



Task Force for Universal Afterschool Access
March 29, 2021, 11:00 a.m. – 1:00 p.m.

Draft Meeting Minutes

Microsoft Teams Virtual Meeting

Call In: 1-802-552-8456

Conference ID: 903 909 648#

Per H.969 of 2020, Sec. B.1120.1, a [Task Force for Universal Afterschool Access](#) was created to consider and make recommendations on the framework for, the costs of, and related long-term funding sources for access to universal afterschool programs.

Task Force (TF) Members Present: Representative Kelly Pajala; Senator Perchlik; Jess DeCarolis, Director, Agency of Education (AOE); Geoffrey T. Pippenger, Senior Advisor to the Commissioner, Department for Children and Families (DCF); Matthew DeBlois, (Vergennes Union Elementary School), Vermont Principals' Association (VPA); Retta Dunlap, President, VT Home Education Network; David Woolpy, Executive Director, Vermont Boys and Girls Clubs of Rutland County; Erin Maguire (Essex Westford School District), Executive Director of the Vermont Council of Special Education Administrators; Chelsea Myers, Associate Executive Director, Vermont Superintendents Association; Sandra Cameron, Director of Public Policy, Vermont School Boards Association; Heather Moore (Franklin County), Afterschool Program Representative; Christy Gallese (Chittenden County), Afterschool Program Representative; and Holly Morehouse, Executive Director, Vermont Afterschool, Inc.

Others: Kendal Smith, Governor's Office; Jay Nichols, VPA; Allison Keating, AOE.

Call to Order, Roll Call/ Amendments to Agenda/ Review of the Task Force's Legislative Tasks

Co-Chair Pajala called the meeting to order at 11:03 a.m. There were no amendments to the agenda. The bulk of the day's work would be finalizing the report to the House and Senate Committees on Education.

Approve Minutes from March 8, 2021 Meeting

Co-Chair Pajala asked for a motion. Cameron moved to approve the minutes; DeBlois seconded. There was no discussion. The motion passed.

Opportunity for Public to be Heard

Jay Nichols, VPA, reminded the group that the more connection there is with school districts and systems, the better it will be. He asked that the group think about augmenting existing programs and examining areas of need. He was worried about places that do not have programs, staffing, etc. and asked the group to be thoughtful in augmenting and not duplicating and ensuring that services are available for families and children that are typically underserved or underserved because of the current situation or the rurality of their location.

Discussion: Equity Tool Feedback

DeCarolis spoke about the Equity Impact Assessment Tool that was distributed to TF members and how this tool surfaced some areas in the draft report that could be strengthened or revised, and that the revision received Sunday night might have already addressed some of these areas. She asked the TF if all issues had been contemplated or if there should be a discussion about needing more time to put forward a thorough report.

There was discussion on the process not resulting in addressing the issues of equity, not seeing action toward equity especially for children with intensive needs, concern with putting funds into private entities that have proven not to be capable of dealing with children with special needs, needing financial data on financial support of children with special needs, sources of funding, suggested language or specificity for areas/issues that were not resolved, setting the directions for the work going forward, performance metrics, priority funding, more time needed to build out proponents of the proposal, statutory deadline, some big issues haven't been thoroughly discussed, the final section promoting a better direction, weighting priorities, big issues will not necessarily have a solution, money shouldn't go to entities that aren't ready to practice anti-racism policy practice and agree with open enrollment perspective and garner support necessary for *all* students, defining equity differently, considering [VSBA's Model District Equity Policy](#), identifying with which agency will administer universal afterschool, fleshing out the sentence on "collaboration with school districts", sustainability of funding, impact on school budgets, tiered approach, community partners, data/information sharing with partner agencies, transparency, needing an economic model to fund these programs, every program cannot duplicate the school system, unrealistic to have these programs able to fund service to all, small organizations will be more challenged, aspirational goals toward equity, voucher model would not be equitable, avoiding additional opportunities for students to be excluded, making strong statements about the vision (equity, universality, collaboration, etc.), intentional recommendations around program sustainability, must ensure non-discrimination when public funds are used (lesson learned from universal PreK), and needing more time to review report prior to this meeting.

Review and Finalize Report due on or before April 15, 2021 to the Governor and the House and Senate Committees on Education

Discussion continued on the work of this TF versus what gets passed on to future group, creating guardrails for the future group around non-negotiables, having a good process for collaborating on the writing of the report, extending the timeline for completing the report, need a certain level of long-term funding to leverage and make these programs sustainable, preferred date if extension was requested, seeking legal counsel on sharing information between schools and programs, report containing individual perspectives as addenda to report, personally identifiable information can be addressed through partnership agreements/memorandums of understanding (MOUs), measures of effectiveness and data collection for accountability, two additional weeks with one additional meeting, need for consensus, TF got a late start (December vs. October) so work has been compressed, mapping a plan for an extension, additional meeting(s) would not qualify for stipend(s) and that presents an equity issue, subcommittees and open meeting law, ample opportunity needed for editing, and having an opportunity to read through the impact assessment.

Four themes needing revision/reaction were identified: equity/inclusion, collaboration with schools, funding priorities/use of funds, and outcomes/performance measures. It was decided that TF members

could provide feedback individually or in small groups and send feedback to the whole group to address concerns around transparency. It was also suggested that the Dropbox could be used – and to advise Morehouse if anything were added to the Dropbox.

Co-chair Perchlik said there was no formal process for an extension, but the TF could submit the report late, without penalty. Additional per diem stipends would not be available. There were questions about attaching TF members' names and/or organization to the report and the final vetting process. Co-chair Perchlik said the report will list members of the TF and can specify those who are not in agreement with the final report and/or have a dissenting opinion. It was also not required to list the organization unless members were appointed as a representative of that organization. DeCarolis requested that all TF members send their name, title, and preferred affiliation, if any, to Morehouse. April 12, 2021 was suggested as a deadline to get additions/revisions to Morehouse. A revised draft would be distributed to TF members by April 16, 2021 and there would be another week to review and edit (by April 23, 2021). Members would take a week or two to incorporate additional edits, to be completed by May 7, 2021. Final edits would be completed by May 15, 2021. Morehouse proposed that 2-3 people work on each of the four thematic areas identified (equity/inclusion, collaboration/partnering with schools, funding priorities/use of funds, and outcomes/performance measures) so that all four areas were addressed. There was discussion on making sure that TF members who had to leave early were aware that a decision was made to delay submission of the report.

Next Steps

Morehouse asked for at least one TF member who would be revising each of the identified areas:

Equity/inclusion: Perchlik and DeCarolis

Collaboration with schools: Moore, Myers, DeBlois, Gallese

Funding priorities/use of funds: Cameron, Woolpy

Outcomes/performance measures: Gallese, Woolpy

Morehouse offered to work on the consolidated draft and said anyone who was interested could help her. Recap of timeline: Edited sections would be sent to Morehouse by April 12, 2021. The new consolidated draft would be prepared and distributed by April 26, 2021. This draft would be read and reviewed for next steps by April 30, 2021. At that point, co-chairs would decide to accept the consolidated report, schedule a second round of reviews/revisions, or schedule a meeting of the entire TF. Co-chairs would send a letter to the House and Senate Committees on Education advising them that the report was still a work in progress and would be late.

Adjourn

Co-Chair Perchlik adjourned at 1:00 p.m.

Meeting minutes prepared by Maureen Gaidys.