

Center For Technology Education

VT Flexible Pathways: Considerations for Student Participation in a Flexible Pathway

Student Sample

This is a universal sample showing possible student evidence and responses. Please note, students do not have to have positive evidence in all categories in order to be ready for the Flexible Pathway Experience. It is up to the student, parent, and school counselor to use this tool to examine readiness and document next steps.

Purpose: To support a consistent process for students and their advisors to determine how a flexible pathway opportunity fits within a student's short and long-term goals, how they can prepare for those learning experiences and identify the supports they may need to be successful.

Directions: Complete this tool for each student seeking to engage in a Flexible Pathway learning experience. If the school deems it appropriate to make this form available to students, a student may complete the form prior to meeting with the appropriate staff that oversees the Flexible Pathway Opportunity to encourage student agency. Refer to the [*Considerations for Student Participation in a Flexible Pathway Facilitation Guide*](#) for explicit instructions and additional supports.

1. The school staff member(s) and the student read through each question in the Consideration column.
2. Collect the appropriate information to inform that the experience is suitable and practical for the student.
3. Add the information to the Evidence column and/or provide a brief explanation to answer the question in the Evidence column.
 - a. If the evidence provided answers the question in the affirmative, answer 'Yes' in the Response column.
 - b. If the evidence provided does not resolve in the affirmative, provide the action steps needed to get to 'Yes' in the Response column.



Flexible Pathway opportunities for which this tool should be used may include:

- [Blended/Virtual Learning](#)
- [Career Technical Education](#)
- [Dual Enrollment](#)
- [Early College](#)
- [Expanded Learning Opportunities](#)
 - [After-school and Summer Programs](#)
- [High School Completion Program](#)
- [Work-Based Learning](#)

IDENTIFY the FLEXIBLE PATHWAY BEING REQUESTED: [Center for Technology](#)

Facilitator of the Flexible Pathway (e.g., WBL Coordinator):

Name(s): [Sample Student](#)

Contact info: sample@email.com

Consideration 1: Is the learning experience advisable for the student?

Questions	Evidence (links, explanation)	Response (YES) or (Action Steps to get to Yes)
1a. Does the experience align with the learning goals of the student's Personalized Learning Plan (PLP) ? <i>(Note: If this is a new goal it should be reflected in an updated PLP)</i>	Career Exploration Goal identified in PLP	Will update PLP if accepted into the program
1b. Does the experience align with the outcomes sought by the student (e.g., exposure to new opportunities, access to previously inaccessible content, applying content or skills in a new environment, resumé building, etc.)?	Program offered at local CTE aligns with career goal. Experience not available at High School	Yes, met with CTE Counselor

Questions	Evidence (links, explanation)	Response (YES) or (Action Steps to get to Yes)
1c. Has the student been made aware of and accepted the ramifications of participating in this learning experience, such as potential loss of access to other academic and social opportunities or school benefits (e.g., class standing, GPA, school lunch, or extracurricular activities, etc.)? <i>For example, students who participate in Early College must unenroll from school and could lose access to some secondary programs, such as free and reduced lunch and/or extracurricular activities.</i>	Aware that afternoon CTE program will be away from high school. Will not miss lunch at school. No schedule conflicts	Yes, reviewed schedule
1d. Has the student been determined to be sufficiently prepared to be successful in this experience? <i>(Note: School personnel will want to refer to the appropriate AOE Flexible Pathway Profile where “success factors” have been identified for this particular student and pathway opportunity – 1c.)</i>	Met CTE minimum academic entrance proficiency expectations and program-specific entry/eligibility requirements	Yes
1e. Has the student been determined to be socially and emotionally ready to be successful in this experience?	Self-motivated and responsible. Communicates with the teachers and practices time management	Yes, teachers and counselor agree

Questions	Evidence (links, explanation)	Response (YES) or (Action Steps to get to Yes)
1f. Has the student been made aware of and committed to the conditions under which this experience will meet graduation requirements?	Understands the expectations of CTE students and knows that grades need to be kept up to stay in the program.	Yes
1g. Will the specific projects and/or learning objectives inherent within the experience engage, expand, and/or enrich the educational experience of the student and/or play to their strengths as a learner?	Participating in a CTE program allows for continued career interest identification and individualized training.	Yes

Consideration 2: Is the learning experience practical for the student?

Questions	Evidence (links, explanation)	Response (YES) or Action Steps to get to Yes
2a. Will success in this experience contribute to and allow a student to meet performance indicators that lead to fulfilling graduation requirements. If so, please list the indicators that will be met through this experience. (<i>e.g., meeting science indicators through an FP experience in a science related field.</i>)	The student will not be able to meet all graduation requirements through the proposed CTE program; following a transcript review it was noted that the student will still have an outstanding Health requirement.	Student will be enrolled in a VTVLC Health class this fall concurrently with their CTE program to complete all Health graduation requirements.
2b. What supports are in place for the student's identified needs, if any? <i>Note: This is not specific to students served on legally protected plans (e.g., 504, etc.). Rather, this is to identify supports made available to all students that may be helpful to ensure success in this learning opportunity.</i>	Student has met with IEP case manager, and reviewed program appropriateness and will attend advisory period each morning and check-in with core team.	Yes, case manager will update IEP to reflect new learning experience.
2c. Are there preparation structures and/or orientations to support this student's participation in this experience? If so, please describe what they are.	Student met with IEP Team, CTE Counselor and High School	Student will attend CTE Orientation in the Spring

Questions	Evidence (links, explanation)	Response (YES) or Action Steps to get to Yes
	Counselor to prepare for program and attended CTE open house.	
2d. Has the student completed any necessary prerequisites to be successful in this experience? If not, how can you support the student to meet those requirements?	Completed the necessary prerequisites.	Yes
2e. Can the experience and its corresponding schedule and timeframe be reasonably integrated within the student's personal, academic, and extracurricular schedule to meet their target graduation date?	<p>Attending a CTE Program aligns with high school schedule.</p> <p>Core classes will be taken in the morning before attending CTE.</p> <p>School bus arrives at High School in time for regular bus home.</p>	Yes
2f. Has appropriate transportation (e.g., public, school-based, etc.) been arranged for this experience for this student, if applicable? If not, is remote access possible?	Transportation is provided for student.	Yes

The contents of this document were developed, in part, under a grant from the Department of Education. The contents do not necessarily represent the policy of the Department of Education or endorsement by the Federal Government.

Contact: Student Pathways Division at AOE.DualEnrollment@vermont.gov.