



The Commission on the Future of Public Education in Vermont –

# **Your Voice, Vermont's Future**

Public Education Committee Update

# The Commission on the Future of Public Education in Vermont – **Your Voice, Vermont's Future**



## | Agenda

- Revised workplan and equity impact assessment framework
- Public Engagement Framework
- Preliminary Feedback from April 7 Public Input Session
- Student Voice
- Questions

### **The Commission on the Future of Public Education in Vermont**

was created by the legislature with a specific mission:

**to bring diverse voices together to shape and inform an education policy that works for everyone.**

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## **Revised Workplan - *Committee Structure***

### ■ **Governance**

- **Committee Charge:** Analyze key considerations for redistricting to between 5-20+ districts. Considerations will address the Commission's three guiding principles (equity, quality and sustainability)
  - Use the following concepts currently being discussed in the legislature:
    - Leverage scale to address opportunity, equity, and affordability through district consolidation
    - Redefine statewide leadership roles and responsibilities (Agency of Education and State Board)

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## **Revised Workplan - *Committee Structure***

### ■ **Finance**

- **Committee Charge:** Analyze key considerations for transitioning to a foundation formula. Considerations will address the Commission's three guiding principles (equity, quality and sustainability)
  - Use the following concepts currently being discussed in the legislature:
    - A foundation formula that identifies a base amount of per pupil spending plus weights to account for need
    - Local ability to spend above the foundation amount

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## **Revised Workplan - *Committee Structure***

### ■ **Quality**

- **Committee Charge:** Analyze key considerations related to education quality in the context of changes to governance and funding. Considerations will address the Commission's three guiding principles (equity, quality and sustainability)
  - Use the following concepts currently being discussed in the legislature:
    - Class size and its relationship to instructional practices
    - School size (opportunity and offerings for primary and secondary)
    - Choice
    - Calendar
    - Graduation requirements



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\*Adapted from the [State of Vermont's \[Equity\] Impact Assessment Tool](#) and [Chicago United for Equity's Racial Equity Impact Statement](#).

## **Revised Workplan - Agenda Framework\***

### **Step One: *Determine Outcomes and Stakeholders***

1. What is the policy and what is it trying to achieve?
2. What underrepresented or underserved populations are/would be impacted by the proposed policy? How would they each be impacted?

### **Step Two: *Look at Numbers & Narratives***

1. What data will we review and why? What did we learn?

### **Step Three: *Measure Benefits & Burdens***

1. How does the proposed policy seek to enhance services and/or reduce disparities to underrepresented or underserved communities?

### **Step Four: *Implementation and Accountability***

1. What implementation considerations need to be addressed in order to ensure the policy achieves equitable results?
2. What performance measures should be used to track the quantity and quality of work performed by the proposed policy?

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## Engagement Framework - *Draft*



### Introduction

Commission purpose & charge  
History of public engagement with priority populations \*



### Commission's Community Engagement Goals

Guiding principles  
Equitable engagement definition & goals \*



### Community Engagement Best Practices

Research on equitable and inclusive engagement practices  
Shared understanding of definitions and terms (e.g., equity, engagement, systemic barriers)



### Community Engagement Tools

How to identify target populations, engagement methods, engagement metrics  
Resources for addressing mental models and implicit bias



### Data Collection Best Practices

Culturally responsive data collection and reporting  
Data ethics for each phase of data collection



### Data Collection Tools

Data equity checklist  
Templates and samples of registration forms, exit surveys, compensation benchmarks



### Commission's Final Recommendations

Process recommendations before final submission (e.g., sharing back findings with participants, incorporating feedback) \*

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## **Preliminary Public Feedback - *Themes***

- ★ General uncertainty around where the legislature is relative to transformation - multiple proposals, some quite different. Is there still room for input?
- ★ The nuance and variability that exists in Vermont schools makes it difficult to imagine even a “one size fits most” structure (class size/school size).
- ★ Governance changes need to assure that we are *increasing* opportunities for students - otherwise, why would we do it?

***\*Title XI/DEI Public Comment Session\****



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## **STUDENT VOICE**

- ★ Working to bring students directly into Committee conversations, particularly around Quality
- ★ Leveraging Vermont organizations and programs that already center student voices (Up for Learning, Education Justice Coalition, etc.) - working on this with Afton Partners
- ★ Student-focused events
- ★ Student-focused survey

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## **Questions for the Committee**

- ★ **Given the framework we've shared about how we are approaching our work, what is the best way for the legislature to receive input and updates from the Commission?**
- ★ **Does the legislature want the Commission to prioritize the input in any way to align with its potential timeline for proposed legislation?**
- ★ **Does the legislature want the Commission to generate new policy ideas related to governance and funding?**

# Questions

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<https://education.vermont.gov/state-board-councils/commission-on-the-future-of-public-education>

