

## Dual Enrollment

# 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](#)
- [Work-Based Learning](#)

**IDENTIFY the FLEXIBLE PATHWAY BEING REQUESTED:** [Dual Enrollment \(Online Statistics Course\)](#)

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

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

**Contact info:** [sample@email.com](mailto: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 <a href="#">Personalized Learning Plan (PLP)</a> ? <i>(Note: If this is a new goal it should be reflected in an updated PLP)</i>	Reflected in my PLP as an action step in attaining career goal of becoming a math teacher.	Yes, will update PLP when registered for course.

Questions	Evidence (links, explanation)	Response (YES) or (Action Steps to get to Yes)
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.)?	Seeking higher academic challenge. Has taken the highest-level math class available at the high school.	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>	Understands the time commitment.  No other conflicts	Yes
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 <a href="#">AOE Flexible Pathway Profile</a> where “success factors” have been identified for this particular student and pathway opportunity – 1c.)</i>	Math Accuplacer score is within the specified approved range.	Yes

<b>Questions</b>	<b>Evidence (links, explanation)</b>	<b>Response (YES) or (Action Steps to get to Yes)</b>
1e. Has the student been determined to be socially and emotionally ready to be successful in this experience?	Has completed CCV's Introduction to College and Careers course.	Yes, will attend college orientation to learn more.
1f. Has the student been made aware of and committed to the conditions under which this experience will meet graduation requirements?	Understands that course grade will be on official high school and college transcripts.	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?	Seeking a career as a math teacher.	Yes, need to review college catalog to be sure course aligns with intended major.

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

Questions	Evidence (links, explanation)	Response (YES) or Action Steps to get to Yes
<p>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. (e.g., <i>meeting science indicators through an FP experience in a science related field.</i>)</p>	<p>Reviewed transcript. Has met all math graduation requirements. Experience will allow student to meet Self-Direction Transferable Skill performance indicator: Demonstrate initiative and responsibility for learning.</p>	<p>Yes</p>
<p>2b. What supports are in place for the student's identified needs, if any?</p> <p><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></p>	<p>Stipend available to help with expenses, has time built into school schedule, Chromebook will work for this class</p>	<p>Connect with school counselor to ensure stipend eligibility. Review course section choices for least expensive books, fees, other.</p>

Questions	Evidence (links, explanation)	Response (YES) or Action Steps to get to Yes
2c. Are there preparation structures and/or orientations to support this student's participation in this experience? If so, please describe what they are.	College Advisor identified, orientation offered, tutoring available	Yes
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?	Yes	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?	Study hall time available to connect with school supports	Yes, will connect with current math instructor for guidance.
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?	Online course, no transportation needed.	Yes

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