

# MAAP Newsletter

Spring 2003



## MAAP Officers

### President

Deana Chiodo

### President Elect

Synova Shelgren

### Secretary

Mike Van Keulen

### Treasurer

Tom Wendt

### Past President

Bill Zimniewicz

### Director-at-Large

Kris Laughlin

### Board of Directors

#### Northwest

Sharon Walker

#### Northeast

Lucy Hart

#### West Central

Sue Boeland

#### Southwest

Teresa Davison

#### Southeast

Eric McDonald

#### Northwest Metro

Marcia Nelson

#### Northeast Metro

Melissa Lehman

#### Central Metro

John Ross

#### South Metro

Scott Neiman

### Ex-Officio Members

Peggy Hunter

Gene Johnson

Glory Kibbel

Steve Allen

Wayne Jennings

## Minnesota Association of Alternative Programs Position Paper: The Proposed Learning Year Law Change

Governor Pawlenty's budget proposal contains a measure to reduce the state funding for pupil units from 1.5 to 1.0 through elimination of learning year pupil units. This would limit the ability of school districts to meet students needs through learning year alternative education programs.

MAAP finds this proposal unacceptable. It will severely subvert the efforts of many students to graduate from high school.

Alternative programs exist, by state statute MS 1240.68. Within the current law, learning year provisions provide funding to allow state-approved alternatives to offer extended day and extended year programming. This assists at-risk secondary learners to meet graduation deadlines. Learning year program funding also provides opportunities for at-risk elementary and middle level students to close their skills gap prior to entering high school. In 2002 over 170,000 children (18% of public school enrollment) attended alternative education sponsored programs.

Research indicates that high dropout rates result in four outcomes: a reduction in personal income and thus a loss of state revenue; an increase in the welfare burden caused by high unemployment rates; an increase of incarceration; and a reduced sense of control over one's life (James R. Veale, Ph.D, Iowa Department of Education). Minnesota is recognized as a leader in Alternative Education. Minnesota alternative programs have proven successful in providing educational services for at-risk students.

Minnesota has consistently had one of the highest graduation rates in the United States. Alternative programs have allowed countless young people the opportunity to graduate and continue their journey toward economic independence. This is possible due to the learning year programs. Students are engaged in their education, at a time and in a manner, that promotes success. They are re-connected to school and the community, becoming productive citizens who often remain in their communities as taxpayers.

The governor promised not to hurt education; however, the reduction of funds for the learning year hurts students, families and communities through limiting options that allow at-risk student success. Alternative education has positively impacted student success and redefined effective education through innovative learning experiences.

Legislators must maintain learning year funding to 1.5 pupil units per year. This will provide services to Minnesota's at-risk students. The cost of learning year programs is an investment that pays dividends not only for the children and families served, but for all Minnesota taxpayers.

Every Senator and Representative needs to hear this message from their constituents. Continued bipartisan support for that has allowed Minnesota alternative programs to help at-risk kids become productive members of our communities.



# President's Message

Deanna Chiodo

I feel I need to mention the highlights of the conference and how much I enjoyed Debra Meier. I realize, of course, that the Governor's budget announcement a mere 24 hours before our conference began put a strain on our members. This came in addition to other challenges we were facing! Taking that into consideration, I want to commend Synova Shelgren and Kris Laughlin and the conference committee members for a job well done. Our state conference continues to improve each year and is a blessing to our organization. I really believe that having the Governor's announcement before our conference was a good thing—it allowed us to mobilize as an organized group.

David Bly gave a heartfelt speech for the presentation of Paul Wellstone's Exemplary Award. You could hear a pin drop. Everyone was engaged in listening to David's voice. Unbeknownst to David, he was then to receive the second Exemplary Award of the evening! I received many positive comments, such as, "It was the most touching awards ceremony we have had and how appropriate that Paul Wellstone and David Bly were honored on the same night." In addition, the award ceremony was special, since the Student of the Year award winner was present and the membership gave her a standing ovation!

Earlier in the day we had the pleasure of listening to Debra Meier. She said numerous things that I agreed with and a few I would like to reiterate. First of all, on the matter of testing, Ms. Meier stated that at no time had an employer come to her to complain that one of her students did not know the dates of the Civil War. They are, of course, more concerned with whether or not an individual can problem solve, be a team player, have people skills, etc. This is in line with the position paper that MAAP's task force has published on high stakes testing. Then, Ms. Meier went on to share that before she speaks, she is nervous and has many jitters; how once when she finished a keynote speech, a member of the audience came up to her and said that Ms. Meier had changed her life! Can you imagine what a compliment this is! Debra said that she no longer worries about what shoes she is going to wear. Ms. Meier said that now is not a time for us to be worrying about ourselves and protecting our own. This then leads me into the Governor's budget cuts and the challenges alternatives are facing. I fully agree with her. Now is a time for us to forge partnerships and work for what is right! I had the opportunity to visit with Ms. Meier and Helen Fouhey, her assistant, at lunch. They were both very impressed with our organization and Ms. Meier felt rejuvenated after meeting members of MAAP. They were equally impressed with the MAAP STARS State Officers.



Bly is congratulated by Past President Zimmiewicz and MAAP President Chiodo.

MAAP is an impressive organization and we do need to share all of the wonderful things our students are doing! I have written articles on data collection and positive publicity. At no time is this more important!

Last but not least, Ms. Meier's assistant told me that my persistence will serve me well in life! I can promise you that I will do everything I can to work for alternatives, its students and members, so we can continue offering choice in education!

Editors notes: To those of you may not know Karen Wolters our former MAAP Secretary had to resign due to complications with her delicate condition. She was expecting triplets, (born March 26th, average weigh 3lbs 1oz.) and although she was in Rochester during the conference she was unable to attend. This is just to say thank you for all your hard work Karen, and we all hope and pray things are go well for you. It would be great if you could come back to resume your duties on the board but we understand you may have your hands full.



MAAP Newsletter Editor:

**David Bly**  
**Northfield ALC**  
**1651 Jefferson Parkway**  
**Northfield, MN 55057**  
**e-mail: david.bly@nfld.k12.mn.us**  
**ph. 507-664-3752**  
**fax: 507-664-3751**

*Please send articles, letters, comments, photos etc. via e-mail to the address above. Prefer items as part of the e-mail but will also accept items attached as a word document.*

# MAAP Legislative Committee by Chris Thompson



*John Boland and MAAP STARS officer display Governor's Proclamation declaring Alternative Education Day at Capitol.*

## MAAP Legislative Issues

### I. Generation of Knowledge Regarding Key Issue

- A. High Stakes Testing (No Child Left Behind Act)
- B. Learner Year

As described in the Governor's Fiscal year 2003-04 Budget Proposal:

**The Governor's budget caps learning year pupil units at 1.0. The Learning Year program began as a pilot program in the late 1980's to allow secondary students to accelerate their learning and graduate early. Use of it has expanded to include elementary as well as secondary students, and to include remedial programs as well as accelerated learning. This program provides school districts with little incentive to improve performance within the regular school day.**

### II. Assumptions

- A. Learner year issue priority
- B. Process needs defining
- C. Unified effort is essential
- D. Message needs to be absolutely clear

### III. MAAP Position (Front page)

#### IV. Direction

- A. Key legislators – Chris Thompson / John Boland
- B. Coalition of support (Private and public – Solid contacts)
- C. Membership needs, support and correspondence

It is a crazy year at the Capitol. The MAAP Legislative Committee has been working very hard this year to make some changes for alternative education, but mostly we hope that everything stays the same. The Governor proposed to cut the learning year law, which is the same as reducing the 1.5 cap to 1.0. This would critically hit all programs across the state. If this passes, programs would downsize and look more like traditional day schools.

So we need your help. Go to the MAAP website ([www.maapmn.org](http://www.maapmn.org)) and join the yahoo group. This way you will get updates, at most one email per day, about the legislative issues as well as other topics being discussed in alternative education in Minnesota. Also, read the new position paper that has been added to the web about the learning year programs. This paper will give you some insight as to what the issues are and MAAP's stance about what can be done. Third, email, write letters or visit with your elected officials about the effectiveness of your program. I believe that by educating the representatives and senators in St. Paul, through visits and communication, as well as outlets like the media, we can turn this around and preserve alternative education in Minnesota.

Our last meeting was on March 11th and 24 MAAP members attended. We established six sub-committees: Communications; Letter Writing; Media; Executive Branch; Legislative Branch; and Partnerships. Through these committees and your efforts we will make a difference. Get involved! Go to the MAAP website! You'll find sample letters and other suggestions. Know the issues! Contact your Legislators!

A new file, HF 820, would allow districts to place students in an alternative setting. MAAP has already testified and had an effect on this bill. I will send out a sample email that you can send to your senator (we think this is the best approach for this bill) about this bill shortly.

Keep an eye on the newspapers. My understanding is that something will be printed soon.

The next meeting of the MAAP Legislative Committee will be at the Mounds View ALC (4182 N. Lexington Avenue, Shoreview, MN - just north of 694 in Lexington - phone number 651-482-8203) We will meet from 2-4pm on Tuesday,



*John Boland, MAAP Legislative Consultant introduces Representative Mindy Grieling to MAAP STARS visitors. STARS Legislative day huge success!*

## Like Spring Flowers, the MAAP Website is Growing

by John Lustig



Have you visited the MAAP website lately? If not, point your browser to:

[www.maapmn.org](http://www.maapmn.org).

### Your help is needed, become a "Link Checker"

One of the more difficult tasks of managing the MAAP website is making sure that links to non-MAAP websites actually take visitors to web pages that still exist. Websites often change which can lead to bad or "dead" links originating from the MAAP website. Being a Link Checker is easy to do. As you and your students periodically visit [www.maapmn.org](http://www.maapmn.org), check links to make sure they still take you to active web pages. When a bad link is found, simply click on "Suggestions" in the left-hand navigation menu and list the bad link and the MAAP page on which it is found on the suggestion form, and then click "submit". Thanks for your help in keeping the MAAP website current and up-to-date.

### New Items / Updates

Thanks to numerous suggestions by members at the conference, new items have been added to the website and more will be coming in the near future. Some of the new items and information found on the website:

- MAAP STARS Spring Events Conference ([www.maapmn.org/maapstars.html](http://www.maapmn.org/maapstars.html))
- Legislative Issues ([www.maapmn.org/legislative.html](http://www.maapmn.org/legislative.html))
- MAAP History Project ([www.maapmn.org/history/history\\_project.html](http://www.maapmn.org/history/history_project.html))
- Bulletin Board ([www.maapmn.org](http://www.maapmn.org))

If you have an event or activity that you would like to advertise, put it on the MAAP Bulletin Board. The Bulletin Board is located on the right hand side of the website's home page and changes on a regular basis. Submit all items to [jlustig@maapmn.org](mailto:jlustig@maapmn.org).

### Job Postings / Positions Wanted

Is your school or program looking to fill a vacancy? Are you a teacher or professional looking for a vacancy to fill? Advertise your job openings and/or your skills and desire to work in alternative education on the MAAP website. Simply send job vacancy information or your personal information to [jlustig@maapmn.org](mailto:jlustig@maapmn.org) and your information will be posted at [www.maapmn.org/profdev.html](http://www.maapmn.org/profdev.html) in the Job Postings or Positions Wanted sections.

### MAAPMN@YahooGroups.com

Need a question answered, but you're not sure who to ask? Need to tell a great story, but you're not sure who to tell? Need feedback on an idea, but your not sure who is going to give it to you straight? If you answered yes to one of these you should join the new MAAPMN email discussion group, because the group will answer questions, listen to stories, and give you advice that is straight and to the point.

Joining the MAAPMN group is easy to join and easy to use. To join the group, send an email to [maapmn-subscribe@yahoogroups.com](mailto:maapmn-subscribe@yahoogroups.com) or visit [www.maapmn.com/groups/maap\\_groups.html](http://www.maapmn.com/groups/maap_groups.html) to learn more. Regional groups and special project groups are available too!

### Suggestions and feedback are welcome and encouraged

Send ideas and comments to John Lustig at [jlustig@maapmn.org](mailto:jlustig@maapmn.org).

---

## MAAP History Project Underway. We need your help!!



*Haasch and Bly display poster announcing the MAAP History Project at the recent conference in Rochester.*

Two former Presidents want to make sure others who follow know the work alternative educators have done on the behalf of Minnesota students, and they want to do it with the help of you and your students. You must have stories you would like to tell?

Communications Committee Chair, Patti Haasch and MAAP Newsletter editor, David Bly have started the MAAP History Project, which is an effort to engage students and the programs they attend to help write the story of MAAP. They have prepared a handbook and will begin communicating with project participants in the near future. If you want to get involved, (and they would love to have your help) visit the MAAP website ([www.maapmn.org](http://www.maapmn.org)) and download the handbook. Contact them to let them know your plans. Contact information can be found on the website.

# 2003 MAAP Conference: MAAPing the Course for STAR Students



*Deborah Meier keynote well received.*

Time flies when you're having fun! With all the issues in the state of Minnesota and across the nation pushing our stress buttons, it was reassuring to me that over 800 alternative educators could come together, learn, share knowledge, net work, make new friends and have some fun. While in the process of planning the conference, there were moments that I thought I wasn't going to make it!! I kept wondering how former president-elects had survived!! My thoughts were cleared at the end of the conference. There is no greater reward or pride than helping to make a conference as wonderful as ours. I feel honored to be a part of our organization and challenge all members to seriously consider running for President-Elect office next February.



Thank you to the conference committee, individuals who volunteered to present, members who helped at the registration table, the MAAP Board, the Rochester students who volunteered, Jon Romer for his special music, and a special thank you to our executive board, Deanna Chiodo, Tom Wendt, Kris Laughlin, Bill Zimmewicz, and Mike VanKuelen.

Next year we will return to the Mayo Civic Center in Rochester for the 21st Annual State Conference, February 18-20, 2004. The theme for next year is "Alternative Education: Different by Design". Be looking for information in the fall newsletter.

---

## 2003 MAAP Awards

### **Student of the Year: Serena Lucky from Osseo ALC**

Serena is described as a leader in her school. She participates on the Student Leadership Team. Serena is involved with organizing community service activities. She has been a student representative on a staff committee to assess curriculum. Serena also participates in MAAP STARS events. Serena has been described as "having a heart of gold, working extremely hard and facing each obstacle in her life with hope and optimism."



*Jon Romer plays Native American flutes following annual meeting.*

### **Project of the Year: Girlz Only from Osseo ALC**

The Girlz Only project developed by Steve Smarjesse, was a 12 day writing workshop. What made the project unique was that it was for "Girlz Only". A foundation grant helped fund the cost of facilitator Deb Kruse-Field. The girls wrote about abuse, alcoholic parents, the pain of going to a new school, being accepted or not accepted, and experiences of having babies.

### **Staff of the Year: Gordon Anderson from the Roseville ALP**

Gordon taught high school science in the Roseville district for 40 years. This is currently Gordon's 33<sup>rd</sup> year with the Alternative Learning Program. Gordon instills a love of science and a love of learning to all students. He is able to challenge and mentor the academically talented, but also can inspire those that are afraid of science and see it as a difficult subject. Gordon is also responsible for translating students' academic histories. He participated in the Systems Integration Project: Graduation Standards and State Approved Goals 2000 grant. Gordon also has been designing an on-line distance learning class.

*(next page)*

## Program of the Year: Runestone Regional Learning Center in Alexandria

The Runestone Regional Learning Center serves Alexandria and many surrounding communities. It has been in existence for 14 years. It serves approximately 400 students each year. It is a program that has continued to grow and improve over the years. In 1989, RRLC had 9 graduates. Today, they graduate about 100 students per year.

Governor Pawlenty issued a special plaque further recognizing this accomplishment on a recent visit to Alexandria along with Commissioner Yeche.



## CFL Update—

### Glory Kibbel; Alternative Program Specialist



My previous newsletter article stated that we were in limbo at the Department, waiting for the commissioner to be appointed. As most of you know, the new Commissioner is **Cheri Pierson Yecke, Ph.D.**, from the state of Virginia. Unfortunately at the time of this writing we are still in limbo as the Department waits for the legislature to approve its new name (back to the MN Department of Education), and what the new re-organization will look like.

However, one statement I can make, unequivocally, is that the February conference was an incredible success and the heart and soul that everyone put into it paid off. I have received several compliments from the Department people who attended as to how impressed they were with the conference. My congratulations to all of you!

Two documents that you may find helpful:

The Governor's Budget proposal can be found at <[http://www.finance.state.mn.us/budget/operating/200405/final/e12\\_education.pdf](http://www.finance.state.mn.us/budget/operating/200405/final/e12_education.pdf)>

The updated alternative program Handbook is on the CFL web page at <<http://cfl.state.mn.us/LOD/alp/Handbook.pdf>>

Have a great end to the school year and remember... I can be reached at <<mailto:glory.kibbel@state.mn.us>>

## Transition Revenue and a response to questions...

From: Glory Kibbel, Alternative Program Specialist, Sharon Peck and Bob Porter, Program Finance

RE: Response to questions regarding the Governor's Budget Proposal cap of 1.0 ADM

The questions that we have received revolve around what is transition revenue and will summer programming (especially if it is held in June) generate funding. This communication is an attempt to respond to these concerns.

Below is a brief explanation of the governor's proposed new Transition Revenue, aka, Hold-Harmless, effective FY04. For further detail, refer to page 344 at: <[http://www.finance.state.mn.us/budget/operating/200405/final/e12\\_education.pdf](http://www.finance.state.mn.us/budget/operating/200405/final/e12_education.pdf)>

The following is an overview of what the proposal means:

In summary, under the governor's proposal, overall K-12 funding doesn't change much from current law. However, funding for alternative programs drops significantly. This is primarily because the governor's proposal includes a limit of one ADM per year per student. This limit affects alternative programs to a greater extent than other K-12 programs.

Currently, revenue for most alternative programs is based on school districts' total general education revenues, minus basic skills and transportation revenues. The governor's proposal transfers a significant portion of these excluded revenues to a new transition revenue, which is included in the alternative programs' revenue base, effective FY 04. This serves to increase alternative programs' general education revenue per pupil unit. However, the governor's proposed cap on ADM per student reduces the number of pupil units. For most alternative programs, the decrease in pupil units has a greater effect than the increase in revenue per pupil unit, resulting in less total revenue.

For a more in-depth look at how to calculate the proposed transition revenue, refer to below:

### Transition Revenue (Hold-Harmless)

The proposal's intention is that a district's revenue per adjusted marginal cost pupil unit (AMCPU) will be no less than the lesser of FY03 revenue/pupil unit or FY04 revenue/pupil unit under the current law.

Following is a list of the proposed changes to current funding programs that comprise transition revenue:

- (1) LEP funding (five year cap and funding based on ADM rather than headcount),
- (2) compensatory revenue, sparsity, transportation sparsity (excludes the \$415 roll-in),
- (3) elimination of training and experience revenue, and
- (4) a 1.0 ADM cap for all students.

Refer to the proposed budget link above for a more detail discussion.



# MAAP COMMITTEE REPORTS...

Restorative Schools Grant Report  
by Julie Johnson-Willborg



In February, the grant sponsored two trainings. Fifteen participants took part in a three day Restorative Group Conferencing training February 3-5 and another twenty-one participants took part in a half day Circle Keeper training on February 21 at the MAAP Conference.

I just received notice that the grant has been unallotted 25% by the state and that the end date for the grant has been moved from September 30 to June 30. With this reduction in funds, we have had to scale back on some of the plans for training over the course of the spring/summer. As it stands right now, the following trainings are planned.

- March 21 - Circle Keeper Follow-up training, Hennepin Technical College, Brooklyn Park
- March 24 - Non-Coercive Discipline Workshop, Northland Inn, Brooklyn Park
- April 21-22 - Two-Day Circle Keeper Training, metro area
- May 8-9 - Two-Day Circle Keeper Training, Southern MN (Mankato area?)
- June 9-10 - Two-Day Circle Keeper Training, Northern MN (Brainerd/Det. Lakes?)

The intent of the grant is to provide training to at least 50 more people from throughout the state in the use of Restorative Practices. The cost of the training is covered by the grant, so your schools for the most part should not have any expense to have staff members participate. Look for a specific mailing regarding trainings in your part of the state within the next few weeks.

Please contact me if you have any questions and/or concerns. My e-mail address is: [julie.johnson@moundsviewschools.org](mailto:julie.johnson@moundsviewschools.org)



---

The formula is complicated and compares the district-wide FY03 revenue under each of these programs with the FY04 formula results in the respective programs. For example, the learning year impact on new transition revenue considers the following data items for each district:

- \* FY03 general education revenue per adjusted marginal cost pupil unit (AMCPU) with the ADM held to the 1.5 ADM cap,
- \* FY04 general education revenue per AMCPU with the ADM held to 1.0, and
- \* FY04 general education revenue per AMCPU held to the 1.5 ADM cap.

Similar considerations are made for all of the components at the district level. The net result of all of the funding changes is used to calculate the total impact to the district. For example, an increase in compensatory students will offset the negative impact of ADM that is held to 1.0.

The current law requires that any adjustment to a student's total ADM be made at the learning year program. In contrast, the proposal prorates each of the pieces of the student's ADM, including that generated at a traditional program. For example, a student who generates a 0.2 ADM at the summer alternative program and 1.0 ADM at the high school will generate an initial ADM of 1.2. Considering the sum total of a student's ADM cannot exceed the 1.0 cap, the ADM will be prorated at the alternative program to 0.17 (0.2/1.2) and the high school to 0.83 (1.0/1.2).

Each district must make the determination if they want to do summer or extended day programs. ADM that exceeds 1.0 is only one piece of the proposed new transition revenue. Districts that choose to limit extended year and extended day learning year program membership for FY04 will probably experience a negative impact on their new transition revenue. It is important to understand that seniors who do not graduate in June will be able to attend summer session and generate additional revenue. The only instance where this could cause a conflict is if the student plans to return to school in the Fall and will need a full ADM to graduate.

The new transition revenue rate will be computed for each district based on both FY03 and FY04 data. Because ADM plays an integral role in the formula, the final rate is impossible to calculate until the FY04 ADM data are finalized (February 2005).

Once the new transition revenue has been computed, all AMCPU in the district will generate this revenue, not just the alternative program students. However, new transition revenue is defined as part of general education revenue, and is therefore, subject to the 90% reserve. For example, if the final pupil units at the alternative program is 100 and the remaining schools in the district have 4,000 pupil units (remember the ADM has been prorated to a maximum of 1.0 for each student at this point) and the new transition revenue rate is \$127, the alternative program will generate 100 X \$127 X 90% in transition revenue and the traditional schools will generate 4,000 X \$127. The alternative program will also generate all of the other components of general education revenue as well.

*(Continued on page 11)*

# MAAP STATE REGIONAL UPDATES...

## SOUTH METRO REGION

The South Metro region, was once again, well represented at the MAAP State Conference, both in terms of attendance and presentations. If you haven't been able to attend this conference you should really try to get there next year. The opportunity to network with your colleagues, hear outstanding presentations, and catch up on the latest goings on in alternative education, is unsurpassed. Whether you're interested in outdoor experiential learning programs (Minnetonka Mini School), student entrepreneurial business opportunities (PM HAP) or project based learning (So. St. Paul), the South Metro region has it going on.

This is why we've scheduled a teacher workshop for our region on Wednesday, May 7th, from 1 to 4 PM, in Chaska. We want to provide an opportunity to share with you, all the innovative and exciting ideas being generated by teachers throughout the region. If you'd like to present at this workshop, register or just get more information, please contact Lois Berg at 952 988-4696 or [mailto:lois\\_berg@hopkins.k12.mn.us](mailto:lois_berg@hopkins.k12.mn.us) [lois\\_berg@hopkins.k12.mn.us](mailto:lois_berg@hopkins.k12.mn.us) The workshop will be free and CEU's will be available.



On January 12th our region's first student activity league event was hosted by the Hopkins Alternative Program at TexaTonka Lanes. Four programs, with about fifty students participated in this event. Capturing first in the boys division, was Chris Manlove (HAP), girls division, Sheena Snyder (HAP), and the team championship went to the Prairie Center Alternative. If you'd like to host an activity, contact me and I'll be glad to help facilitate it.

Our region will provide scholarships for programs, up to \$100, who participate in the upcoming MAAP STARS Spring Events Conference, April 3rd and 4th. Contact Ramona Anderson at 952 401-4920 or at [mailto:ramona.anderson@minnetonkak12.mn.us](mailto:mailto:ramona.anderson@minnetonkak12.mn.us) [ramona.anderson@minnetonka.k12.mn.us](mailto:ramona.anderson@minnetonka.k12.mn.us) if you are going to be attending this great conference. I would also encourage those of you who are not participating to stop by the Plymouth Radisson to see what goes on during the event. It will definitely be worth your time.

The next South Metro region meeting will be held on April 16th, at the Chaska Freshman Center, from 1:30 to 3:30 PM. Hope to see you then.

Scott Neiman  
Director, South Metro Region

## NORTHWEST REGION



The Northwest region will hold its spring conference at Cass Lake ALC on April 24<sup>th</sup> and 25<sup>th</sup>. The theme of the meeting will be experiential education.

The Detroit Lakes ALC will be involved in the upcoming Restorative Measures expansion site trainings. Youth Educational Services has been employing the circle method of restorative measures since the YES staff was trained in the method last summer.

Cass Lake students participated in the winter Laurentian Adventure in December at Laurentian Environmental Center in Virginia, Minnesota. Students worked on winter survival skills as well as the Interpersonal Communications standard.

### Northeast Metro Region:

The Northeast Metro Region will have a new web page up and running by March 31, 2003. The web page can be obtained by going to MAAP web page and clicking on regions. This month's web page will reflect the recent bowling tournament that students participated in. We will try and update the region page monthly so please send me information that you would like to share regarding your programs.

Sincerely,

Melissa Lehman  
[mlehman@ties.k12.mn.us](mailto:mlehman@ties.k12.mn.us)

# DATA NOW = DATA LATER

by Terry Lydell



No Child Left Behind, state budget cuts, and new standards are three current extrinsic reasons why it is imperative that we have data to both prove our effectiveness and point us to opportunities for improvement. There is of course a truly more important reason for tracking and analyzing data – the intrinsic reason that we want our programs to be more effective in promoting enduring student success. Either way we need data. However, if we had the habit of satisfying our intrinsic drive of student success, the extrinsic threats we continually face would not seem so menacing. Neither would we also be giving those threats the power of disorienting us and taking us off task to “get our data together” so we can defend ourselves one more time. “One more time” is going to happen a thousand more times.

If we truly want student success, then we should act that way – establish a vision and mission, and set in place the data measures and analysis that will point out strengths and opportunities for improvement. As we move toward better and better student success, we will be meeting society’s right to demand that we do what we are paid to do – help students succeed. If we are ultimately successful in helping students succeed, alternative programs could become the benchmark by which the rest of education can be measured. Is that a lofty goal? Yes. Is that an attainable goal? Yes. Would this satisfy our intrinsic drive of student success? Yes. Would we be pulled off task to “get our data together”? No.

So what is this data that we should be gathering? Although the data you need to gather depends on your vision and mission, here are some standard suggestions:

- Demographic data – enrollment numbers, attendance patterns (past and present), grade level, age, ethnicity, gender, economic status, mobility, graduation rates, drop out rate, family status, education background.
- Perceptions data – student, parent, community, teacher and administrator thinking and feelings on the learning environment – safety, rigor, quality, expectations, respect, behavior, results both short and long term.
- Student learning – portfolios, tests (standardized, norm and criterion referenced, teacher/program made, authentic/performance/standards-based assessments), grades (past and present), post program intervention “success” status.
- Program processes – instructional time, strategies, and location, student-teacher ratio, philosophy and strategies of classroom and program management, assessments, staff well being and development.

A program does not have to gather and use all this suggested data immediately. Start small and build from there, but start. Some of this data is available within the program (grade books, state reports, past surveys, board reports, etc.) and some can be secured from the CFL web site under CLASS. Some will have to be generated.

An orientation to data and its analysis can be attained by putting up charts and graphs of the data you have on the wall for all staff to see. It’s amazing what patterns and ideas are identified when the wisdom of all the staff is tapped. A deeper understanding of data can be gained by publishing an Annual Report using the data and its analysis to tell about your program. Each subsequent Annual Report should build on previous year reports to demonstrate your strengths and tell how you addressed opportunities for improvement.

The reader is encouraged to read Data Analysis by Victoria L. Bernhardt, Eye On Education, Inc. (914) 833-0551. Bernhardt’s book gives a detail look at each of the above mentioned categories of data and suggestions of how to use them.

terrylydel@aol.com

## MAAP Calendar

### April 2003

04/03 - 04/04

**MAAP STARS** Spring Events Conference, Radisson Hotel, Plymouth, MN

04/15 ---Legislative Committee Meeting, 2-4 p.m., Mounds View ALC

### May 2003

05/07---MAAP STARS Appreciation Luncheon

### June 2003

06/26-06/29--- IALA Conference, King of Prussia, PA (Suburb of Philadelphia)

11/20-11/21  
STARS Fall Leadership Conference

### 2004

02/11---STARS Legislative Day

02/18-02/20 --- **MAAP State Conference, Mayo Civic Center, Rochester, MN**

03/18-03/19---STARS Spring Events Conference  
November---STARS Fall Leadership Conference

### 2005

02/02--- STARS Legislative Day

02/09-02/11---- **MAAP State Conference**

04/14-04/15 --- STARS Spring Events Conference  
November --- STARS Fall Leadership Conference

### 2006

02/15--- STARS Legislative Day

02/22-02/24--- **MAAP State Conference**

## **Presentation of Wellstone Award**

I am certain there is no one here who does not know the name of Paul Wellstone but few may know of his connection with us.

He was an early supporter of Alternative Education but we honor him not only for his support for what we do, but because he cared about all schools and all students. He understood deeply and personally the lives of our students and the struggles they faced.

He opposed high stakes tests because he knew not all students show what they know on such tests, he graduated from college with high honors but did not test well. He knew that teachers needed multiple measurers to fairly apply the accountability the public demanded.

Two years ago he called me to help with collection of data and proposals that would help him fight what would later become known as the No Child Left Behind Act. I brought in Wayne Jennings and several others and Wayne drafted language which was eventually incorporated into the bill. "I couldn't stop it but at least I was able to delay, which gives us more time." Paul told me.

Not many remember that he alone opposed the bill. Standing alone was something he was accustomed to. But Paul would tell you he never stood alone,

because he always stood with us.

I met Paul Wellstone over 30 years ago, he was a neighbor in Northfield. I can't say I knew him well, but I knew and admired him. He was not well liked by everyone, because he was not afraid to speak out. When he spoke he was loud, he was passionate, but he always had something to say. His politics was people politics he would not tolerate power wielded against people at any level. Some people in positions of power didn't like seeing Paul show up at city councilor school board meetings because they knew he would speak and he would be loud and he would have something to say.

Some may be surprised to know that Republican or Democrat didn't matter so much to him, people mattered, community mattered, as Deborah Meier, relationship mattered. Paul knew that his politics would not work with out a commitment to the people and communities he represented.

He saw high stakes tests as a method for denying opportunities or punishing kids and schools and he would have spoken out against the testing plans we face. Now we must do his talking. We must be a testament to

his notion that he did not stand alone.

This award is a small token that attempts to recognize what Paul Wellstone did, not only for alternative education, but for all schools and all students, as a strong voice and a strong advocate.

He would tell us not to be afraid, to organize, to believe in ourselves and what we see and as long as we stand with those who need our help we will not be alone.

As he said, in his book *Conscience of a Liberal*,

"There is one lesson I have learned that I hold above all others from my experience as a father, teacher, community organizer, and U.S. Senator: We should never separate the lives we live from the words we speak. To me, the most important goal is to live a life consistent with the values I hold dear and to act on what I believe in. The people I admire most are those who have the courage of their convictions...."

".....I have dedicated my life to the cause of economic justice and equality of opportunity for all Americans. The famous abolitionist Wendell Phillips was once asked, 'Wendell, why are you so on fire?' He responded, 'I'm on fire because I have mountains of ice before me to melt.' So do we."

- David Bly

*(Printed by request)*

---

## **Minnesota Career Information System**

Terry Hamm, MCIS Coordinator

I attended the recent MAAP Conference and came away thinking that there are a number of alternative education programs that are not aware of MCIS. Hopefully, the following will be informative in that regard:

### **What is MCIS?**

MCIS stands for Minnesota Career Information System. We have been developing and delivering career information resources to people of all ages for over 20 years. Our primary product is called MCIS. It is a fully computerized, comprehensive career planning system for high school age students and adults. It contains online skills and interest assessments as well as information on occupations, scholarships, postsecondary schools, entrepreneurship, job search skills, and lots more.

MCIS also has other career planning products including a career investigation performance package and a number of School-to-Career resources.

### **What does it cost?**

Although MCIS is part of the Minnesota Department of Children, Families & Learning, the program is funded entirely through user fees. That means we sell products and services as a nonprofit. MCIS charges an annual fee for as site license. This license allows installation on unlimited computers at the site, as well as home use on the Internet.

### **Fee Schedule**

Example: An ALC with 101-200 students would pay \$700 per year.

Smaller ALC's with an enrollment under 100 students would qualify for a license addendum and could purchase MCIS for \$200/year if another school in their district is already purchasing MCIS. Ask about details.

All fees include technical support and the opportunity to attend regional training workshops at no additional cost.

### **How do I get more information?**

For more information about the MCIS program contact Terry Hamm 651.582.8364 or [terry.hamm@state.mn.us](mailto:terry.hamm@state.mn.us)

To receive a product catalog and ordering information contact Deb at 651.582.8321 or 1.800.599.6247 or [debbie.parkos@state.mn.us](mailto:debbie.parkos@state.mn.us)

(Continued from page seven)

The June 2003 membership in learning year programs must be reported under FY04 according to the learning year law. M.S. 126D.128, subd. 6. "Hours of participation that occur after the close of the regular instructional year and before July 1 must be attributed to the following fiscal year. . ."

The transition revenue is 100% aid in FY04 and is split between aid and levy for FY05 through FY08. The district sponsoring the alternative program or the program's fiscal host is the district that would levy for this revenue. For students enrolled in cooperative alternative programs without a fiscal host, the resident district will generate the transition aid in FY04 and then levy for future years.

A spreadsheet is in process of being developed to assist you with the Transition Revenue calculation. The goal was to include it with this memo but the programming portion is in process and I did not want to wait until next week to get this communication to you. You will have the spreadsheet by early next week. Your Business Manager may be able to assist you with the calculations prior to the worksheet I will be sending.

I want to personally thank Sharon and Bob for all of their efforts in interpreting the proposed budget and assisting me in crafting this memo. Because of them you will be better informed!

You can check to see how the excess funds are currently being spent in your district by going to the CFL website. Here are the directions on how to get to the specific program info:

GETTING TO THE CFL WEB SITE-

FOR UFARS REPORTS AND DISTRICT DATA

1. TYPE: <<http://cfl.state.mn.us/>>
2. CLICK ON: DISTRICT INFORMATION
3. CLICK ON: PROGRAM FINANCE
4. CLICK ON: DISTRICT FUNDING AND PAYMENT REPORTS
5. CLICK ON: "LETTER" OF ALPHABET FOR YOUR DISTRICT
6. CLICK ON: NAME OF YOUR DISTRICT
7. CLICK ON: VIEW REPORTS BY CATEGORY
8. CLICK ON: YEAR OF DATA BESIDE "UFARS TURNAROUND REPORTS"
9. CLICK ON: REPORT YOU WISH TO RETRIEVE (for a detailed list of expenses that were allocated to the alternative program; go to Expenditure by Finance Code. 303 is the code for Area Learning Centers and 304 for Alternative Learning Programs.

FOR FINANCIAL MANAGEMENT AND UFARS MANUAL

1. TYPE: <<http://cfl.state.mn.us/>>
  2. CLICK ON: DISTRICT INFORMATION
  3. CLICK ON: FINANCIAL MANAGEMENT AND ACCOUNTABILITY TEAM
  4. CLICK ON: UFARS MANUAL
  5. CLICK ON: YEAR OF MANUAL
- OR
4. CLICK ON: ANY OF THE OTHER BUTTONS
  5. CLICK ON: INFORMATION DESIRED



New STARS officers enjoy Deborah Meier's keynote address with STARS advisors Wally Campbell and Kip Sackett. STARS participants have had an excellent year with successful leadership and STARS conferences and have been huge advocates in a difficult legislative year.



## MAAP STARS

Ten Years and Growing

Success  
Teamwork  
Achievement  
Recognition  
Self-Esteem

## **MAAP State Conferences Through The Years. . .**

<b>YEARDATES</b>	<b>LOCATION</b>	<b>THEME</b>
1984 Feb. 14	Sunwood Inn, St. Cloud	<b>Are Minnesota Alternative Programs Alive &amp; Well?</b>
1985 Feb. 25 & 26	Sunwood Inn, St. Cloud	<b>Alternatives, Curriculum and Alternatives</b>
1986 Mar. 12 & 13	Sunwood Inn, St. Cloud	<b>Alternative Education Today &amp; Tomorrow</b>
1987 Mar. 5 & 6	Sunwood Inn, St. Cloud	<b>Learning Without Limits</b>
1988 June	Earl Brown Center St. Paul	<b>Int'l &amp; State conference at the same time</b>
1989 March 1 - 3	Cragun's in Brainerd	<b>MAAP: Leading The Way For Change</b>
1990 March 7 - 9	Cragun's in Brainerd	<b>Update, Network, &amp; Grow Through MAAP</b>
1991 Feb. 28 - Mar. 1	Radisson in Minnetonka	<b>Kindergarten Through Forever with MAAP</b>
1992 Feb. 20 - 21	Sunwood Inn in St. Cloud	<b>Affirming Our Youth: From Classroom To Community</b>
1993 Feb. 25-26	Sunwood Inn in St. Cloud	<b>Alt.Ed.: Meeting Diverse Needs Through Coalitions</b>
1994 Feb. 24 - 25	Arrowwood in Alexandria	<b>Alt.Ed.: One Step Ahead</b>
1995 Feb. 22-24	Arrowwood in Alexandria	<b>Alt.Ed.: Learning For Living</b>
1996 Feb. 21-23	Arrowwood in Alexandria	<b>Alt.Ed.: Learning For Earning</b>
1997 Feb. 20-22	Cragun's in Brainerd	<b>Alt.Ed.: Building Our Own Community</b>
1998 Feb. 18-20	Cragun's in Brainerd	<b>Weaving The Stories That Shape Us</b>
1999 Feb. 17 - 19	Kahler Hotel in Rochester	<b>Alt.Ed.: Creating Our Own Reality</b>
2000 Feb. 16 - 18	Kahler Hotel in Rochester	<b>Alt.Ed.: Because WE Choose To</b>
2001 Feb. 21-23	Duluth Convention Center	<b>Alt.Ed.: Where Connections Are Made</b>
2002 Feb. 20-22	Duluth Convention Center	<b>Alt.Ed.: Transcending The Ordinary to Extraordinary</b>
2003 Feb. 19 - 21	Civic Center in Rochester	<b>MAAPing the Course for STAR Students</b>

### **List Of Presidents**

1983 - 1985	Lydell Taylor
1985 - 1988	Steve Allen
1988 - 1990	John Lloyd
1991- 1992	Lorin Ellertson
1992 - 1994	June Long
1994 - 1996	Patti Haasch
1996 - 1998	Dan Daly
1998 - 2000	David Bly
2000 - 2002	Bill Zimneiwick
Current: 2002 - 2004	Deanna Chiodo
President Elect: 2004 - 2006	Synova Shelgren

INTERNATIONAL ASSOCIATION for LEARNING ALTERNATIVES  
(IALA)

**33<sup>rd</sup> Annual Conference**

*hosted by*

THE PENNSYLVANIA DEPARTMENT OF EDUCATION

**“LEARNING ALTERNATIVES –**

**STRIVING FOR A HIGHER STANDARD”**

**Radisson Hotel and Convention Center- Valley Forge**

**King of Prussia, PA**

**June 26, 27, 28, 29, 2003**

**CALL FOR PRESENTATIONS**

You are invited to share your ideas as a workshop presenter at the 33<sup>rd</sup> Annual International Association for Learning Alternatives Conference, which is being hosted by the Pennsylvania Department of Education, in partnership with the Pennsylvania Association for Learning Alternatives, Center for Schools and Communities and Lock Haven University. Conference attendees will consist mainly of practitioners, teachers and administrators who work in alternative education programs and alternative learning schools and centers. Your presentation must be geared to this audience and demonstrate practical strategies. If you are interested in presenting a hands-on session, please complete the following application and mail or fax it to:

Bobbie Beaverson  
Center for Schools and Communities  
1300 Market Street, Suite #12  
Lemoyne, PA 17043  
FAX: (717) 763-2083

If you have questions regarding the application, please call Bobbie Beaverson at (717) 763-1661, Extension 150.

**Deadline for applications is April 15, 2003.** The conference will be focusing on the following four strands for sessions:

1. National and State Legal Issues for State Coordinators and Administrators
2. Strategies for New Program Staff and Teachers
3. Enhancing Experienced Programs
4. Innovative Ideas for Learning Alternatives

**Notification of acceptance will be sent no later than May 2, 2003.** If more than one person will be making the presentation, list main contact under **PRESENTER INFORMATION** and all other presenters under **PRESENTATION INFORMATION**. All workshop sessions will run **one hour and fifteen minutes** in length. **Please type or print requested information in ALL sections of the application.**

**Title of Presentation:** \_\_\_\_\_

**PRESENTER INFORMATION: Name:** \_\_\_\_\_ **circle: Dr. Mr. Ms.**

**Home Address:** \_\_\_\_\_ **Work Address:** \_\_\_\_\_

**City:** \_\_\_\_\_ **State:** \_\_\_\_\_ **Zip Code:** \_\_\_\_\_ **City:** \_\_\_\_\_ **State:** \_\_\_\_\_ **Zip Code:** \_\_\_\_\_

**Telephone: Home:** \_\_\_\_\_ **Work:** \_\_\_\_\_ **FAX:** \_\_\_\_\_ **Email:** \_\_\_\_\_

**PRESENTATION INFORMATION: Name/Organization of all presenters:**

---

---

---

**Objectives of session:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

(Three objectives are needed for Act 48 credit.)

# All Leadership is Local

Balancing Federal State and Local

Forces for your students

Keynote Speaker: Dr. Robert Barr

# MINNESOTA'S

31<sup>st</sup> Annual Spring

Leadership Conference

Madden's on Gull Lake  
Brainerd, Minnesota

April 28-30 or

April 30-May 2, 2003

Registration Fee: \$35.00 per person

Payable to the Department of Children, Families & Learning.

Mail registration form and payment to Terry Alvarado, Conference

Coordinator, 1500 Highway 36 West, Roseville, MN 55113  
or fax to (651) 582-8845.

---

## Minnesota Association of Alternative Programs

St. Croix Valley ALP  
5640 Memorial Ave. North  
Stillwater, MN 55082

Address Service Requested

Non-Profit  
U. S. Postage Paid  
Stillwater, MN  
Permit #728