HBR Career Readiness Plan

Hinckley-Big Rock CUSD #429 defines career ready graduates as having the skills and motivation to pursue a self-directed goal, adapt to challenges along the way, and know the options to obtain their post-secondary career. It is our goal that all graduating seniors will have a defined plan and be career ready when they complete high school. This list of benchmark expectations will act as a guide for HBR staff, students, and parents as we plan and prepare for our students to be ready to go.

- skills and motivation to pursue a self-directed goal
- adapt to challenges along the way
- know the options to obtain their PS career

<table>
<thead>
<tr>
<th>By the end of 5th grade</th>
<th>By the end of 8th grade</th>
<th>By the end of 9th grade</th>
<th>By the end of 10th grade</th>
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</thead>
<tbody>
<tr>
<td>A student should be supported to:</td>
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<td>- identify and set personal and academic goals</td>
<td>- complete a career cluster survey</td>
<td>- revisit/update the career interest inventory</td>
<td>- complete orientation to a chosen CP</td>
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<td>- consistently apply the SEL (Grit/Growth/Goal Setting) in daily practices</td>
<td>- engage in annual career day</td>
<td>- complete orientation to career clusters</td>
<td>- chose a CP related to a career cluster</td>
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<td>- gather information regarding training and education for jobs in field of choice</td>
<td>- take part in a financial literacy exercise</td>
<td>- attend a PS options workshop</td>
<td>- identify 2-3 adults to support him/her through the PS planning/selection process</td>
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<td>- create an inventory of interests and possible careers</td>
<td>- attend a day with parent/guardian at work</td>
<td>- complete 4 year plan with counselor</td>
<td>- attend a PS financial workshop with an adult family member</td>
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A student should know:
- the concept of career clusters for further exploration
- possible career clusters they are currently interested in
- the relationship between the skills acquired in community service and extracurricular activities and postsecondary career goals
- general cost ranges of various PS options

A student should know:
- educational requirements, cost, entry level, and median salary for chosen CP
- different types of PS credentials and institutions
- general timing of exams and applications aligned with chosen CP
- benefit of early college credit related to PS goals
A student should have:
- completed 3 or more applications that align with PS goals
- met with a school counselor to ensure all steps in the PS process are completed on time
- attended a FAFSA completion workshop when aligned with PS goals
- completed the FAFSA when aligned with PS goals

A student should be supported to:
- receive industry-based certification(s) when aligned with PS goals
- complete one or more team-based challenges or projects related to identified CP
- address any remedial needs to assist in PS readiness
- attend a financial aid award letter workshop

By the end of 12th grade
A student should be supported to:
- have an advanced understanding of the specialized skills necessary to be successful in their chosen CP
- complete an analysis of their pursuit/accumulation of these specialized skills and then utilize this analysis
- create a summer career readiness plan
- understand that the steps they have taken K-12 have prepared them to independently pursue a different CP should they choose to do so

A student should know:
- how CP courses articulate with PS goals
- estimated costs and return on investment related to further education for PS goals
- terms and conditions of any scholarship or loan for further education related to PS goals

By the end of 11th grade
A student should be supported to:
- identify and complete a virtual job-shadowing
- revisit/update the career interest inventory
- create a resume and personal statement
- attend a fair aligned to PS goals
- enroll in at least one early college credit opportunity
- identify the specialized skills necessary to be successful in their chosen CP by the end of 1st semester
- complete a self-assessment regarding their proficiency in relation to these specialized skills and utilize the results

A student should know:
- if the CP lines up with observed academic behavior, results, and remaining time to achieve PS goals
- application deadlines, test timing, cost, financial aid deadlines, return on investment of options to achieve PS goals
- career attributes related to CP
- 3-5 options to achieve PS goals, one reach option and one safe option

By the end of 12th grade
A student should have:
- completed 3 or more applications that align with PS goals
- met with a school counselor to ensure all steps in the PS process are completed on time
- attended a FAFSA completion workshop when aligned with PS goals
- completed the FAFSA when aligned with PS goals

A student should be supported to:
- receive industry-based certification(s) when aligned with PS goals
- complete one or more team-based challenges or projects related to identified CP
- address any remedial needs to assist in PS readiness
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By the end of 11th grade
A student should know:
- if the CP lines up with observed academic behavior, results, and remaining time to achieve PS goals
- application deadlines, test timing, cost, financial aid deadlines, return on investment of options to achieve PS goals
- career attributes related to CP
- 3-5 options to achieve PS goals, one reach option and one safe option

A student should know:
- how CP courses articulate with PS goals
- estimated costs and return on investment related to further education for PS goals
- terms and conditions of any scholarship or loan for further education related to PS goals

PS - Post-secondary, CP - Career Pathways
Adapted and modeled after Illinois PaCE: Postsecondary and Career Expectations