



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 be supported to:

- Explore the opportunity costs of PS choices
- Understand that taking the right courses in high school can reduce the cost of college
- Attend a career exploration day
- Complete a career cluster survey
- Memorize basic demographic information for resume/applications
- Be aware of youth employment opportunities while in high school
- Develop public speaking skills
- Begin determining eligibility for advanced placement courses

By the end of 10th grade

A student should be supported to:

- Be exposed to a financial literacy unity in a course or workshop
- Learn about debt, credit scores, and banking
- Prepare a budget
- Learn about credit
- Understand pay stubs, W-2s, and income taxes
- Create a resume and personal statement
- Select a career pathway within a career cluster of interest
- Understand the job application process and terms
- Revisit career cluster interest survey and take a career interest survey
- Compare and contrast personal strengths and weaknesses with career choice
- Outline a plan for community service and extracurricular activities related to PS plans
- Attend a PS options workshop
- Meet with a counselor to discuss coursework and PS/career plans using ISBE College and Career Readiness Indicators
- Identify two related PS paths and/or college majors strongly correlated with assessment results
- Complete a college fit/match inventory

By the end of 11th grade

A student should be supported to:

- Attend a postsecondary affordability workshop with a family member
- Complete a financial aid assessment with a family member
- Revisit the career survey
- Visit at least one workplace aligned with career interests
- Attend a workshop on employer expectations and employability
- Participate in mock job interview
- Be aware of job outlook by geographic area
- 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
- Meet with a college representative
- Create a personal statement
- Understand the college placement process
- 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
- Attend a college fair
- Meet with a school counselor to track progress and/or revise postsecondary plans
- Take at least one college entrance exam
- Participate in college entrance exam preparation courses
- Explore internships for scholarships and apprenticeships for money opportunities
- Create a plan and timeline for financial aid process

By the end of 12th grade

A student should be supported to:

- Attend a financial aid award letter workshop
- Outline a plan to pay for college
- 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
- Participate in a job shadowing opportunity
- Identify an internship opportunity related to career pathways
- Visit at least 3 PS institutions
- Understand and apply to bridge programs, if applicable
- Show evidence of PS plan
- Secure letters of recommendation for college and scholarship applications
- Meet with a school counselor to ensure all steps in the PS admissions process are completed on time





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By the end of 9th grade

A student should know:

- Own learning style and how it relates to career interests
- The concept of career clusters of interest
- Educational requirements, cost, and expected entry level and midpoint salary for occupations in selected career clusters
- Negative impact of remediation in high school
- The relationship between high school coursework, attendance, and grades to PS plans
- The relationship between community service/extracurricular activities and PS goals

By the end of 10th grade

A student should know:

- How salary impacts standard of living
- How career pathways courses and experiences articulate to degree programs at postsecondary options
- Career attributes related to career interests
- The benefit of early college credit opportunities to postsecondary access and completion

By the end of 11th grade

A student should know:

- Financial aid deadlines for chosen postsecondary options
- General cost ranges of various postsecondary institutions
- The difference between need-based, merit-based, and self-help college financial aid programs
- Estimated cost of each postsecondary
- Where to find scholarship opportunities
- The affordability of PS options in relation to expected entry-level career salary and anticipated debt
- The general timings of PS entrance exams and applications
- The entrance requirements including application deadlines, for expected PS programs of study
- 3-5 match schools, one safety, one reach school for PS program of study

By the end of 12th grade

A student should know:

- The terms and conditions of any scholarship or loan
- Application deadlines, test timing, cost, preparation for industry-based certification for career pathways
- Know negative impact of remediation on postsecondary goals

By 12/31, a student should have:

- Complete the FAFSA
- Attend a FAFSA completion workshop

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