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## **Flexible Pathways Grant Project Summaries: Spring 2017**

### **Developing Work-Based Learning at the Secondary Level: Creating Authentic and Diverse Career Experiences for All Students**

#### **Lamoille North Supervisory Union**

Lamoille North will create well-articulated, system-wide career development options for students to incorporate into their Personal Learning Plans by establishing a harmonious continuum between stakeholders. LNSU will use the Vermont Agency of Education's Work Based Learning Standards and Career Development Progression references, advice from GMTCC personnel, and expertise from an endorsed Work Based Learning educator to develop baseline career pathways resources, including content for agreement forms, an itemized continuum of WBL options with initial business feedback, and initial learning indicators with scales as evidences to use towards graduation proficiencies.

#### **White River Valley Supervisory Union**

White River Valley Supervisory Union will improve existing programming to increase understanding and participation in the continuum of career development for all students. WRVSU will integrate the Training Interns & Partnering for Success (TIPS) program into their existing On Your Own course and Academic Pathways program to create a developmentally aligned and sequenced plan to support career development. The WRVSU committee will develop training materials, sample lesson plans, and resources informed by the TIPS professional learning sessions. Rubrics/frameworks of transferable skills aligned to WBL experiences and/or exemplars of PLPs with WBL experiences will be developed to support educators and students in the personalized learning planning process.

#### **Springfield School District**

Springfield School District will create the Southern Vermont Work-Based Learning Collaborative comprised of public school educators and WBL coordinators throughout the region, and representatives from southern Vermont region Work Investment Boards, Community College of Vermont, Department of Labor, Vocational Rehabilitation, Vermont Student Assistance Corporation, and the Vermont Agency of Education. By partnering with the Work Investment Boards (WIB) of the southern regions, this project will design and align programs with the needs of the businesses and the overall labor needs of the area, and seek to address skill deficits in order to prepare students for a seamless transition into the workplace.

#### **Chittenden Central Supervisory Union**

The Chittenden Central Supervisory Union will develop and implement a Global Leadership Program Internship Forum that will build networking opportunities and expand the work-

based learning providers network for the inaugural Global Leadership Program cohort from Essex High School. This forum will identify and establish substantive, internationally-focused internships geared for high school students.

## **Developing and Scaling Career Advisory: Career Pathways as Part of the Personalized Learning Planning Process**

### **Richford Town School District**

Richford Town School District will deliver an analysis of data generated by student-led conferences (career interests and future goals) to be shared with schools. A written report will identify curriculum-career connections and include artifacts, experiences, and learning-level connections exemplars generated by students. Richford Jr/Sr High School will host an open house for community providers and employers to build relationships and share student career development experiences as part of their personalized learning planning process. This opportunity will inform the community about their potential new roles in the district's education system and introduce the SY17-18 career advisory work plan.

### **Milton Town School District**

Milton Town School District will provide professional learning for Teacher Advisors to increase their knowledge and skills around advising students in career exploration. A career pathways curriculum aligned with existing district curriculum goals and embedded with career exploration opportunities will be developed and shared. This project will also integrate and articulate career exploration opportunities into the existing district curriculum by subject area in order to improve course selection outcomes.

### **Burlington School District**

Burlington Technical Center (BTC) will develop and deliver professional learning modules that focus on career advising in secondary schools as part of the personalized learning planning process and make connections between secondary school work and career fields and a career pathways curriculum. Educators from and students from BTC, Burlington High School, Champlain Valley Union HS and Williston Central Schools will participate in experiential and evidence based professional learning around career advising, the advisory system, and the personalized learning planning process. This project will develop a community of practice model, collaborative team structure and process map, and professional learning modules to be shared with other schools.

### **Windham Northeast Supervisory Union**

The Windham Northeast Supervisory Union will send a team of educators to participate in the High Schools That Work Summer Staff Development Conference. This experience will inform the plan development and framework of a career advisory system. This project will strengthen and expand the Fast Tracks curriculum at Bellows Falls High School and continue to develop and refine career exploration opportunities for students.

# **Integrated Expanded learning Opportunities into Personalized Learning Plans and Flexible Pathways to Graduation**

## **Winooski School District**

Winooski School District will partner with Circus Smirkus to deliver effective programming that meets the district's educational targets and student-defined goals. This project will measure proficiencies and integrate these assessments into learning goals and Grade/Graduation Expectations (GXs) and PBGRs. This collaborative partnership will demonstrate how Expanded Learning Providers (ELPs) can work within schools to provide personalized learning paths. A Case Study, a curriculum alignment guide, and student assessment tools for schools and ELPs statewide will be developed and shared.

## **South Burlington School District**

South Burlington School District will establish a Personalized Learning Collective (PLC) of educators are engaged in proficiency-based and personalized education programs from six area schools. This PLC will develop systems for information sharing and resource development around the many approaches to implementing flexible pathways initiatives in our various schools. This PLC will collaborate to create, implement and reflect on shared communication and assessment tools for working with Expanded Learning Opportunity (ELO) providers. Throughout this process, ELO providers (community partners) will work with the PLC to provide design input and ongoing feedback about the ELO tools to shared statewide.

## **Burlington School District**

The Burlington School District will continue the development of the Burlington City Lake Project program (BCL Semester). This program will convene a cohort of approximately 24 BHS students each semester, together with dedicated faculty from BHS and several expanded learning providers in Burlington, to use the city itself as the classroom and the curriculum. BCL Semester will be a fully integrated, project-based experience, exploring natural and cultural systems of the city (e.g. food systems; human impacts on Lake Champlain; changing demographics). The program will meet for the duration of the regular school day to take full advantage of the resources and expertise of Burlington community partners. This project will develop an extensive project outreach process to identify expanded learning providers and projects that deliver high quality academic experiences for students in the BCL Semester. Materials, processes, and lessons learned for guiding schools and facilitating students in establishing program design principles will be shared.

## **Windham Central Supervisory Union**

Windham Central Supervisory Union will design 5 PLP modules to integrate into the student advisory system for SY17-18. This project will evaluate current expanded learning opportunities to inform the development of the personalized learning planning process and support documents for students, faculty, and the community. A team of educators will visit a Vermont secondary school with an exemplar PLP program in place to discuss and learn about PLP and expanded learning activities and implementation strategies. Students from Woodstock

graphic design classes will partner with a local graphic designer to develop promotional materials for expanded learning opportunities. Modules, processes, and documents will be shared.

### **North Country Supervisory Union**

North Country Supervisory Union will host Celebrations of Learning, a collaborative opportunity for formal and informal educators and students to share and recognize learning that occurs both during the school day and in after school programs. This project will also develop and deliver three Personalized Learning Strands open to the public, Expanded Learning Providers, and school staff. These expanded professional learning opportunities focus on personalization, flexible pathways, PLP's, and local proficiency-based graduation requirements and will occur three times in three different towns.

### **Addison Northwest Supervisory District**

Addison Northwest Supervisory District will create and pilot an innovative approach to individualized-inquiry based learning. Vergennes Union High School in partnership with Lake Champlain Maritime Museum will develop and refine promising practices for supporting and assessing personalized learning experiences. This project will deliver student supports for identifying personal interests and channeling these into appropriate projects and learning venues, a learning contract template, PLP guide for parents and teachers, learning targets/scales for specific transferable skills relevant to independent learning, and rubrics for assessing the learning process and products.