

10 YEARS of ACT 77

Reflecting Upon & Celebrating Student-Centered Learning in Vermont

The following data is from the Dec. 7, 2023 event celebrating the 10-year anniversary of Act 77: Flexible Pathways.

RECOMMENDATIONS

The individual questions and some repeated points are mentioned below. General themes for future action include:

- Exploring, supporting, and strengthening **connections between schools and community partners**.
- Continued development, sharing, and professional learning of **resources** for Act 77-related concepts.
- **Increasing access** to flexible pathways options, in particular through supporting innovative individuals and small programs at schools.



BY THE NUMBERS

95 students **127** adults **3** legislators

24 schools represented **18** organizations

7 people from **3** higher ed schools
(UVM, CCV, VT State University)

9 Bright Spot presentations

DATA THEMES from the DAY

Why do you believe in flexible pathways and equitable student-centered learning?

- Honors the needs and diversity of all learners
- Provides opportunities for more meaningful and authentic learning
- Allows for student agency and ownership over learning

What challenges or wonders have we encountered that lend themselves as opportunities for change?

- Access and awareness
- Equity
- Challenging the current mindsets around education

What ideals would we like to see realized in our schools through equitable student-centered learning?

- Students “as stewards of their own learning”
- Joy
- Equitable, accessible learning opportunities
- Community connections and civic engagement

What is a wish you have for the future for our schools? *If in the next 10 years schools had the structures and systems in place to implement equitable, student-centered learning with fidelity, what would you see as a result of this work?*

- Schools meet the needs of all students, and opportunities are accessible to all
- Students find joy and relevance in their learning
- Schools, students, and educators are interconnected with each other and with their community

Individual commitments:

- Continue the conversation
- Work to start a new program at school
- Focus on access to existing programs
- Networking with other flexible pathways coordinators

Local level:

- Development of programs to support personalized learning
- Community and family outreach and engagement into schools

State level:

- Connecting the dots between Portrait of a Graduate, Flexible Pathways, and PLPs, including state-level definitions of terms.
- Funding – for small programs, for teacher licensure, for PLP instruction, flexible pathways coordinators, etc.

What should we not do?

- Don't stop! Keep going!

What learning is needed?

- Sharing information and access to programs and opportunities
- Support for personalized learning practices

What engagement is needed from communities?

- Resource bank / list of community partners from each school
- College and university connections
- School board engagement and awareness