


Learning Agenda *defined*

The term “learning agenda” is used in a variety of contexts by different stakeholders. For the purposes of this document, we define a learning agenda as

A set of questions contextualized in what we have learned, what we are unsure about and descriptions of proof points that identifies what stakeholders need to learn, what questions they should ask and

INTEGRATIONAL COOPERATION

When youth partner with adults, both can learn from each other and bring different strengths to the table. Adults bring experience, historical knowledge, relationships and the ability to enter into financial, contractual and legal agreements. Youth bring their point of view, first-hand experiences, communication savvy, their hopes for the future and the strength of their convictions.

 The Kentucky Student Voice Team (KSVT) has an adult staff and young adult KSVT alumni who support the approximately 100 self-selected Kentucky students who act as research, communications, policy and advocacy partners to co-create more just and equitable schools and communities. Initially conceived as an initiative of the adult-run Prichard Committee, KSVT recently spun itself off into an independent nonprofit organization that is jointly governed by students and their adult allies. Adults were critical to being able to apply for 501(c)(3) status, open a bank account and enter into contractual relationships. Rachel Belin, KSVT's adult managing partner, has been a consistent presence since its inception at the Prichard Committee. She sees her job as one that examines, evolves and co-designs the organization to reflect and respond to the needs of engaged youth. It's about "building and circulating power and enacting organizational norms where young people are centered as collaborative leaders and adults work as partners with complementary capacities to support them," said Belin.

COMPENATION

knowledge, helpful relationships and fiduciary rights, help ensure continuity. Succession planning and sustainability efforts can help provide youth with meaningful on-ramps from youth to adult status. Organizations can offer board leadership, mentorship, internships, alumni networking and other ways to maintain the human connections and organizational memory while offering continued opportunities and benefits to youth and the organization overall. Movements that rely too much on specific individuals can collapse when their leaders move onto other things – for many students, this happens when they go to

Learning Object on Questions

- » How does our organization integrate young people as a stakeholder team that we are attentive to?
- » How are young people engaged as research, policy and storytelling partners with true agency?
- » Who do we go to when we need youth input, and is it an equitable and diverse cross-section of the population we serve? How are we scaling the experience so it is accessible to the most marginalized students?
- » How are young people integrated into our structure as an organization – e.g., boards, coalitions?
- » How are we partnering with youth on advocacy efforts and identifying authentically shared goals?
- » How are we considering the school year calendar, school day schedules and competing responsibilities that may be a barrier to participation by youth? What are we doing to mitigate those barriers, including through compensation?
- » What responsibility are adults taking to shield students from harm when they are targeted for expressing their views?
- » How are we partnering with youth on developing policy priorities and advocacy agendas?
- » What internal policies and procedures need to be in place for intergenerational collaboration, e.g., employee background checks and mandatory child abuse reporting?

Issues Functions and Outcomes

Student voices can be meaningfully engaged in any area and by any education

student roles

POLICY AND ADVOCACY

Policy exists at every level of the system – in classrooms, schools, communities, organizations and

Learning Objectives

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