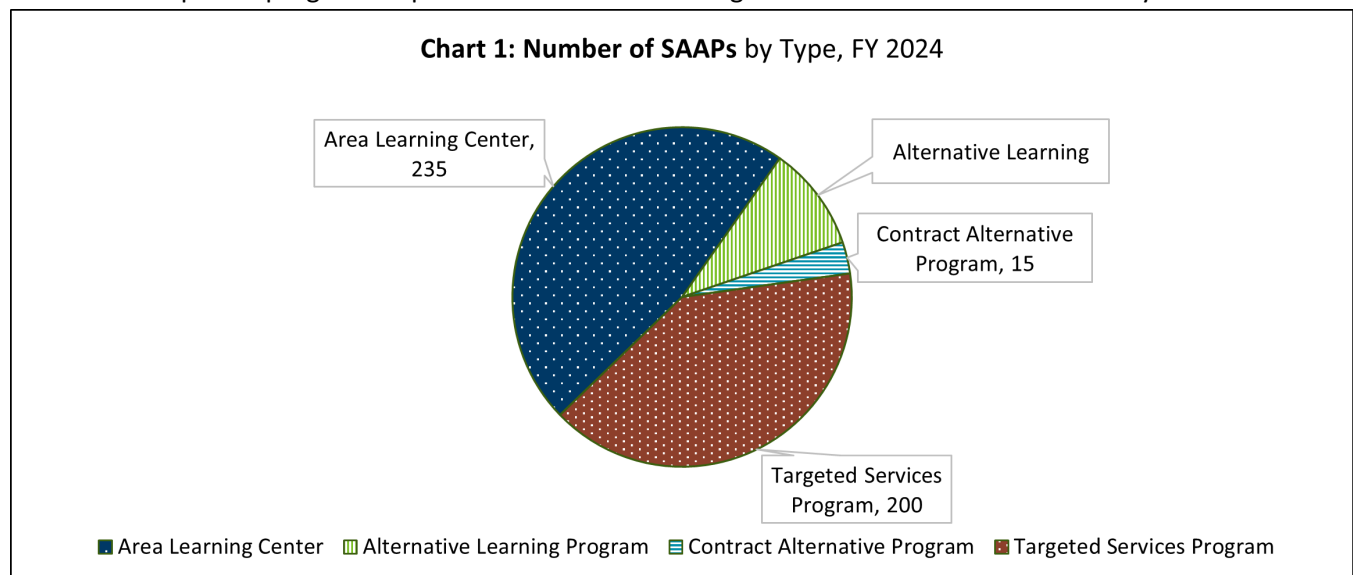
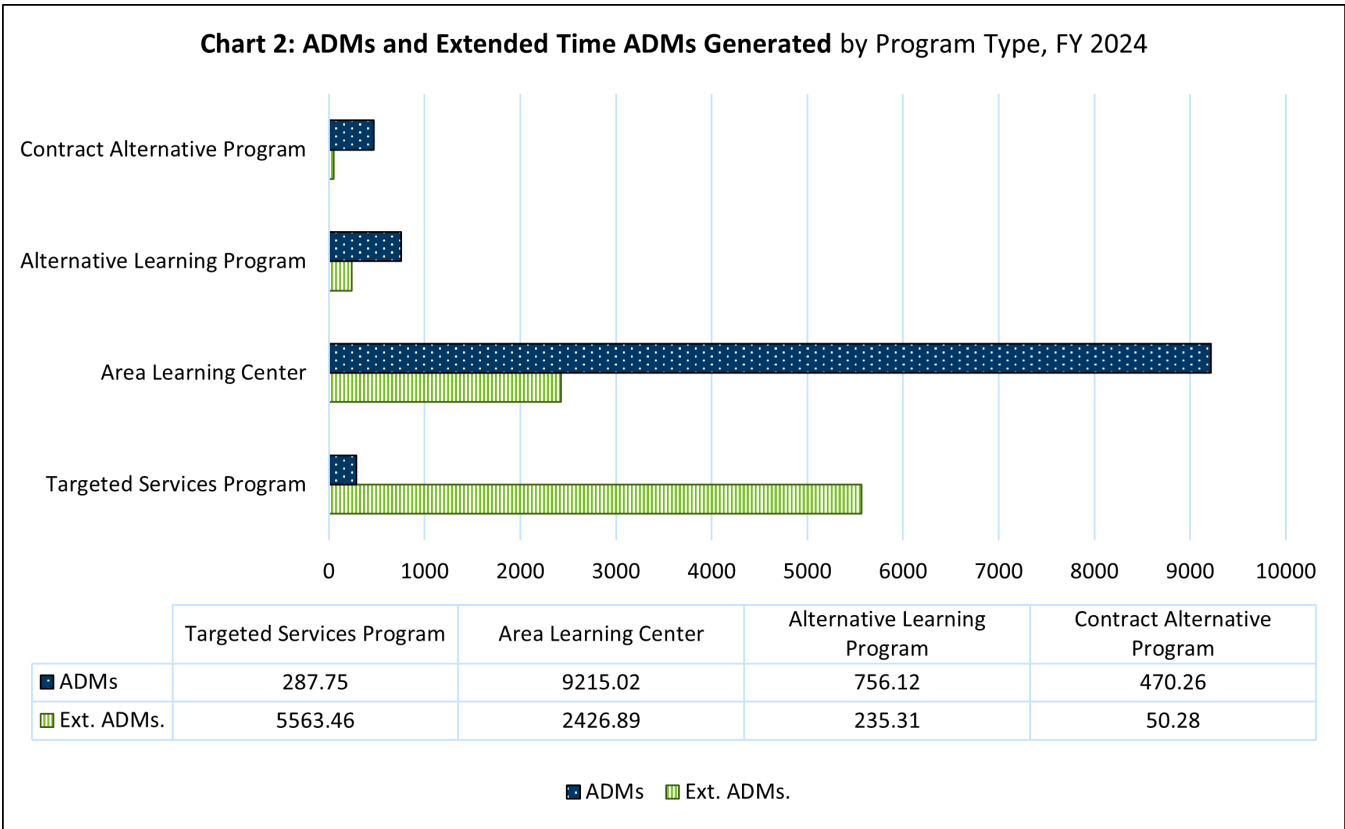


Chart 2 reflects the total ADMs generated by each program type.



Data Collection and Analysis

The following methods were used to gather data for this report:

1. Enrollment data, collected through MDE’s Data and Analytics and Student Accounting.
2. Survey data, completed by districts.
3. Credits earned data, completed by districts.

Demographic Data: ALC, ALP, CAP

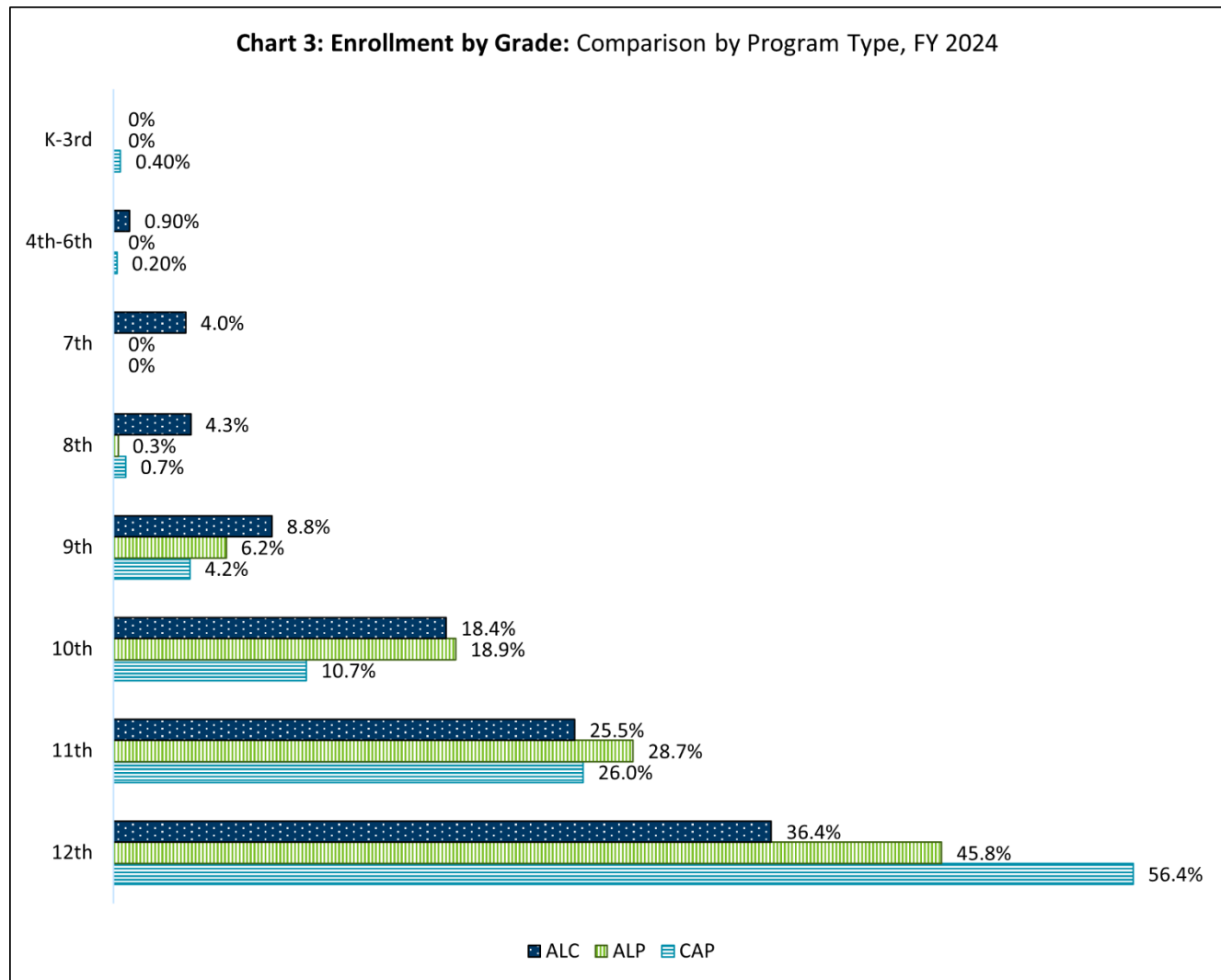
The demographic data for this year’s report uses final enrollment data from the MARSS system, which includes all students who were enrolled in alternative programs at any point during the year.

In contrast, the reports for fiscal years 2020-2022 were based on MDE’s official October 1 enrollment count. The data collected on this date ensures an unduplicated count of students, and this count is used for determining many funding streams, including compensatory funding for schools. That count only includes students enrolled on that specific date and misses those who joined an alternative program later in the year.

The difference between the two counts is significant. On October 1, there were 11,865 students in grades 7–12 enrolled in a SAAP. But when counting all students who were enrolled at any point during the year, the total rises to 53,772.

Grades Served

Many enrollments in SAAPs are students in their 12th grade year, as reflected in Chart 3. Most students participating in alternative programs are in high school, as they enroll in programs that are primarily focused on credit recovery. Middle school programming is almost exclusively present in ALCs, as these programs are required by statute to implement core-day mid-level programming.



Race/Ethnicity

Beginning in 2023, MDE began using a modified set of eight racial and ethnic student groups: American Indian as defined in Minnesota state law, which includes students with heritage from any North American tribe regardless of other racial or ethnic heritage; Asian; Black or African American; Hispanic or Latino; Native Hawaiian or Pacific Islander; Other Indigenous peoples, which includes students from tribes outside of North America who meet the federal definition of American Indian or Alaska Native but not Minnesota’s state definition; Two or more races; and White.

Charts 4-6 show the enrollment representations of each racial and ethnic groups in the various programs. Chart 7 highlights the enrollments of the race and ethnicity groups overall in the SAAPs compared to the statewide total for grades 7-12. The representation of American Indian, Hispanic and African American students is higher in the state’s alternative programs than in other state programs. Enrollment differences are significant, and likely demonstrate the struggle of these communities in traditional education programs. Students from these same minority communities enroll in higher percentages in the CAPs, which currently exist in the cities of Minneapolis and Saint Paul.

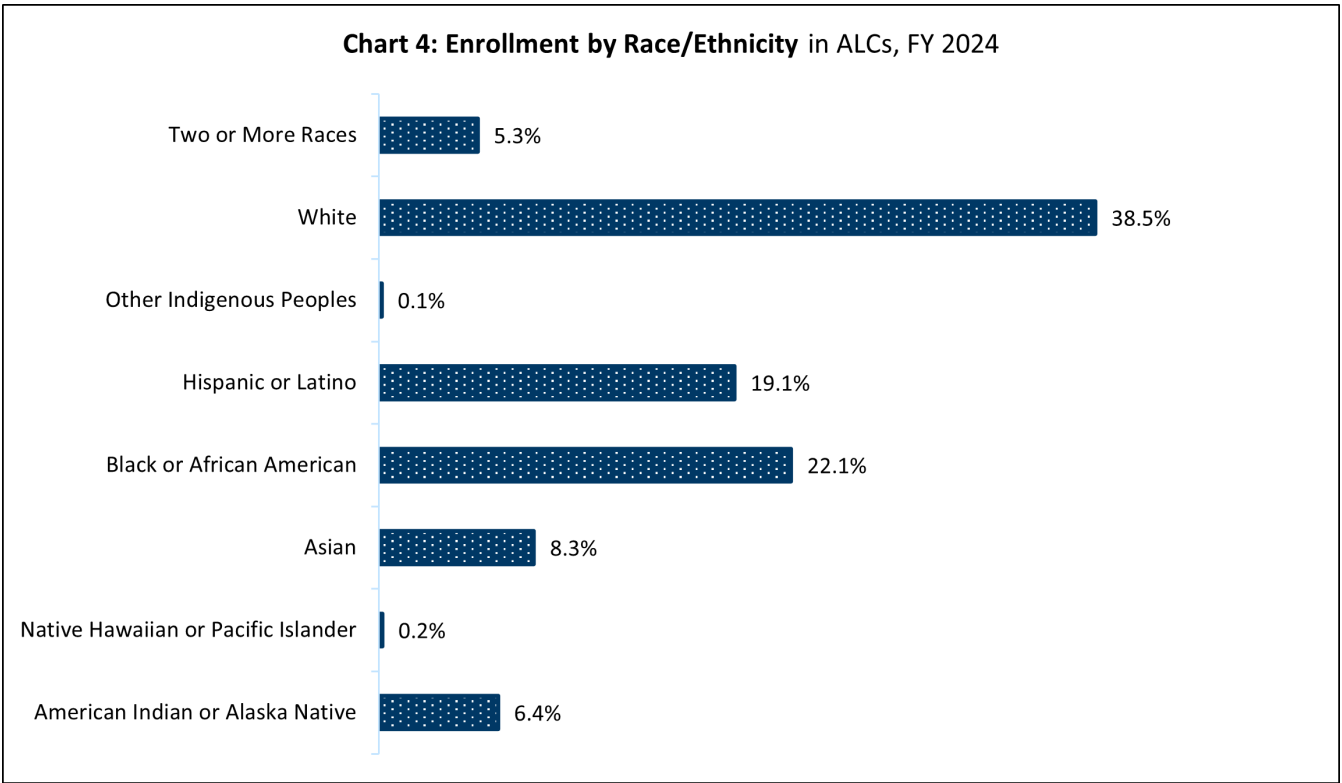


Chart 5: Enrollment by Race/Ethnicity in ALPs, FY 2024

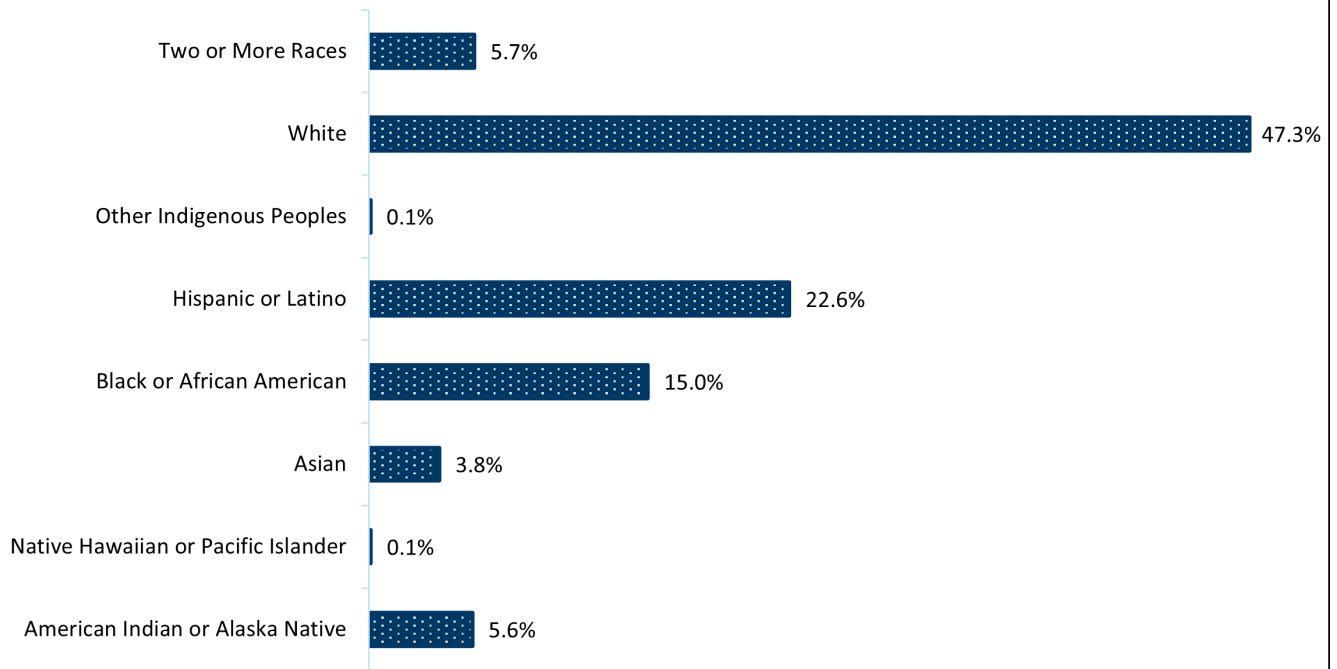


Chart 6: Enrollment by Race/Ethnicity in CAPs, FY 2024

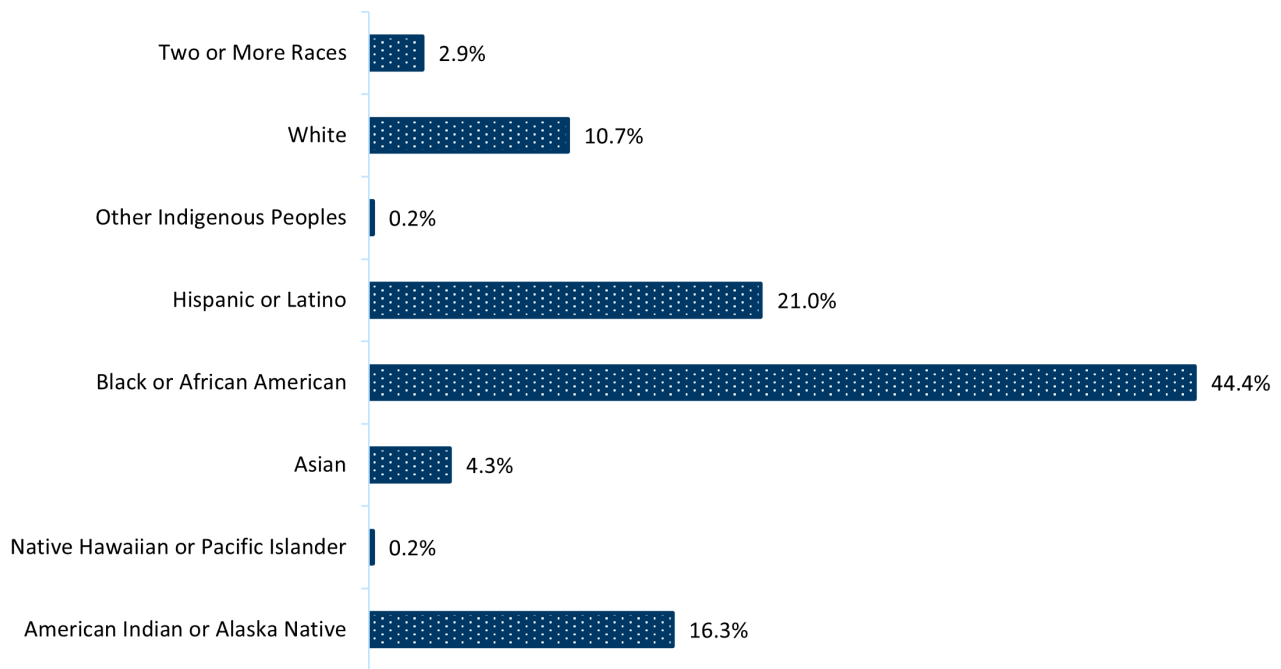
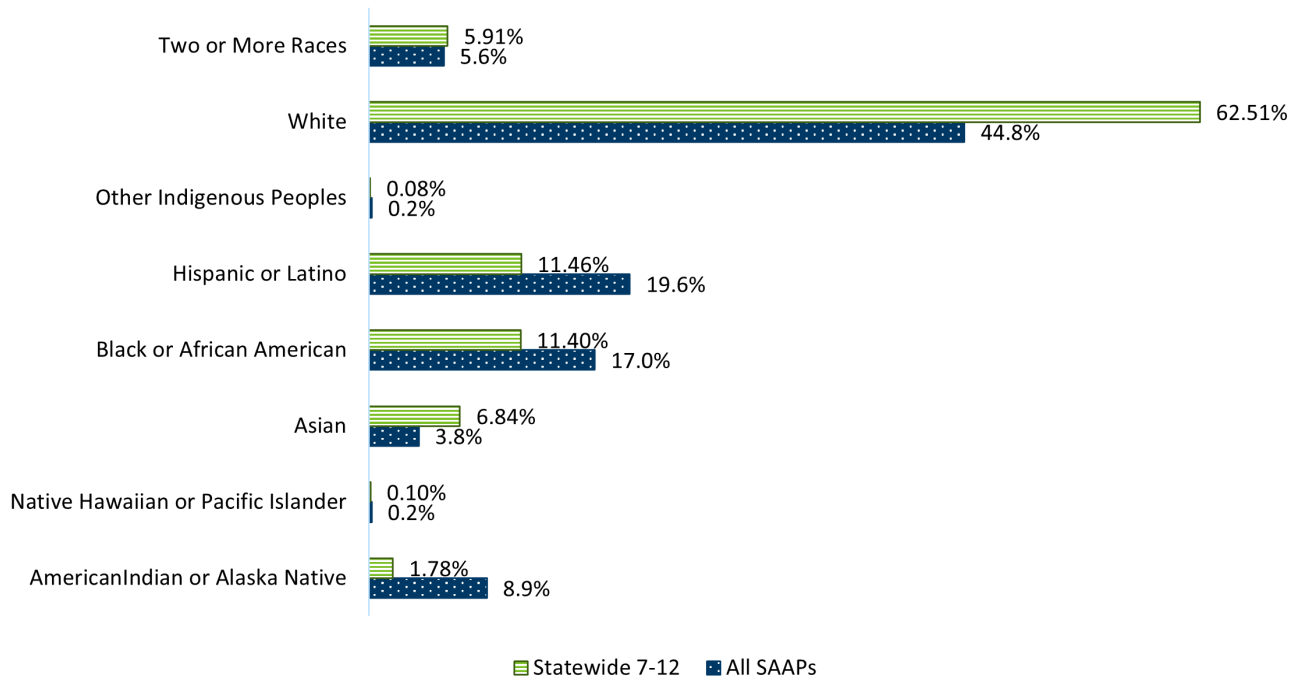


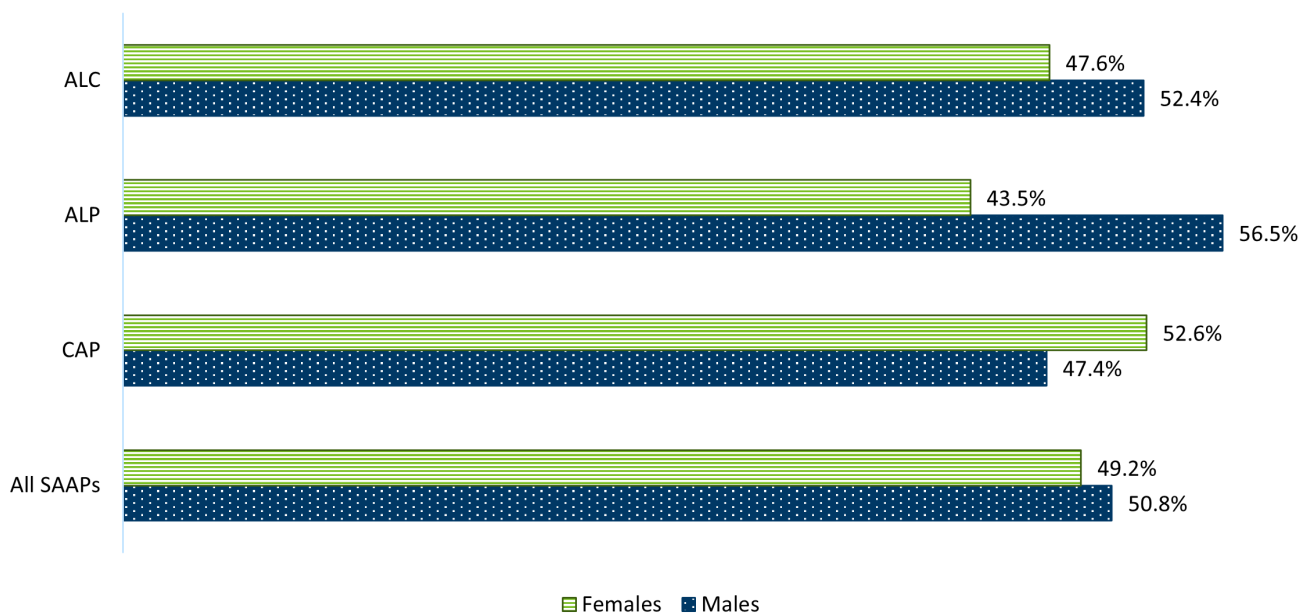
Chart 7: Enrollment by Race/Ethnicity: Comparison by SAAP and Statewide, FY 2024



Gender

When gender is examined within the different types of alternative programs (Chart 8), more male students enroll in alternative programs, except in contract alternative programs.

Chart 8: Enrollment by Gender: Comparison by SAAP Type FY 2024



Special Populations

Chart 9 highlights the enrollments of special populations SAAPs compared to the statewide total for grades 7 through 12. Overall, the alternative programs served a lesser rate of students receiving special education supports than the state special education enrollment percentage of 15.8%. Additionally, the percentage of students experiencing homelessness who are enrolled in SAAPs is two times the statewide total percentage.

When examining the breakdown of enrollment of special populations in the various programs (Charts 10-12), the data shows that, compared to the other programs, CAPs served higher rates of English learners, students receiving special education supports, students eligible for free and reduced-price meals, and students experiencing homelessness.

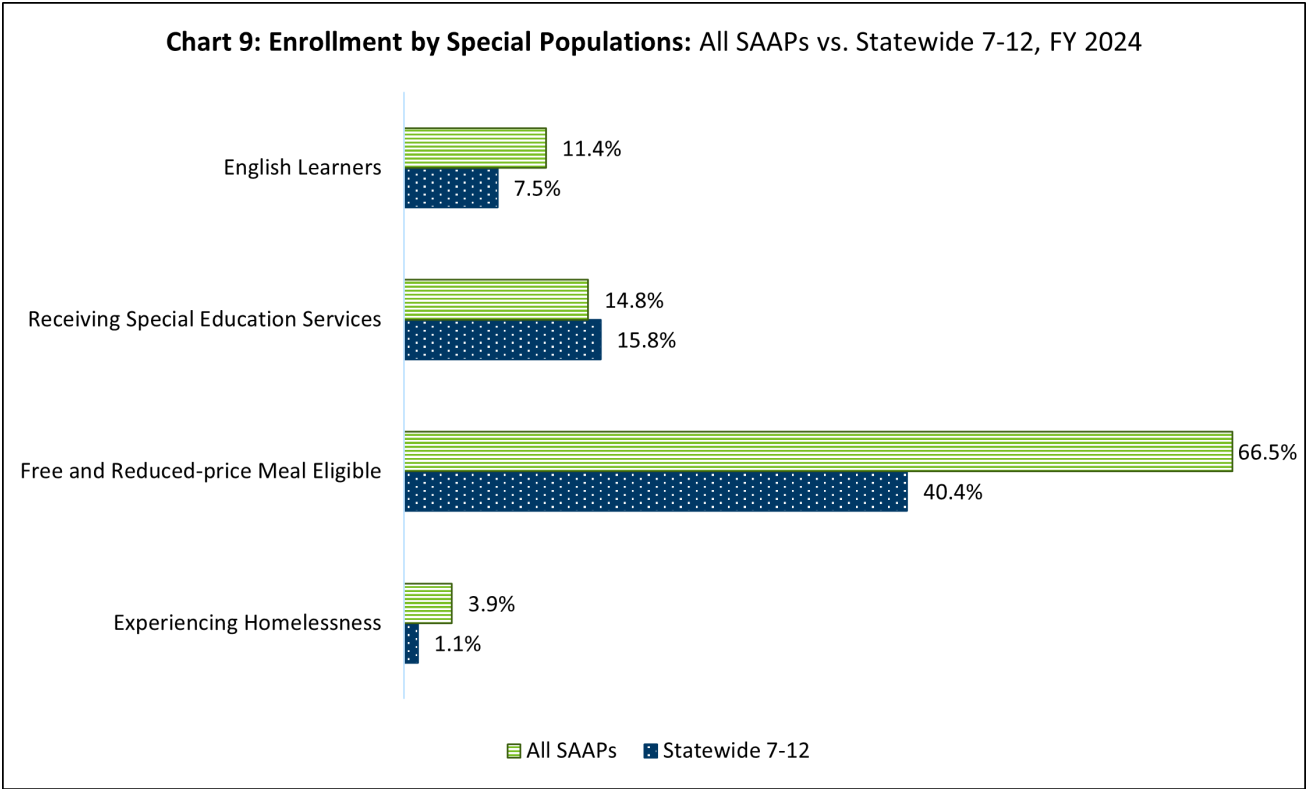


Chart 10: Enrollment by Special Populations in ALCs, FY 2024

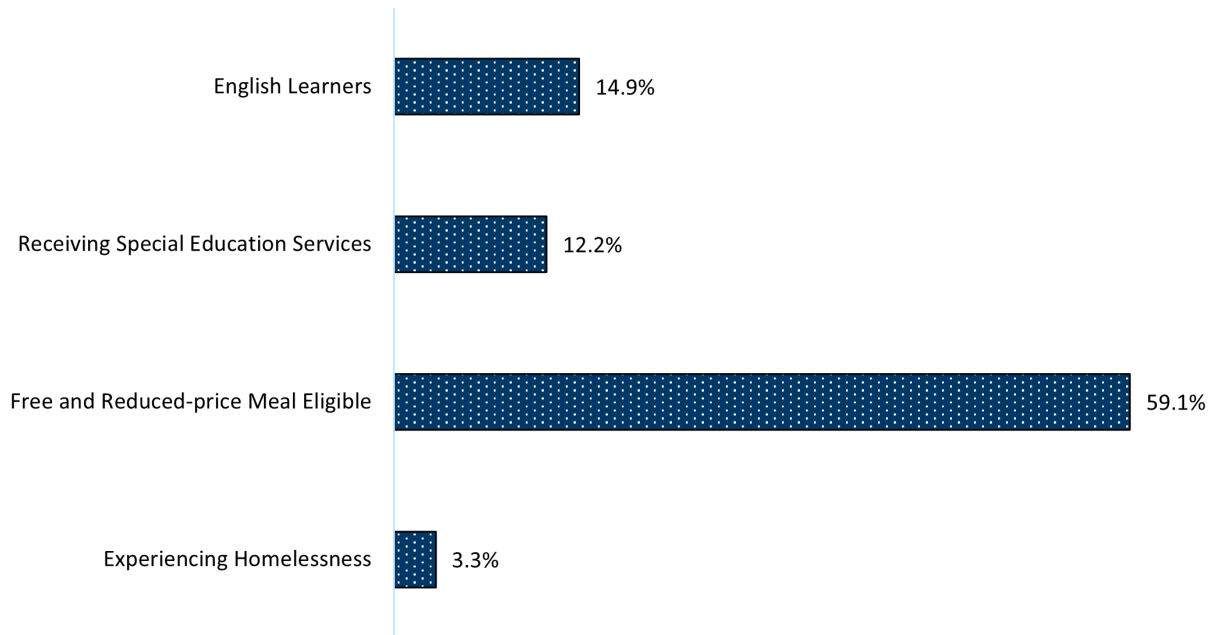


Chart 11: Enrollment by Special Populations in ALPs, FY 2024

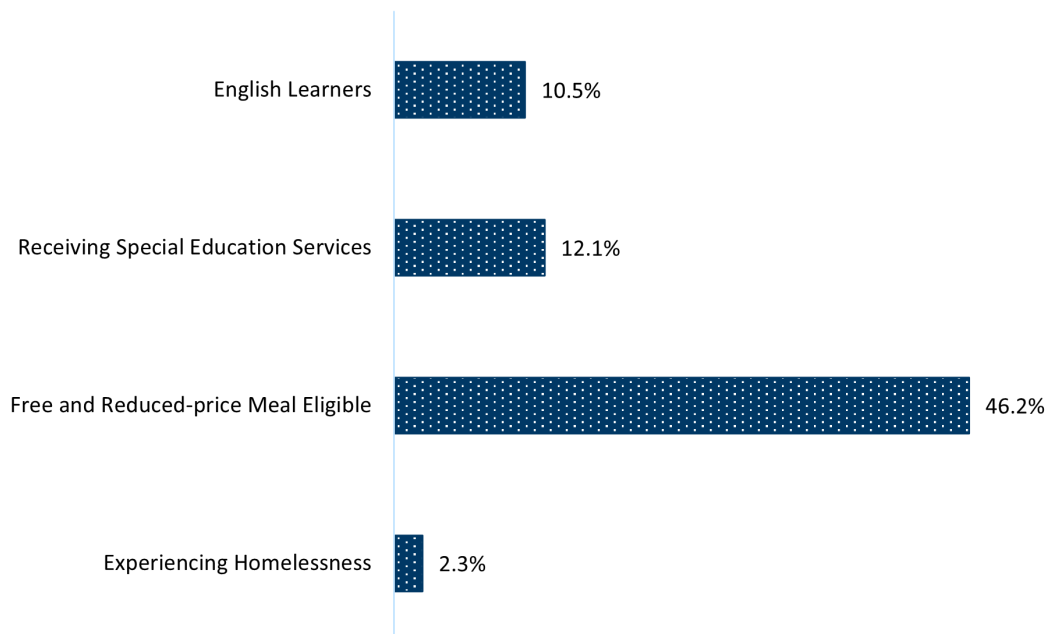
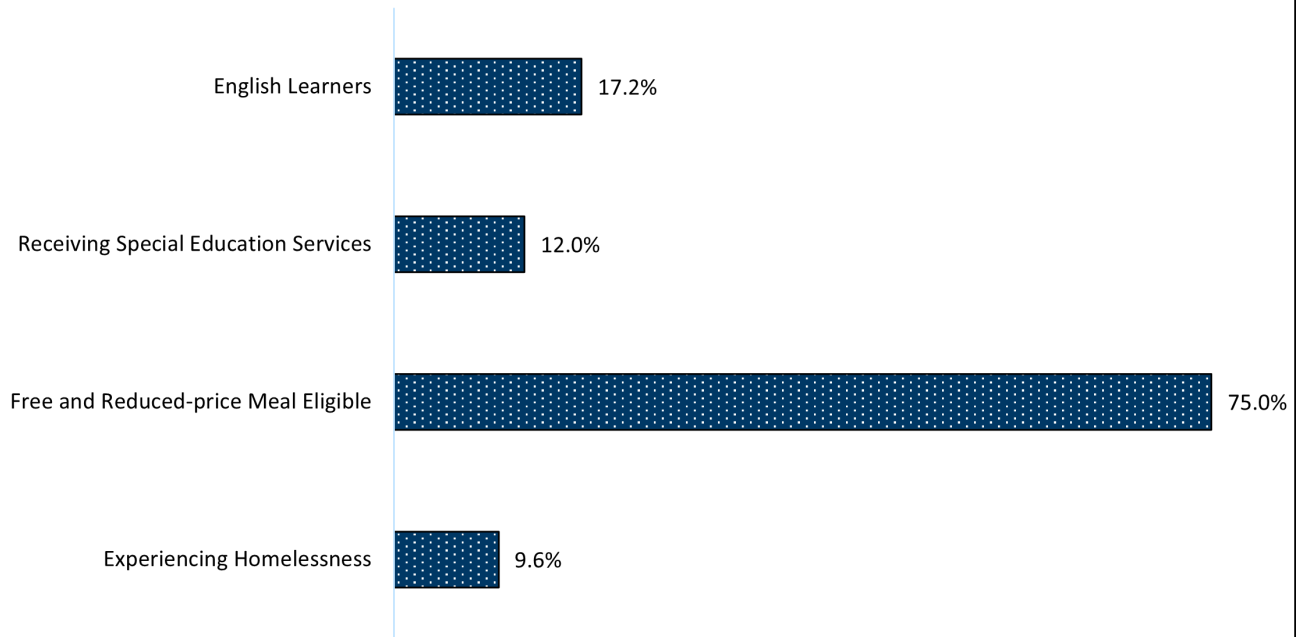


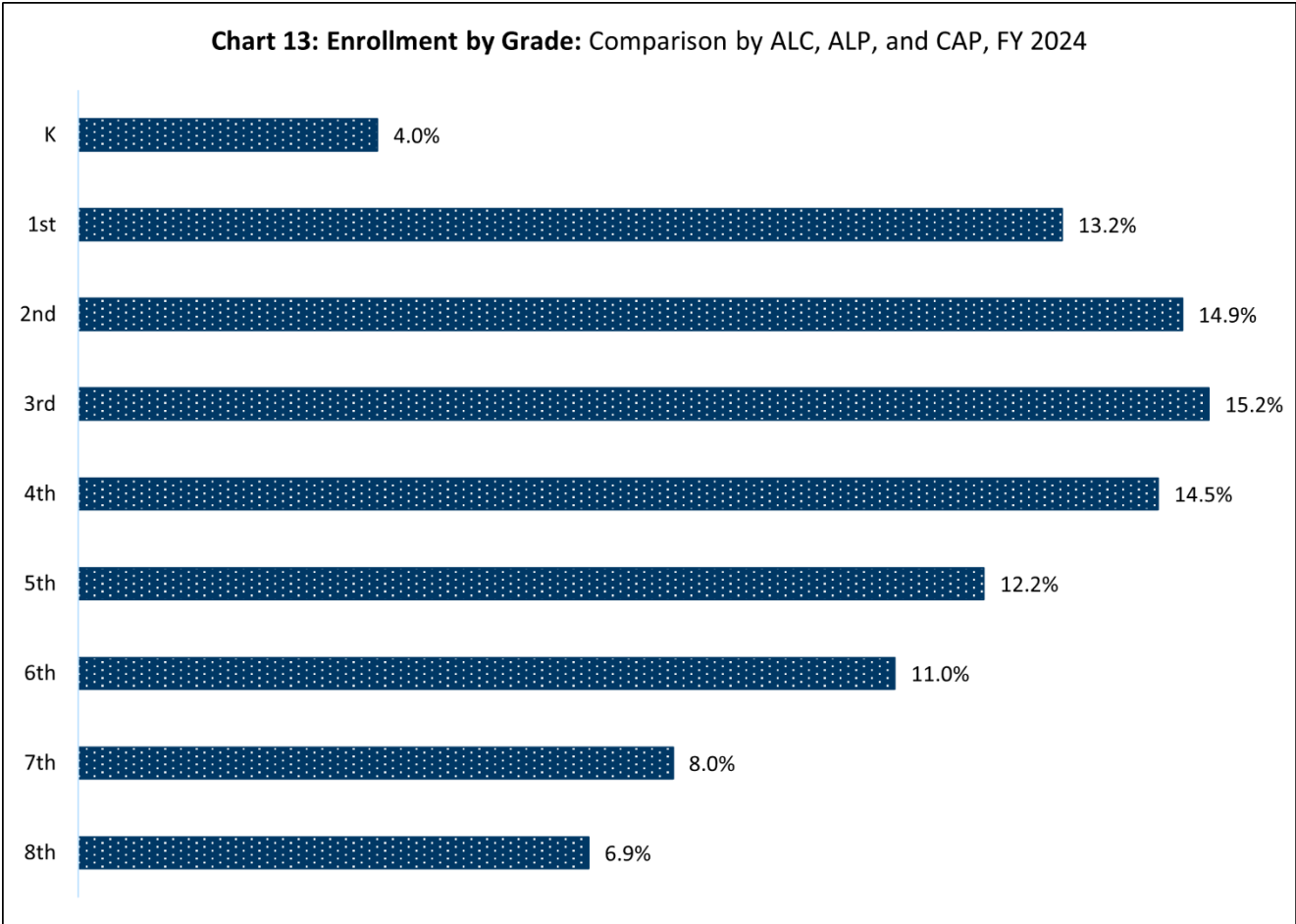
Chart 12: Enrollment by Special Populations in CAPs, FY 2024



Demographic Data: Targeted Services

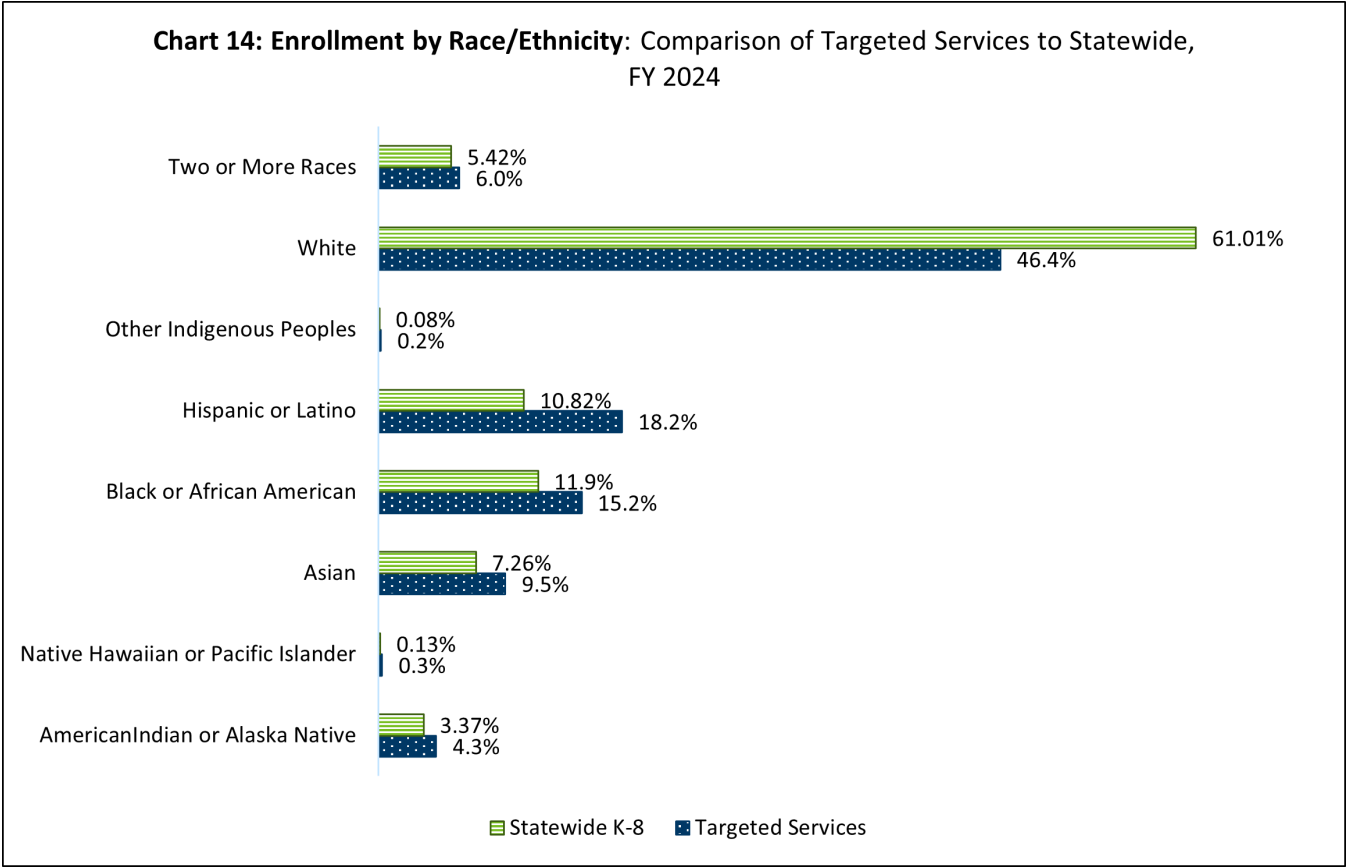
Grades Served

The largest enrollments in TS programs occurred in grade 1-6 in FY 2024, as seen in Chart 13.



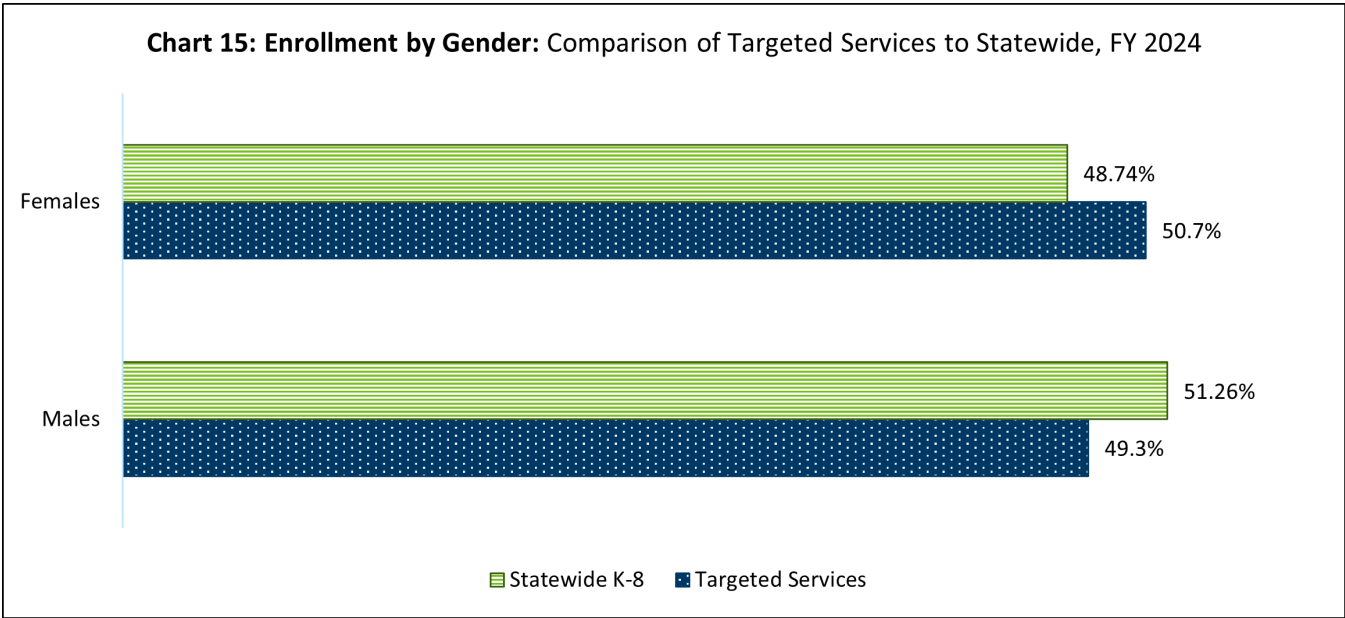
Race/Ethnicity

In FY 2024, the percentage of students enrolled in TS programs in groups other than white total 53.6% compared to the statewide percentage of 38.98%. The breakdown by the various race/ethnicity groups is seen in Chart 14.



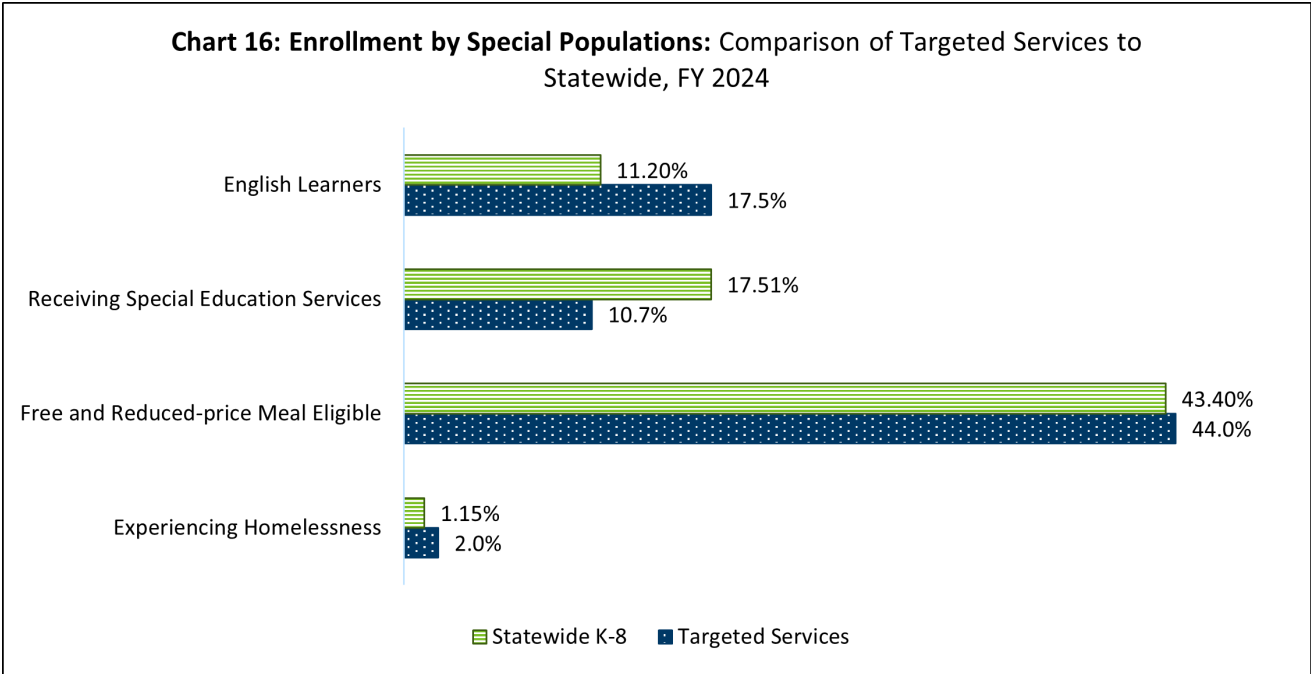
Gender

When gender is examined within TS programs (Chart 15), more female students enroll than males.



Special Populations

As seen in Chart 16, there were higher percentages of English Learners enrolled in TS programs than the statewide average. Alternatively, there were lower percentages of students receiving special education services than the statewide average. A similar number of students eligible for free or reduced-price meals and students experiencing homelessness were served in TS programs when compared to the statewide averages.



Graduation Rates

MDE calculates four-, five-, six-, and seven-year graduation rates. The five-year rate indicates students who would have been expected to graduate the year before, the six-year rate indicates students who would have been expected to graduate two years before, and the seven-year rate indicates students who would have been expected to graduate three years before. The four-year graduation rate is calculated by dividing the number of graduates by the number of students in the cohort who would have been expected to graduate. The cohort in the denominator is created by compiling first-time ninth graders plus any transfers into that cohort and removing any students who transferred out of the cohort into another program.

The five-, six- and seven-year graduation rates show the number of students who graduated in four years added to the number of students who took additional time to earn sufficient credits or meet other graduation requirements and to receive a high school diploma from their district. These three extended-year graduation rates are calculated in the same way as the four-year rate but instead determine the percentage of students graduating in five, six and seven years. Given an additional year or two beyond the traditional four-year trajectory, many students enrolled in SAAPs eventually complete graduation requirements.

Overall Four-, Five-, and Six-Year Graduation Rates

In Chart 17, which details the FY 2021 through FY 2024, graduation rates showed slight increases for five- and six-year graduation rates. The four-year rate also showed an increase from the prior year. When reviewing the rates over the span of the four fiscal years, there is an eight-point increase from FY 2021.

Charts 18-20 show the four-, five-, six-, and seven-year rates for each program type. There are increases in the rates when students continue on in five-, six- and seven-year cohorts, except in ALPs which saw a dip for six-year rates.

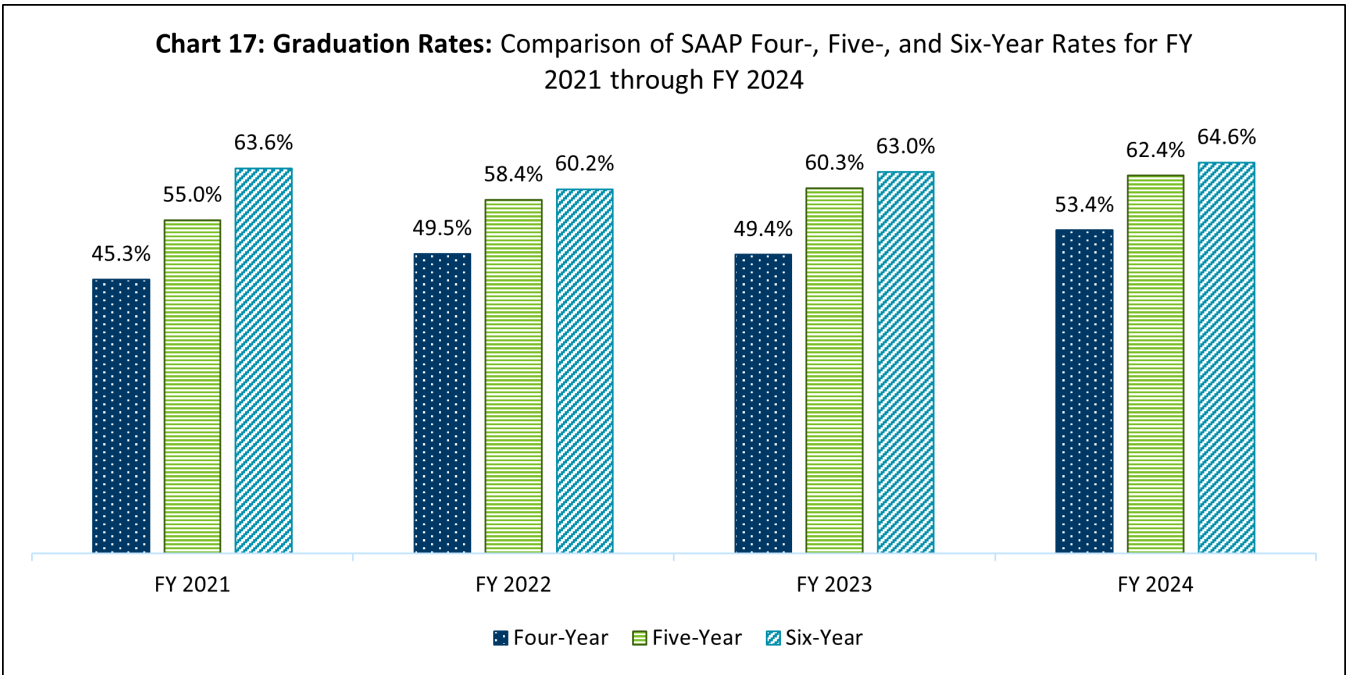


Chart 18: Graduation Rates in ALCs, FY 2024

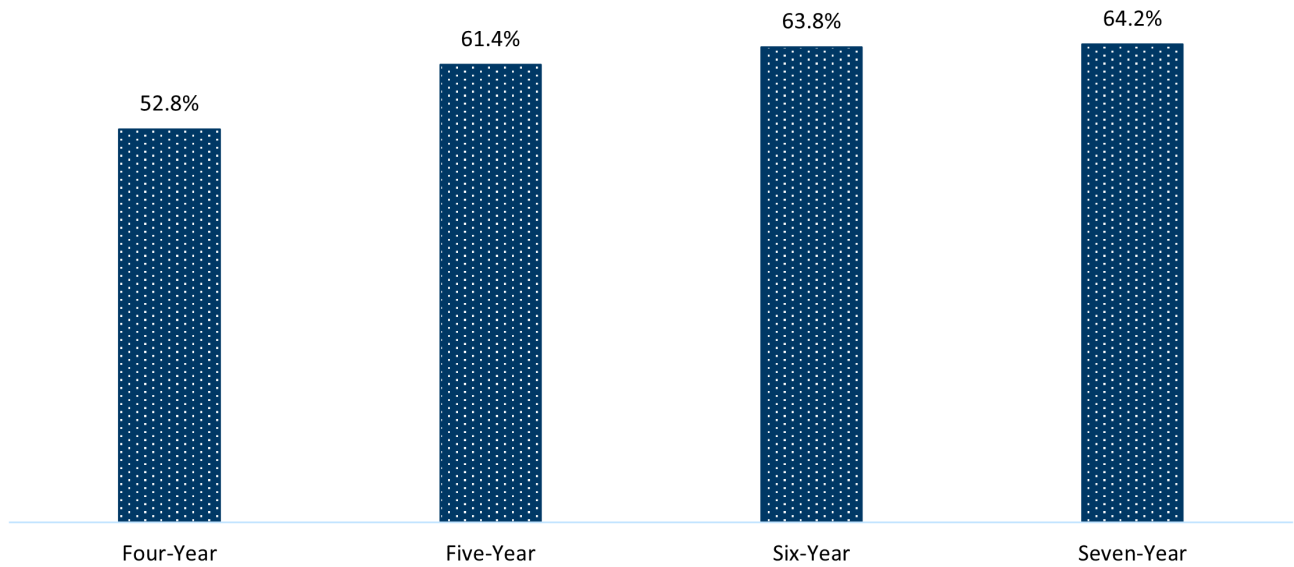
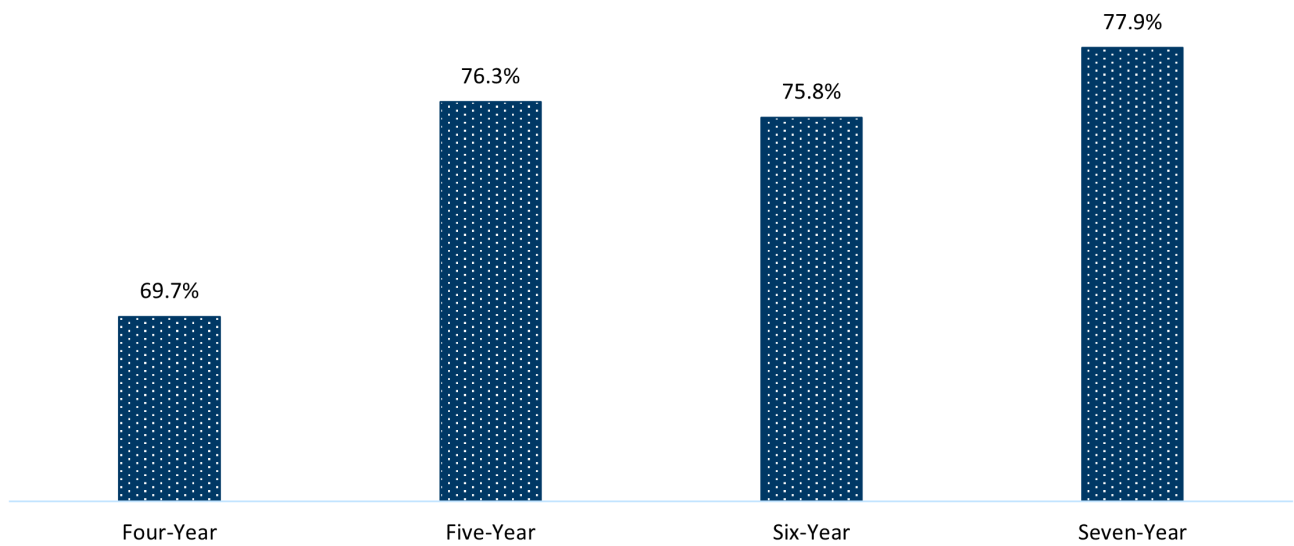
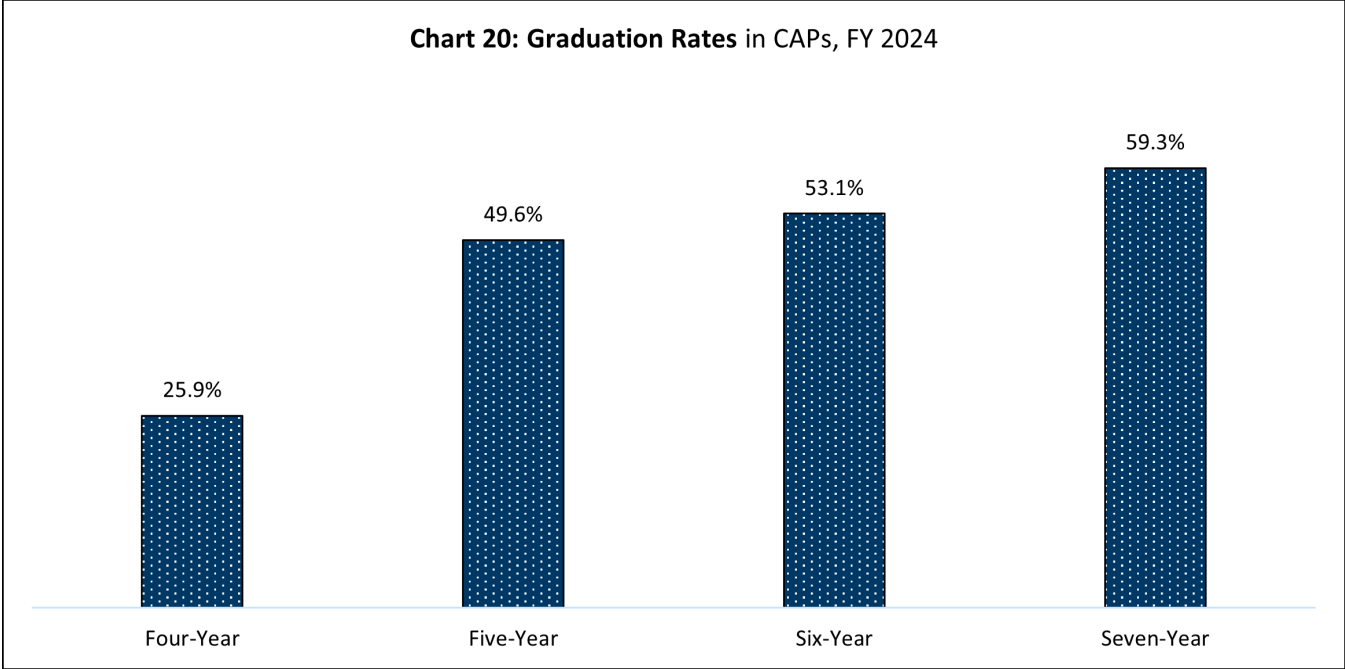


Chart 19: Graduation Rates in ALPs, FY 2024





Career and College Readiness Benchmarks

Multiple indicators can be used to demonstrate career and college readiness. There is no one single statewide metric that is used to measure whether students are prepared for postsecondary and the workforce, as metrics are locally determined.

For this report, the Minnesota Comprehensive Assessment (MCA) performance data was used as the statute-defined career and college readiness measure. The MCAs are aligned to the Minnesota K-12 Academic Standards which are designed to prepare students for career and college.

When reviewing the data in Charts 21 and 22, it is important to note that the majority of the students in alternative programs are in extended-day or extended-year programs, not in core school day programs. In this analysis, no differentiation is made for length of enrollment in the alternative programs. Enrollments ranged from two hours to over 1,200 hours.

Chart 21: Reading Assessment: Comparison by SAAP Type in FY 2024

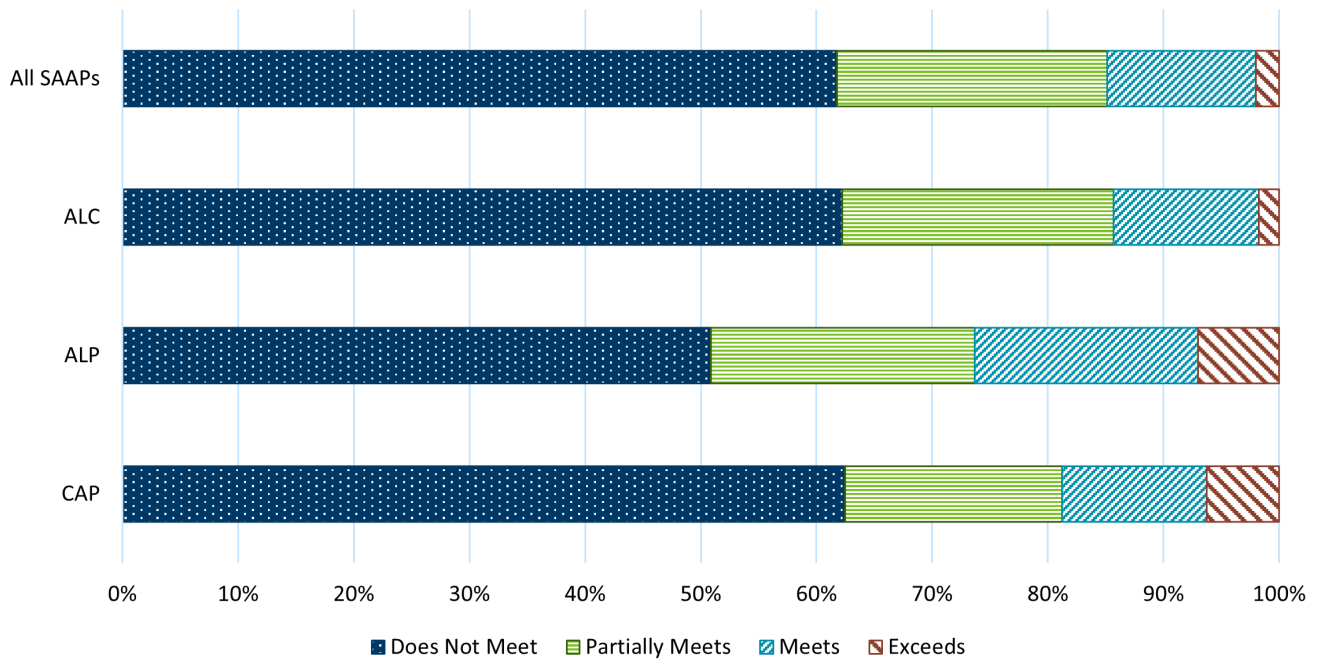
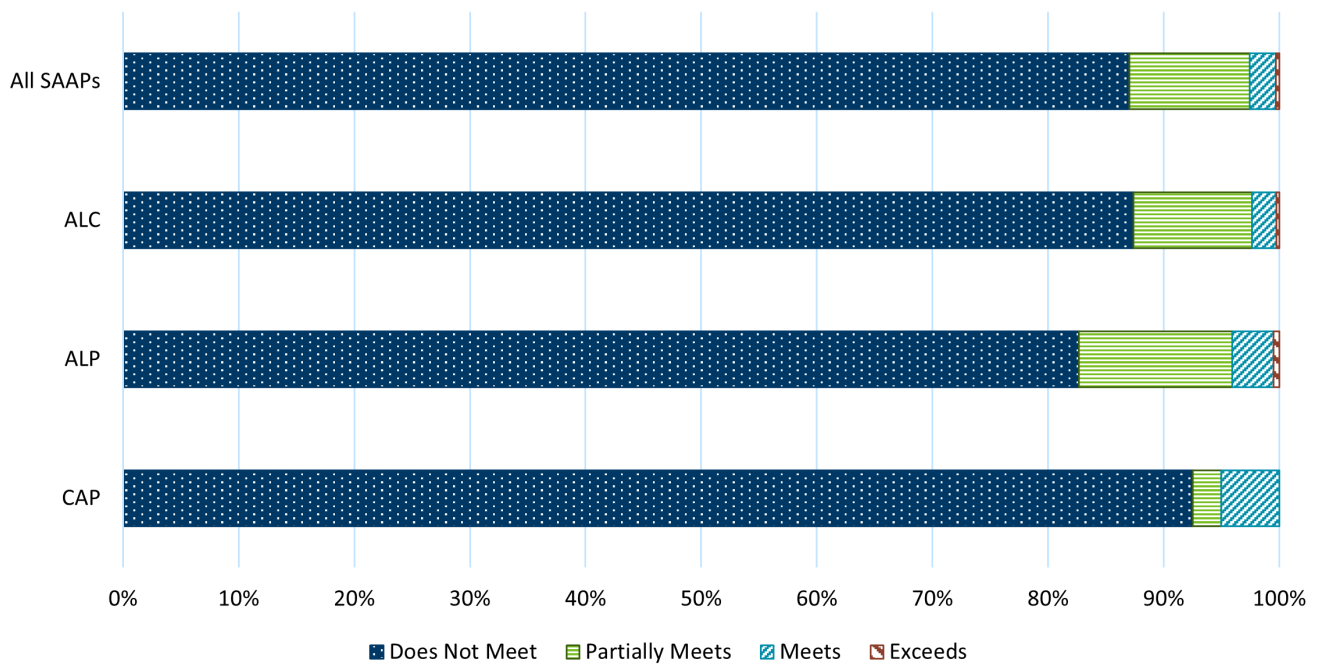


Chart 22: Math Assessment: Comparison by SAAP Type in FY 2024



Success of Learning Year Program Providers

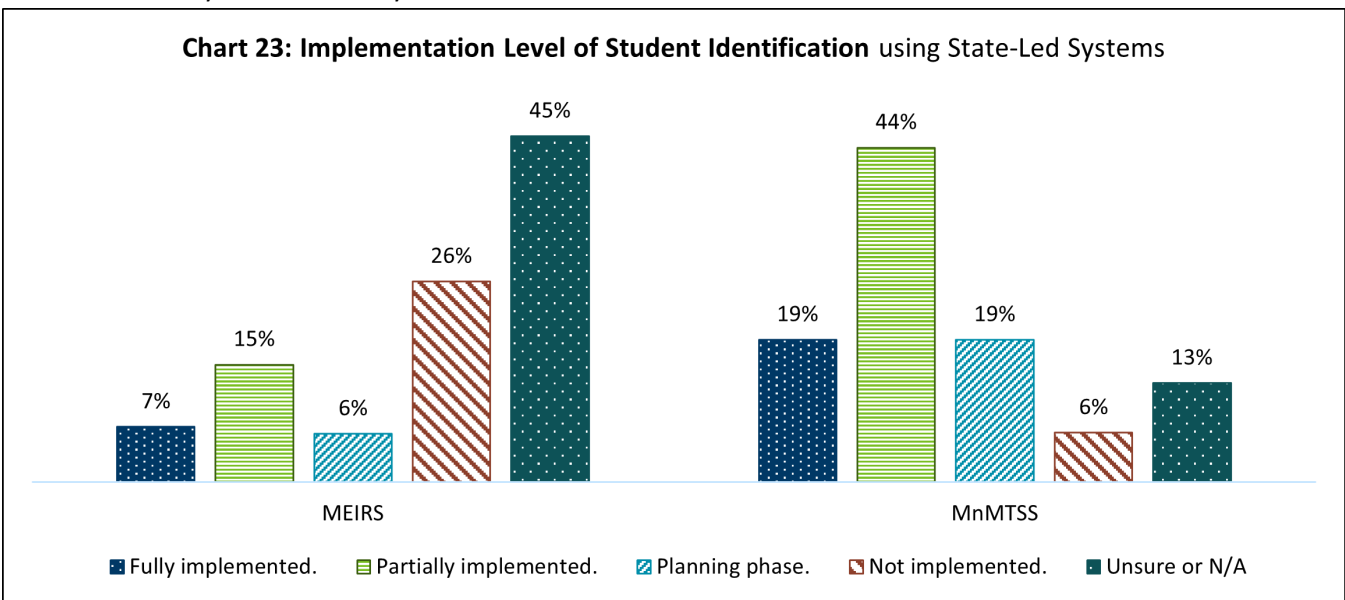
The department asked each state-approved alternative program to participate by sharing the following information:

1. Which types of credit recovery options were available to students, what districtwide prevention and intervention systems were used and to what degree these have been implemented. This was obtained via a survey administered in January 2025. A total of 115 districts completed the survey.
2. The number of credits that were earned by students in their programs for FY 2024. The department has developed a report for each district that lists the enrollment for each student from the 2021-22 school year. Some districts were able to submit credit information via the Ed-Fi system.

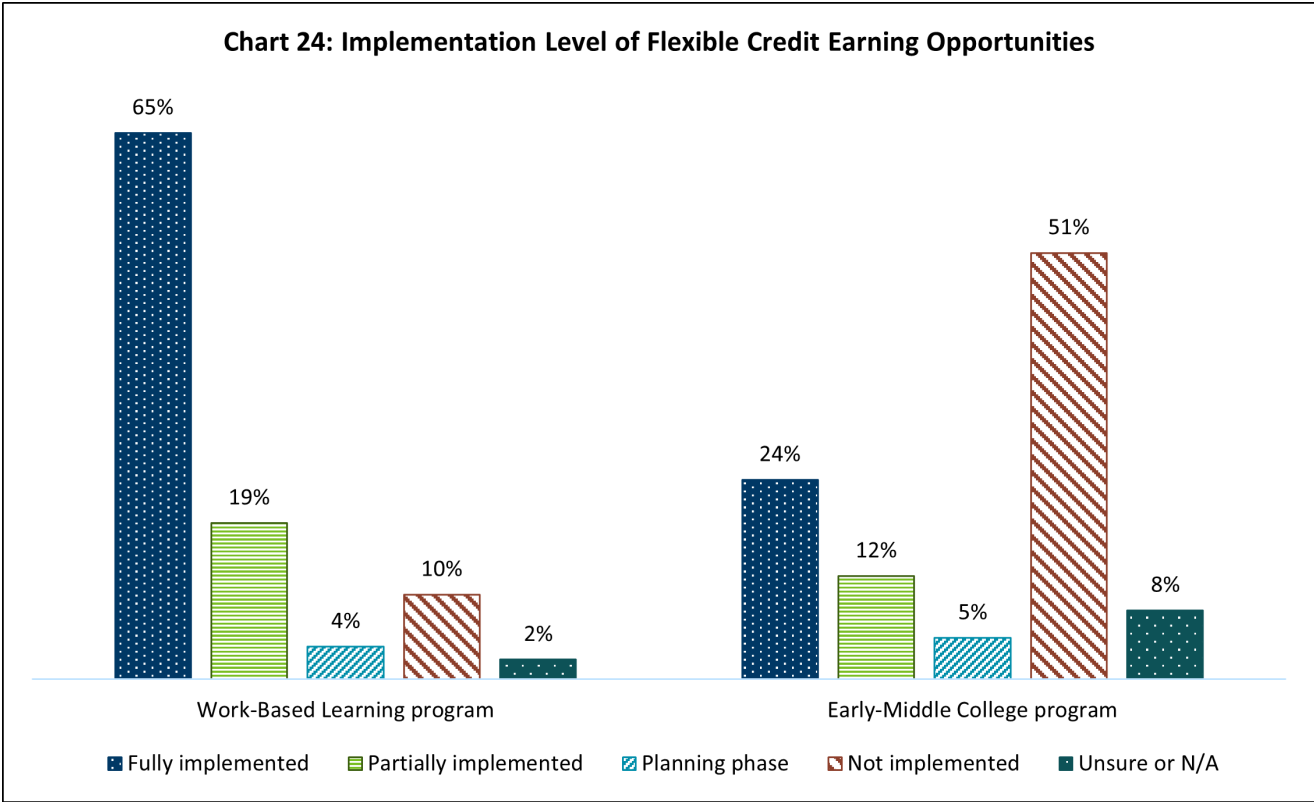
Identifying Students and Providing Intervention/Prevention Strategies

The legislation requests information for the success that SAAPs experience in identifying students and how successful they are in providing prevention and intervention strategies for them. Survey questions were developed to gather data around the systems districts use for identification, the strategies districts use for intervention/prevention, and the self-perceived level of implementation of these systems and strategies. While the legislation asked both prevention and intervention information of SAAPs, it is important to distinguish that SAAPs are not a prevention strategy. SAAPs are most often an intervention that a district might use for a student who is already off-track.

The two identification and intervention systems that the state leads are MnMTSS and MEIRS. Chart 23 shows the level that SAAPs are implementing these two systems. In addition, two programs implement Building Assets Reducing Risk (BARR), one fully and one partially. One program uses restorative practices, partially implemented. In addition, 88% of programs indicated the use of referrals to the program by an administrator/teacher/counselor. Referrals are also in place within the MnMTSS and MEIRS systems in some capacity. It is worth noting that referrals may also be present in the case where a district does not have a research-based system to identify students.



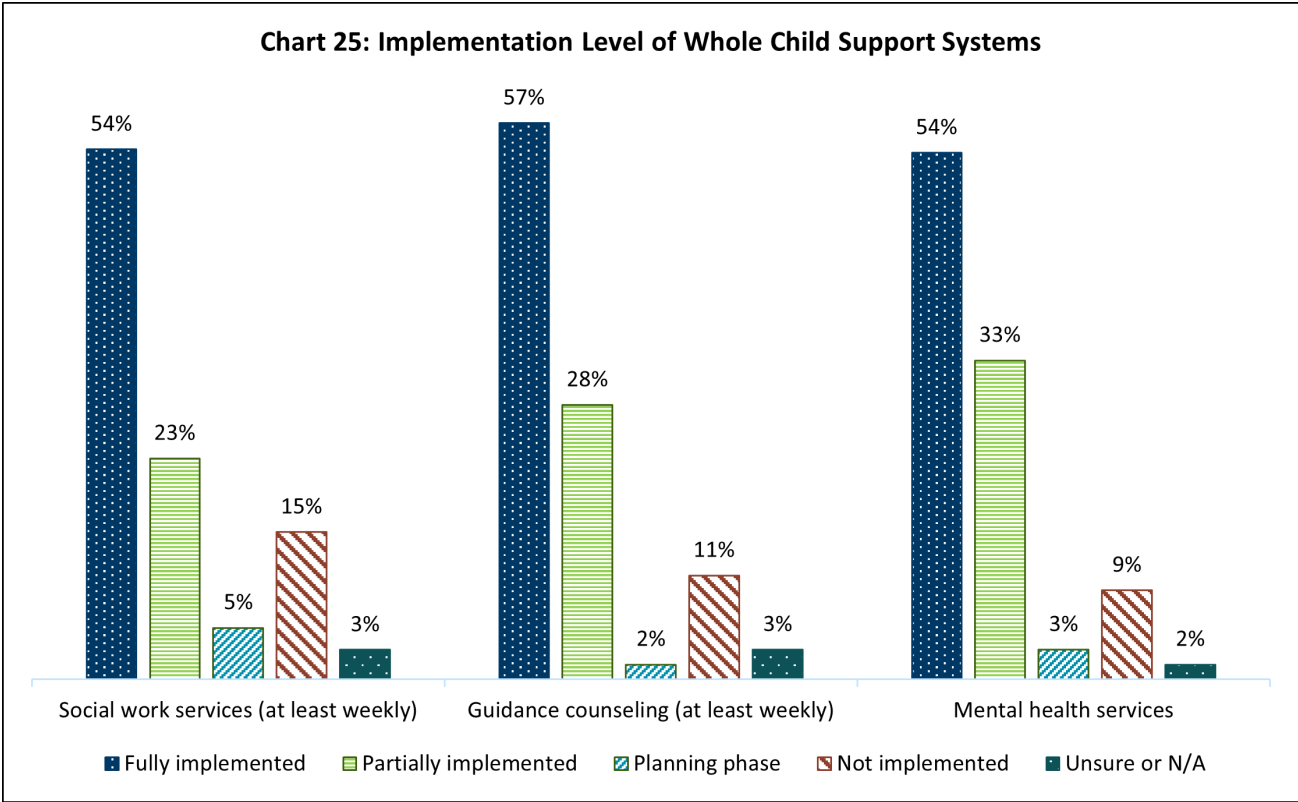
Flexibility in credit earning opportunity is a common approach for SAAPs in providing strategies to re-engage students. Chart 24 shows the implementation level of two models of flexible credit earning strategies that are supported by the state. Work-Based Learning is a state-approved Career and Technical Education model that is used in over half of SAAPs. Additionally, postsecondary enrollment options funding can be used for developmental coursework only when a student enrolls full-time in a SAAP’s Early/Middle College. This program must be specifically designed to allow the student to earn dual high school and college credit with a well-defined pathway leading to a postsecondary degree or credential.



Other flexible strategies used by programs to reengage students is offering flexibility in how instruction is delivered. Programs report using opportunities such as project-based learning, online and blended learning. This flexibility allows programs to better meet students’ individual needs, schedules, and learning preferences, especially for those who may have faced barriers in traditional educational settings.

Programs also employ a variety of evidence-based student support strategies. Commonly reported strategies include Building Assets, Reducing Risks (BARR), culturally responsive practices, YouthBuild, Boy’s Town Well-Managed Schools, and co-curricular teaching models. These approaches aim to strengthen student relationships, provide holistic supports, and promote engagement through relevant and personalized learning experiences.

Chart 25 shows a variety of support systems that SAAPs are implementing the address the whole child needs of students in the program. Social work services, guidance counseling services, and mental health services are fully implemented at over half of SAAPs. Statute encourages SAAPs to provide these supports, however there is not additional funding provided to do so. In addition, several districts indicate offering on-site childcare: Albert Lea Public School District, Brooklyn Center Community Schools, Mankato Public School District, Minneapolis Public Schools, Mounds View Public School District, Rochester Public School District, St. Paul Public Schools, Southwest Metro Intermediate 288, and Winona Public Schools.



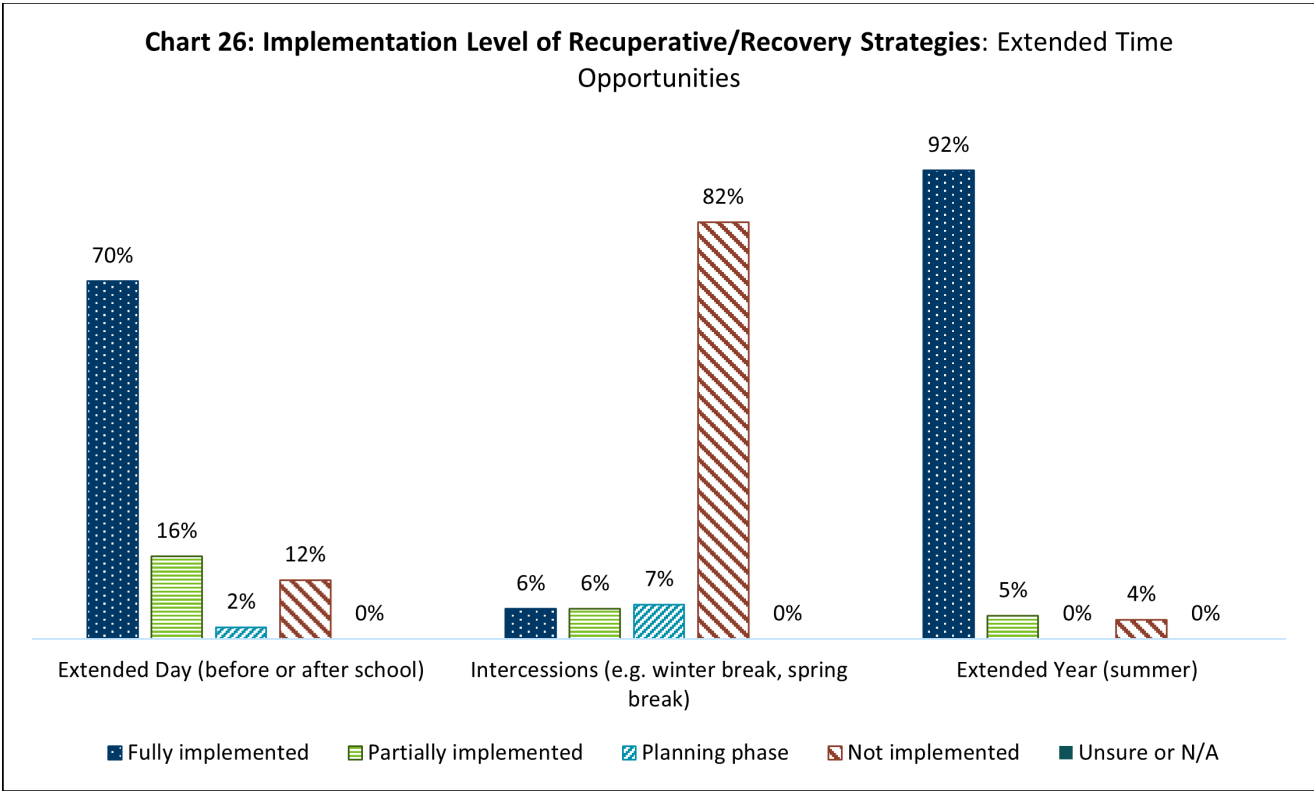
Minnesota statute encourages SAAPs to build strong partnerships with community organizations to enhance student support and engagement ([Minn. Stat. 123A.05](#)). In practice, SAAPs across the state are implementing a broad range of community-based resources to meet the diverse needs of their students. These partnerships often focus on areas such as housing and shelter support, restorative practices, and chemical health services.

Districts also report unique collaborations based on local context. One such example includes partnering with the Minnesota Association of Alternative Programs, which supports professional development, networking, and advocacy for alternative education providers.

Recuperative and Recovery Strategies

The key strategy for SAAPs to engage in students in recuperative and recovery efforts is within extended time opportunities where students can access instruction and coursework to get them on track for graduation. These opportunities include extended day, such as before or after school; intercessions which include short term credit earning opportunities such as Spring Break Academies or Winter Break Academies; and extended year

programming in the summer. See Chart 26 for the implementation level of various types of extended time opportunities. Extended year is widely implemented, as it is required; extended day is also implemented by the majority. Intercessions are not implemented in many programs.



Credits Earned

To evaluate the effectiveness of SAAPs, districts were asked to report the number of credits students earned in their programs during FY 2024. MDE sent credit reporting spreadsheets to 130 districts, and 118 districts returned completed forms by March 31, 2025.

MDE compared the reported credits to student enrollment hours to calculate the average number of enrollment hours needed to earn a full credit. However, it's important to note that the amount of credit awarded for similar coursework can vary from district to district. More detailed analysis is needed to fully interpret these results.

Several challenges complicated the collection and interpretation of credit data:

- Some intermediate and cooperative ALCs operate extended time programs for multiple districts. Since most of these programs do not award diplomas directly, students' credits and graduation outcomes are recorded under their home districts, making it difficult to correlate enrollment hours with credit earned.
- Some core school day programs mistakenly reported credits earned in their after-school programs.
- Some Independent Study (IS) programs reported student membership based on enrollment instead of actual work completion, which affects the accuracy of credit reporting.

Table 1 ([Appendix A](#)) lists each school district that hosts a SAAP. Note that some summer programs operated by education districts, cooperatives, or intermediates serve students from multiple districts. Depending on local agreements, some of these programs issue their own diplomas while others have students access only their home district diploma. Because these programs serve multiple member districts, it is not possible to directly compare their hours-per-credit rates to those of individual districts.

Conclusion

In FY 2024, there were a total of 500 active separate SAAPs, including 235 area learning centers, 50 alternative learning programs, 15 contract alternative programs and 200 targeted services programs. These active alternative programs served 124,154 individual students. A large portion of students participate in extended-time programs, with the most common extended-time program being targeted services. The most common core school day programs are area learning centers. In the core school day programs, the largest group is comprised of students in grade 11 and beyond.

Students in alternative programs are more likely to be students from disenfranchised and underserved communities. This is especially true of the students in contract alternative programs, where students who qualified for free and reduced-priced lunch for FY 2024 is 66.5 percent. In comparison with the state average, slightly more males enroll in alternative programs.

Students in alternative programs are more likely to be students identified as English learner (EL) students when compared to the state overall. In FY 2024, the percentage of students receiving special education services in SAAPs was lower than the state average.

Minnesota Statutes 2024, section 120B.125, requires districts to transcript a graduate's career and college readiness. However, the state allows districts to determine the measure for career and college success. Determining career and college readiness is an area where clearly defined measures are needed. A low number of students attending alternative programs have an MCA test score. This is due to the high numbers of students who may not be enrolled in a core school day SAAP during the MCA testing window or students who are dually enrolled in a traditional program and an alternative program.

Meeting the needs of students from historically underserved communities from traditional school programs is critically important as Minnesota faces a persistent achievement gap and a graduation rate that is currently just over 84 percent overall, but 62.9 percent for American Indian students, 73.9 percent for Black students, 71.7 percent for Hispanic or Latino students. Furthermore, the graduation rate for students receiving special education services is 67.4 percent, 67.4 percent for English learners, and 74.4 percent for students eligible for free or reduced-price meals. There continues to be a population of students for whom the status quo has not proven successful. Alternative programs provide an option for students at-risk of educational failure.

There is great variation between districts in terms of the type and quality of alternative programming offered. While programs identify elements such as positive relationships with trusted adults, early interventions, flexibility of when, where, and how credits are earned, it is unclear from the current data the department has to determine the fidelity of these practices.

Recommendations for further research include the effectiveness of practices in alternative programs beyond what is presented here; the way students are referred to program; how inter-district agreements and collaborations are succeeding or needing support; and the quality and effectiveness of various credit recovery programming across the state.

Appendix A: Fiscal Year 2024 Credits Earned

Table 1 lists each school district that hosts a SAAP. The following notations are used:

- Not Reported (NR): The district did not return the requested credit data.
- No Program (NP): The district did not submit membership data for either a summer or core year program.
- Enrollment Not Separated (ENS): The program did not separate out summer enrollment records from core year enrollment records.

Table 1: Fiscal Year 2024 Credits Earned

District Name and Number	District Average Hours Per Credit	ALC/ALP Summer Hours per Credit	Percent of Expected Summer Hours	ALC/ALP School Year Hours per Credit	Percent of Expected School Year Hours
Aitkin Public Schools 0001-01	197	ENS	NA	54	27%
Albert Lea Public School District 0241-01	94	47	50%	123	131%
Anoka-Hennepin Public School Dist. 0011-01	158	NR	NR	NR	NR
Austin Public School District 0492-01	189	83	44%	98	52%
Bagley Public School District 0162-01	123	NR	NR	NR	NR
Becker Public School District 0726-01	150	115	77%	91	61%
Bemidji Public School District 0031-01	154	88	57%	146	95%
Benson Public School District 0777-01	159	105	66%	145	91%
Bird Island-Olivia-Lake Lillian Public School Dist. 2534-01	177	36	20%	43	24%
Bloomington Public School Dist. 0271-01	64	36	56%	39	61%
Brainerd Public School District 0181-01	99	95	96%	93	94%
Breckenridge Public School District 0846-01	183	112	61%	80	44%
Brooklyn Center School District 0286-01	200	300	150%	165	83%
Buffalo-Hanover-Montrose Public School Dist. 0877-01	138	34	25%	65	47%
Burnsville-Eagan-Savage Schools 0191-01	182	77	42%	90	49%
Cambridge-Isanti Public School District 0911-01	79	71	90%	85	108%
Cass Lake-Bena Public Schools 0115-01	150	78	52%	177	118%

District Name and Number	District Average Hours Per Credit	ALC/ALP Summer Hours per Credit	Percent of Expected Summer Hours	ALC/ALP School Year Hours per Credit	Percent of Expected School Year Hours
Centennial Public Schools 0012-01	179	12	7%	178	99%
Chatfield Public Schools 0227-01	154	NP	NP	103	67%
Chisago Lakes School District 2144-01	144	259	180%	144	100%
Cloquet Public School District 0094-01	186	ENS	ENS	88	47%
Dassel-Cokato Public School District 0466-01	77	75	97%	75	97%
Deer River Public School District 0317-01	88	25	28%	69	78%
Detroit Lakes Public School District 0022-01	85	386	454%	90	106%
Dilworth-Glyndon-Felton 2164-01	182	NP	NP	239	131%
Duluth Public School District 0709-01	180	192	107%	199	111%
East Central School District 2580-01	182	307	169%	168	92%
Eastern Carver County Public School 0112-01	197	ENS	ENS	168	85%
Eden Valley-Watkins School District 0463-01	188	NP	NP	46	24%
Edina Public School District 0273-01	98	100	102%	79	81%
Elk River Public School District 0728-01	98	42	43%	76	78%
Faribault Public School District 0656-01	197	17	9%	226	115%
Farmington Public School District 0192-01	80	39	49%	15	19%
Fergus Falls School District 0544-01-370	88	116	132%	61	69%
Fillmore Central School District 2198-01	201	35	17%	169	84%
Forest Lake Public School District 0831-01	160	89	56%	165	103%
Fridley Public School District 0014-01	160	95	59%	102	64%
Grand Rapids Public School District 0318-01	180	138	77%	126	70%
Hastings Public School District 0200-01	96	20	21%	142	148%
Hermantown Public School District 0700-01	177	NP	NP	145	82%
Hibbing Public School District 0701-01	175	82	47%	42	24%

District Name and Number	District Average Hours Per Credit	ALC/ALP Summer Hours per Credit	Percent of Expected Summer Hours	ALC/ALP School Year Hours per Credit	Percent of Expected School Year Hours
Hinckley-Finlayson School District 2165-01	176	NP	NP	93	53%
Houston Public School District 0294-01	88	NP	NP	82	93%
Howard Lake-Waverly-Winsted School District 2687-01	189	99	52%	148	78%
Hutchinson Public School District 0423-01	152	107	70%	81	53%
Inver Grove Heights Schools 0199-01	67	35	52%	32	48%
Isle Public School District 0473-01	175	NR	NR	NR	NR
Lake Crystal-Wellcome-Memorial 2071-01	182	212	116%	NP	NP
Lakeville Public School District 0194-01	99	158	160%	170	172%
Le Sueur-Henderson School District 2397-01	183	ENS	ENS	98	54%
Litchfield Public School District 0465-01	181	278	154%	175	97%
Little Falls Public School District 0482-01	78	50	64%	74	95%
Luverne Public School District 2184-01	213	264	124%	88	41%
Mahnomen Public School District 0432-01	159	ENS	ENS	106	67%
Mankato Public School District 0077-01	181	134	74%	169	93%
Marshall Public School District 0413-01	172	79	46%	184	107%
McGregor Public School District 0004-01	89	NR	NR	NR	NR
Milaca Public School District 0912-01	186	ENS	ENS	179	96%
Minneapolis Public School District 0001-03	191	328	172%	198	104%
Monticello Public School District 0882-01	130	97	75%	232	178%
Moorhead Public School District 0152-01	165	392	238%	204	124%
Mora Public School District 0332-01	171	166	97%	199	116%
Mounds View Public School District 0621-01	187	88	47%	123	66%
Nevis Public School District 0308-01	197	53	27%	73	37%
New London-Spicer Public School District 0345-01	175	150	86%	167	95%

District Name and Number	District Average Hours Per Credit	ALC/ALP Summer Hours per Credit	Percent of Expected Summer Hours	ALC/ALP School Year Hours per Credit	Percent of Expected School Year Hours
New Prague Area Schools 0721-01	91	29	32%	73	80%
North Branch Public Schools 0138-01	44	30	68%	121	275%
North St. Paul-Maplewood Oakdale School District 0622-01	62	52	84%	55	89%
Northfield Public School District 0659-01	190	132	69%	253	133%
Ogilvie Public School District 0333-01	170	NP	NP	378	222%
Onamia Public School District 0480-01	188	NR	NR	NR	NR
Osseo Public School District 0279-01	65	74	114%	105	162%
Owatonna Public School District 0761-01	150	96	64%	76	51%
Park Rapids Public School District 0309-01	57	ENS	ENS	64	112%
Perham-Dent Public School District 0549-01	124	120	97%	120	97%
Pierz Public School District 0484-01	85	NP	NP	14	16%
Pine City Public School District 0578-01	193	162	84%	277	144%
Pine Island Public School District 0255-01	179	95	53%	86	48%
Pine River-Backus Public School District 2174-01	193	111	58%	87	45%
Princeton Public School District 0477-01	63	42	67%	49	78%
Prior Lake-Savage Area Schools 0719-01	67	59	88%	36	54%
Proctor Public School District 0704-01	187	NR	NR	NR	NR
Red Lake Public School District 0038-01	179	61	34%	420	235%
Redwood Area School District 2897-01	145	NP	NP	65	45%
Richfield Public School District 0280-01	88	126	143%	82	93%
Robbinsdale Public School District 0281-01	98	163	166%	57	58%
Rochester Public School District 0535-01	166	101	61%	159	96%
Rocori Public School District 0750-01	154	76	49%	70	45%
Roseau Public School District 0682-01	189	44	23%	36	19%

District Name and Number	District Average Hours Per Credit	ALC/ALP Summer Hours per Credit	Percent of Expected Summer Hours	ALC/ALP School Year Hours per Credit	Percent of Expected School Year Hours
Rosemount Public School District 0196-01	66	ENS	ENS	44	67%
Roseville Public School District 0623-01	74	208	281%	114	154%
Shakopee Public School District 0720-01	74	194	262%	73	99%
South St. Paul Public School Dist. 0006-03	66	38	58%	86	130%
South Washington County School Dist. 0833-01	63	NR	NR	NR	NR
St. Anthony-New Brighton Schools 0282-01	89	51	57%	69	78%
St. Cloud Public School District 0742-01	64	NR	NR	NR	NR
St. Francis Public School District 0015-01	74	13	18%	74	100%
St. Michael-Albertville School Dist. 0885-01	80	NR	NR	NR	NR
St. Paul Public School District 0625-01	50	ENS	ENS	16	32%
St. Peter Public School District 0508-01	162	95	59%	99	61%
Stillwater Area Public School Dist. 0834-01	97	97	100%	66	68%
Thief River Falls School District 0564-01	145	NR	NR	NR	NR
Waconia Public School District 0110-01	76	56	74%	62	82%
Warroad Public School District 0690-01	126	156	124%	54	43%
Waseca Public School District 0829-01	59	20	34%	58	98%
Watertown-Mayer Public School District 0111-01	70	NR	NR	NR	NR
Waubun-Ogema-White Earth School District 0435-01	157	81	52%	114	73%
Wayzata Public School District 0284-01	74	27	36%	75	101%
West St. Paul-Mendota Hts.-Eagan 0197-01	181	62	34%	38	21%
White Bear Lake School District 0624-01	75	70	93%	166	221%
Willmar Public School District 0347-01	74	26	35%	70	95%
Winona Area Public School District 0861-01	153	91	59%	164	107%
Worthington Public School District 0518-01	147	123	84%	134	91%

Appendix B: Glossary of Terms

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 formula 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): Classification of SAAPs that are characterized by:

- 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. ([Minn. Stat. 123A.05 \[2024\]](#)).
- 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). ([Minn. Stat. 123A.05 \[2024\]](#)).
- Students must meet eligibility criteria ([Minn. Stat. 124D.68 \[2024\]](#)).
- Must operate year-round (school year starts in June) ([Minn. Stat. 123A.06, subd. 3 \[2024\]](#) and [Minn. Stat. 124D.128, subd. 1 \[2024\]](#)).
- Programs provide out-of-school time programs, also referred to as extended day and extended year programs. Instruction provided to students in extended time programming can generate more than 1.0 ADM when membership exceeds statute minimums ([Minn. Stat. 124D.128 \[2024\]](#), [Minn. Stat. 126C.05, subd. 15 \[2024\]](#), and [Minn. Stat. 126C.10, subd. 2a \[2024\]](#)). Refer to **Learning Year Program (LYP)** and **Average Daily Membership (ADM)** for statute limits.
- All students must have a Continual Learning Plan (CLP) that outlines what instructional services will be provided and informs the student, parent or guardian that the program is optional ([Minn. Stat. 124D.128, subd. 3 \[2024\]](#)).
- Approved programs can apply to provide an independent study component ([Minn. Stat. 126C.05, subd. 15 \[2024\]](#)).
- Cannot deny non-district students who meet eligibility access to programs ([Minn. Stat. 123A.05, subd. 4 \[2024\]](#) and [Minn. Stat. 124D.128, subd. 2 \[2024\]](#)).

Alternative Learning Program (ALP): Category of SAAPs that are characterized by:

- Typically tied closely to one school district, serving a defined grade-level population ([Minn. Stat. 123A.05, subd. 1 \[2024\]](#)).
- Has the option of serving students only from within the district the program is located ([Minn. Stat. 123A.05, subd. 1 \[2024\]](#)).
- Students must meet eligibility criteria ([Minn. Stat. 124D.68 \[2024\]](#)).
- May make program hours and calendar optional ([Minn. Stat. 123A.05, subd. 1 \[2024\]](#)).
- All students must have a Continual Learning Plan (CLP) that outlines what instructional services will be provided and informs the student, parent or guardian that the program is optional ([Minn. Stat. 124D.128, subd. 3 \[2024\]](#)).

- Programs provide out-of-school time programs, also referred to as extended day and extended year programs. Instruction provided to students in extended time programming can generate more than 1.0 ADM when membership exceeds statute minimums ([Minn. Stat. 124D.128 \[2024\]](#), [Minn. Stat. 126C.05, subd. 15 \[2024\]](#), and [Minn. Stat. 126C.10, subd. 2a \[2024\]](#)). Refer to Learning Year Program (LYP) and Average Daily Membership (ADM) for statute limits.
- Approved programs can apply to provide an independent study component ([Minn. Stat. 126C.05, subd. 15 \[2024\]](#)).

Child Count: The name applied to the federal reports that generate federal special education dollars. This is a count of all students who have Individual Education Plans or Individual Family Service Plans 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 levels. Students should be able to grade progress and/or to complete their graduation requirements entirely through the ALC.

Continual Learning Plan (CLP): All students enrolled in an SAAP 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 2024, section 124D.128, subdivision 3 Learning Year Program to Provide Instruction throughout the Year](#).

Contract Alternative Program (CAP): Nonpublic entity that contracts with a public school district to provide instructional services to students who are at-risk of not graduating or grade-progressing. Because these are a category of State-Approved Alternative Programs, all statutes that govern other alternative programs must be adhered to here. Effective FY 1999, 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 SAAP status and specific approval, this can occur from kindergarten through 12th grade. Each school/program reports the instructional time it provides to the student.

Early/Middle College (EMC) Programs: The Early/Middle College program is defined in [Minnesota Statutes 2024, section 124D.09, subdivision 9 Postsecondary Enrollment Options Act](#) and allows SAAP students to take developmental classes on the college campus. This program must be specifically designed to allow the student to earn dual high school and college credit with a well-defined pathway leading to a postsecondary degree or credential. For more information about these programs, visit the [Early/Middle College \(EMC\) Programs page](#).

Every Student Succeeds Act (ESSA): On December 10, 2015, President Obama signed the Every Student Succeeds Act (ESSA), which replaced No Child Left Behind (NCLB) and changed many portions of the Elementary and Secondary Education Act (ESEA). [The U.S. Department of Education maintains a page explaining ESSA](#), and

[the text of the law](#) is available online. The 2018-19 school year is the first full year of ESSA implementation. Minnesota's plan for implementation of ESSA is available in full and by section on the [Minnesota State Plan](#).

Flexible School Year: Sometimes referred to as Year-Round and refers to a variety of programs.

- 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,
- The requirement that State-Approved Learning Year Programs must provide instruction year-round, i.e., during each of the 12 months.

General Education Development (GED) Diploma: Persons aged 17 and above who have not completed a high school diploma program and are not currently enrolled in classes leading to a high school diploma, may be eligible to take the GED tests in Minnesota.

Graduation Rates: Graduation rates describe the percentage of students who graduate from a school. More specifically, graduation rates refer to all students in each cohort who graduate within a specific period of time.

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.

Independent Study (IS): SAAPs can apply to provide an independent study program/component for students enrolled in their programs who are a minimum of 16 years of age. High schools can also apply for independent study for expelled students only. These students generate membership hours based on successful completion of coursework; 20 percent or more of the membership earned must be student-teacher contact time.

Learning Year Program Site (LYPS): State-approved programs that agree to operate on a year-round basis. Students must have a CLP and can generate more than 1.0 ADM (but no more than 1.2 ADM) when they generate more membership hours than the greater of (a) the locally defined core school year or (b) the statute-defined minimum number of instructional hours. Statute-defined minimum instructional hours are:

- Early Childhood (EC): Ineligible
- Handicapped Kindergarten (HK): 875 (with a maximum of 1.0 ADM)
- Kindergarten: 875
- Grades 1-6: 935
- Grades 7-12: 1,020

Minnesota Early Indicator and Response System (MEIRS): Early Warning Systems, as a part of a comprehensive school improvement plan and when implemented and monitored effectively, are recognized as an evidence-based practice for school improvement (Rumberger, 2017). Minnesota's Early Indicator Response System (MEIRS) is an Early Warning System that has been intentionally designed with flexibility to address the unique local needs of the various districts, charters, schools and programs that serve students in Minnesota.

Minnesota Automated Reporting Student System (MARSS): An individual student record system that serves as the Minnesota Department of Education's primary reporting system for student data.

Minnesota Multi-Tiered System of Supports (MTSS): A systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student.

Notification of Change in Student Enrollment (NCSE) ED-02037: A means to exchange State Reporting Number, Status Start Date, State Aid Category, and Basic Standards Test information between districts when students transfer.

Part-Time: A student who is enrolled less than full-time. Full-time is defined by the traditional school 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.

Positive Behavioral Intervention and Supports (PBIS): An evidence-based framework for preventing problem behavior, providing instruction and support for positive and prosocial behaviors, and supporting social, emotional and behavioral needs for all students.

Postsecondary Enrollment Option (PSEO): Allows high school 11th- and 12th-graders to take courses, full- or part-time, at a postsecondary institution for high school credit.

Pull-Out Program: State-approved middle school/junior high alternative program. Students are "pulled out" of the traditional school and the alternative program provides instructional services, typically at a separate site. Students are eligible to generate more than 1.0 ADM (but less than 1.2) when they receive more than the statute-defined minimums.

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

Response to Intervention (RTI): A practice of providing high-quality instruction and intervention matched to student needs using data on the child's learning rate and level of performance to make important educational decisions about the necessity for more intense interventions or as part of evaluating eligibility for special education.

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

School within a School: SAAPs where students receive alternative services for a minimum of 25 percent of their school day. The traditional program and the alternative program each report the student for the percentage of time that each provides the educational services.

State-Approved Alternative Program (SAAP): includes state-approved Area Learning Centers, Alternative Learning Programs, middle level/junior high (School-Within-a-School or Pullout), Targeted Services, including after-school and summer school programming, and Contracted Alternative Programs.

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): MARSS code that indicates why a student's record is being terminated. Every student record has an 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): Public district report of staff employment and assignment data to Professional Educator Licensing Standards Board.

Targeted Services (TS): State-approved elementary and middle/junior high-level program for eligible students. Programming occurs on an out-of-school 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. 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): The means by which public districts report revenue and expenditure data to the department.

Weighted ADM (WADM): Refer to Pupil Units.

Work Based Learning – Career and Technical Education: Work-based learning is a structured academic program where students engage in real-world activities with instruction occurring both at school and at a community-based setting with an employer. School districts and charter schools collect general education revenue for the credit hours that students spend in the program, including school hours the students spend at a community-based worksite. There are several types of approved work-based learning programs that can be offered for credit by school districts and charter schools in Minnesota, and each program has its own requirements.