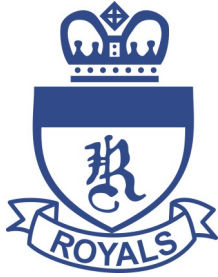


HBR Career Readiness Plan

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

By the end of 5th grade	By the end of 8th grade	By the end of 9th grade	By the end of 10th grade
<p>A student should be supported to:</p> <ul style="list-style-type: none"> ◆ identify and set personal and academic goals ◇ consistently apply the SEL (Grit/Growth/Goal Setting) in daily practices ● gather information regarding training and education for jobs in field of choice ◆ create an inventory of interests and possible careers <p>A student should know:</p> <ul style="list-style-type: none"> ● the jobs and/or careers their parents hold ◆ the learning behaviors consistent with successful students 	<p>A student should be supported to:</p> <ul style="list-style-type: none"> ◆ complete a career cluster survey ● engage in annual career day ● take part in a financial literacy exercise ◆ attend a day with parent/guardian at work <p>A student should know:</p> <ul style="list-style-type: none"> ◆ 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 	<p>A student should be supported to:</p> <ul style="list-style-type: none"> ● revisit/update the career interest inventory ● complete orientation to career clusters ● attend a PS options workshop ● complete 4 year plan with counselor ● outline a plan for school and community engagement aligned with PS goals <p>A student should know:</p> <ul style="list-style-type: none"> ● at least one career cluster for further exploration ● the relationship between coursework, school and community engagement, and outcomes to PS goals ◇ general cost ranges of various PS options 	<p>A student should be supported to:</p> <ul style="list-style-type: none"> ◆ complete orientation to a chosen CP ◆ chose a CP related to a career cluster ◆ identify 2-3 adults to support him/her through the PS planning/selection process ● attend a PS financial workshop with an adult family member <p>A student should know:</p> <ul style="list-style-type: none"> ● 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



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

By the end of 11th grade	By the end of 11th grade	By the end of 12th grade	By the end of 12th grade
<p>A student should be supported to:</p> <ul style="list-style-type: none"> ◆ 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 	<p>A student should know:</p> <ul style="list-style-type: none"> ● 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 	<p>A student should have:</p> <ul style="list-style-type: none"> ◆ 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 <p>A student should be supported to:</p> <ul style="list-style-type: none"> ◆ 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 	<p>A student should be supported to:</p> <ul style="list-style-type: none"> ◆ 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 <p>A student should know:</p> <ul style="list-style-type: none"> ● 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