



Mining for Skills: Connecting rural students with programs that facilitate career success

Program presentations and networking

October 24, 2017, 9:00 a.m. – 3:00 p.m.
Big Stone Gap, Cedar Bluff, and Wytheville, Virginia

Student Scenarios Activities 1 and 2

Student A

Introduction

[Student A] is a grade 7 student at Bethel Wilson Middle School. This year the school counselor came into her homeroom to talk about college and career readiness and asked students to complete a college and career survey that included questions about interests and talents.

Her parents went to college and work full time. She is the oldest of three children, and she often takes care of her younger siblings, who are in elementary school. She enjoys occasionally babysitting for neighborhood kids, and she is comfortable taking care of them. In the summer she will be working as a counselor apprentice at a day camp in her community. In filling out the college and career survey, Student A noted that her interests are kids, reading, and science. She thinks that she might want to be a teacher when she grows up.

Academic Preparation

Student A usually gets A's in her classes and is a consistent honor roll student. In grade 7 Student A is taking intensified algebra I. She is getting an A in the class and always finishes her homework on time, completes extra credit assignments, and helps her classmates who struggle. In her other core subjects, such as reading/English, science, and social studies, she gets A's as well. If a teacher offers extra credit to boost a grade, she'll do the extra work because she enjoys the challenge it provides, even if she is already getting an A in the class. Her Standards of Learning (SOL) scores in math and reading were "advanced proficient" in grade 6. She is on track to take intensified geometry in grade 8.

Socio-emotional Preparation

Teachers and friends would describe Student A as studious but social. Student A works hard in school, and if she doesn't understand something, she stays after school to get one-to-one attention from the teacher. She is proactive in raising her hand during class to ask a question. Teachers often call on her to answer a question because they know she is paying attention. She prefers individual work, but she usually acts as a leader during group activities or projects. Sometimes she gets anxious about homework because she puts pressure on herself to complete it perfectly. She does not have after school or extracurricular activities in middle school because she has to be home to take care of her younger siblings while her parents are at work. She plays the flute in the school band.

Logistical Preparation

Student A's immediate and extended family live in the area. She is interested in staying in the area to be close to family.

Financial Preparation

Student A has not yet talked with her parents about paying for college. She is the oldest child and her parents have not yet focused on post-high school plans for their children.

Student B

Introduction

[Student B] is a grade 9 student at George Smith High School. This year the school counselor came into her homeroom to talk about college and career readiness and asked students to complete a college and career survey that included questions about interests and hobbies, academic strengths and talents, college and career preparation, and leadership qualities.

Student B's dad went to college and works full time, and her mom did not go to college and works part time. She is the youngest of three children. Because her parents work, she has participated in 4-H after school programs since elementary school. Over the summer she helps at a local farm. Her oldest brother is in the military, which he joined immediately after high school, and her youngest brother is a senior at the county high school. When her oldest brother comes home, he takes her on hunting and fishing excursions, where he talks about his work in the military in cybersecurity and what it is like to live in other parts of the country and world. In filling out the college and career survey, Student B noted she would like to travel and see the world like her brother. She's not sure about going to college because her brother gets to travel and he did not go immediately to college. She likes science and technology, particularly using her phone for social media and games. She struggles in math. She thinks that she might be interested in cybersecurity like her brother, but she doesn't quite know what that is.

Academic Preparation

Student B usually gets C's in her classes but unfortunately she struggles in math and got a D in algebra I in grade 8. Her algebra I SOL score was in the "below proficient" range. In grade 9, she was placed in another algebra class where the pacing is slower. She has managed to get a C but continues to struggle. She generally gets C's in her other core subjects, such as

reading/English, science, and history. She likes science and thrives in class when lessons and assignments are more hands on, similar to her 4-H experience. On those assignments in science class, she usually gets an A. She tends to struggle in classes that focus on memorizing facts and formulas and taking multiple-choice tests.

Socio-emotional Preparation

Teachers and friends would describe Student B as easygoing and nice. She is comfortable with a C average. She likes to take her time to understand her work, and she prefers working individually at her own pace. When she is working in a group setting, she usually goes along with everyone but does not lead the group. If she does not understand something, sometimes she asks the teacher for help during lunch, depending on the relationship she has with the teacher. She doesn't usually raise her hand to ask questions or participate during class, but she is responsible in handing in her homework on time, and at home she does not need prodding from her parents to complete assignments.

Logistical Preparation

Student B is looking at leaving her hometown like her brother in the military. When thinking about life after high school, she would like to get a job in a profession that can help support her family but she doesn't think she needs a college education. She doesn't think she needs to start planning for college.

Financial Preparation

Student B's parents will be paying their second son's college expenses with a mix of need-based grants and loans, and they will have limited savings available for Student B in three years. She has not talked with her parents about paying for education after high school.

Student C

Introduction

[Student C] is a grade 11 student at Central High School. She talked to her school counselor and is preparing to take the ACT in the spring.

Her stepdad is an electrician and did not graduate from college, but he did go to technical school and completed an apprenticeship to be an electrician. He works full time. Her mom earned an associate's degree from a nearby community college and works full time as an assistant at a local business. Student C has a part-time job working in retail on the weekends. She has a younger sister in grade 9. Both sisters are active in indoor track in the fall/winter and softball in the spring. Student C has participated in track and softball since her freshman year in high school and grew up playing softball since elementary school. Student C wants to work in a sports-related career, and she is thinking about working in the healthcare industry.

Academic Preparation

Student C usually gets A's and B's with some effort. With track or softball practice and part-time work on the weekends, she has a hard time staying after school when she needs extra help from the teacher. She is on track to get a Standard Diploma. She took algebra I in grade 9, geometry in grade 10, and is taking algebra II in grade 11, which will be her last high school math class. Her grades in math were passing (B's), and her SOL math scores were in the "proficient" category. She surprised herself when she earned an A in biology II (anatomy/physiology). She liked the class because it helped her think about getting better at sports.

Socio-emotional Preparation

Student C is very responsible; she never misses a track or softball practice or game, and she is always on time for her part-time job on the weekends. With these extracurricular activities, she has a hard time always excelling in academics, but she manages to complete her homework on time. Student C likes group work in school because she is a natural leader and does not want to let others down. When she works alone on homework or other assignments, she is more concerned about completion than quality. If teachers provide extra credit opportunities, she completes them only if she feels her grade needs a boost; otherwise she is satisfied with her grades. When she doesn't understand something in class, she rarely raises her hand in class or asks the teacher during lunch; rather, she will ask a friend. Student C is popular and likes school because she gets to hang out with her friends. She is nervous about life after high school because her friends and sports teammates will not stay together.

Logistical Preparation

Student C has her own car, so she can drive her sister and herself to track and softball practices and games. Because her parents both work, it was important for Student C to learn to drive and have a car. She is looking for colleges within commuting distance.

Financial Preparation

Student C has talked to her school counselor about scholarships, including sports scholarships. She is talking to her parents about financial aid. She is saving money for college from her part-time job.



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Student Scenario Activity 1 Summary Table

Student	Grade level	Potential strengths	Potential challenges	Recommended next steps after high school
Student A				
Student B				
Student C				



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Student Scenario Activity 1 Discussion Questions

1. What type of postsecondary pathway would you recommend to this student? How would you advise this student about the steps needed to pursue this pathway?
2. Are there key pieces of information missing from the scenario that would affect your advising approach? How would you obtain the missing information to help your advising approach?
3. What supports or services are you aware of that you would advise this student to explore? What supports or services do you wish you had to help this student?
4. Is there any information that you would flag for this student's future teachers or counselors to pay special attention to?



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Student Scenario Activity 2 Sample Course List

Math

- Math 7
- Math 8/Pre-Algebra
- Algebra I
- Geometry
- Algebra II
- Advanced Mathematics
- Mathematical Analysis/Pre-Calculus

Science

- Life Science
- Physical Science
- Earth Sciences
- Biology
- Chemistry
- Physics
- Principles of Technology I and II

Electives

- Economics and Personal Finance
- Health & PE
- Foreign Languages
- Other academic or CTE courses

Career and Technical Education

- Child Development & Parenting
- Early Childhood, Education, and Services
- Virginia Teachers for Tomorrow
- Introduction to Health and Medical Science
- Medical Terminology
- Practical Nursing I and II
- Medical Assistant
- Technology Foundations
- Manufacturing Systems
- Materials and Processes Technology
- Engineering Drawing/Design
- Keyboarding
- IT Fundamentals
- Computer Systems Tech I, II, III
- Computer Maintenance
- Technology of Robotic Design
- Programming
- Computer Information Systems
- Design Multi-Media & Web Technologies



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Student Scenario Activity 2 Plan of Study

LEVEL	GRADE	English/ Language Arts	Mathematics	Science	Social Studies/ Science	Other Required Courses Recommended Electives Learner Activities	Recommended Career and Technical Courses <small>Source: Administrative Planning Guide http://www.cteresource.org/apa/</small>
Graduation Requirements: http://www.doe.virginia.gov/instruction/graduation/index.shtml							
MIDDLE	7						
	8						
SECONDARY	9						
	10						
	11						
	12						
POSTSECONDARY	SAMPLE POSTSECONDARY PROGRAMS RELATED TO THIS CAREER PATHWAY						
		Pathway	Associate Degree, College Certificate, or Apprenticeship			Bachelor's Degree	Postgraduate Degree

Source: Adapted from VDOE. Available at http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/index.shtml