

# A Checklist of Career Development Activities: What Your Students Should Be Doing Year By Year

Grade	Career development activities
9th	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student takes a career preparation course.               <ul style="list-style-type: none"> <li><input type="checkbox"/> Focuses on learning different career areas and the training and job requirements.</li> <li><input type="checkbox"/> Develops a career plan.</li> </ul> </li> <li><input type="checkbox"/> Student completes career interest and working conditions inventories.               <ul style="list-style-type: none"> <li><input type="checkbox"/> Analyzes the inventories to determine if career interests match the working conditions associated with the career.</li> </ul> </li> <li><input type="checkbox"/> Student attends field trips to local businesses to see first-hand the jobs onsite.</li> <li><input type="checkbox"/> Student participates in a mentorship program with a local business, if available.</li> <li><input type="checkbox"/> Student meets with case manager to create a measurable postsecondary goal for employment that aligns with career interests, preferences, experiences, and capabilities.</li> </ul>
10th	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student completes further career assessments and updates previous ones.</li> <li><input type="checkbox"/> Student participates in career explorations related to <i>his or her career interests</i>.               <ul style="list-style-type: none"> <li><input type="checkbox"/> Takes part in a job shadow for 1 day, 2 weeks during an academic seminar time, or a quarter if student's course load allows it.</li> <li><input type="checkbox"/> Completes the job shadow business' job application.</li> </ul> </li> <li><input type="checkbox"/> Student takes a social skills class to learn the social aspects of job sites.</li> <li><input type="checkbox"/> Student attends college and career fairs at school.               <ul style="list-style-type: none"> <li><input type="checkbox"/> Representatives from apprenticeship programs and vocational/technical schools attend these, in addition to representatives from colleges.</li> </ul> </li> <li><input type="checkbox"/> Student observes a vocational course in high school related to career interests.               <ul style="list-style-type: none"> <li><input type="checkbox"/> Determines if he or she can enroll in it for junior year.</li> </ul> </li> <li><input type="checkbox"/> Student meets with case manager to update measurable postsecondary goal for employment.</li> </ul>
11th	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student updates career assessments and career plan.</li> <li><input type="checkbox"/> Student attends a work experience class that provides volunteer hours in businesses related to <i>student's career interests</i>.               <ul style="list-style-type: none"> <li><input type="checkbox"/> Attempts to rotate through two or three different businesses and different jobs at each business.</li> <li><input type="checkbox"/> Participates in mock interviews related to each of these jobs.</li> </ul> </li> <li><input type="checkbox"/> Student participates in a vocational/technical course in high school related to career interests.</li> <li><input type="checkbox"/> Student seeks a part-time, after-school, or summer job in addition to volunteer experiences.</li> <li><input type="checkbox"/> Student meets with case manager to narrow career goals based on work experiences.</li> </ul>
12th	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student updates career assessments to narrow interests.</li> <li><input type="checkbox"/> Student considers dual enrollment at the community college or local technical school to participate in coursework aligned with <i>his or her career choices</i>.</li> <li><input type="checkbox"/> Student attends college and career fairs at school.               <ul style="list-style-type: none"> <li><input type="checkbox"/> Views college departments that align with chosen careers; determines the type of training provided.</li> </ul> </li> <li><input type="checkbox"/> Students apply to a community college, 4-year college program, or vocational/technical school based on which one provides the program best suited to career interests, preferences, needs, and strengths.               <ul style="list-style-type: none"> <li><input type="checkbox"/> Education and training after high school is often necessary to obtain a career position.</li> </ul> </li> <li><input type="checkbox"/> Student continues working a part-time job after school and in the summer.</li> <li><input type="checkbox"/> Student meets with case manager to prepare for what accommodations will be needed in a job setting.               <ul style="list-style-type: none"> <li><input type="checkbox"/> Assists with developing his or her Summary of Performance so that he or she is aware of the accommodations that will be helpful on the job.</li> </ul> </li> </ul>

**Figure 8.2.** A checklist of career development activities: What your students should be doing year by year.