

Supporting Youth Success

The Promise of Expanded Learning Opportunities

SYS Framework Outline

1. Introduction to Initiative

“Creating a new day for learning is an opportunity for multiple institutions and people to work together on a specific agenda. Instead of rewarding conformity, policymaking should encourage cross-agency leadership, provide flexibility and look for creative solutions. This is a time to value experimentation and to push for innovation.” *A New Day for Learning: A report from the Time Learning and Afterschool Task Force*, January 2007

- existing work in Minnesota provided a strong foundation and readiness to take the next step
- brought together a group of high level policy makers, education leaders, out-of-school time leaders and funders to determine how best to systematically align and connect existing policies and resources to ensure youth are learning in the classroom and in the community.
- The purpose of the Supporting Youth Success (SYS) initiative was to develop a policy framework that outlines recommendations and provides action steps to help create comprehensive learning systems in Minnesota.
- national level the Supporting Student Success project was a shared collaboration among the Council of Chief State School Officers (CCSSO), the National Conference of State Legislatures (NCSL), and the National Governor’s Association (NGA), with funding from the Charles Stewart Mott Foundation.
- Additional support for this project in Minnesota was provided by the Greater Twin Cities United Way through United Way Worldwide and the Sheltering Arms Foundation.
- Minnesota, through Youth Community Connections: Minnesota Statewide Afterschool Alliance was one of five states that received the grant. The other states include Maine, New York, Oregon, and Wisconsin.

2. Background on MN’s SYS Initiative

- Minnesota’s innovative history; see chart developed in October 2009
http://www.youthcommunityconnections.org/PDF/SupportingYouthSuccess/MeetingMtrls/SYS100509/SYS_Timeline_Updated111909.pdf
- Local decision making and no statewide board of education
- Local decisions are informed by state policies but need to better link state and local efforts
- Formal and non-formal learning seen as separate opportunities and not complementary

3. SYS Vision and Overarching Goal

- **Vision:** Minnesota's youth thrive because they are engaged in opportunities to learn, grow, and lead in their communities, schools and families.
- **Goal:** All communities across the state will create, coordinate and support comprehensive learning systems. This coordinated system will provide access to a broad array of high-quality learning opportunities through formal and non-formal education.
- Process for arriving at the vision and goal.
- **Child and Youth Outcomes:** we'll know we are achieving this goal when children and youth achieve..... (see page 3 for examples of child & youth outcomes and indicators)
- **Community-wide or systems outcomes:** we'll know we're achieving these goals for children and youth when communities and schools..... (see page 4 for sample community-wide or systems level outcomes)

4. Align and connect resources and polices to support comprehensive learning systems

- Local-level actions
- State-level actions
- (See list from February advisory meeting on page 5.)

5. Recommendations and Action Steps

- Minnesota adopt statewide outcomes for children and youth – that expands the definition of success beyond the formal learning opportunities
- Local communities adopt statewide outcomes; establish local indicators and measures of success; and determine process for reaching these outcomes

6. Indicators of Success (child/youth and community/systems)

- How will we know when we are successful?
- See dashboards as examples – focus of June meeting

7. Conclusion

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Examples of Child and Youth Learning Indicators

Please note: dashboards are designed as a communication tool. There are many ways we can communicate outcomes and indicators as well as our progress on meeting these indicators and outcomes. The below sample is designed to promote conversation and facilitate decision-making in our planning process.

Outcomes	5-9 y.o.	10-13 y.o.	14-18 y.o.
Academic Achievement: Children & Youth Succeed in School	% of third graders proficient with reading	% of students with high levels of school connectedness	High school graduation rate
Thriving: Children & Youth Make Healthy Choices	% of children with a medical home OR % of children with medical insurance	% youth who have not drank alcohol before age 13	% youth who have not drank alcohol in the past 30 days
Connecting: Children & Youth Have Positive Relationships with Peers and Adults	% of children who eat a meal with their family 6 of 7 days per week	% of children who receive support from three or more nonparent adults	% of students with high levels of school and community connectedness
Leading: Youth Contribute in their Community	% children who participated in sports teams, clubs, organizations or other organized afterschool activities in the past 12 months	% of children who participate in school decision-making or through their afterschool or community program	% of youth volunteering in their community
Working: Youth and Young Adults are Ready for Work	% of children given useful roles in family and community	% students who participate in career awareness activities	% of students with job internships/apprenticeship experience

- Outcomes and indicators adapted from Forum for Youth Investment's Ready by 21 framework

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Systems-level or Community-wide Indicators

Outcomes	Schools and educators (LEAs)	Afterschool and Summer Programming (community learning opportunities)	Municipal Leadership	State agency leaders and representatives	State elected officials and policy makers	Youth
Increase Access to Formal and Non-formal Learning Opportunities						
Increase the Quality of Formal and Non-formal Learning Opportunities						
Improve Coordination within a system (or community) to increase access and quality of formal and non-formal learning opportunities						
Ensure Funding and Resources are available to provide access to quality formal and non-formal learning opportunities						

- Outcomes developed by YCC in consultation with United Way Worldwide and the Forum for Youth Investment

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Recommended Policies, Resources and Best Practices for Alignment and Coordination of Formal and Non-formal Learning Opportunities in Minnesota

February 19, 2010

Policies	Resources	Best Practices
Expanded definition of child and youth success by adopting state-level indicators and benchmarks that recognize learning in the classroom and the community.	Expand MN's Alternative Learning Programs - Targeted Services to all schools/school districts.	Alternative learning centers as flexible learning models (State).
Identify local outcomes and develop community-wide indicators to work collectively toward success for children and youth.	Create pools of resources (public or public and private) at the local level to address formal and non-formal learning needs of children and youth within the community. This may require state policy to create.	Circulators meet local or community needs for transportation (Local).
P-20 Council to adopt an expanded definition of success for children and youth in MN.	Create a resource coordinating board at the <i>local or regional level</i> to better coordinate decision making about resources for children and youth within a community.	Clean Water Legacy Act, which provides a vision as well as tangible benchmarks. Subsequent policies have been adopted to support the Act (State).
Alternative learning centers resources could be used for transportation.	Catalogue/document local (public) resources for non-formal learning opportunities.	Youth Day at the Capitol as model of civically engaging young people (State).
Increase flexibility of transportation policy to allow for different stops on different days of the week or to include buses to safe community stops.	Public, school and community transportation resources pooled to serve needs of communities.	P-20 Council as a coordinated policy group that makes recommendations to decision makers about education (State).
Have scheduled sunsets on policies to periodically examine laws and evaluate the success of each policy in a timely manner and adjust (or eliminate) if needed.	Dedicated LGA for non-formal learning opportunities in the community.	Local Government Aid (LGA) as a model of pooling public resources and providing flexibility in expenditures (State/Local).
Align decision-making bodies with resources, e.g. school boards with city councils or tribal councils; with county boards; and with state elected officials.	Resources to schools are pulled once they begin to make adequate progress – extend these resources to sustain the progress.	
Data sharing and data systems development to ensure children and youth are meeting needed learning outcomes and benchmarks for success.	Resources to develop shared data system.	
Teacher and youth work preparation to include skill building around using data to inform teaching and programming.	Expand dropout prevention programs to all schools.	
Shared professional development of teachers and youth workers in community.	Expand use of Title I resources to encourage non-formal learning opportunities for individuals most at need.	
Flexible school calendar to address summer learning loss.	Amend Supplemental Education Services (SES) to allow for greater flexibility in how funds are spent.	