

Targeted Services

Area Learning Center extended day/extended year services for elementary and middle-level learners

Overview:

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

Minnesota Statutes section 123A.06.Subd. 2 states:

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

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

- The mission of targeted services is as an intervention/prevention to assist students to be successful and to remain in the traditional school.
- The majority of targeted services programming occurs on an extended day/extended year basis.
- Only Area Learning Centers qualify to provide targeted services and a middle level school-within-a-school or pullout program must be in operation prior to implementation of targeted services.
- An application must be completed and approved by the Minnesota Department of Education.
- Students enrolled in targeted services programming generate general education revenue beyond 1.0 ADM (average daily membership) under Minnesota Statutes section 126C. 05 (subd. 15). The 2002 Legislative session added a 1.2 ADM cap for students in grades 1 through 12 (including adult learners).

Components:

Targeted services conditions were originally defined in a memo from then Assistant Commissioner Robert Wedl, dated March 10, 1994. Conditions outlined in that memo are underlined. **Related statutes are listed next to the components(s).**

1. The elementary and middle-level learners served must qualify under Graduation Incentives, be at least 5 years of age and have an intake form documenting how they qualify for services; Minnesota Statutes, section 123A.06, Subd. 2, Minnesota Statutes section 124D.68, Subd. 2.
2. The program must address a cross-section of classified at-risk learners, not heavily dominated by any category such as special education, ESL, etc. Although this is not stated in statute, other revenue sources are available to provide programming specifically designed to serve these populations. For example, both federal and state money is available to serve students with IEPs. LEP money is available to provide programs designed to serve ESL students.
3. A Continual Learning Plan must be developed jointly by ALC staff and regular school staff for each learner in the program. Outcomes, instructional strategies, and outcome assessments for the extended time must interface with the regular school time.

The district must develop with the pupil, a continual learning plan for the pupil. A district must allow a minor pupils parent or guardian to participate in developing the plan, if the parent or guardian wants to participate. The plan must identify the learning experiences and expected outcomes needed for satisfactory credit for the year and for graduation. The plan must be updated each year; Minnesota Statutes section 126C.05.Subd.15 (b)(i).

The continual learning plan (CLP) should be developed for the entire year and include services for both the alternative and traditional programs. This criteria is listed in Minnesota Statutes 124D.128, Subdivision 3.

4. Program outcomes for both the ALC extended program and **regular school program must address the broad needs of the learners, not just basic academic needs.**

The intent of this condition is so remediation will not be the sole focus.

The programs and services of a center must focus on academic and learning skills, applied learning opportunities, trade and vocational skills, work-based learning opportunities, work experience, youth service to the community and transition services. In addition to the programs listed above, the center shall coordinate the use of other available educational services, special education services, social services, health services and post-secondary institutions in the community and services area; Minnesota Statutes section 123A.06.Subd. 1.

5. A program should provide a variety of learning techniques and experiences such as: learner-focused, parent involvement, high level of personal involvement, service oriented, expanded learning environment, peer and cross age teaching, interdisciplinary curriculum, experiential, experimental, practical and reflective and technology supported; Minnesota Statutes section 123A.06.Subd. 1.
6. A program must provide for a strong partnership among ALC staff, regular school staff, parents and other service agencies to facilitate that whole learner needs are addressed; Minnesota Statutes section 123A.05.Subd. 3.
7. Area Learning Centers are required to be learning year programs and provide instruction throughout the entire year; Minnesota Statutes section 124D.128.Subd. 2; Minnesota Statutes section 124D.128.Subd. 1; Minnesota Statutes section 123A.06.Subd. 3.
Targeted Services programming must have both a summer and school year component. The school year component can occur before school, after school or on weekends.
8. The ALC must have approval and be successfully operating either a pull-out or school-within-a school middle level program. The rationale is that districts should first utilize existing dollars and programs before requesting additional dollars. The mission of ALCs is to provide instruction for all secondary students, including middle level students; Minnesota Statutes section 123A.06.Subd. 2.
Middle level programming is optional for ALPs (State-Approved public Alternative Learning Programs).
9. The regular school structure must be conducive to the needed communication among the partners. Someone must be in charge of the communication process and scheduling of meetings.

Questions on ALC, ALP or targeted services can be directed to Dave Bakke at (651) 582-8586. Information will be collected from targeted services programs to learn about successful delivery methods.

Program Review Checklist for Targeted Services					
	1	2	3	4	5
1. Program does not include this component					
2. Program is developing this component					
3. Component is fully developed. Implementation is beginning					
4. Component is fully implemented					
5. Component is implemented, has been evaluated and improved over time					
Program Description:					
There is a program description to be shared with parents, teachers, students and other stakeholders					
There is a written mission and vision					
Mission and vision and outcomes are communicated to stakeholders					
Intake Process:					
Selection process is in place					
Intake form indicates which graduation incentives criteria the student meets					
Appropriate people involved in intake (Parents, Teachers, Counselors, etc.)					
Continual Learning Plan (CLP):					
An individualized CLP is completed on each student					
Measurable assessments are included in the CLP					
The CLP is reviewed and updated often					
There is continuity between what is stated in the CLP and what is happening in the class room.					
Curriculum and Instruction:					
Whole learner needs are addressed					
Curriculum for Targeted Services is different than for the traditional classroom					
TS curriculum addresses academic and social/emotional development					
Curriculum and instruction address diverse learning levels and styles, and diverse cultures					
Staffing:					
Student to teacher ratio does not exceed 15:1					
All teachers are appropriately licensed					
Staff Development:					
Staff have been trained in mission and vision					
Training occurs that is specific to TS					
Staff development is selected that is relevant to improving learning for at-risk students					
Partnerships:					
Staff and program communicates with families and engages them as partners					
TS teachers communicate with daytime classroom teachers regarding student progress					
Program forms partnerships with the community to enhance the learning of students					
Policies and Procedures:					
Students are scheduled for the entire year					
Attendance policy is in place					
Teachers understand how revenue relates to attendance					
A representative cross-section of students are served by the program					
Proper finance procedures are being followed					
Data Collection and Analysis:					
Qualitative and quantitative data is collected					
Data collection and analysis supports program evaluation and improvement					
Other Considerations:					
How are teachers selected?					
Is transportation provided?					
Is the leadership structure communicated and clear?					

Frequently Asked Questions about Targeted Services

What is the process for being approved to provide targeted services programming?

Submit an application for Area Learning Center. Include application for middle-level (daytime) school-within-a-school or pullout program. Application to provide targeted services needs to be submitted.

What are targeted services (TS) and who is served?

- Targeted services is intervention/prevention programming for criteria defined (Minn. Stat. § 124D.68) at-risk students kindergarten through 8th grade.
- Programming occurs on an extended day/year basis and is designed to supplement the traditional school day, with the goal being to keep the student in the traditional system. The intent of targeted services is to supplement not supplant.
- Targeted services programming must be purposeful, with the ultimate goal being to give students the assets, strengths and protective factors to be successful.
- TS expands to ninth grade for students who do **not** need ninth grade credits for high school graduation. If ninth grade students need educational assistance (and TS is not an option because they are at the age where the student needs credits for graduation) they can receive services as long as credit is given. Students should then be reported under the secondary ALC site number.

Who can provide targeted services?

Only ALCs have the authority to be approved and funded to provide targeted services programming and this is only after a middle-level (daytime) program is approved and operational.

What should targeted services programming look like?

First and foremost, it should be different from what is occurring during the traditional school day. If the programming is more of the same, the results will be the same—the student will be at-risk of not graduating from high school. Most students that are identified as at-risk have a learning style that is incompatible with the traditional environment. Therefore, targeted services should meet the student's individual learning style which may be hands-on and activity based. Programming needs to be more than academic and should have a social/emotional component. As outlined in Minnesota Statutes section 123A.06, Subd. 1, remediation should not be the sole focus. Targeted services should be purposeful and therefore cannot be a drop-in program. Students are scheduled into instruction that meets whole-learner needs to increase academic achievement.

How is targeted services funded?

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

Can there be a *Homework Help* component?

Homework help does not qualify for targeted services funding for the following reasons;

- *Homework help* only rescues and enables the student on a temporary basis—until the work is due.
- What it does not do is teach the student to be in control and be a life-long learner. What happens to students who choose not to continue with targeted services or if funding ceases? Students will not have learned how to be self-sufficient.
- It is not realistic to send the student home with no homework.
- If the students go home without homework, studies show that they watch TV and this can have a negative impact on the students and the learning process.
- *Homework help* keeps the student out of trouble when the homework is due.

- Solution—study skill and organizational skill development. This gives students the skills and essentials to do homework on their own. Additionally, it is important that students learn how their individual learning style relates to ‘homework’.

Do teachers have to be licensed?

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

Can targeted services be summer school only?

Several years ago summer school money was rolled into the General Education Revenue. Therefore, targeted services must be extended day and year, not one in isolation of the other. The students that qualify for targeted services are usually in the bottom 10-15 percent of their class, indicating that a short term intervention will not be sufficient.

Can targeted services fund full day Kindergarten?

For schools that have full day kindergarten, the following applies if targeted services money is used to help fund the full day.

- Programming specific to students who are at-risk needs to occur. Because the student is enrolled in full day kindergarten does not automatically qualify for funding. The students who are identified need to be given instruction separate from the rest of the students.
- Kindergarten targeted services (TS) is limited to 1.2 ADMs, which equates to approximately 85 hours for the year.
- The percentage of identified students at-risk should not be considerably higher in kindergarten than in the other elementary grades.

What is ADM divisor for targeted services?

Because many of the Area Learning Centers work with a number of school districts, the statute-defined minimums are used as the divisor. 425 hours for kindergarten; 935 hours for grades 1-6 and 1020 for 7-9.

Is money available for transportation?

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

Are there extended day options for students who are not in targeted services?

Students who are in a middle-level, school-within-a-school or pullout program during the school day qualify for extended day/year programming. For additional students to qualify, the Area Learning Center has to apply to provide targeted services.

Is all after school programming targeted services?

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

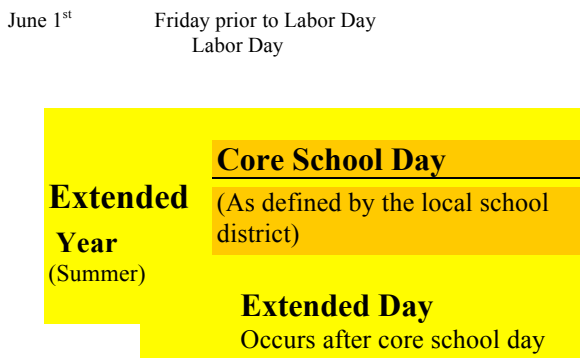
How are students that have been retained in 8th grade reported and do they qualify for targeted services?

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

LEARNING YEAR

Learning Year Legislation allows State Approved Alternative Programs to collect general education revenue of up to 1.2 ADM to educate students beyond the core school day.

Learning year can be depicted by the following illustration:



Learning year is divided into two strands. Whereas many of the Learning Year Statutes are applicable to both, there is a philosophical difference between the strands. The most prominent difference is that **Learning Year A** allows acceleration for early graduation. **Learning Year B** allows statute defined at-risk students opportunities to increase their skill level and/or make up necessary credits for graduation (also called **targeted services** for grades K-8 and **credit recovery** for grades 9-12).

Learning Year A	Learning Year B
Intent of this strand is acceleration for students to graduate before their peers.	Intent is to increase skill levels and/or credit retrieval.
The program will not increase the total number of ADM attributable to an individual pupil as a result of a learning year program. Students must graduate or grade promote upon completion of required academic standards which may occur mid-year.	Students can generate more than 13 ADM as long as progress is being made toward graduation.
Programming is scheduled for the entire year. However, Learning Year designation is at the option of the district/school.	Programming must occur for the entire year with a legislated mandate that Area Learning Centers provide instruction throughout the entire year (see statute below).
Districts can apply for approval and designate the grade level(s) served.	Only Area Learning Centers can be Learning Year and Learning Year services must be provided for all ALC levels.
Focus is academic only.	Focus is on the <i>whole learner</i> .

Common Characteristics of Learning Year A & B:

- Requires a separate application and approval process
- Provides instruction throughout the entire year
- Generates General Education Revenue up to 1.2 ADM
- A Continuous Learning Plan (CLP) is updated annually for each student
- Record keeping systems required for MARSS
- Student participation is optional

Minn. Stat. § 123A.06, Subd. 3. Minn. Stat. § 124D.128, Subd. 2.