

Procedure 8

Reporting for State-Approved Alternative Programs (SAAPs)

Data Elements:	Attendance Days	PSEO Program Participation
	Last Location of Attendance	State Aid Category
	Membership Days	Status End
	Percent Enrolled	Status End Date
	PSEO High School Hours	Status Start Date

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Definitions

Commonalities Among All State-Approved Alternative Programs (SAAPs)

1. SAAPs are defined in Minnesota Statutes, sections 123A.05 through 123A.09.
2. All SAAPs are designated Learning Year Programs (LYP) and eligible students can generate up to 1.2 ADM (Minn. Stat. § 124D.128).
3. All students enrolled in a SAAP must have a Continual Learning Plan (CLP).
4. All enrollees must meet the Graduation Incentives (GI) criteria found in Minnesota Statutes, section 124D.68.
5. Students who have earned a GED (general educational development), but not a diploma, and who meet the graduation incentives and age criteria are eligible to enroll in a SAAP and generate state aid.

Continual Learning Plan

Each student enrolled in a SAAP must have a CLP that is updated at least annually. A list of required elements is described in Minnesota Statutes, section 124D.128, subdivision 3. A recommended CLP is included in the [State-Approved Alternative Programs Resource Guide](#).

Student planning. A district, charter school, or SAAP 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, the graduation requirements the student must complete;
2. the assessment measurements used to evaluate a pupil's objectives;
3. requirements for grade level or other appropriate progression; and
4. 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.

Learning Year Program Sites (LYPS)

All SAAPs are automatically designated as LYPS (Minn. Stat. § 124D.128, subd.2). LYPS must provide instruction on a year round basis. Students may generate ADMs during the entire 12-month school year. The students' total ADM may exceed 1.0, up to 1.2, when their membership hours exceed the greater of the:

- locally required annual instructional hours, or
- statute-defined minimum instructional hours.

(Minn. Stat. § 126C.05, subd. 15.)

The intent of Learning Year Program (LYP) designation is to allow at-risk students the ability to participate in educational programs and earn credits year-round without generating additional revenue during their public school enrollment. For SAAP students, this may mean earning credits at an accelerated rate to graduate with their peers. Membership in a learning year program must be attributable to a specific course to show that the learning year has not been used to increase the revenue generated by a participant. Students should not be claimed for courses/credits that are not needed for graduation if they cause the student to generate more ADM than they would have generated had they not been enrolled in a learning year program.

Specifically, Minnesota Statutes, section 124D.128, subdivision 3(b), states “... *The record system and identification must ensure that the program will not have the effect of increasing the total number of pupil units attributable to an individual pupil as a result of a learning year program...*”

Once an LYP student’s peers have graduated or the student has accumulated more than 1.0 ADM per grade level, the student should be claimed only for the membership generated in courses/credits necessary for grade promotion or graduation. The CLP should be used to schedule an LYP student into classes needed for graduation so that the student’s total ADM or pupil units do not exceed those for students who are not enrolled in a learning year program.

Students in LYP who have failed a course can repeat the course and generate ADM. This should be documented in the student’s transcript.

Area Learning Centers (ALCs)

ALCs must receive state approval, must provide instruction on a year-round basis, must provide a comprehensive education program at the middle and high school level, and must provide instruction to nonresident as well as resident students. (Minneapolis, St. Paul and Duluth ALCs are exempt from this last requirement.) ALCs may apply to offer specialized instructional components such as independent study, work-based learning and/or project-based learning. All membership claimed for students enrolled in an ALC must be for grade progression and, ultimately, graduation.

Students enrolled at ALCs, like other LYPs, may generate Average Daily Membership (ADM) during the entire 12-month school year. Students’ total ADM may exceed 1.0, up to 1.2, when their membership hours exceed the greater of:

- the locally required annual instructional hours, or
- the statute-defined minimum instructional hours.

(Minn. Stat. § 126C.05, subd. 15.)

Students may be enrolled on a full-time or part-time basis; selected students may be dual or concurrently enrolled. Refer to *Minnesota Automated Reporting Student System (MARSS) Reporting* below for a definition of dual and concurrent enrollment. All enrollees must meet the graduation incentives (GI) criteria and have a CLP.

ALCs that provide instruction during the day to middle and secondary students may also apply to offer Targeted Services programs to middle- and elementary-level students.

When a resident district refers a senior high student to an ALC for summer only, the resident district must provide documentation on how the student meets the GI criteria, the instructional needs of the student and explicit outcomes. The resident district's documentation becomes the CLP.

Grades Served

ALCs must serve high school grade levels that award credit required for graduation. Typically, this includes grades 9 through 12; however, if credits for graduation are not awarded until 10th grade, then the high school ALC would include grades 10 through 12.

Middle level ALCs can provide class/course instruction for middle level students. If the traditional middle school offers grades 6 through 8, then the middle level ALC offers the same grade levels.

Alternative Learning Programs (ALPs)

ALPs do not have to offer a full array of programming. ALPs can define what grades/courses are offered. These programs are tied closely to one district, may be located within the traditional school, and do not offer the full complement of courses. Alternative programs that receive state approval may choose to provide instruction to nonresidents but they must be working toward a diploma from the district that has the ALP. They may also apply to provide independent study, work-based learning and/or project-based learning. Alternative programs are statute-designated LYPS.

Students enrolled in ALPs, like other learning year programs, may generate more than 1.0 ADM, up to 1.2, when instructional time exceeds the greater of:

- the locally required annual instructional hours, or
- the statute-defined minimum instructional hours.

(Minn. Stat. § 126C.05, subdivision 15.)

Students may be enrolled on a full-time or part-time basis; eligible students may be dual or concurrently enrolled. Refer to *MARSS Reporting* below. All enrollees must meet the GI criteria and have a CLP.

Alternative Learning Programs are ineligible to apply for Targeted Services programs.

Grades Served

The ALP defines which grades will be offered alternative instruction. This can be grades 6 through 12, but most commonly is grades 9 through 12. All of the membership claimed must be for grade progression and, ultimately, graduation.

Contract Alternative Programs

Contract alternative programs are nonpublic schools that contract with a public school district to provide instruction to students who meet GI criteria. They are defined in Minnesota Statutes, section 124D.68, subdivision 3(d), and Minnesota Statutes, section 124D.69. Legislation passed in 1998 designates them as LYPS.

Each student must have a CLP. Under Minnesota Statutes, section 124D.69, the public school district that contracts with the private school:

- is responsible for reporting the eligible students enrolled in the contracted school on MARSS,
- generates contract alternative school aid, and
- is required to forward at least 95 percent of that revenue to the private school (Minn. Stat. § 124D.69, subd. 1).

All of the membership claimed must be for grade progression and, ultimately, graduation. Attendance and membership must be reported in terms of hours and Percent Enrolled equal to 999.

The Student Resident District Number and Student Resident District Type are the students' actual resident district number and type. State Aid Category is reported as 26.

Grades Served

Contract alternative programs can offer instruction to students in grades that are covered by the contract, which could be kindergarten through 12th grade.

All membership claimed for students enrolled in a contract alternative program must be credit-bearing and/or lead to grade progression.

Targeted Services

Targeted Services (TS) are programs provided by ALCs for public school students:

- in grades kindergarten through 8th grade; 9th-graders can also be in targeted services if 9th-graders do not earn credits toward graduation in their district of enrollment;
- not enrolled in the ALC during the school day;
- who meet the GI criteria; and
- who have a CLP.

All targeted services students participate in the program either during the summer prior to the traditional school year and/or after the required school day during the traditional school year.

A separate application and Minnesota Department of Education (MDE) approval is required before an ALC can claim membership for a targeted services program. A middle level ALC daytime program must be approved and in operation prior to applying for targeted services.

Nonpublic school students are ineligible to generate funding for participation in a targeted services program. Minnesota Statutes, section 126C.19, subdivision 4, states "*(a) Public school programs that provide instruction in core curriculum may be provided to shared-time pupils only at a public school building...*" Nonpublic school students who take public school classes are referred to as shared-time students in statute. To be eligible to generate state funding, the shared-time student must be taking core curriculum. Targeted Services programs are not core curriculum.

Students can receive Extended School year (ESY) per their Individualized Education Program (IEP) and participate in summer TS. However, the TS must be a family choice. If the TS participation is family choice, independent of the IEP, report the TS membership under the TS site number. If the TS participation is an IEP-required service, it would only count as Special Education Service Hours (SESH) on the ESY record and would not be reported as TS enrollment.

A student would be eligible for summer targeted services as long as the student has been enrolled in at least kindergarten, is enrolled in a Minnesota public school for the fall and meets the residency requirements for a free public education. For a student transferring from another state, the targeted services program will need the student's school records to verify that the student is eligible for targeted services, e.g., has been enrolled in at least kindergarten and has not been promoted to a high school grade level.

An IEP-shortened school day should not be used to generate extended time ADM. If, for some reason, the IEP team has designed a shortened traditional school day and the student is choosing to attend targeted services after school, the targeted service membership should not be reported on MARSS. The student can be reported as full time at the traditional school and will generate full state aid. The targeted services time is considered to replace a "missing" time during the traditional school day and has already generated state aid – it should not be reported on MARSS. In essence, reporting the targeted services membership would be similar to reporting the same membership twice.

Grades Served

Targeted services programs can be offered to students in grades kindergarten to the grade level at which credits are awarded for graduation, e.g., through 8th or 9th grade. If 9th grade students earn credit for graduation, targeted services programs can serve students through 8th grade.

Students who complete the 8th grade and are promoted to 9th grade at the end of the core year, are ineligible for targeted services in the following summer term. However, 8th grade students who are not promoted at the end of the traditional school year, are eligible for targeted services the following summer; in this scenario, the district must formally retain the student.

Kindergarten-age students must be enrolled in the academic kindergarten program before they can be enrolled in the Targeted Services program. Therefore, a child who will enter kindergarten for the first time in September is ineligible to generate state funding for Targeted Services programs during the summer preceding kindergarten enrollment. However, if the kindergarten student has been retained in kindergarten, he/she is eligible to participate in Targeted Services during the summer between the two kindergarten years.

Students who were enrolled in a voluntary pre-school or school readiness plus program would be eligible to participate in the targeted services program during the summer before they enter kindergarten; the district would know if these students met the at-risk criteria. This is consistent with how kindergarten students who have been retained are treated.

State-Approved Early/Middle College Programs

Early/Middle College Programs allow eligible students to earn a high school diploma while also earning postsecondary credits or conferring a degree or credential including a certificate, diploma or an associate's degree.

Postsecondary Enrollment Options (PSEO) funding can be used for developmental coursework only when a student who meets the graduation incentives criteria is enrolled full time in a middle or early college program. Each alternative program and its partnering postsecondary institution must complete and submit the Early/Middle College Program Identification Application and supporting documents to be approved as an Early/Middle College program.

Grades Served

Students are considered eligible if they are enrolled in a core school day SAAP under the graduation incentives program as defined by MDE. Students enrolled in an Early/Middle College Program are restricted to the participation limits in the PSEO program as outlined by MDE. Under Minnesota Statutes, section 124D.09, any postsecondary institution that does not meet the qualification of an Early or Middle College Program as defined above may not claim PSEO aid for remedial, developmental, or other courses that are not college level.

Minnesota Automated Reporting Student System (MARSS) Reporting

Site Number and Classification

Each SAAP must have a school number so that the ADM for enrolled students is calculated accurately. This assures that an appropriate divisor is used to calculate ADM and students are eligible to generate up to 1.2 ADM.

The site number is associated with the district or cooperative that holds the SAAP application and approval, not necessarily the district in which the program is located. For example, Intermediate District (ID) 287 is a cooperative-type district with several ALC programs/locations. Many of its ALCs exist within a school building of a member district but the site number exists within ID 287 as opposed to the district in which the program is geographically located. ID 287 is responsible for reporting the students served at the sites that exist administratively under ID 287.

School classifications are assigned at MDE. All LYP and SAAPs require application and approval. Staff in Career and College Readiness will assign the school classification upon program approval. Current SAAP school classifications are:

- 41 Area learning center (ALC)
- 42 Alternative learning program (ALP)
- 43 Contract alternative program
- 45 Targeted services program

School Year/Fiscal Year

For all Minnesota government entities, the fiscal year runs from July 1 to June 30. However, the statute for learning year programs (LYPs) allows the school year to begin in June after the end of the just-prior regular school year (Minn. Stat. § 124D.128, subd. 1). The end of the just-prior school year is defined as the date of graduation. There may or may not be a few days/weeks break between the two school years. The Status Start Date for students enrolled in an SAAP may be as early as June. Membership that occurs in June is reported in the following fiscal year that starts July 1. Therefore, the school year for a LYP goes from June to June.

SAAP students may generate up to a total of 1.2 ADM during the 12-month school year. Students do not have to participate in an independent study program to generate more than 1.0 ADM. The school year for public and contract alternative schools can also begin in June.

Membership hours must be claimed in the school year in which they were generated. For example, independent study credits cannot be accumulated from two school years and claimed in the school year the credit was completed. The portion of the credit that is completed during a particular school year must be claimed on that year's MARSS files.

Dual vs. Concurrent Enrollment

Dual Enrollment

Dual enrollment refers to a student who is enrolled full time in a traditional school and enrolled in an SAAP outside the traditional school's instructional day. The student can be enrolled in up to one 60-minute study hall at the traditional school as long as the student is expected to attend the study hall and the SAAP instruction occurs outside the traditional school hours, e.g., before or after the traditional school day, or on Saturdays. All dual-enrolled students are reported with Percent Enrolled 999 at the SAAP.

All students enrolled in Targeted Services programs are dual enrolled students because, by design, these are summer/after school programs as opposed to during-the-day programs. Targeted services students must be enrolled 100 percent at a traditional school or be fully enrolled, concurrently between a traditional middle school and middle level ALC program.



Middle level students are concurrently enrolled when they are part-time at the middle school, part time at the middle level ALC, and participating in targeted services. These three instructional services may be reported as separate enrollment records if all three programs are within the same district. This is a change from earlier reporting procedures that required the district to combine the student's targeted service and ALC membership hours and report them in the ALC record. The targeted services record is reported with 999 Percent Enrolled and the ALC is reported with 998 Percent Enrolled.

Concurrent Enrollment

Concurrent enrollment refers to a student who is enrolled less than full time at a traditional school and who is also enrolled at a SAAP. The SAAP instruction could be provided during and/or after the traditional school. The student's CLP, as maintained by the SAAP, defines the amount of instructional time in the traditional school versus that provided at the SAAP, and whether it is during the traditional school day or on an extended day basis.

Students who are not expected to attend at the traditional school during their study hall and are not marked/reported as absent must be reported as part time and membership should exclude the study hall time. Also, students with more than one 60-minute study hall during the traditional school day and who also take courses at the SAAP must be reported as part time at the traditional school. The traditional school membership cannot include more than one study hall, up to 60 minutes in length.

The SAAP reports concurrently enrolled students with a Percent Enrolled of 998 rather than 999 to indicate that the student is less than full time at the traditional school. Percent Enrolled 998 helps MDE assure that these students are reported as part time at the traditional school. At the traditional school, the student can be reported as part time with either a:

1. Percent Enrolled of less than 100 and attendance and membership reported in days, or
2. Percent Enrolled of 999 and actual attendance and membership reported in terms of hours.



Middle level students are concurrently enrolled when they are part time at the middle school, part time at the middle level ALC, and participating in targeted services. These three instructional services may be reported as separate enrollment records if all three programs are within the same district. This is a change from earlier reporting procedures that required the district to combine the student's targeted service and ALC membership hours and report them in the ALC record. The targeted services record is reported with 999 Percent Enrolled and the ALC is reported with 998 Percent Enrolled.

Grade Level

Take care in assigning and reporting a student's grade level. At the elementary and middle level, students should be reported at the grade level at which they are receiving instruction. At the high school level, report students at the grade level at which they have earned credits toward graduation.

Grade level is used in many different ways, including:

1. Pupil unit weighting factors are applied to a student's average daily membership (ADM) based on the student's grade level. These are defined in statute and impact school funding levels.
2. Students are required to take various state-required tests at different grade levels. Taking the test for the wrong grade level could invalidate the results, make the student ineligible for funding (ACCESS), impact a school's accountability under ESSA and/or provide an inaccurate assessment of the student's progress.
3. Juniors and seniors are eligible for two programs for which students in earlier grades are ineligible:

- a. Postsecondary Enrollment Options (PSEO) is available to juniors and seniors. Automatically grade progressing a student who has not completed the credits to move into 11th or 12th grade shortens the student's eligibility to participate in PSEO before the student could take best academic advantage of the program.
 - b. Continued Enrollment of juniors and seniors allows students at these grade levels to continue enrollment in the original district of residence when their parents move to another Minnesota school district.
4. Ninth and 10th grade students have more limited access to PSEO.
 5. Grade progression for students who are enrolled in a state-approved Learning Year Program, including SAAPs, must be reported as they occur, including those that occur during the school year, to show compliance with Minnesota Statutes, section 124D.128, subdivision 2. "The record system must include the date the pupil originally enrolled in a learning year program, the pupil's grade level, the date of each grade promotion, the average daily membership generated in each grade level, the number of credits or standards earned, and the number needed to graduate." This is reported on MARSS by withdrawing the student on the last day of enrollment in one grade and re-enrolling the student on the next day in the new grade.

Grade level is edited in MARSS programming in two ways:

1. A warning message is included on the local error report when a student's grade level is outside the normal three-year window as determined by the student's age. For example, a 1-grade student who is age 8 or older will have a warning message. If the data are accurate, do not change the student's grade or birth date.
2. An error is included on both the local and statewide error report when multiple, over-lapping records for a student do not match. These errors must be corrected.

Status Start and End Dates

For students enrolled in seat-based or individualized courses, Status Start Date (i.e., enrollment date) is the day the students start attending classes. For students taking courses via independent study, Status Start Date is the day the students meet with their independent study teacher. Students who were enrolled at the end of the just prior school year are not automatically re-enrolled the successive school year and claimed for membership until they either attend a class at the school site or meet with their independent study teacher.

A student's Status End Date is the earliest of the following:

- The date the student or family notifies the school that the student is withdrawing or transferring elsewhere;
- The date the student completed the credits necessary to graduate;
- The date the student passed away;
- For students in seat-based or individualized programs, after 15 consecutive days absent during the core school year (typically September through May or early June) or after five consecutive days absent during the optional, learning year portion of the school year (typically summer); or
- The last day of the school year.

15/5 Day Withdrawal

Students who have been absent for 15 consecutive school days during the traditional, core school year must be withdrawn and no further membership claimed until the student returns to school. (Refer to Minn. Stat. §

126C.05, subd, 8.) For SAAPs whose schedule does not mirror that of the local traditional school, school days, for purposes of the 15 day withdrawal, are defined as those in the local traditional school. For example, in an after-school only ALP that meets two evenings per week, during a week where the high school students have five days of instruction, a student who misses both ALP sessions would be considered to have missed five consecutive days of attendance.

Students who have been absent for five consecutive days during the summer term, must be withdrawn and no further membership claimed until the student returns to school.

Students do not need to be kept on the rolls for the full 15 days; they can be withdrawn earlier. The program's policy can be that students will be kept on the rolls for fewer days of absence, particularly if the program has a waiting list and/or to lessen the negative effect on the school's percent attendance. Note that truancy laws apply to students with excessive unexcused absences.

MARSS School File

Instructional Days

Instructional Days are part of the formula for average daily membership (ADM). All SAAPs, except targeted services, must report the number of Instructional Days in the core school year. The core school year is the number of scheduled student-teacher contact days in the traditional school year, e.g., September through late May or early to mid-June. There must be an actual date associated with each of these Instructional Days. These are the days during which students in seat-based programs can generate membership and, in order to generate 1.0 ADM, should be equivalent to what it takes students to complete one year of instruction.

In an SAAP, when seat-based classes are offered only four days per week, e.g., no classes are provided on Fridays, and students can earn a full year's worth of credit during those four days, do not include Fridays in the count of Instructional Days. Students enrolled only in seat-based instructional settings offered four days per week will not generate 1.0 ADM because this calendar does not provide 1,020 annual instructional hours.

When a seat-based SAAP calendar includes fewer than five instructional days per week and/or has fewer instructional hours per day or on specific dates, and students would be unable to earn a full year's worth of credit during the scheduled calendar, the number of Instructional Days and/or Length of School Day in Minutes needs to include additional time that would have been needed for students to earn a full year's worth of credit.

For example:

1. If an SAAP has a four day week and during that time students in a seat-based setting can earn five of the required six credits to grade progress, the reported number of Instructional Days must include a fifth day each week.
2. If an SAAP has four full days and one half-day of instruction per week, and students must participate in Work-Based Learning (WBL) on the half-days to generate a full year's worth of credit, then the Length of School Day in Minutes reported must show the full length of day for all five days.
3. If an SAAP has an after-school only, seat-based program, the Instructional Hours and Length of School Day in Minutes can be equal to that reported at the local high school.

However, students in a seat-based setting will not generate membership for time they are not scheduled to attend at the SAAP. In example #1 above, the students will not generate membership on the fifth day of the week on which no classes are scheduled. In example #2 above, the students will not generate membership on the unscheduled portion of the half-day unless they are earning credit via WBL. In that case, the WBL membership would be generated using the Independent Study model.

All SAAPs need to have a calendar that specifies dates and times that instruction is provided and staff are on site.

ALCs and ALPs that claim all students' membership in a specific grade(s) using a completion-based model, e.g., independent study, can report 170 Instructional Days and 360 minutes Length of School Day in Minutes so that the annual instructional hours equal 1,020. (Minn. Stat. § 126C.05, subd. 15(b) (iii)). Use 170 instructional days and 360 minutes per day in the Independent Study worksheet.

However, grades that report at least one student using the seat-based model, must have a calendar with specific instructional days.

Targeted services programs are the only SAAPs that do not need to report any Instructional Days or Length of School Day in Minutes. The ADM divisor for targeted services programs is the statute-defined minimum instructional hours for a given grade level. (Minn. Stat. § 126C.05, subd. 15(a)).

The number of Instructional Days can vary by grade within a school. For example, when students in grades 9 and 10 are scheduled into seat-based programs and use the local district's calendar for transportation purposes, report the actual scheduled Instructional Days during the traditional school year. If all of the membership hours for students in grades 11 and 12 are reported using the independent study model, the 11th and 12th grades could have a different number of Instructional Days.

Length of School Day in Minutes

Length of School Day in Minutes is reported for each grade in terms of minutes. It is part of the formula for ADM for learning-year programs. Except for targeted services, all SAAPs must report the Length of School Day in Minutes during the core school year. The core school year is the Instructional Days during the traditional school year, e.g., September through late May or early to mid-June. There must be an actual date associated with each of these Instructional Days. These are the days during which students in seat-based programs can generate membership.

Length of School Day in Minutes is the number of minutes, excluding meal times, during which a student would be required to attend classes. Length of School Day in Minutes can include a reasonable passing time between classes, but not meals or extended breaks where students could leave the campus. At SAAPs, Length of School Day in Minutes cannot include study halls. Students must be provided a meal break on all full days.

If the Length of School Day in Minutes varies during the school year, use the Flexible Scheduling worksheet from the MARSS website to compute an average Length of School Day in Minutes. Refer to the discussion of *Instructional Days* above for more information on SAAPs that run less than a full day, every day seat-based calendar.

When an SAAP core school day is shortened due to an emergency, e.g., weather, the length of a school day that is reported on the MARSS A School file is unaffected. This is consistent with how a traditional school would report.

Students who are scheduled to attend the seat-based program on the shortened day can generate the number of membership hours for which they were scheduled to attend.

However, when an SAAP seat-based, extended-day program that occurs after the core required day is canceled due to an early closure, students would not generate membership for the extended day – it was canceled. (This is similar to how we treat morning and afternoon kindergarten. If afternoon kindergarten is canceled due to an early closure, it is not counted as an instructional day.)

Early closures do not impact membership for independent study students because their membership is based on completing coursework rather than scheduled seat-time.

Targeted Services programs do not need to report any Length of School Day in Minutes. The ADM divisor for Targeted Services programs is the statute-defined minimum instructional hours for a given grade level.

Students and Specific MARSS Data Items

Students Under the Age of 21/State Aid Category (SAC)

SAC 00: Report SAC 00 for resident students of the district that sponsors a public SAAP.

SAC 03: Report SAC 03 for nonresident students enrolled in a public SAAP and who are eligible for graduation incentives (GI), with the exception listed below. All GI students at a cooperatively hosted ALC, Targeted Services or public alternative program are reported with SAC 03.

SAC 03 causes state aid to follow students to the district that sponsors the SAAP or its fiscal host. SAAPs sponsored by some type of cooperative (intermediate district, education district, etc.) can choose whether to have a fiscal host or to bill tuition for all students enrolled. If a cooperative-type SAAP does not have a fiscal host, all state aid stays with the resident district which is then responsible for tuition. Refer to the *Special Education* section for more information on tuition billing for students with IEPs.

SAC 15: Report SAC 15 for residents of other states or countries who are served by the SAAP.

No Minnesota district generates state aid for students reported with SAC 15. The SAAP must bill the parents or resident district for these students. Tuition arrangements should be finalized prior to enrolling the student.

SAC 16, 17, 18: Report nonpublic school students who take public school classes at the middle or high school level SAAP on a part time basis with SAC 16, 17 or 18, depending on the students' resident district and/or the arrangement with the resident district. To be eligible, the nonpublic school student must have a CLP and be taking core curriculum. Nonpublic school students are ineligible to generate funding in a Targeted Services program because Targeted Services programs do not provide core curriculum. Nonpublic school students' membership may include only seat time at the public school site. For nonpublic school students taking

independent study, their membership is limited to (a) core curriculum, and (b) time the student was meeting with the independent study teacher at the public school site.

- SAC 16 causes the shared-time aid to stay with the resident district, which pays tuition to the SAAP if the SAAP district is not the resident district. When the enrolling district is other than the resident district, the two districts must have a prior agreement before the student's enrollment.
- SAC 17 causes the shared-time aid to follow the student to the SAAP district or its fiscal host. The two districts must have a prior agreement before the student's enrollment.
- SAC 17 cannot be used by a cooperatively run SAAP without a fiscal host – no state aid will be generated.
- SAC 18 is for nonpublic school students served from outside Minnesota; these are non-Minnesota residents and tuition can be charged the parents or the resident district.

SAC 26: Report SAC 26 for students enrolled in a contract alternative program whether or not they are residents of the contracting district.

SAC 26 causes contract alternative aid to flow to the contracting school district.

SAC 27: Report SAC 27 for students placed in the sponsoring district via care and treatment or day treatment and who are served by the SAAP.

SAC 27 causes the state aid to stay with the resident district, which is responsible for tuition to the SAAP or its fiscal host district. Refer to the *Special Education* section for more information on tuition billing for students with an IEP.

Adults Without an IEP

Students without an IEP age 21 or older are considered adults, are ineligible to generate state aid and they may be charged tuition. Refer to Minnesota Statutes, section 120A.20, subdivision 1, and Minnesota Statutes section, 124D.02, subdivisions 2-4. Adults are eligible for Adult Basic Education (ABE) programs.

Students who are age 20 when they begin classes during the traditional September-May/June school year may complete the year as a secondary student and generate general education revenue as long as they remain enrolled. If they withdraw after turning age 21 and do not re-enroll within 21 calendar days, they are ineligible to generate further general education revenue. Refer to Minnesota Statutes, section 120A.20, subdivision. 1(c).

Students who turn age 21 after September 1, but prior to starting classes, are ineligible to generate general education revenue. These students must be excluded from MARSS. They may be charged tuition.

Students who are age 20 when they enroll in an SAAP during the summer term but turn 21 before the start of the fall term, may complete the summer term as secondary students. However, these students are ineligible to generate general education revenue during the traditional September-May/June school year at any SAAP.

Adults With an IEP

Students with an IEP age 22 or older as of June 30 are considered adults, are ineligible to generate state aid for the following school year, and they may be charged tuition. These students are excluded from MARSS. Refer to

Minnesota Statutes, section 124D.02, subdivisions 2 through 4. Adults are eligible for Adult Basic Education (ABE) programs.

Students with an IEP who are age 21 on or after July 1 may enroll as secondary students and generate general education revenue through completion of the IEP, graduation or June 30, whichever occurs first. They may withdraw and re-enroll at any time during the fiscal year and remain eligible to generate general education revenue through completion of the IEP, graduation or June 30, whichever occurs first. Refer to Minnesota Statutes, section 125A.03 (b).

Students with an IEP who are age 21 when they enroll in June at an SAAP during the summer term but turn 22 on or before June 30 are eligible to generate education revenue only through June 30. These students are ineligible to generate general education revenue during July and August of the summer term or during the traditional September-May/June school year at any SAAP.

Nonpublic School Students

Nonpublic/home school students can participate in SAAPs and generate membership on a limited basis. Eligible students and membership will generate shared-time aid. Refer to Minnesota Statutes, section 126C.19.

- Eligible nonpublic/home school students must have a CLP that covers the entire school year.
- The nonpublic school in which the student is enrolled must be involved in writing the CLP and identify which services they will provide for the student during the school year or school day, i.e., the instructional time when the student is at the nonpublic school rather than the SAAP.
- The nonpublic/home school student is eligible to enroll in the resident district's SAAP per the districts shared-time policy. Non-special education shared-time instruction is offered at the discretion of the resident district per board policy.
- Membership hours for nonpublic/home school students are limited to only core curriculum. This prevents nonpublic/home school students from generating membership at Targeted Services programs because the instruction provided is not core curriculum.
- Membership hours for nonpublic/home school students are limited to seat-based instruction. Therefore, students participating in completion-based instruction, e.g., independent study, project-based learning, online learning, can generate membership hours only for the actual time the student meets with the teacher at the public school.

Lacking Credits by Choice

A student who intentionally schedules classes through his or her high school career such that the graduation requirements are not met by the end of the senior year is not considered to meet the graduation incentives criteria. If lack of a credit due to the student's or high school's choice of scheduling is the only qualifying criteria, the student is ineligible to generate state aid at the SAAP. An example is a student who chooses to take more music credits than are needed to graduate while foregoing a required physical education credit.

The high school is responsible for providing the credits students need to graduate and to assist students in appropriately scheduling classes. This student could choose to take the physical education class through supplemental OLL while enrolled at the high school. If the student does not have a free period during the school day, the OLL ADM will be deducted from the ADM the student generates at the high school. Or, the school could

provide the credit free of charge during summer school or after school. Or, the student could return to the high school the following school year.

Last Location of Attendance (LLA)

LLA codes are assigned in the order in which the students enroll. The high school and the SAAP cannot report using the same LLA code, even if students enroll in both schools on the same day. Following are some examples of assigning LLA codes.

At the beginning of a school year, LLA 00 is assigned at the traditional school for students who:

- were enrolled at the traditional school last year;
- are currently enrolled full time at the same traditional school during this school year; and
- were not enrolled at the SAAP during the prior summer.

For students who are dually or concurrently enrolled at the SAAP during the traditional school year, and the Status Start Dates are the same at both the SAAP and traditional school, the SAAP reports the students using:

- **Change** LLA 24 if the SAAP is sponsored by the same district as the traditional school.
- **Change** LLA 04 if the SAAP is sponsored by other than the traditional school's district.

For students who were last enrolled at the traditional school and enroll during the following summer at an SAAP, report:

- LLA 00 at the SAAP, if the SAAP is sponsored by the same district as the traditional school.
- LLA 04 at the SAAP, if the SAAP is sponsored by other than the traditional school's district.

For students who were enrolled at the SAAP summer term, re-enroll at the traditional school and remain enrolled at the SAAP, the traditional school reports:

- **Change** LLA 24 if the ALC is sponsored by the same district as the high school.
- **Change** LLA 04 if the ALC is sponsored by other than the high school's district.

Students, who continue enrollment in the SAAP from summer into the traditional school year, should be withdrawn at the end of the summer term and re-enrolled when the fall term begins. The SAAP reports the students in the fall with LLA 24.

Status End

Status End codes are assigned in the order in which students withdraw. The high school and SAAP cannot report using the same Status End code, even if students withdraw from both schools on the same day.

1. Students who withdraw from the traditional school to attend an SAAP are reported using:
 - a. **Change** Status End code 99 if the SAAP is sponsored by the same district as the traditional school.
 - b. Status End code 20 if the SAAP is sponsored by a different district than the traditional school.

The same coding convention should be used for students who withdraw from the SAAP to return to the traditional school.

2. Dual-enrolled students should be reported with the Status End code of 99:
 - a. By the SAAP if the students withdraw from the SAAP prior to the end of the school year, but continue at the traditional school.
 - b. By the traditional school if the students withdraw from the traditional school, but continue at the SAAP.
3.  Dual-enrolled students, who continue at both the traditional school and the SAAP through the **same day** at end of the school year, have the appropriate Status End code, e.g., 08 or 40, reported by the traditional school. The SAAP reports Status End code 99.

Concurrently enrolled students who continue at both the traditional school and the SAAP through the **same day** at the end of the school year have the appropriate Status End code, e.g., 08, 40, reported by the school in which they were primarily enrolled. The other school reports Status End 99.

If students have an **earlier** Status End Date at the traditional school, the traditional school reports Status End code 99 and the SAAP reports Status End code 08 or 40. If the students have an earlier Status End Date at the SAAP, the SAAP reports Status End 99 and the traditional school reports Status End 08 or 40.

4. Dual-enrolled students who are withdrawn from both the traditional school and the SAAP on the **same day** have the appropriate withdrawal Status End code reported by the traditional school and the SAAP reports Status End code 99.

Concurrently enrolled students who are withdrawn from both the traditional school and the SAAP on the **same day** have the appropriate withdrawal Status End code reported by the school in which they were primarily enrolled and the other school reports Status End 99.

If the students have an earlier Status End Date at the traditional school, the traditional school reports Status End 99 and the SAAP reports the appropriate Status End code. If the students have an earlier Status End Date at the SAAP, the SAAP reports Status End 99 and the traditional school reports the appropriate Status End code.

Computation of Attendance and Membership Hours

Daily attendance records must be maintained for each student and course, whether they are participating in seat-based classes and/or any of the completion-based programs, e.g., independent study. Attendance hours must be attributable to a designated course. For example, each time the student attends, the actual minutes of attendance are recorded and attributed to a single course. These attendance minutes are summed and converted to hours for MARSS reporting. 45 minutes of attendance is recorded and reported as 45 minutes or 0.75 hours, not one hour. For MARSS reporting, round the student's total attendance hours to the nearest one-tenth of an hour.

Attendance time cannot be counted toward two different classes taken under the same course name or course number, e.g., both a seat-based class and a different independent study credit. For students enrolled in both seat-based and independent study courses simultaneously, contact time for an independent study course must be scheduled outside scheduled seat-based class time. For example, when students enrolled in a seat-based

program are absent or need to make up work, this must be done outside the school day and membership cannot be claimed for this time. This membership time was already claimed when the students were absent.

Attendance and membership are both reported in terms of hours for all students enrolled in LYP like SAAPs. Attendance is the actual time the student spent with the teacher and is a subset of membership. Membership is computed based on the type of instructional delivery method used for a particular student and credit. Refer below for more detailed explanations.

Classes During Lunch

Students enrolled in full-day programs must be provided a lunch break which does not generate student membership. Alternative programs that offer instruction during meal breaks can award credit for this time but it is ineligible to claim as student membership.

Seat-Based

A seat-based program is one in which students are scheduled to be at the SAAP for a specified time period on a regular basis. All middle level students and those under the compulsory attendance age (with the exceptions listed below) must be enrolled in a seat-based program.

Seat-Based Membership

Students in seat-based programs can generate Attendance Days and Membership Days just like students in traditional elementary/middle/junior/senior high schools although they are reported in terms of hours. In a seat-based program, students are required to attend and participate in regularly scheduled classes. Note that students in seat-based programs should not be claimed for more than 1.0 ADM if they are not accelerating credits. Students who fail a course can re-enroll in the course and generate additional ADM; document this on the CLP and transcript.

Each hour of scheduled instructional time with a teacher at the school site generates student membership. A 45-minute class period generates 45 minutes or 0.75 hours of membership. For MARSS reporting, round each student's total membership hours to the nearest whole hour.

Each hour of membership claimed for a student in an SAAP, except for Targeted Services, must be associated with a course or credit. For students who also generate membership for different credits under a completion-based program, e.g., independent study, project-based learning or work-based learning, do not claim the student's attendance and membership as both seat-based and completion-based time.

There needs to be documentation of the course in which the student generated membership hours. For a student in a seat-based class who withdrew prior to earning any credit, the transcript could show "no credit" or "incomplete."

Seat-Based Attendance

Of the time the student is scheduled to attend classes at the SAAP, attendance is the number of hours the student actually attended the seat-based class(es). For MARSS reporting, round each student's total attendance hours to the nearest tenth of an hour.

Individualized Instructional Setting

An individualized instructional setting is a seat-based program that provides a group setting supervised/taught by a licensed teacher. However, each student may be working on a different, albeit related, credit than his or her peers. For example, for one class period per day, a group of students meets with the math teacher; some students are working on algebra and some on geometry.

Individualized Membership

Membership for credits earned via an individualized program is generated using the seat-based model.

- Each hour of scheduled instructional time with a teacher at the school site generates student membership. A 45-minute class period generates 45 minutes or 0.75 hours of membership.
- Each hour of membership claimed for a student in an SAAP, except for Targeted Services, must be associated with a course or credit.
- For students who also generate membership for different credits under a completion-based program, e.g., independent study, project-based learning or work-based learning, do not claim the student's attendance and membership as both seat-based and completion-based time.

For MARSS reporting, round each student's total membership hours to the nearest whole hour.

Individualized Attendance

Of the time the student is scheduled to attend classes at the SAAP, attendance is the number of hours the student actually was in attendance in the class. For MARSS reporting, round each student's total attendance hours to the nearest tenth of an hour.

A student can be enrolled in both seat-based and independent study credits/courses simultaneously – but not for the **same** credit/course. Therefore, a student's credit/course can be claimed under **either** seat-based or independent study, but not both. A program that claims membership for scheduled class time, such as occurs in a seat-based setting, but during which a student is absent, is using the seat-based model. This student **cannot** generate additional membership for coursework completed outside class time or off-site (for missed work or for which they were absent) because this membership was previously claimed when the student was absent.

For ease of record keeping, programs with independent study approval can choose to claim all students, i.e., seat-based and independent study, who are age 16 or older, under the independent study model. However, membership cannot be claimed for student absences. In this case, all students would generate membership based on the completed coursework as computed on the "Independent Study Worksheet," not the actual scheduled seat time.

Independent Study

Independent study is an instructional delivery method whereby the majority of the coursework is completed on an individualized, independent basis that has consistent and ongoing teacher contact. The independent study is a separate application from the SAAP application and is required for non-classroom time to generate membership. (Minn. Stat. § 126C.05, subd. 15(b) (iv)) The application process includes a site visit by the alternative program specialist. Currently, state approval is limited to ALCs and ALPs.

Students meet with a teacher at least weekly, are assigned course work, and, upon successful completion of the course work, are granted high school credit and membership time. Program applications must have committed to at least 20-25 percent student-teacher contact time per student. Records of actual time the student and teacher meet must be maintained and reported as attendance hours; do not simply report 20 percent of membership as attendance. Therefore, the percent of attendance should vary among independent study students.

Refer below for the computation of membership hours per independent study credit. **The membership hours per credit represent a portion of an ADM, not the actual number of hours of work the student is required to perform to earn the credit.**

Eligible Participants

Students must be at least 16 years of age to generate membership under the independent study model.

Selected students under specific circumstances, e.g., pregnant/parenting teens or expelled learners, when all other interventions have failed, may participate at age 15 or younger. This should be documented in the CLP and should be a team decision. The expected attendance for students under the age of 15 must be at least 50 percent of the membership generated.

Independent Study Excel Worksheet

The “Independent Study Worksheet” must be used to calculate the program’s maximum number of membership hours to claim for each independent study course/credit. This worksheet must be kept on file for audit purposes.

Membership hours claimed per **completed** credit must be the same for all independent study students earning a particular district’s diploma. Refer to the *Multiple Program Sites* section below. **The membership hours per credit represent a portion of an ADM, not the actual number of hours of work the student is required to perform to earn the credit.**

The membership hours that are computed on this worksheet assume that 20-25 percent of this membership is generated by actual student-teacher contact time. The student-teacher contact time is **not** added to this number of membership hours. For example, when the number of hours that are claimed for an independent study credit is computed to be 83, the 83 hours reflects attendance and outside work. In this case, at least 17 hours of actual student-teacher contact should have occurred (83 membership hours X 20 percent). Many students will require more attendance time to complete the course/credit. Therefore, the portion of the 83

hours that is actual attendance hours will vary among students, but will not be less than 20-25 percent teacher contact.

Multiple Program Sites

Alternative programs with multiple sites or that are administratively operated by a cooperative or education district may need to complete more than one “Independent Study Worksheet.” Programs that serve students who are working toward different graduation requirements, e.g., number of credits needed to graduate, will need to complete a separate worksheet for each district so that students who need more credits per year to graduate on time are in compliance with the learning year statute. (Minn. Stat. § 124D.128, subd. 2(a)(2))

“...The record system and identification [of membership and students] must ensure that the program will not have the effect of increasing the total average daily membership attributable to an individual pupil as a result of a learning year program....”

For example, students who need eight, rather than six credits per year to graduate on time, should not generate more than 1.0 ADM for earning the eight credits. Each of the eight credits must generate fewer membership hours than each of the six credits earned by students working toward different graduation requirements.

Calculation of Independent Study Membership Hours Worksheet

**Calculation of Membership Hours
for State-Approved Independent Study**
Complete the gray shaded cells (Lines 1, 2, 4, 5, 12, 11)
Retain a copy for audit purposes

Line	Math	Enter figure	Graduation Requirements at District Granting Diploma
(1)		1	Number of credits or academic standards students need to complete to graduate from the district granting the diploma
(2)	/	1	Years of high school in the district granting the diploma (3 or 4)
(3)	=	1	Number of credits or academic standards needed to complete per year to graduate from the district granting the diploma

Program Information (for each grade) at SAAP

(4)		1	Instructional days per year at the SAAP in the core year: September to June (reported on MARSS School file)
(5)	X	1	Average length of day in minutes at the SAAP in seat-based program for a full-time student, excluding meals (reported on MARSS School file)
(6)	/	60	Minutes per hour
(7)	=	0	Hours required for a full-time student (Instructional Hours)
(8)		1,020	Greater of (7) or 1,020 hours
(3)	/	1	Number of credits or academic standards needed to complete per year to graduate from the district granting the diploma (from above)
(9)	=	1020	Maximum number of membership hours to claim per independent study credit or academic standard (coursework completed).
(10)		0.20	Minimum attendance per independent study credit.
(11)	=	204	This is a subset of membership hours. Report actual student teacher contact time as attendance on MARSS.

Optional: Student Information (for each independent study student)

(12)			Independent study credits or academic standards (coursework) completed by the student (include entire 12-month school year: June to June)
(9)	X	1020	Membership hours per independent study credit or academic standard (coursework completed) Line (9) is the maximum.
(13)	=	0	Student's independent study membership hours (for MARSS reporting, add this to the seat-based membership generated for non-independent study classes)

Optional: Average Daily Membership (ADM)

(11)			Student's Membership Hours
(8)	/	1,000	Instructional Hours (from above)
(12)	=	0.00	Student's ADM capped at 1.0
(13)	=	0.00	Student's Extended-Time ADM capped at 0.20 (Total ADM should not exceed 1.0 unless student earns more credits than a full-time traditional high school student)

Partial Credits and Credits Split Between School Years

Student membership hours must be claimed during the school year in which the independent study course/credit, or portion thereof, is earned. When a student does not complete the entire independent study course/credit during a single school year, the teacher must be able to define the portion of the course/credit that has been completed so that the independent study membership hours can:

- be prorated for that specific course/credit, and
- claimed in the appropriate school year.

If the student completes the independent study course/credit in a successive school year, the remaining membership hours – up to the number of hours computed on the “Independent Study Worksheet” – can be claimed. Records must be maintained that show the number of membership hours claimed for each student and independent study course/credit, by school year. Specifically, these are students who:

- Are granted partial credit for a specific course based on coursework completed elsewhere so that the student is not required to complete all of the coursework to earn the credit:
 - In this case, claim only the portion of the credit that the student was actually required to complete to obtain the credit. For example, if the student was assessed to have mastered 50 percent of the coursework required for the credit and so completes the other 50 percent via independent study, claim 50 percent of the total membership hours as computed on the “Independent Study Worksheet.”
- Are granted credit via testing so that the student is not required to complete all of the coursework to earn the credit:
 - In this case, claim only the portion of the credit that the student was actually required to complete to obtain the credit. For example, if the student was assessed to have mastered 50 percent of the coursework required for the credit and so completes the other 50 percent via independent study, claim 50 percent of the total membership hours as computed on the “Independent Study Worksheet.”
- Have completed part of the course in a prior school year:
 - In this case, reduce the number of membership hours by the number claimed during a prior school year. For example, if the student completed 75 percent of the credit during a prior school year, claim only 25 percent of the total membership hours as computed on the “Independent Study Worksheet.”
- Have dropped the course/credit or failed to complete the course/credit,
 - In this case, claim only the portion of the course/credit that the student actually completed prior to dropping the course.
- Left or withdrew from the program:
 - In this case, claim only the portion of the course/credit that the student actually completed prior to leaving the program.

Failed Independent Study Course

A student who completes all of the coursework required for the independent study course/credit but receives a failing grade can generate membership hours for that course/credit. The student may repeat the course/credit and generate membership. However, best practices indicate that teacher contact time should be increased substantially with respect to the student's membership. The transcript must show the failure and records must be kept of the actual student-teacher contact time for both the original and second attempts.

A student who does not complete the independent study course/credit can be claimed for the portion of the course/credit that was completed. Refer to the *Partial Credits and Credits Split Between School Years* section.

The learning year law requires that records must be kept that identify membership hours claimed for each attempted course/credit. (Minn. Stat. § 124D.128, subd. 2(a)):

“(2)... develop and maintain a record system that, for purposes of Minnesota Statutes, section 126C.05, permits identification of membership attributable to pupils participating in the program. The record system and identification must ensure that the program will not have the effect of increasing the total average daily membership attributable to an individual pupil as a result of a learning year program. The record system must include the date the pupil originally enrolled in a learning year program, the pupil's grade level, the date of each grade promotion, the average daily membership generated in each grade level, the number of credits or standards earned, and the number needed to graduate.”

For students who also generate membership for different credits under a completion-based program, e.g., independent study, project-based learning or work-based learning, do not claim the student's attendance and membership as both seat-based and completion-based time.

Independent Study/No Completion

Attendance cannot exceed membership for any student. If an independent study student attends the student-teacher meetings but completes no work, then the program has two options.

1. The program can claim the actual student-teacher contact time as both attendance and membership during the current school year. However, these membership hours cannot be reported in a successive school year; they must be deducted from the membership hours claimed in a successive school year when the credit is completed. Records must be kept that document attendance and membership with minimal credit on the transcript. Or,
2. Since the student completed no work, the program can choose to not claim this minimal membership time so that in a future year when the credit is completed, all of the membership hours per credit are available to claim.

Independent Study Attendance

For independent study, attendance hours are the actual student-teacher contact time for a particular independent study course. Records of dates and actual lengths of the student-teacher contact for each course must be maintained and reported as attendance hours; do not simply report 25 percent of membership as attendance. Therefore, the percent of attendance will vary among independent study students.

Work-Based Learning (WBL)

Work-based learning is a means by which students in grades 10 through 12 can earn high school credit in a work setting. It is a two-part program in that a related seminar must be taken concurrently in either a seat-based setting or independent study. The program must have a licensed work coordinator and follow all relevant employment laws for the participants' ages.

Typically the credits earned are electives. Students in learning year programs should be enrolled only in courses necessary to graduate. Once the student has earned the necessary elective credits, no further membership should be generated for additional electives, e.g., work-based learning.

Work-based learning requires state approval from MDE for students to generate state aid for non-classroom time. Activities in which students are granted credit for employment but lack state approval, do not generate student membership. In an approved program, the credits earned generate membership hours, as opposed to the hours the participants work.

Work-Based Learning Membership

When WBL occurs during the traditional school day, then membership hours are generated for the equivalent seat-based time the student would have been required to attend at the SAAP to earn the same number of credit(s). If the SAAP is solely independent study or the WBL occurs outside the traditional school day, membership is generated based on the credits the student earns using the independent study formula and worksheet. For students who also generate membership for different credits under a completion-based program, e.g., independent study, project-based learning or work-based learning, do not claim the student's attendance and membership as both seat-based and completion-based time.

Work-Based Learning Attendance

For work-based learning, attendance includes the following, as long as it's documented:

- Time the teacher visits the worksite during the student's work time;
- Time the student meets with the teacher at the school site;
- Time the student participates in WBL as documented by the coordinator, not to exceed the membership hours generated by WBL. Someone, e.g., the employer or coordinator, needs to maintain attendance documentation. This requires frequent contact with the employer and documentation. It should be part of the employer's agreement.

Project-Based Learning

Project-Based Learning (PBL) is an individualized, self-paced instructional method that allows students to design and propose a series of activities that, upon teacher approval and completion, results in secondary (middle, junior high or high school) credit. Teachers retain authority to modify the project proposal, assess completed work and award credit. To generate membership under the project-based learning model, the program must be approved by MDE. (Minn. Stat. § 126C.05, subd. 20).

This reporting procedure is limited to programs in which entire credits/courses are completed via a series of related projects. Specifically, it is intended only for programs that:

1. Use the PBL instructional model by which students design their own activities to earn credit;
2. Allow students to work on these projects at their own pace and/or off-campus during school time, without direct supervision by school staff.

Project-Based Learning Membership

Membership for project-based learning is similar to independent study. (Minn. Stat. § 126C.05, subd. 20).

- If an SAAP with an approved independent study program also offers project-based learning, use the Independent Study Worksheet to compute the membership hours to claim per completed course/credit.
- If the SAAP does not have an approved independent study program, but has been approved by MDE to offer project-based learning, refer to *MARSS Reporting Procedure Number 23* for directions in computing membership hours.

Suggested record-keeping forms are also included in *Procedure 23*.

Project-Based Learning Attendance

Attendance for project-based learning (PBL) is the sum of the actual student-teacher contact time for the project plus any additional documented learning time that occurred off-site. Each attendance hour must be attributed to a specific, approved project. The school must keep records that indicate that the teacher or other school staff has approved the student's attendance. Attendance hours cannot exceed membership hours.

Daily attendance registers provide supporting documentation for the seat-based classes. Student journals that are verified by the teacher provide supporting documentation for the project-based attendance.

Online Learning (OLL)

Statute authorizes districts and charter schools to offer online learning (OLL) to students. (Minn. Stat. § 124D.095, subd. 2):

(c) "Online learning" is a form of digital learning delivered by an approved online learning provider under paragraph (d).

(d) "Online learning provider" is a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by the department to provide online learning courses.

Students enrolled in an 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 10-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.

An SAAP with a state-approved independent study program can use OLL as their curriculum as long as they maintain the 20-25 percent face-to-face requirement for independent study students. Attendance and membership would be reported using the independent study model.

Online Learning Membership

Membership for students participating in OLL offered by another district is simply the membership generated at the SAAP for the instruction provided by the SAAP. The OLL program will report the OLL course completions to MDE via a separate reporting mechanism, independent of MARSS.

Membership for students earning credit via OLL curriculum offered by the SAAP and in which a minimum of 20-25 percent face-to-face is provided with an appropriately licensed teacher is generated using the independent study model.

Online Learning Attendance

Attendance for students participating in OLL offered by another district is simply the attendance generated at the SAAP for the instruction provided by the SAAP. The OLL program will report the OLL course completions to MDE via a separate reporting mechanism, independent of MARSS.

Attendance for students earning credit via OLL curriculum offered by the SAAP and in which a minimum of 20-25 percent face-to-face is provided with an appropriately licensed teacher is the actual student-teacher contact time.

Postsecondary Enrollment Options (PSEO)

The PSEO program allows juniors and seniors to take postsecondary classes at approved institutions to obtain secondary credit. In the PSEO program, the state pays the student's tuition and the student is marked as "Y" PSEO on the MARSS file.

The year-end MARSS reports include a list of the district's PSEO participants for the prior school year. These data are obtained from the postsecondary institutions. All students on this list must be identified by the district with a "Y" under PSEO Program Participation. If a student included on your list is either not enrolled in your district or is not participating in PSEO, contact Jeanne Krile at 651 582-8637. MDE or the postsecondary institution may have identified the student in the wrong district or you may not have received a copy of the student's PSEO application (Notification of Student Registration).

Students who are enrolled in both an SAAP and a high school, and choose to participate in PSEO, must be reported as a PSEO participant by the school that signed the student's PSEO application. Only the enrollment record for the period during which the student participated in PSEO needs to be identified as "Y" PSEO

participant and have PSEO High School Hours reported. A change in PSEO participation status triggers the close of one enrollment record and the start of a new enrollment record.

PSEO Membership

The student's actual membership at the SAAP is reported under both the regular Membership Days field and the PSEO High School Hours field. The student's ADM will be based on the PSEO High School Hours with the minimum guarantee based on the hours reported in the Membership Days field. Refer to the *Calculating ADM* section.

For quarters, semesters and/or trimesters during which students participated in PSEO, report the actual number of hours enrolled in credit-bearing classes during the enrollment period between the Status Start and Status End Dates. Exclude lunch, study hall and any other non-credit bearing activity. If PSEO participants are also enrolled in a postsecondary course contracted and paid for by the enrolling district, include that instructional time under PSEO High School Hours.

For MARSS reporting purposes, the number of PSEO credits or hours spent at the postsecondary institution is irrelevant.

During quarters, semesters and/or trimesters in which PSEO students do not participate in postsecondary classes, report all actual instructional hours as PSEO High School Hours using the appropriate model, as described above. The student is not flagged as PSEO on these records.

PSEO High School Hours cannot exceed the number of membership hours reported under Membership Days. An error message will result.

Students identified on the MARSS file as participating in PSEO but who do not have any PSEO High School Hours will generate warning messages on the MARSS Error Report. That warning may be ignored for full-time PSEO students, i.e., students taking no classes at the SAAP or high school. However, ignoring the warning message for students who **did** complete course work at the high school or SAAP may cause an underpayment of state aid.

College in the Schools/Concurrent Enrollment

Districts can contract directly with a postsecondary institution for college-level courses. Students might take these classes at the postsecondary institution or at a local secondary school. The classes might be taught by a teacher from the postsecondary institution, or a locally employed teacher might be certified to teach the college-level course. Courses offered in this manner might be referred to as "College in the Schools" or "Concurrent Enrollment" (not to be confused with concurrent enrollment that occurs when students are enrolled part time at a traditional school and at an SAAP).

Students who take a postsecondary course paid for by the enrolling district are earning dual credit but are not flagged as PSEO participants. These students must be reported as an "N" under PSEO Program Participation, unless they are also taking a postsecondary course via the PSEO program. These students will not appear on the list of PSEO participants sent to the districts. The time students spend in these contracted postsecondary courses is reported as high school time; it is not considered postsecondary time.

Hybrid Model

A hybrid instructional delivery model is one in which students participate in face “to” face instruction in a school building with a content-area-licensed teacher for some of their scheduled class time and participate in digital learning activities away from the school building for the rest of their scheduled class time. Students must meet in school with their teacher for a minimum of one period per week. The teacher is available to answer student questions, monitor progress and provide individualized support to students during the class period during which other students are participating in their off-site digital learning through the computer. The scheduled class-time (both in-person and digital) generates student membership under the seat-based model.

Homebound

With appropriate documentation, students enrolled at SAAPs could generate membership using the homebound accommodations. Following are three scenarios in which a student could be receiving instruction in the student’s home. It is assumed that all of the necessary qualifying criteria as described in the definition of Homebound have been met for the first two scenarios.

1. If the student had a full load of seat-based classes prior to homebound, and the homebound instructor kept up with all the classes, the student can generate the membership hours per day that he/she generated in the seat-based classes. However, homebound instruction should not cause a student to generate extended time ADM, i.e., the student cannot generate more membership per day than a student in the regular setting.
2. If the student had less than a full load of seat-based classes prior to homebound, and the homebound teacher simply maintained the current classes, the student would be part-time on homebound. The membership hours per day while on homebound would equal those generated while the student attended at the school site.
3. If the student was on independent study, the ALC could continue the independent study. This may or may not be a full time student. This student is funded and reported as an independent study student, not homebound. Membership is based on completed coursework, not on an automatic number of hours per day. Records of student-teacher meetings must be kept for all independent study students.

In the third scenario, the student does not need to have the homebound criteria met because the student will generate membership using the independent study model. It is irrelevant where the one-on-one student-teacher contact occurs for independent study. For example, the student-teacher contact time could occur at school, at a library, a student’s home, etc. In all cases, the CLP for students under the age of 16 generating membership via independent study must contain a description of the extenuating circumstances regarding why the student is not attending classes at the school site.

ADM Computation

Original Average Daily Membership (ADM)

ADM is the basis for general education funding for all schools. ADM is computed for each enrollment record. Membership and attendance are reported in terms of hours for all students enrolled in an SAAP. Students are eligible to generate more than 1.0 ADM if they receive more than the statute-defined minimum number of

instructional hours or the locally required annual instructional hours, whichever is greater, during a given school year. The ADM cap of 1.2 is split between ADM capped at 1.0 which generates general education revenue and 0.20 extended-time ADM which generates extended time-revenue.

The basic ADM formula is: $(\text{Student's Membership Hours} / \text{Annual Instructional Hours})$

Annual Instructional Hours are computed from the MARSS School file:

$(\text{Instructional Days} \times \text{Length of Day in Minutes} / 60 \text{ minutes per hour})$

The divisor used to compute ADM for any learning year program must equal or exceed the minimums specified in Minnesota Statutes, section 126C.05, subdivision 15. Specifically:

- 425 hours for kindergarten, non-disabled
- 875 hours for kindergarten, disabled
- 935 hours for grades 1 through 6
- 1,020 hours for grades 7 through 12

When a learning-year program's Annual Instructional Hours are fewer than the statute minimums, the statute minimums are used as the ADM divisor except for Targeted Services. Because Targeted Services are, by design, extended-day and/or extended-year programs, the statute minimums are automatically used to compute participant's ADM.

PSEO Participants

ADM is:

$(\text{PSEO High School Hours} / \text{Annual Instructional Hours})$

If the PSEO student's ADM is less than 0.12, then a minimum guarantee is calculated:

$[0.12 \times (\text{Membership Hours in the Membership Days field} / \text{Annual Instructional Hours})]$

ADM Capped at 1.0 and Extended-Time ADM

A student's ADM for purposes of general education revenue is capped at 1.0. Students enrolled in SAAPs are eligible to generate up to 0.20 extended-time ADM in addition to the 1.0 ADM.

ADM generated at a traditional school (any non-learning year program) is computed first. When a student's total ADM exceeds 1.0, it is prorated proportionately among the student's non-learning year enrollment records.

When a student's total ADM in traditional schools does not reach 1.0, the remaining ADM, up to 1.0, can be generated by the SAAP's enrollment records. When there is more than one SAAP record, the ADM capped at 1.0 is prorated among the SAAP records.

When all of a student's learning year records' ADM cannot be claimed under ADM capped at 1.0, the rest of the ADM, up to 0.20 is generated as extended-time ADM. When there is more than one SAAP enrollment record and extended-time ADM exceeds 0.20, the extended-time ADM is prorated among the SAAP enrollment records.

Examples:

- Student #1
 - **Original ADM**
 - 0.75 ADM at the high school
 - 0.35 ADM at the ALC
 - **Adjustments**
 - 0.75 ADM capped at 1.0 at the high school
 - 0.25 ADM capped at 1.0 at the ALC (1.00 max - 0.75 at high school)
 - 0.10 Extended-Time ADM (0.35 original ALC ADM - 0.25 generated as ADM capped at 1.0)
- Student #2
 - **Original ADM**
 - 0.75 ADM at the high school
 - 0.05 ADM at care and treatment
 - 0.35 ADM at the ALC
 - **Adjustments**
 - 0.75 ADM capped at 1.0 at the high school
 - 0.05 ADM capped at 1.0 at care and treatment
 - 0.20 ADM capped at 1.0 at the ALC (1.00 max - 0.75 at high school - 0.05 at care and treatment)
 - 0.15 Extended-Time ADM (0.35 original ADM - 0.20 ADM generated as ADM capped at 1.0)
- Student #3
 - **Original ADM**
 - 0.60 ADM at high school A
 - 0.25 ADM at high school B
 - 0.05 ADM at care and treatment
 - 0.30 ADM at ALC A
 - 0.20 ADM at ALC B
 - **Adjustments**
 - 0.60 ADM capped at 1.0 at high school A
 - 0.25 ADM capped at 1.0 at high school B
 - 0.05 ADM capped at 1.0 at care and treatment
 - 0.06 ADM capped at 1.0 at ALC A (1.0 max - 0.60 - 0.25 - 0.05) x [0.30/(0.30 + 0.20)]
 - 0.04 ADM capped at 1.0 at ALC B (1.0 max - 0.60 - 0.25 - 0.05) x [0.20/(0.30 + 0.20)]
 - 0.12 Extended-Time ADM at ALC A
 - {[if (0.30 + 0.20 - 0.06 - 0.04) > 0.20 max], then 0.20 max x [0.30/(0.30 + 0.20)]},
 - else (0.30 - 0.06)}

- 0.08 Extended-Time ADM at ALC B
 - $\{\text{if } (0.30 + 0.20 - 0.06 - 0.04) > 0.20 \text{ max}\}, \text{ then } 0.20 \text{ max} \times [0.20 / (0.30 + 0.20)]\}$,
 - $\text{else } (0.20 - 0.04)\}$

Refer to the *MARSS 35 ADM Adjustment Report*, a statewide MARSS report, for detail on how individual student's ADM is adjusted when they are enrolled in more than one district.

Special Education

Tuition billing for students with an IEP is done at MDE. The department moves revenue from the resident district to the serving district. The transfer considers whether the general education revenue originally went to the resident district or the serving district. For students enrolled in an SAAP, the tuition bill considers the number of Special Education Service Hours reported by the SAAP. Following is a list of considerations and "Rules of Thumb" for reporting students with an IEP who are enrolled at an SAAP.

1. Dual enrolled refers to students who are enrolled full time at a traditional school and after the normal school day are enrolled at an SAAP.
2. Concurrently enrolled refers to a student who is enrolled part time at a traditional school and is also enrolled in an SAAP.
3. Special Education Service Hours are not reported on records with a Special Education Evaluation Status of 1.
4. Students dual or concurrently enrolled within the same district must have the same Special Education Evaluation Status, Instructional Setting and Primary Disability.
5. Students dual or concurrently enrolled between two districts need not have the same Special Education Evaluation Status, Instructional Setting or Primary Disability.
 - a. The SAAP reports Special Education Evaluation Status 4 or 6 only if it is providing special education services.
 - b. If the SAAP is not providing special education services, report Special Education Evaluation Status of 1.
6. SAAP – midpoints are never applied; the SAAP should report Special Education Service Hours only if it is providing special education services.
 - a. When the student is dual or concurrently enrolled within the same district, the Special Education Evaluation Status, Instructional Setting and Primary Disability must be the same on both records.
 - If the SAAP provides no direct special education services, then report zero Special Education Service Hours.
 - b. When the student is dual or concurrently enrolled between districts, the Special Education Evaluation Status, Instructional Setting and Primary Disability need not be the same on both records.
 - The SAAP would report a Special Education Evaluation Status of 1 if it is providing no direct special education services.
 - The SAAP would report a Special Education Evaluation Status of 4 or 6 if is providing direct special education services; it must then also report an Instructional Setting and Primary Disability.
7. Targeted Services-midpoints are not applied, Special Education Service Hours are required if the Targeted Services program is providing special education services.

- a. When the Targeted Services student is enrolled within the same district, the Special Education Evaluation Status, Instructional Setting and Primary Disability must be the same on both records.
 - If the Targeted Services program provides no direct special education services, report zero Special Education Service Hours.
- b. When the Targeted Services student is enrolled between districts, the Special Education Evaluation Status, Instructional Setting and Primary Disability need not be the same on both records.
 - The Targeted Services reports Special Education Evaluation Status of 1 if it is providing no direct special education service.
 - The Targeted Services would report a Special Education Evaluation Status of 4 or 6 if it is providing special education services; it must then also report Instructional Setting and Primary Disability.

Records for Audit Purposes

Primary source documents that an auditor will use to verify membership reported on MARSS are:

1. Student's Continual Learning Plan (CLP).
2. Student's annual schedule of attempted courses, dates courses were started and completed, and dates the seat-based classes met.
3. Student's transcript that shows courses that were completed and credit awarded during the current fiscal year. This should also identify PSEO courses and courses completed via online learning (OLL) from another district.
4. Daily attendance records for each student for the seat-based classes.
5. Total student-teacher contact hours for each completion-based credit, e.g., independent study, OLL, work-based learning, etc.
6. If the student earned only partial credit during a given fiscal year, the records must show the number of attendance and membership hours claimed for each fiscal year, by course/credit.
7. Course syllabuses.

With reference to the material presented in Appendix H, all SAAPs that claim membership using any of the completion-based models, e.g., independent study, work-based learning, project-based learning, must also maintain the following information for a minimum of three years:

1. The dates and length of the actual teacher contact time for each student and credit/course (reported as Attendance Days).
2. The number and type of credits successfully completed (semester, quarter, etc.) reported in terms of hours under Membership Days.
3. The dates the credits were completed and claimed. Take care that the attendance and membership hours of partially completed credits are not duplicated on successive school years when the credit is completed.
4. The formula used to compute the number of membership hours to claim per credit awarded, e.g., the Independent Study worksheet.

There should be no duplication of attendance or membership hours between those generated in the seat-based courses/credits and the completion-based courses/credits.

MDE Contacts

Topic	Email	Phone
SAAP Approval Independent Study Targeted Services Learning Year	mde.alternativelearning@state.mn.us	651-582-8567
PSEO Concurrent PSEO Enrollment	mde.pseofunding@state.mn.us	651-582-8637
Work-based Learning Program Approval	mde.cte@state.mn.us	651-582-8840
ADM Computations Membership Reporting Project-based Learning OLL Reporting and Funding	marss@state.mn.us	651-582-8855
OLL Program	mde.onlinelearning@state.mn.us	651-582-8457
PSEO Program	mde.postsecondary@state.mn.us	651-582-8336
Project-Based Learning	mde.cte@state.mn.us	651-582-8269