

Zion Benton High School



Postsecondary and Career Expectations

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

By the end of 9th grade

A student should:

- Explore the opportunity costs of postsecondary choices (e.g., what does it cost you if you don't take an opportunity or attend a specific college)
- Understand that taking the right courses in high school can reduce the cost of college
- Know own learning style and how it relates to career interests
- Attend a career exploration day
- Complete a career cluster survey
- Know the concept of career clusters of interest
- Memorize basic demographic information for resume/applications (e.g., legal name, address, telephone number, etc.)
- Be aware of youth employment opportunities while in high school
- Develop public speaking skills
- Know educational requirements, cost, and expected entry level and midpoint salary for occupations in selected career clusters
- Begin determining eligibility for advanced placement (AP) courses* (Supports Academic Indicator [ELA/Math AP Courses/Exams]) (Supports Career Ready Indicator [Dual Credit Career Pathway Course])

By the end of 10th grade

A student should:

- Be exposed to a financial literacy unit in a course or workshop
- Learn about debt, credit scores, and banking
- Prepare a budget (e.g., learn about paying bills and budgeting)
- Know how salary impacts standard of living (e.g., reality check- will I be able to afford my style of life with my projected salary)
- Learn about credit (e.g., what credit is, how it's affected, credit reports)
- Understand pay stubs, W-2s, and income taxes
- Know how career pathways courses and experiences articulate to degree programs at postsecondary options
- Create a resume and personal statement
- Select a career pathway within a career cluster of interest** (Meets baseline component [Identify a career area of interest by the end of 10th grade])
- Understand the job application process and terms
- Revisit career cluster interest survey and take a career interest survey* (Meets baseline component [Identify a career area of interest by the end of 10th grade])
- Compare and contrast personal strengths and weaknesses with career choice (e.g., student dislikes math but wants to be engineer)
- Know career attributes related to career interests
- Outline a plan for community service and extracurricular activities related to post secondary plans* (Supports Career Ready Indicator [25 hours community, service, co-curricular activities])

By the end of 11th grade

A student should:

- Attend a postsecondary affordability workshop with a family member
- Complete a financial aid assessment with a family member
- Know financial aid deadlines for chosen postsecondary options
- Know general cost ranges of various postsecondary institutions
- Know the difference between need-based, merit-based, and self-help college financial aid programs (e.g., grants, scholarships, work-study, loans)
- Explore internships for scholarships and apprenticeships for money opportunities
- Create a plan and timeline for financial aid process
- Know estimated cost of each postsecondary
- Know where to find scholarship opportunities
- Know the affordability of postsecondary options in relation to expected entry-level career salary and anticipated debt
- Revisit the career survey
- Visit at least one workplace aligned with career interests* (Meets baseline component [Identify a career area of interest by the end of 10th grade])
- Attend a workshop on employer expectations and employability (e.g., professionalism, dress code, work ethic, critical thinking, professional communication)
- Participate in mock job interview
- Be aware of job outlook by geographic area

By the end of 12th grade

A student should:

- Complete the FAFSA
- Attend a FAFSA completion workshop
- Attend a financial aid award letter workshop
- Outline a plan to pay for college
- Know the terms and conditions of any scholarship or loan
- Complete a thorough scholarship search and application process
- If applicable, receive industry-based certification (s) related to career pathways
- Utilize technology to network outside own community (e.g., LinkedIn networking, research jobs and internships in other communities)
- Participate in a job shadowing opportunity
- Identify an internship opportunity related to career pathways* (supports meeting Career Ready Indicators [Career Development Experience])
- Know application deadlines, test timing, cost, preparation for industry-based certification for career pathways
- Visit at least 3 postsecondary institutions
- Understand and apply to bridge programs, if applicable
- Show evidence of postsecondary plan
- Secure letters of recommendation for college and scholarship applications
- Meet with a school counselor to ensure all steps in the postsecondary admissions process are completed on time
- Know negative impact of remediation on postsecondary goals



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

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By the end of 9th grade

A student should:

- Know negative impact of remediation in high school
- Know the relationship between high school coursework, attendance, and grades to postsecondary plans
- Know relationship between community service/extracurricular activities and postsecondary goals

By the end of 10th grade

A student should:

- Attend a postsecondary options workshop (e.g., college, career, military, skilled trade options, etc.)
- Meet with a counselor to discuss coursework and postsecondary/career plans using ISBE College and Career Readiness Indicators* (Supports overall planning and preparation to meet CCRI)
- Identify two related postsecondary paths and/or college majors strongly correlated with assessment results (e.g., identify and be familiar with majors or paths related to assessment results from any college entrance exams, interest profilers, career cluster surveys, etc.)
- Know the benefit of early college credit opportunities to postsecondary access and completion
- Complete a college fit/match inventory

By the end of 11th grade

A student should:

- Complete an elective course to explore career interests
- Interview a business owner, employee, and retiree (any career/field)
- Interview a professional who is working in desired career
- Complete ASVAB/SAT/ACT or other exams necessary for postsecondary plans
- Know the general timings of postsecondary entrance exams and applications
- Meet with a college representative
- Create a personal statement
- Understand the college placement process (e.g., learn about college placement exams, deadlines, registration process, etc.)
- Know the entrance requirements including application deadlines, for expected postsecondary programs of study
- Identify 2-3 adults to support the student through the postsecondary and career selection process
- Determine readiness for college-level coursework in math/ELA and enrollment in either "catch up" or "speed up" course** (Meets Academic Ready Indicators [Transitional ELA/Math Course Completion])
- Attend a college fair
- Meet with a school counselor to track progress and/or revise postsecondary plans
- Know 3-5 match schools, one safety, one reach school for postsecondary program of study
- Take at least one college entrance exam
- Participate in college entrance exam preparation courses (e.g., ACT/SAT prep)

By the end of 12th grade



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