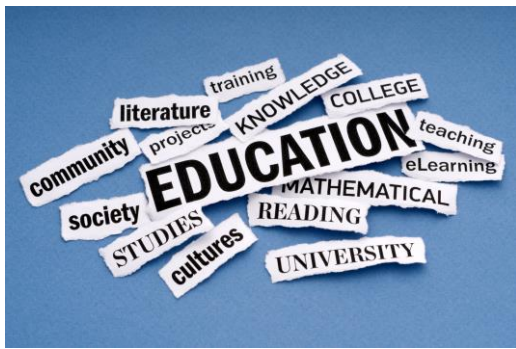

Prekindergarten-16 Council

— SOARING TOGETHER —

Lift Off: December 16, 2016



Authorizing Legislation

Act 133 (2010 legislative session):

(Section 1) Policy:

“It is the policy of the state of Vermont to encourage and enable all Vermonters to acquire the postsecondary education and training necessary for the state to develop and maintain a skilled, highly educated, and engaged citizenry and a competitive workforce.”

Co-construct our future through collaboration, shared understanding and commitment to action.



Identify and Build on System Strengths

Coordinate and better align the efforts of the prekindergarten - 12 education system with the higher education community.

Discover high impact opportunities that council aspires to pursue.

Revise and create new strategies, systems & processes to support goals.

Initiate plan that guides council's decision making and actions.

Our SOAR Journey



Morning

Welcome & Connecting

Strengths: *What can we build on?*

Personally

Collectively

Opportunities: *What are our 'stateholders' 'asking' for?*

Afternoon

Aspirations: *What do we deeply care about?*

Results: *How will we know we are succeeding?*

"I THINK AT A CHILD'S BIRTH, IF A MOTHER COULD ASK A FAIRY GODMOTHER TO ENDOW IT WITH THE MOST USEFUL GIFT, THAT GIFT WOULD BE CURIOSITY."

- ELEANOR ROOSEVELT

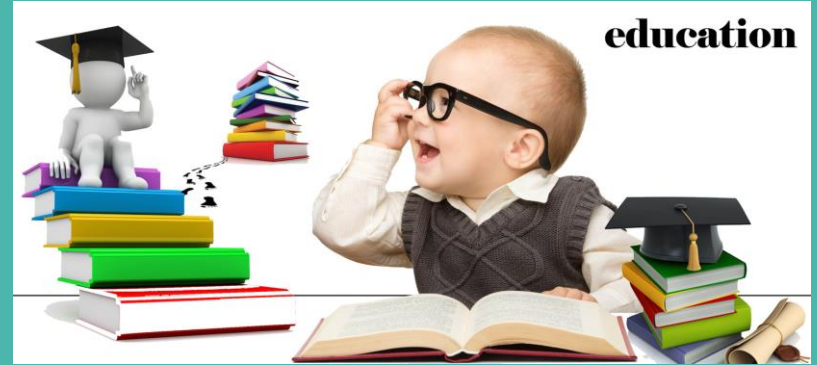


DISCOVERY REFLECTIONS & INTERVIEWS



ME

US



Your Survey Results



transcendence

APPRECIATION OF BEAUTY & EXCELLENCE

Appreciating beauty, excellence, and/or skilled performance in various domains of life

SPIRITUALITY

Having coherent beliefs about the higher purpose, the meaning of life and the meaning of the universe

GRATITUDE

Being aware of and thankful of the good things that happen; taking time to express thanks

HOPE

Expecting the best in the future and working to achieve it

HUMOUR

Liking to laugh and tease; bringing smiles to other people; seeing the light side

temperance

FORGIVENESS & MERCY

Forgiving those who have done wrong; accepting the shortcomings of others; giving people a second chance; not being vengeful

HUMILITY & MODESTY

Letting one's accomplishments speak for themselves; not regarding oneself as more special than one is

PRUDENCE

Being a careful about one's choices; not taking undue risks; not saying or doing things that might later be regretted

SELF-REGULATION

Regulating what one feels and does; being disciplined; controlling one's appetites and emotions

The 24 Character Strengths

From *Character Strengths and Virtues: A Handbook and Classification*
by Prof Chris Peterson and Prof Martin Seligman

**These are
strengths we all
possess. Which of
them are strongest
in you?**

justice

CITIZENSHIP

Working well as a member of a group or team; being loyal to the group

FAIRNESS

Treating all people the same according to notions of fairness and justice; not letting personal feelings bias decisions about others

LEADERSHIP

Encouraging a group of which one is a member to get things done and at the same time maintain good relations within the group

humanity

LOVE

Valuing close relations with others, in particular those in which sharing and caring are reciprocated

KINDNESS

Doing favours and good deeds for others

SOCIAL INTELLIGENCE

Being aware of the motives and feelings of other people and oneself

courage

BRAVERY

Not shrinking from threat, challenge, difficulty or pain, acting on convictions even if unpopular

PERSISTENCE

Finishing what one starts; persisting in a course of action in spite of obstacles

INTEGRITY

Presenting oneself in a genuine way; taking responsibility for one's feeling and actions

VITALITY

Approaching life with excitement and energy; feeling alive and activated

wisdom

CREATIVITY

Thinking of novel and productive ways to conceptualize and to do things

CURIOSITY

Taking an interest in ongoing experiences for its own sake; exploring and discovering

OPEN-MINDEDNESS

Thinking things through and examining them from all sides; weighing all evidence fairly

LOVE OF LEARNING

Mastering new skills, topics, and bodies of knowledge, whether on one's own or formally

PERSPECTIVE

Being able to provide wise counsel to others; having ways of looking at the world that makes sense to oneself and to others

Strengths: *What can I build on?*

1. What is going well in your work life? How do you contribute to this?
2. What is best about who you are? What are your top character strengths and virtues?
3. What are your strengths as a Prekindergarten - 16 Council team member? What qualities within you might you build upon?
4. What engages you about the legislative charter for this council?
5. When you look at the charter statement for this council what energizes you and why?



VIA Survey Unpack

Awesome Interviewers





ME

US



Strengths: *What can we build on?*

1. What are we most proud of as a Vermont Prekindergarten - 16 Education System? How does that reflect our greatest strengths?
2. What makes us unique? What can we be best at in the world?
3. What are our proudest achievements in the last 2 years? What were the root-causes of those successes and accomplishments?
4. How do we use our strengths to get results?
5. How do our strengths fit with the realities of the 21st Century?
6. What do we do or provide that is world class for our children?



1.What are we most proud of as a Vermont Prekindergarten - 16 Education System? How does that reflect our greatest strengths?

- PLPs
- Strong ed policies ACT 166,77,46
- Commitment to personalization
- High grad rate (h.s.)
- Vermont way- we figure it out
- People who work in the ed. System are committed
- Diversity of higher education - combination of public/private
- Strong support
- Due to membership able to have discussions
- Supportive school environments for students
- Endeavor to consider the system from preK-college
- History of overachieving with very little
- Longevity in educators
- Ability of Ed system to provide quality regardless of funding
- Proud of implementing universal pre K and flexible pathways
- Value of equity in funding
- Value:balancing equity and local desired
- Dual enrollment and early college as state programs
- preK legislation
- Commitment to universal Pre K
- Universal Pre K Act 16

2.What makes us unique? What can we be best at in the world?

- Highest percent per capita at higher ed
- Attract 15-18,000 students over 4 years
- Could be best at stem by partnering
- Dual enrollment and early college as state programs
- Ability of a small state to innovate
- Farm and school
- Universal pre-k
- Responsive legislature and superintendents
- Access to legislature
- Strength- leaders in government who get things done
- Act 77: small, nimble, flexible, able to innovate
- PLP – career pathways
- Lack of diversity
- Deep caring community with focus on education
- Strong commitment to local control
- Small state- we know each other- partners

What are our proudest achievements in the last 2 years?
What were the root-causes of those successes and accomplishments?

- Courage to put education funding and consolidate on the table
- Expanded learning report
- After school and PreK
- Root Causes- acceptance support for universal pre K
- Proud of dual enrollment expanded access to early college
- Act 266, Act 77, Act 46
- VT Business Roundtable – foster work between workforce, employers, non-profits plus education
- Flex pathways
- Engaged in conversations about equity
- Shared set of goals in our hearts
- joint vision

How do we use our strengths to get results?

- Productive connections between service providers and political leaders
- We use our smallness and relationships across sectors well
- Broader conversations with stakeholders
- We can work across agencies and stakeholders
- Having all stakeholders in strength/broader picture-composed of different views
- Application of data
- We have a community that cares about education
- Courage to do/try something innovative
- Commitment to students and kids at the core
- Student story: family challenges, education affected his life, and now a leader in junior high ‘mainstreamed.’
- Commitment to the individual student.

How do our strengths fit with the realities of the 21st Century?

- Strength, collaboration, and relations to address inequality
- Funding – school districts are being asked to trim budgets, for a long time will continue
- Career pathways – collaboration with education, DOL, colleges, industry
- Strength allows for learning outside of the classroom
- Act 77 allows for students to have more experiential learning
- Need to prepare students for all careers
- Working to change visions of who, where, and how learning happens
- Ability to innovate will best position VT for 21st century
- Our values based approach will keep us rooted
- Maintaining all-in-one connections and sense of community

What do we do or provide that is world class for our children?

- Universal Pre-K
- Environmental stewardship
- Connections to natural world
- Commitment to education in VT is huge
- Class size is a real strength
- Personalized education from beginning
- Deeper level of commitment
- Embrace of arts
- Commitment to students

Group Conversations

Volunteer for Roles

Discussion Facilitator:

Scribe(s):

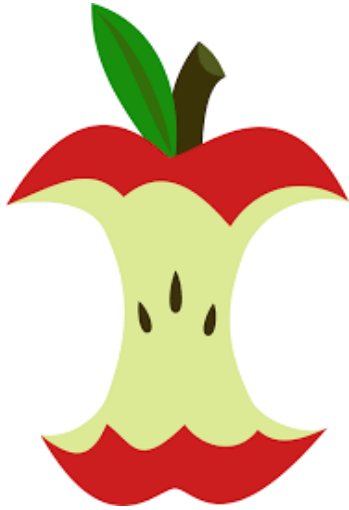
Time Keeper:

Engaged Participant: *ALL*

Presenter:



Our Positive Core



The collage features a variety of digital marketing assets:

- Central Banner:** A large banner with the text "THAT WE HAVE STUDENTS EARNING A SALARY IN THEIR SPARE TIME" and the URL "WWW.ONLINE.COM". It includes a small image of a person and a smartphone displaying the same content.
- Top Left:** A banner with the text "THAT WE HAVE STUDENTS" and a green triangle graphic.
- Top Right:** A vertical banner with a woman's face and the text "EARNING A SALARY IN THEIR SPARE TIME".
- Middle Left:** A vertical banner with a smartphone displaying a website.
- Middle Right:** A horizontal banner with a person's face and the text "EARNING A SALARY IN THEIR SPARE TIME".
- Bottom Left:** A horizontal banner with the text "The capital of Canada is" and a small image of a person.
- Bottom Center:** A horizontal banner with the text "WHAT HAVE YOUR STOCKS" and a small image of a person.
- Bottom Right:** A horizontal banner with the text "SHOW" and a small image of a person.

20th Century Education

- ★ Universal access to education
- ★ Standardized solutions
- ★ Limited choices and options
- ★ Educational progress measured by seat time and credits
- ★ Traditional annual school



21st Century Education

- ★ Educate all students with high standards
- ★ Customized learning plans and processes
- ★ Progress measured by authentic learning, using direct measures
- ★ Instruction and learning delivered anytime, anywhere



Group Conversations Opportunities:

What are our 'stateholders' asking for?



1. What are the top three opportunities provided by external forces and trends?
2. How can we best meet the needs of our 'stateholders', including students, families, educators, employers, community, planet...?
3. Who are possible new 'stateholders'?
4. How can we differentiate ourselves?
5. What are possible new approaches, methods, services, processes and or partnerships?
6. How can we reframe challenges to be seen as exciting opportunities?
7. What new capacity (skills, mindset, knowledge) do we need to move forward?

Report OUT

Opportunities:

What are our 'stakeholders' asking for?



1. What are the top three opportunities provided by external forces and trends?
2. How can we best meet the needs of our 'stakeholders', including students, families, educators, employers, community, planet...?
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1. What are the top three opportunities provided by external forces and trends?	2. How can we best meet the needs of our 'stakeholders', including students, families, educators, employers, community, planet...?	3. Who are possible new 'stakeholders'?
<ul style="list-style-type: none"> ● Globalization ● Technology- global connections, 24/7 connections ● Better data (federal law) can help kids more ● New Government leaders ● Innovation through global connection ● New populations in vermont ● Breakdown of civility - opportunity to teach/grow civility ● Challenge ourselves to <u>facilitate</u> learning ● US requiring credential 	<ul style="list-style-type: none"> ● create/support self-directed learning ● Make sure early childhood is working ● Genuine individualized learning ● Make sure all SS have care skills ● New stakeholders-disenfranchised ● Let go of 'silos' and status quo ● Need to be creative and courageous to try new things ● Excite people to commit to change ● Technology access ● Better understand needs of stakeholders not met ● Include disenfranchised in solution creation ● Employers want higher profile in education and training ● State want big return for investment ● Students want to be engaged 	<ul style="list-style-type: none"> ● Marginalized students and parents ● Global platforms ● Employers ● New role for students to play ● Ever-changing student ● Older vermonters ● taxpayers

<p>4.How can we differentiate ourselves?</p>	<p>5.What are possible new approaches, methods, services, processes and or partnerships?</p>
<ul style="list-style-type: none"> • Environment • Community cohesion with state • Affordable pathways • Innovation • Adaptability • Creativity 	<ul style="list-style-type: none"> • Clear pathways • Significant and meaningful coordination with employer • Frame new partnerships with business • Re-examine how students 'flow' through their day • Technology- bring education in • Shared services concept • Community school model bringing others in • Re-thinking 'who' educators could be
<p>6.How can we reframe challenges to be seen as exciting opportunities?</p>	<p>7.What new capacity (skills, mindset, knowledge) do we need to move forward?</p>
<ul style="list-style-type: none"> • Technology possibilities • Thinking globally • Leverage each other's good work • Need to create a culture where we are energized by challenge • Everyone wants measurable results 	<ul style="list-style-type: none"> • Embracing new while protecting fountains • Identify what is new mindset for education

High Performing Council River Crossing Challenge



Partnerships

PreK-16 Council



Aspirations: *What do we deeply care about?*

1. When we explore our values and aspirations, "what are we deeply passionate about?"
 2. Reflecting on our Strengths and Opportunities conversations who are we? Who should we become, and where should we go in the future?
 3. What are our most compelling aspirations?
-
1. What Prekindergarten-16K strategic initiatives and goals (ie. project, programs and processes) would support achieving our aspirations?
 2. Incremental and Breakthroughs



Aspiration

- Equity and opportunity for all kids –continuum of learning
- Care deeply about economic development – job opportunities
- Willingness to innovate
- Commitment to communities
- What is “prepared?” – Act 77
- 70% by 2025 – credentials or post secondary degree
- Define ‘preparedness’ figure out how to deliver it
- Access to technology for classrooms and families that do not have it
 - Understanding opportunities created by technology
- Why are employers saying ‘students aren’t prepared?’
- Study preparedness
- Focus on the child
- Opportunity for all Vermonters
- Use education to move people out of poverty
- Instilling confidence in all learners
- Create infrastructure for future generations
- Promoters, supporters, and teachers of equity
- 100% K ready
- 100% 3rd grade reading proficiency
- 100% HS grads have achievable plan
- What is working and what is not working
- Hear from disenfranchised students
- 70% working age adults attain degree or credit value
- 8-9th grade handoff is = to 12th grade handoff



What Prekindergarten – 16K strategic initiatives and goals (ie. Project , programs and processes) would support achieving our aspirations?

Incremental Improvement & Breakthrough — Improvement

Incremental Improvements

Identified Improvement	# of votes
Use of data to better inform system innovation	18
P-16 promoting technology (in a wide variety of manners) through out continuum of education system	8
Multi-generational learning opportunities	4
Flexible with sector funding opportunities	4
Equity means high level quality and abundant opportunity	7
Educational attainment for every student through equity.	19

Breakthrough Improvements

Identified Improvement	# of votes
Fully implement Act 166	10
Data related to what is “prepared” (employer view, children’s view, etc)	19
Global, open non-traditional classrooms, instruction, instructors	5
Support contextual understanding for teachers	7
Support mentorship, dual enrollment	5
Implement Act 77	21

Results: *How do we know we are succeeding?*



Considering our Strengths, Opportunities and Aspirations what meaningful measures would indicate that we are on track to achieving our mission, values goals?

What 3-5 Indicators would create a scorecard that address legislative charter?
What resources are needed to implement vital projects?

How will we align Me Power to Us Power?

Success Measures



What		
100 reading proficiency + <i>other aspirations from chart (eg 100% K-ready)</i>	Number of students completing up to four years-completion of certification and/or degrees	
Look to incremental and breakthroughs for indicators	Systemic-System flourishing	
Technological capabilities	Act 77- Access & Equity	
Number of students needing remedial - readiness		

Next Steps



What	Who	When
Data Prepped by 12/24 & 1/7	AI Center	
Scheduling 3 meetings and projects identified for assignment to all for project planning	Scott	
Solicit Governor's Office and Legislators Involvement		



Reflections and Gratitudes

Timed Agenda

time	who	topic	Slide #
10:00	S&P	Welcome & Agenda Review	1=S
10:10	Pru	Strength Me Interview	
11:15	Pru	Strength US - Table Conversation	
11:45	P&S	Report Out & Consolidation	
12:15		Working Lunch	
12:45	Pru	River Crossing	

time	who	topic	Slide #
1:45	Scott	Opportunities 21st Century Education	
2:00	?	Benchmarking	
2:30	Pru	Opportunity Breakouts	
2:45		Renewal Break	
3:00	Pru	Results	
3:50	P&S	Reflections & Next Steps	