

Topic	Discussion	Next Steps
<p>Welcome, Introductions</p> <p>Meeting was called to order at 10:04 AM</p>	<p>Working Group members: Jim Fitzpatrick, Sarah Teel, Ginny Burley, Harry Frank, Barb Russ, Karen Scott, Holly Morehouse, Brian Campion, Tom Alderman, Dave Gurtman (phone),</p> <p>Also present: Kathleen Kesson, Victor , Marjorie Zunder, Emanuel Betz, Julia Rogers</p> <p>Unable to attend: Ann Manwaring, Katie Mobley, Karen Heath</p> <p>Working group members each introduced themselves and gave a brief overview of their work and interest in this committee.</p>	<p><i>Handouts will all be posted online after today's meeting.</i></p> <p><i>Action: Past meeting notes approved</i></p>
<p>Updates</p>	<p>Holly updated what has happened since the last meeting. She developed a draft task list and a draft working notes. The group reviewed both.</p> <p>Challenges – blending private and public funding. Working notes gave an idea of several examples of where this is working. Also included information on the Working Lands Grant Fund which seems very similar to what was envisioned for the ELO Special Fund.</p>	<p><i>Holly will make revisions to the drafts for the next meeting</i></p>
<p>Personalized Learning Plans in VT</p>	<p>Dr. Kathleen Kesson, Long Island University, Brooklyn – written testimony available</p> <p>Community development aspects of PL</p> <p>Master proficiencies – schools are setting these.</p> <p>Implications:</p> <ul style="list-style-type: none"> • A lot of the work of developing the plans is going to be happening in advisories – advisors work with particular students for an extended period of time. ELO could provide the support for goal setting and other related skills. ELO staff should know what is going on with PLP's in the schools that their students attend. • Middle grades – students have very little experience in goal setting – ELO could be the place to discover catalytic experiences. Tapping into community organizations in order to build more experiences and opportunities. • Proficiencies – individual, flexible, supporting – ELO providers can support by giving students additional avenues to explore and build proficiencies. • PLP – social and emotional goals, physical skills can all be part of this • Good to look at what an ELO provides and map to the standards • Time – out of school time creates a space for this work • Transportation is a big gap; afterschool programs could provide this where appropriate • ELO staff as mentors • Nothing PLP that disallows group or cooperative learning – very important 	<p><i>The group would like to see the State Standards. Holly will get copies for the next meeting.</i></p>

	<p>Key issues:</p> <ul style="list-style-type: none"> • Equity – who has the most likelihood of succeeding in personalized learning. Where they live and income matters– resources and expertise need to be widely available • Effective channels with communication needed with afterschool programs and schools • Afterschool providers need to be included in key groups • Effective formats need to be explored for creating access • Assets need to be mapped in every community, potential business – have a record that can be passed on • Limited research has been conducted on attainment of academic goals in afterschool settings; need to think about setting up evaluation of afterschool programs in relation to personalized learning plans <p>Discussion:</p> <ul style="list-style-type: none"> • A community mapping project was done in Bennington – categorize the resource; free/cost, mentoring • Learning experiences that happen outside need to be valued by the school. <ul style="list-style-type: none"> ○ Mt Abe, Harwood, U32, Twinfield – mixed inside and outside ○ Most have a point person – huge amount of organization and logistics • Beliefs and assumptions – do kids learn best individually; research points to this. Difficulty of shifting to a new way of doing things – hard to shift into an individual self-learner for many students • League of secondary schools is doing research; participating SU teams are doing this. • Bias by schools about who teaches kids; preponderance of HS teachers to work in own field. • Beginning to look at entire communities as teachers – there is wisdom in the community that can collaborate. • Are there differing proficiencies at every school? Will it always flow through the licensed teacher? • It may change, but licensed is clearer. Differential standards – school do their own but can be pretty consistent. ELO providers – look at state standards – Proficiency based standards, common core, Next Generation Science Standards, ETC. Important to think about the experience first; then look at standards • Schools have ability to adapt/develop their own models • Skills and the standards – how do you document proficiency toward standards – evidence that exhibits indicators that show proficiency • Outstanding questions – what is the line below which we don’t graduate a student? Doesn’t look for a line – this is a different way of looking at graduation? How are we 	
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	<p>going to sift and sort people and rank them?</p> <ul style="list-style-type: none"> • Postsecondary schools are signing off to accept students with distinct learning profiles. • Winooski – developed standards based curriculum intentionally in their afterschool program. Teachers were paired with community members. Community Connections – less formal; look at what are the skills being developed. • What is the discussion – is this enough? Discussion of continuum of learning over time. Thinking about this without a time constraint. Acknowledging the internal time tables of each student. Building evidence that leads toward the outcomes we want. <p>Take-Aways:</p> <ul style="list-style-type: none"> • Importance of mapping such as VT 211 – critical • Fundamental shift in measuring and structuring of education • How do you engage people and raise awareness around the state? • Engage outside educators • Inform ELO providers about public education policy moving forward • Evidence vs. credit • Is this being seen as a competition? • Is NEA part of this conversation? NEA needs to review content issues in regards to this policy. • Evidence can be a way of validating proficiency • Connections to Dual Enrollment – how has this worked? • Longitudinal data system must reflect this new system • Having point person is the way to get outside of the school • Group experiences, vs. just individual • Documenting credentials of outside providers – background checks? Basic teaching skills? Mentor sharing. Some guidance would be useful for providers. 	
<p>Priorities</p>	<p>ELO Fund Discussion-draft task list:</p> <ul style="list-style-type: none"> • Pithy message – looked at some of the handouts that we used from last year. Personalized learning for all students – pathways to career and college. • Clarified the language concerning the definition of a structured program • Reviewed the areas where funds that could be used...transportation to and from programs • Targets – brought maps with data about where programs are – reviewed a number of maps and described the construction of the database so that it can be used by this committee (maps are available on the VTA website). Low income, geographic, isolation, looking at where 21 C drops off....all levels open – areas where the population below 	<p><i>Think about a structure for this fund and build out from there</i></p>

	which they do not have access to the 21C program.	
Expanded Learning Opportunities in RI	Michelle Un, Project Manager, RI Afterschool Plus Alliance (via video) A video regarding ELOs was watched – have a pointperson; thinking about ELOs as student voice, link to the common core. RI is very involved with digital badging.	
Expanded Learning Opportunities in NH	<p>Amy Yeakel, ELO Coordinator, Newfound Regional HS (phone)</p> <ul style="list-style-type: none"> • Amy described her work and the structure in NH as a point person at the school. • Certified school personnel replaced highly qualified teacher definition • Be really clear by what is meant by the terms that are used as far as who can do this work • Afterschool program at 21C is often the pointperson • Amy is funded by the school – is full time • Senior project – 1 credit requirement – ELO; takes this on now. • NH has a Network of extended learning coordinators • Crafts ELO experience that leads to demonstration of competency – research, reflection, writing, product of their choosing (with assistance) that’s benefit for their community partner. Presentation • Expanded learning is run in many formats during the summer as well. • Surveyed students - topic is student driven • NH was loose in definition – some schools have lapsed into treating ELO as credit recovery, some have only allowed the highest learners. Should be accessible by all. • Would like to have this work done by the teachers vs. a coordinator • A timeline is flexible – on student worked for a couple years • Coordinator meets with community partners • Extended learning network is meeting and putting together a handbook • Infiltration – getting into groups that are already meeting and working to educate about newer options where they already are. • Competencies – a skill; a level of performance against a standard, such as proficiency • Compensation – they do not; their community partners have bought into this process. They don’t compensate teachers. Does bring up contractual and course load issues. • Stipend teachers – not a smart move if you don’t know how to maintain their stipends. • Individual coordinator history is not always a transferable thing. • Preference b/w group or individual? Both have different strengths • Resources on website 	

	<p>Take-Aways:</p> <ul style="list-style-type: none"> • ELOs – can grow • Community based learning; school-sponsored • Pretty much high school focused • Importance of have a coordinator and good connections to outside organizations • Importance of having training for outside organizations 	
Next Steps	<p>Proficiency models at middle level as well as high school ELO integration vs. sitting out on their own Burlington HS is piloting this in the fall</p>	<i>Potentially hear from professionals in VT</i>
	<p>Reviewed concerns from potential funders and models</p>	<i>Potentially hear from someone who worked on the Working Lands Grant Fund</i>
Next Meeting	<ul style="list-style-type: none"> • August 25, 2015; 10-2 – in Ethan Allen Room by cafeteria • Full PK16 Council meeting September 21- ELO Working Group will need to do a report out at this meeting on progress to date • September 15, 2015; 11-3 	