



Unleashing the Power of Partnership for Learning

A Central Vermont Youth Vision

For a Future-Facing Education



Community Builder

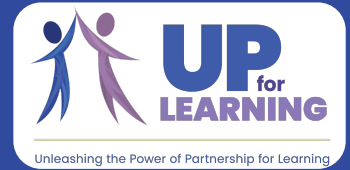


Introductions:

Name, Pronouns, School, Why this project matters to me



The Project



Between September-May 2026:

- Create one regional youth-adult team representing diversity of Central Vermont
- Collect and analyze data from the broader school communities
- Shape a shared vision for education
- Advocate for youth voice in decision making around future facing education by testifying at the House and Senate Ed Committees, presenting this and data collected here at the VT Superintendents Association conference on May 22

“We are proud of how much we all care, how we connected different experiences to create something together, and how the group was willing to take chances.”

Advocacy:

Shared with the Secretary of Education and Chief Academic Officer; testified at House and Senate Ed Committees

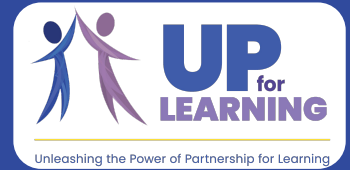


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Questions to legislature: How can we help you engage youth voice in rethinking the processes that directly impact youth?



Today



We want your feedback on the Blueprint we created. We will use the data collected here at the VT Superintendents Association conference on May 22.

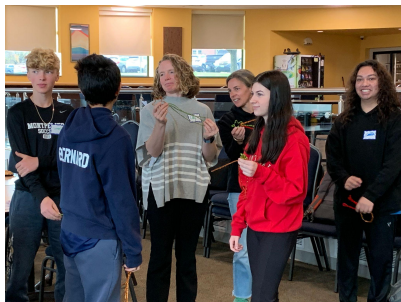
- Review our blueprint
- Gallery walk with guided questions about each section
- Opportunity to give us written and verbal feedback
- Next advocacy piece: communicating with the AOE how to make the graduation requirements align with youth view of what they need from school to succeed after graduation

Question to Agency of Education and VSA: How can we help you align your work around grad requirements and implementing changes to what youth actually need and want?

Mission Empowering youth and adults to reimagine and transform education *together*



Step 1 - Cross-district team building



1 BUILD RELATIONSHIPS

Take time to build mutual respect, trust and equal partnership through team building, shared traditions and personal relationships.



2 DEVELOP CRITICAL AWARENESS

Research current and historical oppression and discrimination. This awareness will help you uncover the root cause of systemic inequities in your community.



ongoing: **MEASURE IMPACT** (when possible)

ongoing: **CELEBRATE VICTORIES** (small & large)

ongoing: **REFLECT & REFINE**



7 IMPLEMENT ACTION FOR CHANGE

Implement a plan of action based on your findings.

3 IDENTIFY ISSUES & DEVELOP QUESTIONS

Identify issues important to you and your community and ask important questions.



6 ANALYZE DATA & SHARE WITH COMMUNITY

Analyze your data, share your findings with the community and discuss possible solutions.

4 CREATE A RESEARCH DESIGN

Decide what data is necessary to collect and how you will collect it.



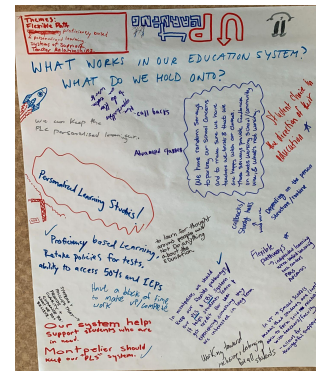
5 CONDUCT RESEARCH & ENGAGE COMMUNITY

Use your research design plan to go into the community and collect the data.



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Steps 2-5- Data collection through written feedback and listening sessions



Steps 6-7- Data analysis and shared presentation development and editing

Educational Quality Includes

“We have a lot in common.”

“Pay more attention to individual student learning needs and accommodations.”

“More student choice/trust/opportunities.”

“Less mandatory classes throughout school.”

“How important the support for teachers is in a school community.”

“The impact a good school can have.”

“Teacher support leads to student support.”

“Early future-based learning.”

“The key to a successful transition in Vermont education is to create specific shared vision that is owned by all Vermonters.”





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WHAT MAKES A GREAT FUTURE- FACING SCHOOL?

Academic freedom

Variety of opportunities

Real-world community awareness and involvement

Support belonging to a strong school community

Consistent expectations

Overall Blueprint - Guiding Questions

- What does your school do well to prepare you for life after high school?
- What would need to change to be future facing at your school?

Academic Freedom

- Classes have more relevance beyond high school
- Generalized credits achieved through choice base classes
- More opportunity for difficult classes - making it so you can go deeper in an area of interest
- More hands on learning, more variety of teaching methods, balanced screen time
- “All in all: helping kids to create academic goals”

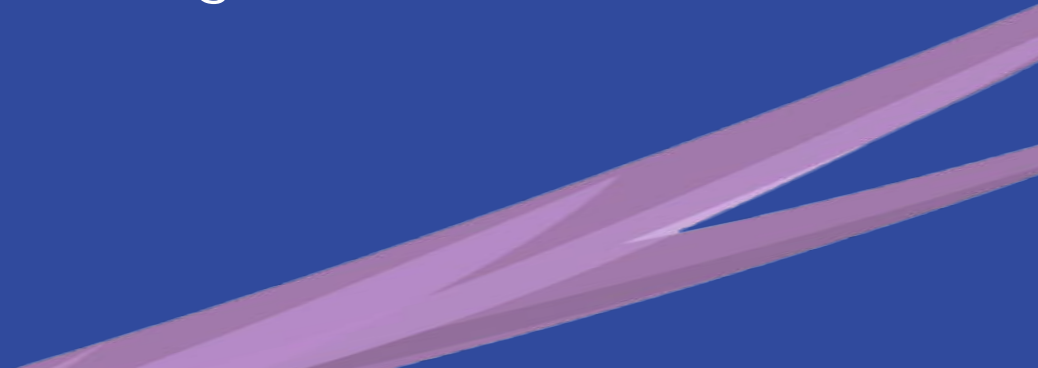
Academic Freedom - Guiding Questions

- What would it mean to have strong guidance on your academic goals?
- What classes would you like to have/take that would also prepare you for the future?

Variety of Opportunities

- Travel and cultural opportunities, field trips
- Real-life skill development: Cooking, Personal Finance & Management
- Soft skills: team building, social skills, public speaking, leadership, emotional intelligence
- More opportunities and communications around post-secondary pathways - college, career, military
- Learning through presentation by/with actual practitioners
- “All of the above, start in elementary or middle school.”

Variety of Opportunities - Guiding Questions

- What would you like to know - before junior or senior year - about post-secondary pathways?
 - What is a skill you want to leave high school with?
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Real world community awareness and involvement

- Talk about relevant, current international and local events
- Mandatory community service - design your own through flexible pathways
- Learn and practice how to discuss different opinions and perspectives respectfully
- Learn to decipher misinformation - specifically online and AI
- Have consistent local community meetings

Real world community awareness and involvement - Guiding Questions

- What happens at school that makes you feel connected to your community?
 - Where do you see AI supporting your school experience?
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Sense of belonging to a strong school community

- Connected community where students are encouraged to share feelings and opinions
- Develop foundational relationships between all community members
- Create more safe and inclusive spaces
- Make schools a place where identity is valued and explored
- “Adults empower student voice, and students empower each other.”

Sense of belonging to a strong school community - Guiding Questions

- Where in school can you share your personal feelings and opinions about school, community, world events?
 - What would make you feel more safe at school?
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Consistent and reasonable expectations

All students are given the opportunity to succeed:

- More attention to student accommodations and individual student needs
- Allow for student to fail safely and learn from their mistakes
- Ensure communication between students and teachers to foster good relationships that enable effective education
- Give students preparation for the real world
- Consistent expectations

Consistent and reasonable expectations - Guiding Questions

- Where do you see inconsistent expectations?
- What happens if you fail at school (academically, socially, extracurricularly)?

Gallery Walk

- Join conversations around topics
 - Finish your data sheet
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