

Handout 5: Student Scenarios Activity

Student A

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

Student A lives with relatives and has limited interaction with her parents. She is the oldest of three children and often takes care of her siblings, who are in elementary school. She enjoys occasionally reading at home when it is quiet, but it rarely is. Student A likes to play teacher at home with her siblings and other children in her neighborhood. She views this playtime as good practice for the future and a way to escape some of life. She does the majority of the housework so that her relatives will not see her as a burden and send her and her siblings to live somewhere else. In the summer Student A will be working with young children as a teacher's helper at her church's day camp, which will enable her and her siblings to attend for free. In filling out the college and career survey, Student A noted that her interests are kids, reading, and science. She thinks she might want to be a teacher when she grows up.

Academic knowledge and skills

Student A usually gets As in her classes and is a consistent honor roll student. In grade 7 Student A is taking advanced math. She is getting an A in the class and always finishes her homework on time and helps her classmates who struggle. In her other core subjects, such as reading/English, science, and social studies, she is getting As as well. If a teacher offers extra credit to boost a grade, she'll do the extra work if she has time because she enjoys the challenge. Her state test scores in math and reading were "distinguished" in grade 6.

Life skills

Teachers and friends would describe Student A as studious and social. Student A works hard in school, and if she doesn't understand something, she stays in during lunch and other breaks 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 pressures herself to complete it perfectly and does not have a lot of time for homework. Student A does not have after school or extracurricular activities because she must be home to care for her siblings while her caregivers are at work.

College knowledge

Student A's mother and her extended family live in the area. She is interested in staying in the area to be close to family. Student A has not yet talked with her guardians or parents about paying for college, as it is not a topic that is often discussed in her home. She is the oldest child, her parents are inconsistently in her life, and her relatives have not yet focused on post-high school plans for her or her siblings.

Student B

Student B is a grade 9 student at George Smith High School. This year the school counselor came to his homeroom to talk about preparing for college and careers and asked the 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 father went to community college and works full time as a welder; his mother is no longer a part of his life, although she still frequents the area. Student B is the youngest of three children. Because his father works, he has participated in after school programs since elementary school. Over the summer he helps at a local farm. His sister, the oldest child, is in the military, having joined immediately after high school, and his brother is a senior at the county high school. When his sister comes home, she takes him on hunting and fishing excursions. During these trips, she talks about her work in the military in computer programming and security 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 he would like to travel and see the world like his sister. He's not sure about going to college because his sister gets to travel and she did not go to college. He likes science and technology, particularly using his phone for social media and games. He struggles in math. He thinks that he might be interested in computers like his sister, but he doesn't know exactly what the computer field is.

Academic knowledge and skills

Student B usually gets Cs in his classes; he often struggles in math and earned a D in grade 8 math. His state test score was in the "apprentice" range. In grade 9, he was placed in an algebra class. He has managed to get a C but continues to struggle. He generally gets Cs in his other core subjects, such as English, science, and history. He likes science and thrives in the classroom when lessons and assignments are more hands on, like his after school program experience. On those assignments in science class, he usually earns As. He tends to struggle in classes that

require memorizing facts and formulas and taking multiple-choice tests. He seems to thrive when the content is more closely related to his own life or experiences.

Life skills

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

College knowledge

Student B is looking to leave his hometown like his sister in the military. When thinking about life after high school, he would like to have a job in a profession that can help support his family but he doesn't think he needs a college education. He doesn't think he needs to start planning for college.

Student B's dad will be paying his older son's community college expenses with a mix of need-based grants and loans, and he will have limited savings available for Student B in three years. Student B has not talked with his father or other family member about paying for education after high school.

Student C

Student C is a grade 11 student at Central High School. She talked to her school counselor about preparing to take the ACT in the spring but is hesitant about the idea of going to college. She has also started to talk to her school counselor about alternatives for after high school but is not aware of all her options.

Student C's stepfather is an electrician. He attended technical school, completed an apprenticeship to be a licensed electrician, and works full time. Her mother dropped out of community college and regularly changes jobs. Student C and her stepdad do not get along, so she is mostly living on her own, between the couches of friends or other relatives and sometimes on the street. Student C has a part-time job in the service industry on weekends. She has a younger sister in grade 9, whom she sees mainly at school. Both sisters are active in indoor track in the fall/winter and in theater. Student C has participated in track and theater since her freshman year in high school. In addition to participating in performances, she often works with other students to design and build sets because she enjoys the opportunity to be creative and build something from nothing. Student C is enrolled in a building construction class this year, after having taken carpentry last year, and is on track to have the highest grade in the class. She loves taking aspects of what she learned in class and applying them to her work in theater. Student C's teacher for these classes has become a mentor for her and is arranging for her to be a TA in one of his classes next year because her school does not offer any other technical courses. Student C's teacher has also given her some advice about post-high school plans, including encouraging her to consider technical college. She takes his advice very seriously.

Academic knowledge and skills

Student C usually gets Bs and Cs with some As in the classes she finds most interesting. With track practice or theater rehearsal and part-time work on the weekends, she has a hard time staying after school when she needs extra help from a teacher. She is on track to graduate from

high school. 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 (mostly Bs), and her state math scores were in the “proficient” category. Student C is most successful when math concepts apply to her work in theater or her construction class.

Life skills

Student C is very responsible; she rarely misses a track practice or competition or a theater rehearsal, and she is always on time for her part-time job on the weekends. With these extracurricular activities, she has difficulty always excelling in academics, but she manages to complete her homework on time. Student C likes group work in school and in theater because she is a natural leader and does not want to let others down. She is more excited about group projects that result in a tangible product than a digital presentation or a paper. 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 the teacher specifically reaches out to her and suggests that she do so; otherwise, she is satisfied with her grades. When she doesn't understand something in class, she rarely raises her hand 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.

College knowledge

Having her own car, which she bought with money saved from her part-time job, Student C can drive her sister and herself to track practice and meets and theater rehearsals. Since she has been mostly out of the house since her stepdad moved in, it was important for Student C to learn to drive and have a car. She wants to stay local after high school because the idea of leaving her sister and her community is difficult.

Student C has talked to her school counselor about scholarships and her options for after

**Building Bridges to College and Career:
Nonacademic Supports for Rural Students' Successful Transitions**
April 10, 2019, 9:00 a.m.–12:30 p.m.
Manchester, KY

high school, including community college and technical college. She is talking to her mom about financial aid. She is trying to save as much money as she can for after high school from her part-time job. Her hard-earned savings feel like a source of stability and security, and she is nervous about spending her savings and taking on debt during her next steps after high school.

Student Scenarios Summary Table

Student	Grade level	Potential strengths	Potential challenges	Recommended practices
A				
B				
C				

Student Scenarios – Small Group Discussion Questions

1. What are this **student's strengths/challenges** that promote/impede the student's pursuit of postsecondary education? Are there **key pieces of information you would flag** for future teachers or counselors?
2. What **evidence-based practices would you recommend** as next steps for this student? How might you help the student's teachers become aware of these practices?
3. What **practices currently exist in the system** (school/district/community college) that might help a student like this make a successful transition to postsecondary education? Are there other evidence-based practices that should be considered for implementation across the system?
4. Are there **key pieces of information missing from the scenario** that would affect your advising approach? How would you obtain the missing information?

Gallery Walk Guiding Questions

1. What resources are available in Kentucky to education professionals (such as teachers, counselors, administrators) that help improve the implementation of evidence-based practice and strategies related to students' transition to postsecondary education?
2. What supports, resources, or programs are currently available in your school, district, or community to promote students' transition to postsecondary education?
3. What additional supports, resources, or programs are needed to improve students' transition to postsecondary education in your community?