

Work Based Learning

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: [Work Based Learning](#)

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 goal is to work in an auto body shop	Update PLP once worksite established
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 interesting hands-on work	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</i>	Will be away from school for the last period of the day. Not participating in extra-curricular activities	Yes

Questions	Evidence (links, explanation)	Response (YES) or (Action Steps to get to Yes)
<i>school and could lose access to some secondary programs, such as free and reduced lunch and/or extracurricular activities.</i>		
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>	Reviewed transcripts, grades, and attendance record. All meet expectations for a WBL experience.	Yes
1e. Has the student been determined to be socially and emotionally ready to be successful in this experience?	Has previous work experience and has a positive supervisor reference.	Yes
1f. Has the student been made aware of and committed to the conditions under which this experience will meet graduation requirements?	No	Need to have a training plan in place in order to discuss credit/proficiencies.
1g. Will the specific projects and/or learning objectives inherent within the experience engage, expand, and/or enrich	Participating in a WBL placement allows for continued career interest	Yes

Questions	Evidence (links, explanation)	Response (YES) or (Action Steps to get to Yes)
the educational experience of the student and/or play to their strengths as a learner?	identification and individualized training.	

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>)	Transcript reviewed and supportive of WBL experience. Student has met all requirements for graduation.	Yes
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</i>	Weekly check-ins with WBL Coordinator and workplace visits.	Yes

Questions	Evidence (links, explanation)	Response (YES) or Action Steps to get to Yes
<i>supports made available to all students that may be helpful to ensure success in this learning opportunity.</i>		
2c. Are there preparation structures and/or orientations to support this student's participation in this experience? If so, please describe what they are.	WBL placement a partner business. Support for both the business and student are in place.	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?	No	Will need to complete a safety course prior to beginning the WBL experience.
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?	Yes	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?	Within walking distance from school. Parents can pick up student on their	Yes

Questions	Evidence (links, explanation)	Response (YES) or Action Steps to get to Yes
	way home from work as well.	

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