

By the end of 10th grade

A student should be supported to:

- Visit at least one workplace aligned with career interests
 - Complete an orientation course to a particular career cluster
 - Select a career pathway of interest
 - Identify 2-3 adults to support the student through the career selection
 - Review a plan annually for transition to college or a career
- Attend a FAFSA workshop

A student should know:

- Educational requirements, cost, expected entry level, and midpoint salary for occupations in selected career path
- Different types of postsecondary credentials and institutions
- General timing of postsecondary entrance exams and applications
- Benefit of early college credit opportunities for postsecondary access and completion

By the end of 12th grade

A student should be supported to:

- Completed 3 or more admission application to colleges
 - Met with a school counselor to ensure all steps for admission are completed and on time
 - Attended FAFSA workshop
- Completed the FAFSA

By the end of 12th grade a

A student should be supported to:

- Address any remedial needs in math and ELA
- Obtain an internship opportunity related to career pathway
- If applicable, receive industry certifications
- Complete a team-based challenge related to career pathway

A student should know:

- How college prep courses and experiences articulate to degree programs
- Estimated cost of college at each option
- Terms and conditions of scholarships and loans
- Entry-level salaries after college



Paris 95
BUILDING FUTURE LEADERS

Paris Union School District No. 95

Postsecondary and Career Expectations

Each student should have an individualized learning plan to help make decisions about career and post-secondary (PS) education or training, to plan a course of study, and to make financial aid assessments with family members.

- Career Exploration and Development
- Financial Aid and Literacy
- Post-Secondary Education Exploration, Preparation, and Selection

By the end of 2nd grade

A student should be supported to:

- Learn about community careers
- Identify self-interests
- Identify positive qualities of self
- Read informational text about various career opportunities
- Understand the role of community members

A student should know:

- Appropriate social behaviors
- Basic reading, writing, math skills
- Be exposed to financial literacy



By the end 5th grade

A student should be supported to:

- Learn about all career clusters outlined by ISBE
- Identify self-interests and how personal strengths relate
- Identify areas for personal improvement academically and socially
- Read and write about informational texts for workforce preparedness
- Understand the role of community members and the value an individual can add to the community

A student should know:

- Appropriate social behaviors and self-regulation skills
- Intermediate reading, writing, math skills
- Be exposed to financial literacy and the understanding opportunity cost

By the end of 8th grade

A student should be supported to:

- Complete a career cluster survey
- Attend a career exploration day
- Complete a unit on education planning
- Be exposed to a financial literacy unit in a course or workshop
- Complete service learning activities in the community
- Read and write about informational text for workforce technical skills

A student should know:

- The concept of career clusters of interest
- Relationship between community service extracurricular activities and postsecondary/career goals
- Appropriate social behaviors
- Workforce proficient reading, writing, and math skills for entry-level positions
- Demonstrate competency of financial literacy
- The importance of attendance and punctuality