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 opprotunities 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 opprotunity related to career pathway
- If applicable, recieve 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 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

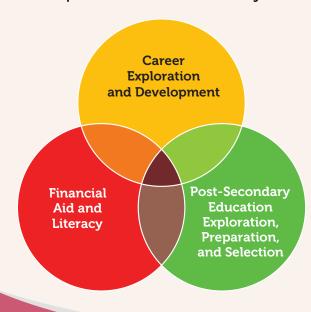
By the end of 2nd grade

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

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 finacial 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:

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

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