

**Directions:** Select one (1) of the following case studies and after reading the scenario of the student, complete the task of identifying at least one Action Step for each of the Core Practices and then identify a few of the CFES Tools or Local Resources you would use to help the child get on or stay on a College and Career Pathway.



### Case Study # 1 - Elementary Student

**Profile:** Alex is a 9-year-old 4<sup>th</sup> grader at your local elementary school who will be transitioning to the Intermediate school next year for 5<sup>th</sup> grade. Her mother and stepfather operate the local diner that is open Tuesday through Saturday for breakfast and lunch. Mom is a high school graduate and stepdad attended some community college for culinary before leaving for a job to help support his family. Alex’s biological dad lives three states away and has some contact with Alex.

Alex is active with her church group and enjoys dancing. She takes weekly dance lessons on Thursday night after school. Alex has a couple of friends, but because of her family’s work schedule has limited access to other activities. She has interest in animals and often helps out her friend Katlyn on her farm. Alex struggles in school especially in Math and Science. Her reading skills are on grade level and she is a creative writer but has poor penmanship and is not a good speller.

While not sure of what she wants to be when she grows up, she has mentioned being a professional dancer or a veterinarian. Alex’s grades are usually average in the C-range, but she is a hard worker and is liked by her teachers.

**Task:** In the chart below identify the actions steps you would take to get Alex on a College and Career Readiness pathway.

Core Practice	Action Steps
Mentoring	
Essential Skills Development	
College and Career Pathway	
Other	

Identify any local and CFES Brilliant Pathway Resources that can support you and the student on their College & Career Readiness Pathway.

CFES Brilliant Pathway Resources	Local Resources



## Case Study #2 – Middle School Student

**Profile:** Oliver is a 14-year-old 8<sup>th</sup> grader at your middle school. He is the oldest of three siblings who live with his mother. She is raising all three of her children as a single parent. His parents divorced when Oliver was 10 years old and his father has joint custody and lives two towns over. His mom is a para legal for a local law firm and has an Associate degree from the local community college. To help make ends meet, she has a second job working at the local hardware store. She works two nights a week and on Sunday.

As the oldest, Oliver needs to help out at home with his younger sisters when his mom is working. His father is a unionized carpenter who often must travel an hour or so to the worksite. Dad attended a vocational high school and went immediately into the workforce after graduating.

Oliver would love to play basketball but due to needing to help out at home, he can't commit to a team. He plays almost daily in the neighborhood with some older high school students who are on the basketball team. Oliver is a creative student who enjoys reading and writing. He is an avid reader and is often seen in the Library before and after school checking out books. He is looking forward to turning 15 so he can get a part time job for some spending money.

Oliver is an above average student with about an 85 (B) average but struggles with math. He likes working with his father on construction projects and is skilled with hand tools. Oliver looking forward to the woodworking class in 8<sup>th</sup> grade. Oliver's uncle is an emergency room nurse and his mom's sister owns the franchise to three coffee/doughnut shops that are part of a national chain. She did not attend college.

**Task:** In the chart below identify the actions steps you would take to get Oliver on a College and Career Readiness pathway.

Core Practice	Action Steps
Mentoring	
Essential Skills Development	
College and Career Pathway	
Other	

Identify any local and CFES Brilliant Pathway Resources that can support you and the student on their College & Career Readiness Pathway.

CFES Brilliant Pathway Resources	Local Resources



### Case Study #3– High School Student

**Profile:** Caitlin is a new student to your school who just moved from out of state. She is a 16-year-old sophomore who has been active with theatre groups and musical productions. Due to financial hardships in her family, they couldn't afford a musical instrument, so she began singing with her church and school choruses. Caitlin also loves the arts and often draws sketches of her dreams.

Caitlin moved to your community to live with her grandfather who is now raising her. Her grandmother passed away a few years ago and her grandfather is a retired machinist from a local manufacturing plant. He did not attend any formal training or college after high school. Caitlin is an only child with no other family in the area.

As a solid student with a B+ average, Caitlin has always dreamed of moving to a large city that supported the arts so she could sing and perform. While she would love to do it professionally, she realizes she needs a back-up plan to support herself. She also loves the outdoors and has dreamed of visiting some of the national parks. She often takes her grandfather's dog for long nature walks after school.

Caitlin enjoys school and is beginning to make some friends. She has some interest in taking more advance courses but is concerned they may be too hard for her as she lacks confidence.

**Task:** In the chart below identify the actions steps you would take to support Caitlin on a College and Career Readiness pathway.

Core Practice	Action Steps
Mentoring	
Essential Skills Development	
College and Career Pathway	
Other	

Identify any local and CFES Brilliant Pathway Resources that can support you and the student on their College & Career Readiness Pathway.

CFES Brilliant Pathway Resources	Local Resources



### Case Study #4 – First Year College Student

**Profile:** Finn is a first-year student enrolled at your college. He is a biology major and is the first in his family to attend college. Finn had dreams of becoming a doctor. Finn grew up in a small rural community and graduated in a class of 32 students from a CFES school. Finn could not play sports due to an invisible medical condition but was active in many of the school clubs and groups (drama, debate, student government, web design and robotics). Finn was also active with his family with his church and youth group.

After 2 months on campus Finn became homesick and his parents were willing to come pick him up and let him drop out of school. Finn’s girlfriend was still living at home and attending the local nursing school. Finn’s mother is a hairdresser and his father operates his own landscaping business from home.

Finn graduated near the top of his class and is now struggling being in class with other high achievers. He is beginning to question if he has the skills to graduate and attend medical school. He is also getting concerned with the cost of college as his family has received their second bill and are not sure if they have enough scholarship money and financial aid to get through the year.

Finn is an upbeat young man was very popular in his small high school. He has made a few new friends at school but hasn’t joined any college clubs.

**Task:** In the chart below identify the actions steps you would take to get Finn on a College and Career Readiness pathway.

Core Practice	Action Steps
Mentoring	
Essential Skills Development	
College and Career Pathway	
Other	

Identify any local and CFES Brilliant Pathway Resources that can support you and the student on their College & Career Readiness Pathway.

CFES Brilliant Pathway Resources	Local Resources