

Supporting Youth Success

The Promise of Expanded Learning Opportunities

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

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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.	