

Early College

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: Early College

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>	Early College Experience indicated in PLP since 10 th grade	Will update PLP if accepted into a program.
1b. Does the experience align with the outcomes sought by the student (e.g., exposure to new opportunities, access to	Full-time college program will save time and money	Yes

Questions	Evidence (links, explanation)	Response (YES) or (Action Steps to get to Yes)
previously inaccessible content, applying content or skills in a new environment, resumé building, etc.)?	toward established post-secondary goal(s).	
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>	<p>Can still participate in local NHS chapter and attend school activities when schedule permits.</p> <p>Will receive counseling information from the high school regarding college applications.</p> <p>Not playing sports in the fall.</p>	Need to be added to Guidance listserv in order to receive important updates.
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>	<p>Pre-requisite courses have been completed.</p> <p>Accuplacer scores are within required range.</p> <p>Fully prepared for non-</p>	Yes

Questions	Evidence (links, explanation)	Response (YES) or (Action Steps to get to Yes)
	remedial, credit-bearing college courses Has passed a Dual Enrollment course	
1e. Has the student been determined to be socially and emotionally ready to be successful in this experience?	Shows competences in critical thinking, problem solving, time management, decision making, communication, and networking	Yes, teachers and counselors agree.
1f. Has the student been made aware of and committed to the conditions under which this experience will meet graduation requirements?	Understands the responsibility for the grade received and that they will appear on official high school and college transcript; and that any forfeited credit for courses could mean	Yes, will learn more at orientation

Questions	Evidence (links, explanation)	Response (YES) or (Action Steps to get to Yes)
	lacking credit for high school graduation	
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?	Wants more responsibility and fulfillment in education.	Need to review college 2+2 transfer options to ensure the courses taken apply to transfer college.

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. (e.g., <i>meeting science indicators through an FP experience in a science related field.</i>)	Reviewed high school transcript only needs to meet English requirement. Will take English Comp first semester to meet	Yes

Questions	Evidence (links, explanation)	Response (YES) or Action Steps to get to Yes
	<p>remaining ELA performance indicators:</p> <p>Writing Process – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or varying the approach. (W.5) (W.1-4, 6) (L.1, 2)</p> <p>Research – Gather relevant information or evidence from multiple and diverse sources, assess the credibility and accuracy of each source (including potential for bias), and integrate the information or evidence, while avoiding plagiarism. (W.7-9) (R.1, 6, 7, 8, 9)</p>	

Questions	Evidence (links, explanation)	Response (YES) or Action Steps to get to Yes
<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>Has parental, community, and college support outside of secondary school.</p> <p>Financial support for books and fees.</p> <p>Adequate technology and internet access</p>	<p>Will complete FAFSA and check FRL status to see if eligible for VT grant and VSAC stipend.</p>
<p>2c. Are there preparation structures and/or orientations to support this student's participation in this experience? If so, please describe what they are.</p>	<p>Continue to check in with high school counselor to prepare for graduation and college application processes.</p> <p>Check email often.</p>	<p>Will attend college open house, college orientation, and meet with college advisor.</p>
<p>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?</p>	<p>High school transcript reviewed; high school</p>	<p>Yes</p>

Questions	Evidence (links, explanation)	Response (YES) or Action Steps to get to Yes
	and college advisor verified.	
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?	Full-time work will end after summer break. Not playing sports in the fall	
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?	Has a car and is also close to public transportation if needed. Two of the five courses are online, and no transportation needed.	Yes

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