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

---

<table>
<thead>
<tr>
<th>By the end of 10th grade</th>
<th>By the end of 12th grade</th>
<th>By the end of 12th grade a A student should be supported to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student should be supported to:</td>
<td>A student should be supported to:</td>
<td>A student should know:</td>
</tr>
<tr>
<td>- Visit at least one workplace aligned with career interests</td>
<td>- Completed 3 or more admission application to colleges</td>
<td>- Address any remedial needs in math and ELA</td>
</tr>
<tr>
<td>- Complete an orientation course to a particular career cluster</td>
<td>- Met with a school counselor to ensure all steps for admission are completed and on time</td>
<td>- Obtain an internship opportunity related to career pathway</td>
</tr>
<tr>
<td>- Select a career pathway of interest</td>
<td>- Attended FAFSA workshop</td>
<td>- If applicable, receive industry certifications</td>
</tr>
<tr>
<td>- Identify 2-3 adults to support the student through the career selection</td>
<td>Completed the FAFSA</td>
<td>- Complete a team-based challenge related to career pathway</td>
</tr>
<tr>
<td>- Review a plan annually for transition to college or a career</td>
<td>Attend a FAFSA workshop</td>
<td>A student should know:</td>
</tr>
<tr>
<td>- Visit at least one workplace aligned with career interests</td>
<td></td>
<td>- How college prep courses and experiences articulate to degree programs</td>
</tr>
<tr>
<td>- Complete an orientation course to a particular career cluster</td>
<td>A student should know:</td>
<td>- Estimated cost of college at each option</td>
</tr>
<tr>
<td>- Select a career pathway of interest</td>
<td>- Address any remedial needs in math and ELA</td>
<td>- Terms and conditions of scholarships and loans</td>
</tr>
<tr>
<td>- Identify 2-3 adults to support the student through the career selection</td>
<td>- Obtain an internship opportunity related to career pathway</td>
<td>- Entry-level salaries after college</td>
</tr>
<tr>
<td>- Review a plan annually for transition to college or a career</td>
<td>- Attended FAFSA workshop</td>
<td></td>
</tr>
<tr>
<td>- Visit at least one workplace aligned with career interests</td>
<td>Completed the FAFSA</td>
<td></td>
</tr>
</tbody>
</table>

---

Paris 95
Building Future Leaders

---

The purpose of this document is to provide a framework for individualized learning plans to help students make informed decisions about their future education and career paths.
### 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 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