

CASE STUDY FORMAT Updated: August 2020

(Confidential – Not For Professional Use. Use first and last name initials for student and family members)

Date of Report: _____

1. Student Data:

Student Name: ____ Maria G. _____

Chronological Age: ____ 18 _____

School Site: Dinuba HS _____ Grade Level: ____ 12 _____

2. Family Data:

Mother: ____ Carlota M _____ Occupation: ____ Field _____

Father: ____ NO Info _____ Occupation: ____ N/A _____

Legal Guardian(s): _____

Siblings and ages: _____, _____, _____,

_____, _____, _____

3. Student Family Background:

Within approximately 3 to 4 paragraphs offer a brief and concise summary of the family history and current situation. Family background should include the following areas:

- Ethnic, socio-economic, linguistic background

Maria is from a low socio-economic Hispanic family. Her mother is a single mother. Maria arrives at the United States at the age of 6 with her mom and two youngest siblings.

- Family dynamics

Maria's two youngest brothers are in elementary school and mom is a seasonal worker at the field. Maria has to take care of her siblings while mom is at work

- Strengths and challenges

This student has significant challenges especially because of her "recent" arrived at the United States and family legal status. Maria is English Learner Student; English language is one of her challenges. Maria

and her family are undocumented, and this situation brings to maria's life uncertainty and fear. Maria has been trying to succeed in school and she hopes she will be able to attend a Cosmetology school, start working and help her mom and brothers.

4. Assessment: Assess and summarize identified problems (1-2 pages).

Maria came to one of our FAFSA / Dream Act Application workshops. I was able to help her one-on-one during the workshop. During our first interaction, we were able to start FAFSA application. Maria was missing some information and she has some specific questions as well.

Maria and I set up a follow-up appointment to complete the Dream application and clarify any questions that she may have. Before our second interaction, we must grab some information to finish her application.

- 1) Maria must ask specific data to her mother
- 2) Maria needs to have mom income taxes to move forward with the application
- 3) Nira (counselor intern) will consult with COS Dream Counselor about programs and specific questions regarding Dream Act Application.
- 4) Nira (counselor intern) will check if COS or Reedley College has partnerships with cosmetology schools and if they accept FAFSA.
- 5) Nira (counselor intern) would call Cosmetology School and ask for specific requirements for Dreamer, accessibility, application (general information).

Students records indicate that Maria would be able to obtain a High school diploma if she passed all her classes this semester. Preview records indicate that Maria has been having a difficult time managing school and life stressors. In December 2020 another counselor talked to Maria regarding her grades, graduation progress, and A-G requirements. The parent was also informed of Maria's school progress and the mother stated that she would speak with her student about the situation. Additional interventions have been done to inform Maria about all resources available for her to ensure her success in school and life. Information regarding tutorial services, teacher's office hours, and emotional support was provided to the student.

Student reports indicated that the last year has been harder for Maria due to the current global pandemic (COVID-19). Maria shares in our second meeting that sometimes is hard for her to pay attention to her classes or due homework because she needs to take care of her two younger brothers while mom is at work. Student sometimes feels unmotivated about school and future.

Maria wants to pursue a vocational career and be a cosmetologist. She wants to be able to help her mother and siblings. Maria was happy to know that she may qualify for some assistance that would pay for part of her classes.

5. Create an annual student outcome goal plan (adapted from ASCA):

Based on #1-4 information above, create a goal plan using this form.

Identify outcome data (achievement, attendance, or discipline) that serves as basis for goal:

- Successfully complete last year of High school
- Within ten business days, call office of Financial Aid at COS to investigate FAFSA application progress.
- Make an appointment with COS Dream Counselor as soon as possible / ask about different programs in school that you may can join.
- Go to STEPS event and register for next semester academic calendar classes (Fall 2021)
- Call cosmetology school to set up a day for your orientation and exam evaluation in August.

By ,
End Date Targeted Student

will
(increase/decrease something related to achievement, attendance, or discipline)

by from To
Measure of change Baseline data Target data

Supplemental Data:

Check with stakeholders (parents, teachers, students, administrators, etc.), to identify possible factors contributing to this problem/issue.

Records indicate that Maria needs to make up some homework to reach desirable grades and graduate/ mother is aware about student performance and demotivation toward school/ teacher indicate that student sometime misses assignments.

Mindsets & Behavior Data:

Identify one–two ASCA Mindsets & Behaviors most relevant for this targeted student and goal:

<https://www.schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>

M&B# Mindsets & Behaviors Statement

M2	Every student should have access to and opportunity for a high-quality education.
B-PA 2	Identify gaps in achievement, attendance, discipline, opportunity and resources.

Based on the selected ASCA Mindsets & Behaviors, write one–two learning objectives/competencies student need to learn.

Student will: follow up with COS Counselor and resources/ register for Fall classes at COS/call Financial Aid Office at COS to check the status of her Dream act application.

Student will: Student would work in her homework to make sure she raise her grades to C or better, she also will attend every class and work in her assignments.

Possible Activities/Strategies/Interventions by School Counselor (you)

The counselor will meet with the student in two weeks. The student and counselor will go over the strategies mentioned above and make sure necessary appointments are made.

Pre-/Post-Assessment:

Convert the learning objectives/competencies to a Likert-scale measure and/or brief answer assessment that you will use with student to assess progress.

1	2	3	4
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<i>Rarely</i>	<i>Sometimes</i>	<i>Most of the time</i>	<i>Almost All the time</i>
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Statement	Scale
Student will make an appointment with COS Dream Counselor	1 2 3 4
Student will participate in STEPS event and register for classes at COS	1 2 3 4
Student grade progress (12 grade)	1 2 3 4
	1 2 3 4
Brief answer question:	
Brief answer question:	

6. Outcome(s):

The student was able to get the resources needed to complete her applications. First meeting was for FAFSA Application. We were able to complete not only FAFSA. We also completed CCC and COS application. We also got the necessary information for the cosmetology academy which is Maria's ultimate goal.

Expected outcomes: complete FAFDA Application.

One aspect that affected the intervention the first time was that due to a misunderstanding of the school system, Maria's mom does not want to provide tax information an ITIN number. After I explained to them the process, she was willing to provide all information needed for the application.

7. Counselor Recommendations:

What specific recommendations can you make as an advocate for this student?

I explain to Maria's mother the application process and why it was important for Maria to provide all information.

What will you do to advocate for this student after you leave the site or after your work with the student?

I did provide all resources, phone numbers, and programs that can be potentially beneficial for a dream student.

8. Counselor Comments:

Before meeting with the student, I prepare myself and learn about FAFSA application and Dream act application and the difference between those two. I also learn the necessary requirements to complete the process.

During our meeting I learn that sometimes we as counselor need to ensure rapport with parent and students and that even we think we are prepared for every question, they may be some questions in which we need to reach out to other counselors' experts on the topic or refer the student.

After working with the student, I learn that we do not need to know everything at the moment that we can use many resources to ensure that we are giving the best counseling to every student