

Mississippi Career Exploration and Planning Expectations

Each student should have an individualized success plan to help them make career and college decisions, plan a course of study, and make financial aid assessments with family members.

BY THE END OF THE 6TH GRADE	BY THE END OF THE 7TH GRADE	BY THE END OF THE 8TH GRADE	BY THE END OF THE 9TH GRADE
A student should be supported to:	A student should be supported to:	A student should be supported to:	A student should be supported to:
<ul style="list-style-type: none"> take an interest assessment 	<ul style="list-style-type: none"> create an Individual Success Plan (ISP) 	<ul style="list-style-type: none"> complete a career cluster survey 	<ul style="list-style-type: none"> revisit career cluster interest survey
<ul style="list-style-type: none"> explore careers related to students' strengths, skills, and talents 	<ul style="list-style-type: none"> develop an awareness of careers and companies based in MS 	<ul style="list-style-type: none"> attend a career exploration day/career fair 	<ul style="list-style-type: none"> develop self-awareness of skills, work values, and interests
<ul style="list-style-type: none"> develop an awareness of career clusters and jobs relating to those career clusters 	<ul style="list-style-type: none"> revisit interests and continue to explore careers related to talents and skills 	<ul style="list-style-type: none"> Check with your local high school and/or community college 	<ul style="list-style-type: none"> explore various careers
<ul style="list-style-type: none"> identify employability and social skills i.e. work-readiness skills important to career success and apply basic technological skills relating to a variety of careers 	<ul style="list-style-type: none"> review graduation requirements 	<ul style="list-style-type: none"> be exposed to finance literacy unit in a course or workshop 	<ul style="list-style-type: none"> review 9th grade "College Planning Guide"
<ul style="list-style-type: none"> create an action plan with academic and personal goals 	A student should know:	<ul style="list-style-type: none"> review graduation requirements and high school opportunities as well as how academic and extracurricular choices vary from middle school 	<ul style="list-style-type: none"> meet with school counselor to discuss coursework and postsecondary (PS) career plans
A student should know:	<ul style="list-style-type: none"> the importance of academic success and consequences of falling behind 	<ul style="list-style-type: none"> review/revise ISP 	<ul style="list-style-type: none"> become aware of federal and state financial aid opportunities
<ul style="list-style-type: none"> why people need to work 	<ul style="list-style-type: none"> what an Individual Success Plan (ISP) is and how to create a 5 year academic plan 	<ul style="list-style-type: none"> complete the student planning tool 	<ul style="list-style-type: none"> become aware of institutional and private scholarship opportunities
<ul style="list-style-type: none"> what college is, why people go, and the different types (2 year vs. 4 year) 	A student should know:	A student should know:	<ul style="list-style-type: none"> review/revise ISP
<ul style="list-style-type: none"> the relationship between personal qualities, education, training, and the world of work 	<ul style="list-style-type: none"> the concept of career clusters for further exploration 	<ul style="list-style-type: none"> possible career clusters of interest 	<ul style="list-style-type: none"> complete the student planning tool
	<ul style="list-style-type: none"> the relationship between community service/extracurricular activities and postsecondary/career goals 	<ul style="list-style-type: none"> the relationship between community service/extracurricular activities and postsecondary/career goals 	A student should know:
			<ul style="list-style-type: none"> one or two career clusters for further exploration and development
			<ul style="list-style-type: none"> the relationship between HS coursework, attendance, grades, community service, and extracurricular activities to PS and career plans
			<ul style="list-style-type: none"> the general cost ranges of various PS options

BY THE END OF THE 10TH GRADE
A student should be supported to:
<ul style="list-style-type: none"> • review/revise/redo “Career Exploration” activities on Career One Stop, Bureau Labor Statistics, My Next Move, and careertech.org
<ul style="list-style-type: none"> • review “College Planning Checklist” for 10th grade
<ul style="list-style-type: none"> • research colleges to find potential matches for career and personal interest (“Match and Fit”) using one or more of the following: <ul style="list-style-type: none"> • College Board College List Handout • Profile • Planning Guide • College Scorecard
<ul style="list-style-type: none"> • meet with school counselor to review progress toward high school graduation and academic/career goals
<ul style="list-style-type: none"> • review criteria for state financial aid
<ul style="list-style-type: none"> • review types of federal financial aid
<ul style="list-style-type: none"> • emphasize institutional and private scholarship opportunities
<ul style="list-style-type: none"> • obtain information regarding assessments: <ul style="list-style-type: none"> • ACT • PSAT
<ul style="list-style-type: none"> • set academic and college/career goals
<ul style="list-style-type: none"> • identify 2-3 adults to support him/her through the college and career selection process
<ul style="list-style-type: none"> • review/revise ISP
<ul style="list-style-type: none"> • complete the student planning tool
A student should know:
<ul style="list-style-type: none"> • educational requirements, cost, expected entry level, and midpoint salary for occupations of interest
<ul style="list-style-type: none"> • different types of PS credentials and institutions
<ul style="list-style-type: none"> • general timing of college entrance exams and applications
<ul style="list-style-type: none"> • the benefit of early college credit opportunities and PS access and completions

BY THE END OF THE 11TH GRADE
A student should be supported to:
<ul style="list-style-type: none"> • create an ACT profile account
<ul style="list-style-type: none"> • create a College Board Big Future account
<ul style="list-style-type: none"> • review “College Planning Checklist” for 11th grade
<ul style="list-style-type: none"> • research colleges to find potential matches for career and personal interest (“Match and Fit”) using one or more of the following: <ul style="list-style-type: none"> • College Board College List Handout • ACT Profile • Get2College Planning Guide • College Scorecard
<ul style="list-style-type: none"> • schedule campus visits-virtual or in-person
<ul style="list-style-type: none"> • attend college fairs
<ul style="list-style-type: none"> • create a resume and a personal statement
<ul style="list-style-type: none"> • participate in a mock job interview
<ul style="list-style-type: none"> • identify an internship opportunity related to career pathway
<ul style="list-style-type: none"> • meet with school counselor to review progress towards high school graduation and academic/career goals
<ul style="list-style-type: none"> • review criteria for state financial aid
<ul style="list-style-type: none"> • review types of federal financial aid
<ul style="list-style-type: none"> • emphasize institutional and private scholarship opportunities
<ul style="list-style-type: none"> • discuss ACT, PSAT, SAT, and AP test administration
<ul style="list-style-type: none"> • set academic and college/career goals
<ul style="list-style-type: none"> • register for NCAA (if applicable)
<ul style="list-style-type: none"> • review/ revise ISP
<ul style="list-style-type: none"> • complete the student planning tool
A student should know:
<ul style="list-style-type: none"> • application deadlines, test timing, cost, and prep for industry based certifications
<ul style="list-style-type: none"> • career attributes related to career interests
<ul style="list-style-type: none"> • entrance requirements, including application deadlines, for expected PS career pathway
<ul style="list-style-type: none"> • 3-5 match schools, one safety, and one reach school for PS career pathway
<ul style="list-style-type: none"> • financial aid deadlines for chosen PS options

BY 12/31 OF THE 12TH GRADE
A student should be supported to:
<ul style="list-style-type: none"> • create an ACT profile account
<ul style="list-style-type: none"> • create a College Board Big Future account
<ul style="list-style-type: none"> • review “College Planning Checklist” for 12th grade
<ul style="list-style-type: none"> • research colleges to find potential matches for career and personal interest (“Match and Fit”) using one or more of the following <ul style="list-style-type: none"> • College Board College List Handout • ACT Profile • Get2College Planning Guide • College Scorecard
<ul style="list-style-type: none"> • attend college fairs
<ul style="list-style-type: none"> • schedule campus visits-virtual or in-person
<ul style="list-style-type: none"> • meet with school counselor and ensure 3 or more admission applications to PS institutions are complete
<ul style="list-style-type: none"> • attend a FAFSA completion workshop
By the end of the 12th grade:
<ul style="list-style-type: none"> • address any remedial needs
<ul style="list-style-type: none"> • obtain an internship opportunity relating to career pathway
<ul style="list-style-type: none"> • receive industry-based certification
<ul style="list-style-type: none"> • attend a financial aid award letter workshop
A student should know:
<ul style="list-style-type: none"> • how career pathway and courses experiences articulate to degree programs at PS options
<ul style="list-style-type: none"> • estimated cost of each PS option
<ul style="list-style-type: none"> • affordability of PS options in relation to expected entry level career salary and anticipated debt
<ul style="list-style-type: none"> • terms and conditions of any scholarship or loan