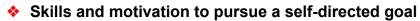
River Bend Career Readiness Plan

River Bend CUSD #2, 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 FHS staff, students, and parents as we plan and prepare for our students to be ready to go.





Know the options to obtain their PS career



| By the end of 5th grade | By the end of 6th grade | By the end of 7th/8th grade | By the end of 7th/8th grade | |
|---|--|--|--|--|
| A student should be supported to: 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 A student should know: The jobs and/or careers their parents hold The learning behaviors consistent with successful students | A student should be supported to: • Citizenship rights and responsibilities • Personal finance • Writing a resume • Participation in an interview • Attend BizTown for a day (career exploration) • Introduction to workforce soft skills A student should know: • | A student should be supported to: Complete a career cluster survey Be exposed to finance literacy information Be exposed to post secondary options (college, military, workforce) Learn about the different types of college degrees Complete an interest survey A student should know: The concept of career clusters for further exploration Possible career clusters they are currently interested in | A student should be supported to: Explore and develop workforce soft skills Participate in the Stock Market Game Participate in a career fair A student should know: The relationship between the skills acquired in community service and extracurricular activities and postsecondary career goals General knowledge of a financial family budget General information regarding the availability of college financial support | |

| 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 A student should know: The relationship between coursework, school and community engagement, and outcomes to PS goals 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 Educational requirements, cost, entry level, and median salary for chosen CP Different types of PS credentials and institutions General timing of exams | By the end of 9th grade | By the end of 10th grade |
|--|--|--|
| various PS options with chosen CP | A student should be supported to: 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 A student should know: 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 | A student should be supported to: 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 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 |



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By the end of 11th grade By the end of 11th grade By the end of 12th grade By the end of 12th grade A student should be supported to: A student should have: A student should be supported to: A student should know: Identify and complete a • If the CP lines up with • Completed 3 or more • Have an advanced virtual job-shadowing applications that align with observed academic understanding of the revisit/update the career PS goals specialized skills behavior, results, and • interest inventory remaining time to achieve Met with a school necessary to be successful • PS goals Create a resume and counselor to ensure all in their chosen CP Application deadlines, test personal statement steps in the PS process Complete an analysis of timing, cost, financial aid their pursuit/accumulation Attend a fair aligned to PS are completed on time • • Attended a FAFSA of these specialized skills deadlines. return on doals Enroll in at least one early investment of options to completion workshop when and then utilize this • college credit opportunity achieve PS goals aligned with PS goals analysis Identify the specialized Completed the FAFSA Career attributes related to • Create a summer career • ٠ CP when aligned with PS skills necessary to be readiness plan successful in their chosen 3-5 options to achieve PS • Understand that the steps goals • CP by the end of 1st goals, one reach option they have taken K-12 have prepared them to semester and one safe option A student should be supported to: Receive industry-based independently pursue a Complete a • self-assessment regarding certification(s) when different CP should they their proficiency in relation aligned with PS goals choose to do so to these specialized skills Complete one or more • and utilize the results team-based challenges or A student should know: projects related to How CP courses articulate with PS goals identified CP Address any remedial Estimated costs and return needs to assist in PS on investment related to readiness further education for PS • Attend a financial aid doals Terms and conditions of award letter workshop any scholarship or loan for further education related to

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PS goals