

VT Flexible Pathways Profile: A Tool to Evaluate Flexible Pathways at the Local Level

Purpose: To assist schools and LEAs in developing and communicating Profiles for Flexible Pathway opportunities that are effective, equitable, compliant, and safe.

Directions: Complete this profile for each Flexible Pathway opportunity offered at your school.

Refer to the [Developing Flexible Pathways at the Local Level Facilitation Guide](#) for explicit instructions and additional supports.

1. As a Team, read through each question in the Consideration column.
2. Collect the appropriate information within your school to answer each question.
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 your school will take 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 \(ELO\)](#)
 - [After-school and Summer Programs](#)
- [High School Completion Program](#)
- [Work-Based Learning](#)



IDENTIFY the FLEXIBLE PATHWAY BEING EVALUATED: The Vermont Early College Program

School Staff Responsible for oversight of Flexible Pathway: Name(s): Sample Staff(s)

Contact info: sample@email.com

Consideration 1: Is the learning opportunity effective?

Questions	Evidence (links, explanation)	Response (YES) or (Action Steps to get to Yes)
1a. Has an appropriately licensed teacher of record been identified, as applicable, to supervise the learning opportunity and ensure alignment with state expectations and standards?	A licensed high school educator, from the same content area as the course being taken, will be identified to supervise the learning opportunity and ensure alignment with state expectations and standards.	Yes

Questions	Evidence (links, explanation)	Response (YES) or (Action Steps to get to Yes)
<p>1b. Will the facilitator of the opportunity be able to report on student performance in a manner that is acceptable and compatible with the school's record system (<i>i.e., through a proficiency score, grade or other indicator of success</i>)? If not, will the facilitator have access to an appropriately licensed teacher of record to report on student performance (<i>e.g., ELA teacher evaluates proficiency as part of panel, etc.</i>)?</p>	<p>All record of student performance is handled by the college, and is then accepted by the high school. Students should work with their school counselor prior to unenrolling to ensure that their course load at the Early College program will meet graduation requirements.</p> <p>Our school has established relationships with surrounding participating Institutions of Higher Education (IHEs). We have a list of all college coordinators and a practice of monthly check-ins to flag students who meet the following:</p> <ul style="list-style-type: none"> • More than two absences • Grade below C at mid semester reporting • Failure to appear/complete summative assessments (e.g., exam and or paper, etc.) • Any internal flags within IHE system <p>The high school educator identified in 1a will evaluate student performance in a manner that is acceptable and compatible with the school's record system. (<i>i.e., determine whether required ELA performance indicators have been met at a proficient level</i>).</p> <p>The AOE has signed agreements that outline FERPA and other requirements for compliance.</p>	<p>Yes</p>

Questions	Evidence (links, explanation)	Response (YES) or (Action Steps to get to Yes)
<p>1c. Are student expectations for success in this opportunity well-articulated in a manner/medium, format, and language that is accessible to all students and families? (Note: Please see Guidelines for Providing Translation and Interpretation for Multilingual Learner Families as a potential resource.)</p>	<p>ECP admissions and course grading policies are well documented in the college handbook. Students and families have electronic access to these handbooks, and hard copies are available at the high school. In addition, our high school has identified the following expectations for student success:</p> <ul style="list-style-type: none"> • The experience is aligned to their short and/or long-term goals • Commitment to attendance • Commitment to regular communication with advisor/school counselor • Commitment to asking for help (e.g., student support services at college, office hours) • Grade 11 students submit plan/proposal for success (including the what, where, how, why, when; e.g., how will you get there every Tues/Thur. etc.) <p>Student expectations are outlined in the student handbook, of which parents receive a copy and is also available electronically on the school website.</p> <p>Students were involved in the co-design of the handbook to ensure that the language is student and family friendly. Director of Special Services reviewed for accessibility among special populations, including multilingual and culturally diverse families, translated to native languages as needed.</p>	<p>Yes</p>

Questions	Evidence (links, explanation)	Response (YES) or (Action Steps to get to Yes)
<p>1d. Is there a process by which specific learning expectations and performance indicators can be identified for this opportunity if it is intended to meet Proficiency-Based Graduation Requirements? <i>(Note: The PBGR Access Plan (PBGR-AP) was created to help educators and IEP teams make local graduation requirements accessible for students with intensive needs.)</i></p>	<p>In junior year, students meet with their advisors to map out how early college would meet their specific graduation requirements, aligned to performance indicators and student PLPs. The principal will review and sign off to agree that the student is ready to participate in an ECP and meet any remaining graduation requirements. Advisors have also developed a form to send home to families that informs them of the student’s ECP participation plan and gives parents the opportunity to ask questions of the advisor.</p>	<p>Yes</p>
<p>1e. Has an appropriate assessment process been determined that can accurately reflect learning and validate proficiencies for the student, if applicable?</p>	<p>The assessment process for college courses is built into the course syllabi; these processes are provided to ECP students when the semester begins. The college will send transcript to our school counselor and the high school educator identified in 1a will review course objectives and syllabi for alignment with applicable proficiencies.</p>	<p>Action Steps:</p> <p>Review and assess work samples for any required performance indicators needed for graduation.</p> <p>The high school advisor also checks in monthly with students to discuss progress and seek support as needed.</p>

Questions	Evidence (links, explanation)	Response (YES) or (Action Steps to get to Yes)
<p>1f. Are orientation and/or preparation structures in place to initiate students to the opportunity (e.g., a pre-assessment, are they mature/developmentally ready, are they made aware of procedures and policies in place that protect them, etc.)?</p>	<p>An annual information night is open to all students to learn about Early College. The event provides information about how to apply for the Early College program and what the requirements are. We partner with and utilize VSAC resources for this event.</p> <p>Conversations between guidance counselors and students occur prior to early college application and are part of the students' PLP process. Students interested in pursuing the ECP are strongly encouraged to take a DE Course first semester of Grade 11 and/or CCV's Intro to College and Careers course.</p> <p>All students meet college placement requirements prior to enrollment.</p> <p>Students attend college orientation (online or in-person).</p> <p>Students are introduced to online learning tools and strategies.</p>	<p>Action Step:</p> <p>Determine if the student is developmentally ready to engage in ECP.</p>

Questions	Evidence (links, explanation)	Response (YES) or (Action Steps to get to Yes)
<p>1g. Are there structures in place to support students' success during this opportunity? What are they?</p>	<p>Students have access to support services from both their high school advisor and the college advisor. Students receive information about student support services available to them at the college (e.g. academic tutoring, first-year transition programs and services).</p> <ul style="list-style-type: none"> • Every higher education institution is required by the ADA to have an office to support accommodations for students (e.g., Academic Support Center where you can obtain assistive tech services and/or tutoring, etc.). • The high school advisor facilitates connecting enrolled early college students to the college academic advisor. • High school and college advisors check in monthly to discuss the students' progress. • The high school also checks in with the student monthly to discuss the student's progress and offer support as appropriate. • Clear expectations regarding academic and behavioral expectations for access, participation, and successful completion of the experience are provided. • Student must have any prerequisites met prior to taking an ECP course 	<p>Yes</p>

Consideration 2: Is the learning opportunity equitable?

Questions	Evidence (links, explanation)	Response (YES) or (Action Steps to get to Yes)
<p>2a. Is there an appropriate and equitable opportunity for transportation to and from the opportunity location, if applicable? If not, are there opportunities for the student to participate/engage remotely?</p>	<p>Our school cannot guarantee predictable transportation to our local college.</p>	<p>Actions Steps: Students may access courses online.</p> <p>Some students with IEPs who are eligible for related services that include transportation have this service written into their plans.</p> <p>Public transportation available when conducive to the student's schedule.</p>
<p>2b. Is this opportunity included in publicly available documents, such as the Program of Studies, and/or communicated to the district/SU, school, and community at large? <i>(Note: A completed version of this tool can be used as a public-facing document.)</i></p>	<p>Participation in ECP is outlined in our Program of Studies (including expectations noted in item 1c) and updated each year.</p> <p>ECP and other flexible pathways are posted on the school website and on posters around the school.</p> <p>At the beginning of every school year, we have an open house where community members and families can learn about flexible pathways and other opportunities.</p>	<p>Yes</p>

Questions	Evidence (links, explanation)	Response (YES) or (Action Steps to get to Yes)
<p>2c. Is exposure to this opportunity part of the standard school counseling and advising process (e.g., school counseling program) at school and/or SU/SD level?</p> <p>Is consideration given to underrepresented and/or historically marginalized group participation in various fields or opportunities (e.g., <i>women in manufacturing trades, English learner or male participation in Early College, etc.</i>)?</p>	<p>As part of our standard advising process, college and career awareness and exploration is provided to all students. Students are encouraged to participate in a wide array of Flexible Pathway opportunities, including those that may be non-traditional for their identities. We pay particular attention to ensuring that students from underrepresented and/or historically marginalized groups have access to ECP.</p>	<p>Yes</p>
<p>2d. Is this opportunity accessible to students who need additional supports (Case Study Learning Project) and/or can accommodations be made for students with disabilities?</p>	<p>Students requiring accommodation can access ECP.</p> <p>We have posted in our PoS and on our website parameters for accommodation determined by our IHE partners in accordance with post-secondary 504 requirements.</p> <p>IEP teams will leverage a student's IEP and PLP to determine whether a student is prepared to be successful in DE.</p> <p>Special Education services for students on an IEP who participate in an ECP are no longer eligible to receive special education services from their sending high school.</p>	<p>Action Step:</p> <p>For any student with an IEP that is interested in ECP, the student and high school counselor will need to contact the IHE directly to learn about the accommodations available through the college and plan accordingly.</p>

Questions	Evidence (links, explanation)	Response (YES) or (Action Steps to get to Yes)
<p>2e. Is this opportunity accessible to English Learners? What strategies are in place to make access to the activity more equitable for multilingual learners?</p>	<p>IHE skills assessments (such as CCVs use of the Accuplacer) determine student eligibility.</p>	<p>Action Step:</p> <p>English Learners are encouraged to participate in prerequisite course work to attain the needed skills to participate in college level courses such as CCV'S English for Academic Purposes course.</p>
<p>2f. Are there associated costs that are expected of the student (e.g., costs of books and/or lab fees for Dual Enrollment)?</p> <p>Are any associated costs of the opportunity allowable, reasonable, and/or justifiable?</p> <p>If a student is unable to pay the cost, will any associated costs of the opportunity be covered by the LEA/school? (Note: Due consideration should be given to whether it will be replicable and sustainable for the LEA/school to universally take on associated costs of a flexible pathway experience (e.g., paying for students' room and board when participating in Early College) and how that may be built into annual budgeting processes.)</p>	<p>There are associated costs for an ECP that the high school does not cover. The state covers tuition only. All other costs and fees associated are covered by the student and/or family.</p> <p>Students who are economically disadvantaged, as indicated by completing a FAFSA and VT Grant, have access to a VSAC grant and stipends.</p> <p>More information available here: AOE Early College webpage</p>	<p>Action Steps:</p> <p>We are exploring scholarships or other local funding that could be available to students.</p> <p>Require all interested students to attend an information night to learn about resources to plan and pay for college (such as completing FAFSA and VT Grant).</p>

Consideration 3: Is the learning opportunity compliant?

Questions	Evidence (links, explanation)	Response (YES) or (Action Steps to get to Yes)
<p>3a. Is the opportunity location(s) ADA compliant? <i>(If not, please see Americans with Disabilities Act (ADA) and Accessibility to guide decision-making.)</i></p> <p>Does the opportunity location(s) adhere to Vermont's Public Accommodation law (9 V.S.A. §4502)? <i>(Note: Please address answers to both questions in the evidence and response columns.)</i></p>	<p>ECP activities will take place at an IHE which all comply with ADA and the Vermont Public Accommodation law per the ECP partnership agreement. Specific IHE contact and program information can be found using this link: Early College Program: Disability Services Contact Information</p>	<p>Yes</p>
<p>3b. Is the opportunity compliant with applicable provisions of the Fair Labor Standards Act?</p>	<p>Any institution that offers ECP courses must comply with the Fair Labor Standards Act.</p>	<p>Yes</p>
<p>3c. Is the host organization for the opportunity adequately insured? Does the host organization fall under the school insurance umbrella? Are all accident and liability concerns properly addressed? <i>(Note: Consider consulting central office/district legal representation and entities such as VSBIT and their VSBIT resource center.)</i></p>	<p>The ECP takes place at an IHE location which is adequately insured.</p>	<p>Yes</p>
<p>3d. Does this opportunity adhere to written State and local (school/district) policies on Flexible Pathways?</p>	<p>All school counselors and advisors have access to and are expected to be familiar with the Early College Program Manual and the Participation Agreement Form Preview published by the AOE. Information regarding local policy on Flexible Pathways can be found in our Program on Studies.</p>	<p>Yes</p>

Questions	Evidence (links, explanation)	Response (YES) or (Action Steps to get to Yes)
<p>3e. If this opportunity is unique to an individual student or not specified in the student handbook, is there a process by which policies can be reasonably adapted to allow for any student advocating for a unique experience to engage in that opportunity? <i>(For example, a school offers ELOs but does not specify particular ELO experiences. A student may propose a specific ELO experience; how does the school evaluate when and why students are permitted to engage in that particular experience?)</i></p>	<p>We are committed to ensuring all students have equitable access to the ECP and the IHE Partners.</p> <p>ECP courses and IHE's are not unique to an individual student. All IHE's must be a partner school and all ECP courses must be available to all students and included in their course catalog.</p> <p>Our process includes working with individual students who are interested in ECP to complete the Student Tool to ensure that the courses and the course settings are the right fit for their needs.</p>	<p>Yes</p>
<p>3f. If the opportunity cannot be accessed within the current local procedures can the procedures be reasonably adapted to allow access <i>(e.g., if a student is enrolled in Early College and unenrolled from high school, can they participate on the high school athletic team if they are officially unenrolled)?</i></p> <p>What is the process for adapting the procedure to allow access?</p>	<p>The process is detailed in our Program of Studies on our website, and during PLP and advisory meetings.</p> <p>Students enrolled in an ECP do not need to complete any normally mandated courses, projects, or requirements that would only be accessible to enrolled students. Such as attending senior meetings that occur during an ECP course.</p> <p>Students interested in continuing athletic or extracurricular activities may do so if they follow the program policies. (e.g., students participating in high school athletics still need to submit appropriate athletic forms as required).</p>	<p>Action Steps:</p> <p>For each student, ensure that any remaining graduation requirements can be met through the ECP experience.</p>

Questions	Evidence (links, explanation)	Response (YES) or (Action Steps to get to Yes)
3g. Is sufficient information available to include this opportunity on student transcripts, if applicable?	<p>ECP courses provide opportunities for secondary students to pursue flexible pathways to graduation that increase aspiration and encourage postsecondary continuation of training and education.</p> <ul style="list-style-type: none"> • Transcripts are provided to the HS from the IHE • School policy dictates that all school counselors are responsible for reflecting ECP courses in the HS transcript. • ECP courses will help a student meet academic proficiency, obtain a transferable skill, or pursue a career interest. • To complete the ECP enrollment, the high school principal must sign off to certify that the ECP experience will fulfill the students' required graduation requirements. 	Yes
3h. If applicable, is there a communication plan/agreement between the school and the host organization/site to monitor that the site is meeting expectations of the flexible pathway opportunity?	<p>There is a communication plan in place between the high school and IHEs. We follow the partnership agreements as found in the Early College Webpage stating that the IHEs are responsible for contacting the high school if students drop or add courses, do not successfully complete courses, or drop below full-time status.</p>	Yes

Consideration 4: Is the learning opportunity safe?

Questions	Evidence (links, explanation)	Response (YES) or (Action Steps to get to Yes)
4a. Has the opportunity location been evaluated for, and determined to be, safe (e.g., OSHA , student data privacy , EEOC , water safety , etc.)?	Our school refers to the Vermont State Colleges Policies and Procedures and the Vermont State Colleges Policy 504: Campus Safety Policy as a means to ensure safety procedures are followed. (For IHEs other than VSC, similar policies and procedures are reviewed.)	Yes
4b. Has the provider of the learning opportunity (location, business, etc.) complied with all locally-required (e.g., <i>district/SU level policy as per 16 V.S.A. § 255</i>) Criminal Offender Record Information and background checks required to work with students? (For additional reference see VSBA Required Policy: Volunteers and Work Study Students .)	For students accessing ECP, it is required that IHEs will comply with established college policy on background checks required to work with students, see Vermont State Colleges Policy 208:Criminal Background Checks as an example.	Yes
4c. Does the site/host organization have adequate emergency plans in place and is there a plan to review the emergency plan with students (e.g., <i>fire exit plan, evacuation plan, etc.</i>)?	Partner colleges have adequate emergency plans.	Action Step: School counselors review with ECP students where they can access this information and how to advocate/communicate any needs.

Questions	Evidence (links, explanation)	Response (YES) or (Action Steps to get to Yes)
<p>4d. Will the student have supervision and oversight, as appropriate, while involved in this opportunity and by whom? To what degree does this experience require independence or a degree of autonomy from the student?</p>	<p>The Early College Program is an opportunity that provides students with significant independence and autonomy.</p> <p>As part of academic oversight, student expectations and HS/IHE communication plan allow for regular check-ins to ensure student access and success.</p>	<p>Action Step:</p> <p>Students will complete the Student Tool to determine that there is a match between the abilities, readiness, and needs of the student and awareness of their role and expectations to ensure that ECP is the appropriate flexible pathway for the student.</p>