

Topic	Discussion	Next Steps
<p>Welcome, Introductions</p> <p>Meeting was called to order at 10:11 AM</p>	<p>Working Group members: Jim Fitzpatrick, Ginny Burley, Harry Frank, Barb Russ, Karen Scott, Holly Morehouse, Dave Gurtman, Ann Manwaring</p> <p>Also present: Amy Shollenberger, Marjorie Zunder, Emanuel Betz, Savina Haskell</p> <p>Unable to attend: Tom Alderman, Sarah Teel, Brian Campion, Karen Heath</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 Memo that highlighted the groups initial goals, and listed progress. The group reviewed and agreed to focus on the last several goals today (see handout).</p> <p>The request was made to schedule a meeting with the Secretary of Education in October to discuss our ideas, asking for her feedback.</p>	<p><i>Holly will take the suggested dates to the Agency of Ed in order to schedule a meeting with Secretary Holcombe.</i></p>
<p>ELO Fund</p>	<p>Testimony by Paul Costello, Working Lands Initiative</p> <ul style="list-style-type: none"> <li>• Paul has been involved in housing initiatives, farm initiatives for many years. Looks to public values – how to pull people together? Who are the potential leaders? What is the vision that will create a sense of direction? How do we connect people who are going to be creative in this setting?</li> <li>• The Farm bill – pulled people together – no power or money to do this.</li> <li>• Look schematically – what are issues where R and D need to come together?</li> <li>• Utilized a Public values survey – 130 orgs, people, all types; sorted value statements, polled, analysis. Found that VTers love working landscape. Then dove into this deeply.5-point plan of action developed.</li> <li>• Shifted to a legislative action. House ag committee took this to the next level – developed a 10-year policy – act 42. Appropriated 1.5 m dollars in enterprise funds by legislature.</li> <li>• Common purpose – lots of entities working on this that need to be brought together. Have vision. All working in separate worlds. Create a portal that could be approached for innovative and transformative ideas.</li> <li>• Creative, big picture thinking – land use that is creative and varied in its approach. All entities that can connect are on the board. Needed a window of opportunity and creative thinking.</li> <li>• Taking risks</li> <li>• Build a board with cumulative vision, not political, don't build a box that keeps you from being creative. What are the most creative ways to drive this initiative forward? Who are the leading edge thinkers? Think of transformational action.</li> </ul>	

	<p>Discussion points:</p> <ul style="list-style-type: none"> <li>• New – state of VT gave funds to Research and Development; not in abstract; giving \$ to those doing the work in the field. Attracting youth, building tax revenue in rural communities.</li> <li>• Who makes the \$ decision? Legislature owns the process. Legislature make the decision on a framework. AA set up a work team. Staffing and management funds set aside. Got up and running slowly.</li> <li>• Management of process – evaluation, due diligence is huge. State funds need to be carefully used.</li> <li>• Had good group at table. Cumbersome grant evaluation at first – now board evaluates once the grantee is ready for approval.</li> <li>• Is there an entity capable of doing the management and evaluation of the grant process?</li> <li>• Talk about data; you have to talk about what investment in return, scale of investment for systems change, leverage, etc.</li> <li>• There is a wholeness that needs to be communicated; this state has not framed the big picture well....we are working in the world of public spending. Shortcoming in communicating big picture to all.</li> <li>• Where is the cutting edge point of change – how do we claim it?</li> <li>• Discussions are happening all over, but ships are sailing; and on old information. Cumulative sense of vision increases as more people take part in the conversation.</li> <li>• Innovation vs. systemic change. ELO into innovative efforts. Opportunity to think about private \$. Access vs. Innovation? Primary charge? Get kids in....</li> <li>• P. Costello stated: you need a foundation from the state – push back on the state.</li> <li>• Philanthropy will not put funds in into a state controlled fund – when they could do it themselves. Long-term funding is really not common.</li> <li>• How does everyone’s self-interest move us all forward – connection across grades.</li> <li>• Charge – to move beyond innovation; actually put this in place – how to we move to expanded access?</li> <li>• PC – talking about subsidizing work in education over the long-term. Big difference than just seeding funds</li> <li>• Where do we see sports vs. other activities; we invest a lot in high school athletics- why that and not ELOs?</li> </ul> <p>Another example of a fund is the VT Children’s Trust Foundation – 501C3 est. in 1991 –est. 1986 – fund first. Agreement with state of VT. \$ is from a line on tax form, state appropriation. , private, donations, federal funds. State advisory group.</p>	
--	---	--

	<p>Takeaways:</p> <ul style="list-style-type: none"> <li>• Someone needs to manage the fund</li> <li>• Leveraging partners is a concerted effort</li> <li>• Multiple layers of various levels</li> <li>• Powerful interest groups behind the land trust</li> <li>• Created an alliance</li> <li>• Return on investment</li> <li>• Don't give up on state appropriation</li> <li>• Symbolic statement to have a state appropriation</li> <li>• Looking at education as a choice depending about what families need</li> <li>• One-stop shop/players</li> <li>• United way, AOE, AHS, School Boards, etc. – funders and experts;</li> <li>• TA funds</li> <li>• Best minds and leading stakeholders need to come together</li> <li>• Work was substantial – recommendations might be a timeframe for what will need to happen for the fund</li> <li>• Recommend that a board be created</li> <li>• What does the first set of work that needs to be done, and how. AOE is underfunded. Staff is not available.</li> <li>• Policy platform</li> <li>• Where is the most power in our system? When students speak to what they know and they need they leverage impact. Is there way for an economic outcome? Based on your PLP, you can get \$ to do it....</li> <li>• Early childhood and afterschool – in NY these groups have begun to work together. We have lots of links between early childhood afterschool. Lots of cost pressure from PreK and from HS tuition that may impact elementary schools.</li> <li>• AOE – Amy Fowler – bringing an assessment framework for schools – teaching and other criteria. Looking at full system. What role does ELO have in this.</li> </ul>	
<p>PLP</p>	<p>Testimony by Christy Gallese, Director for ELO, Burlington School District</p> <ul style="list-style-type: none"> <li>• ELO/Afterschool programs serve 1700 students, all grade levels, including summer programs. Includes their 21CCLC grant. She works closely with BHS to award credit; students are participating in opportunities before or after school</li> <li>• Partnership for Change – Nellie Mae – school leadership team</li> <li>• Gain credit – now elective credit; 1 or ½ toward graduation</li> <li>• Working on academic credit with school</li> <li>• Serve ELL students in meeting graduation requirements, Credit recovery, Independent</li> </ul>	

	<p>study</p> <ul style="list-style-type: none"> <li>• At BHS PLP and credit must be reviewed by a teacher. Teachers are paid. School policy to have teachers sign off on credit. 120 seat hours are a must. Can be project or community based. Integrated technology is an interest.</li> </ul> <p>Programs:</p> <ul style="list-style-type: none"> <li>• Food Writers food truck – farming, nutrition, recipe training, science, bees, Intervale – basics then moving out to the field. 120 hours of credit</li> <li>• Community Sailing Center – advanced leadership skills, lake stewardship, sailing, community problem related to the lake that they will need to address – serve as mentor for K-5 SOAR summer program. Mentors from community are trained.</li> <li>• Independent study track for students to decide on their own program</li> <li>• ELL track</li> </ul> <p>Other information:</p> <ul style="list-style-type: none"> <li>• Development committee from HS for advisory about these programs made up of students – student voice</li> <li>• 21C coordinator is managing the program. Has teacher certification. She takes a lead role. PLPs still being discussed.</li> <li>• Marketing using the development committee. ELL has a built in base for recruiting</li> </ul> <p>Challenges:</p> <ul style="list-style-type: none"> <li>• Ensuring availability of teachers in order to get credit awarded.</li> <li>• Targeting teachers</li> <li>• Ensuring effective oversight</li> <li>• Mindful of how we are offering this to all students</li> <li>• Open for all students – reaching out to other entities and increasing those ties</li> <li>• Structure is missing in order to bring on other programs.</li> </ul> <p>Gaining traction – this sort of work is becoming more integrated with parents and students.</p>	
<p>ELO Providers</p>	<p>Julia Chafets, Girls Program Coordinator, Vermont Works for Women</p> <ul style="list-style-type: none"> <li>• Programs for women and girls, economic self-sufficiency</li> <li>• Sitting on the outside of schools; students are demonstrating proficiencies through VWW programs.</li> <li>• Sees opportunity to be part of this conversation; harness resources</li> </ul> <p>Challenges:</p> <ul style="list-style-type: none"> <li>• School buy-in is a barrier-need robust buy-in</li> </ul>	

	<ul style="list-style-type: none"> <li>• Inclusion of ELOs in the process and conversation – need to be at the table</li> <li>• Establishing a framework for communication – basics of the process, but can also align program outcomes better as we learn more and receive training.</li> <li>• Aligning with what schools are looking for</li> <li>• Identified point-person at schools for ELOs</li> <li>• Standardized documentation</li> <li>• Funding – hope act 77 will result in increased interest in these programs. Funding will be needed. Hopefully not charging students themselves.</li> <li>• Strengthen programs design for deeper learning and outcomes</li> </ul> <p>Discussion:</p> <ul style="list-style-type: none"> <li>• Funding might be an issue; these programs require funding.</li> <li>• Career centers are more interested in VWW programming than school districts.</li> <li>• Harder to get interest without ability to award credit.</li> </ul> <p>Takeaways:</p> <ul style="list-style-type: none"> <li>• Communication via a specific structure</li> <li>• Point-person needed</li> <li>• Union relations and communication</li> <li>• Clearinghouse of information needed</li> <li>• System must be permeable and transparent</li> <li>• Need for professional development for community ELOs</li> <li>• Project based learning – flipping time learning over</li> <li>• Tangible product is needed</li> <li>• Cost of programs – people in poverty may not even apply.</li> <li>• Can't make people pay for tuition</li> <li>• From the per pupil cost – if they need \$, where does it come from</li> <li>• Culture/ FG – if its outside of your culture, how might you access it.</li> </ul>	
<p><b>Next Steps</b></p>	<p>Discussed what will happen between now and next meeting:                  Holly was extended permission by the group to draft a set of recommendations. She will send to the group via e-mail. It is each group members responsibility to respond in a timely manner so that she can revise in time for the next meeting</p>	<p><i>Group members agreed to respond to Holly's draft when sent via e-mail.</i></p>
<p><b>Next Meeting</b></p>	<ul style="list-style-type: none"> <li>• <b>September 15, 2015; 11-3; Ethan Allen Room at the Statehouse</b></li> </ul>	