

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.
4. If the evidence provided answers the question in the affirmative, answer 'Yes' in the Response column.
5. 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](#)
- [Work-Based Learning](#)



IDENTIFY the FLEXIBLE PATHWAY BEING EVALUATED: The Vermont Dual Enrollment Program

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

Contact info: school@email.com

Consideration 1: Is the learning opportunity effective?

Questions	Evidence (links, explanation)	Response (YES) or (Action Steps to get to Yes)
<p>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?</p>	<p>When instruction occurs at the high school, instructors who provide DE courses are licensed VT educators who have been approved to teach for a higher education institution.</p> <p>When instruction does not occur at the high school 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.</p>	<p>Yes</p>
<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>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.</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>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.</p>	<p>Yes</p>
<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? (Note: <i>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>Students meet with their high school counselor and the high school educator identified in 1a to review the college course they wish to take, and together crosswalk the learning outcomes of the college course with any proficiency-based graduation requirements (academic content areas or transferable skills) that the student may still need to meet.</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>A student's learning in the DE course is assessed by the college.</p> <p>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>Our structures include:</p> <ul style="list-style-type: none"> • All sophomore students visit local participating colleges as a school expectation (e.g., Sophomore Summit, CCV Access Days) • Advisories focus on college and career exploration and readiness skills (9th and 10th grades) • CCV's Introduction to College and Careers course is available to all secondary students • All students meet college placement requirements prior to enrollment • Students attend college orientation (online or in-person) • Students are introduced to online learning tools and strategies 	<p>Yes</p>
<p>1g. Are there structures in place to support students' success during this opportunity? What are they?</p>	<p>Our structures include:</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.) • College advisor has been identified • Monthly/Bi-monthly meetings with school counselor at high school • Study hall/advisory/flex period added to provide structured time/space to complete course work • Dedicated space that is staffed to oversee and support online learning • Clear expectations regarding academic and behavioral expectations for access, participation, and successful completion of the experience. • Student must have any prerequisites met prior to taking a DE 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>Action Steps: Students may access courses online We offer concurrent college courses taught at the high school Some students with IEPs who are eligible for related services that include transportation have this service written into their plans 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 DE is outlined in our Program of Studies (including expectations noted in item 1c) and updated each year.</p> <p>DE 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? 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 DE 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 DE courses that span various fields.</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 DE. We have posted in our PoS and on our website parameters for accommodation determined by our higher education partners in accordance with post-secondary 504 requirements.</p>	<p>Action Step: IEP teams will leverage a student's IEP and PLP to determine whether a student is prepared to be successful in DE.</p>
<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: 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>

Questions	Evidence (links, explanation)	Response (YES) or (Action Steps to get to Yes)
<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 such as paying for students' room and board when participating in Early College and how that may be built into annual budgeting processes.)</p>	<p>DEP only covers the cost of tuition.</p> <p>Students who are economically disadvantaged, as indicated by Free and Reduced Lunch (FRL) eligibility, have access to VSAC stipends that are approved by school counselors.</p> <p>Also:</p> <ul style="list-style-type: none"> • Our school has built into our budget a scholarship fund (part of the Principal's Discretionary Fund) for students in need of financial support who may or may not be identified as FRL. • We have also established a community partnership where one of our local employers has designated funds to support up to 15 students' out-of-pocket expenses. • We have a textbook lending library established at our school. • Concurrent courses use open resources or school provided materials. 	<p>Yes</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> 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 DE 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>DE activities will take place either at the student's assigned school location or IHE which are 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 Participation Agreement and the DE Manual 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 Expanded Learning Opportunities (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>DE courses are not unique to an individual student.</p> <p>Our process includes working with individual students who are interested in a unique opportunity to complete the Student Tool to ensure that the course and the course setting are the right fit for their needs.</p> <p>DE courses and IHE's are not unique to an individual student. All IHE's must be a partner school and all DE courses must be available to all students and included in their course catalog.</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> What is the process for adapting the procedure to allow access?</p>	<p>The process is detailed in our Program of Study (PoS) on our website, and during PLP and advisory meetings.</p>	<p>Action Step:</p> <p>When the appropriate course for the student is only held in person, we will work to provide free transportation to the student.</p>
<p>3g. Is sufficient information available to include this opportunity on student transcripts, if applicable?</p>	<p>DE 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 DE courses in the HS transcript. • All DE courses will either help a student meet an academic proficiency, obtain a transferable skill, or pursue a career interest. 	<p>Yes</p>

Questions	Evidence (links, explanation)	Response (YES) or (Action Steps to get to 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>High School DE coordinator approves DE courses selected by the student which are then sent to the College Coordinator for their approval.</p> <p>Once the course is approved by the college, the Secondary and College Coordinators communicate with each other regarding DE students through the online DE System.</p>	Yes

Consideration 4: Is the learning opportunity safe?

Questions	Evidence (links, explanation)	Response (YES) or (Action Steps to get to Yes)
<p>4a. Has the opportunity location been evaluated for, and determined to be, safe? (e.g., OSHA, student data privacy, EEOC, water safety, etc.)</p>	<p>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.)</p> <p>For courses taught at the high school we ensure that we follow all mandated requirements and policies.</p>	<p>Yes</p>
<p>4b. Has the provider of the learning opportunity (location, business, etc.) complied with all locally-required (e.g., district/SU level policy as per 16 V.S.A. § 255) Criminal Offender Record Information and background checks required to work with students? (For additional reference see VSBA Required Policy: Volunteers and Work Study Students.)</p>	<p>For students accessing DE on an IHE campus, it is expected 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.</p> <p>For courses taught at the high school we ensure the VSBA Required Policy: Volunteers and Work Study Students is being followed.</p>	<p>Yes</p>
<p>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., fire exit plan, evacuation plan, etc.)</p>	<p>Partner colleges have adequate emergency plans.</p>	<p>Action Steps:</p> <p>School counselors review with DE students where they can access this information and how to advocate/communicate any needs.</p>

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>As we have communicated to students interested in DE, they will be expected to demonstrate a certain level of independence, particularly for off-site (on campus) DE experiences.</p> <p>As part of academic oversight, student expectations and HS/IHE communication plan allow for regular oversight to ensure student access and success.</p> <p>For each student interested in DE, they will complete the Student Tool to determine that there is a good match between the abilities and needs of the student and awareness of their role and expectations to ensure that DE is the appropriate flexible pathway for the student.</p>	<p>Yes</p>