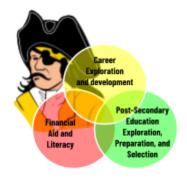


Ashton-Franklin Center Junior High School



College and Career Readiness Framework

By the end of 6th	By the end of 7th	By the end of 8th
A student should:	A student should:	A student should:
attend a Career Day and gain exposure to various career exploration activities	understand a brief overview of career clusters	complete a survey and orientation to career clusters
reflect on their favorite school subject and connect to potential careers	discover how careers are connected to their interests	attend a career exploration day
attend Jr/Sr High school orientation	complete True Colors Personality Assessment	be aware of job prospects by geographic location
explore individual strengths, skills, and assets	investigate visual, auditory, and tactile learning styles and explore how understanding their own learning style can help them in school and on the job (Complete Xello Learning Style Assessment)	understand the relationship between the skills acquired in community service, extracurricular activities, and post-secondary (PS) career goals
learn about common college myths	effectively know how to request help	visit a career center and/or PS facility
recognize people who can be their support system	identify sources of information (fact checking)	meet with a high school student pursuing a pathway of interest
understand the concept of a growth mindset	be exposed to post-secondary options (college, career, military, etc)	outline a plan for community service and extracurricular activities related to PS plans (review annually)
understand a budget needed to meet basic needs	understand the anatomy of a paycheck	understand the relationship between high school coursework, attendance, and grades to PS plans
		attend high school orientation
		take part in a financial literacy exercise
		understand that taking the right courses in high school can reduce the cost of college
		learn to protect themselves against identity theft





Ashton-Franklin Center High School



College and Career Readiness Framework

By the end of 9th	By the end of 10th	By the end of 11th	By the end of 12th
A student should:	A student should:	A student should:	A student should:
understand the job application process for desired fields	 visited at least one workplace aligned with career interest 	 identify, pursue internship and job shadowing opportunities 	identify, pursue internship and job shadowing opportunities.
revisit career cluster survey and pursue areas of interest	 create a resume and personal statement 	revisit/update career interest inventory.	• update a resume
attend a career exploration day or participate in a career exploration activity or presentation	have a career path (CP) chosen related to career cluster interests	know the career attributes related to career interests.	if applicable, receive industry-based certifications(s) relating to CP
understand the relationship between high school coursework, school and community engagement, and outcomes to post-secondary (PS) goals	be aware of youth employment opportunities while in high school	complete a team-based challenge	participate in mock interviews
outline a 4-year coursework plan with a counselor	identify 2-3 adults to support them through the PS planning/selection process	address and create a plan for any Math/ELA remedial needs considering PS goals in plan	know how CP courses articulate PS goals
connect with pathway mentor	compare cumulative GPA academic & career indicators to ISBE CCR framework	complete a college fit/match inventory	complete 2 or more applications that align with PS goals
identify 2 related PS paths and/or college majors strongly correlated with career cluster survey results	know general timing of college entrance exams and applications aligned with their chosen CP	 know 3-5 options to achieve PS goals: one reach option and one safe option 	meet with the school counselor to ensure all steps in the PS process are completed on time
participate in college entrance preparation workshop	know the benefit of early college credit related to PS goals	become a pathway mentor	address and create a plan for any Math/ELA remedial needs considering PS goals in plan
understand the cost ranges of various PS goals	review 4-year coursework plan with the counselor	application deadlines, test timing, costs, and financial aid deadlines for their PS goals.	secure letters of recommendation for college and scholarship applications
know how salary impacts standard of	complete a college fit/match inventory	attend a PS financial workshop with an	know the estimated cost and

living		adult family member	affordability of each PS option
understand different banking relations	attend a college fair	understand the difference between need-based, merit-based, and self-help financial aid	attend a FAFSA completion workshop when aligned with PS goals
know where to find scholarship opportunities	address and create a plan for any Math/ELA remedial needs considering PS goals in plan	understand the student loan process and available loan options	• complete the FAFSA when aligned with PS goals. (by 12/31)
complete a financial aid assessment with a family member (Federal Student Aid Estimator & MAP Estimator)	connect with pathway mentor	complete a unit on employee benefits and retirement planning	complete a thorough scholarship search and application process
	know educational requirements, costs, entry-level, and medial salary for chosen CP		understand W-4s, pay stubs, and income taxes
	research internships and/or apprenticeships that offer scholarships and/or money opportunities		understand how salary impacts the standard of living

