

CCR checklist



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School-Wide

Planning and Establishing Processes

To begin the process of having students create personalized college and career plans, it is critical for schools to be thoughtful and strategic about the overall structure, timeline, and rollout.

- ✓ Establish a system for how students will document their personalized college and career plans and how counselors and other stakeholders will view, track progress, and provide feedback.
- ✓ Take an inventory of current practices and resources the school

or district utilize that might support or guide this process.

- ✓ Align action steps with the school calendar, including semester breaks and external testing dates, to ensure proper sequencing and timing.
- ✓ Determine with whom and when during a student's day they will create and engage with the college and career readiness planning process. You might consider: Will students do this during an advisory period? Will counselors or other trained educators or advisors lead the process?

Freshman Year

First Semester

- ✓ Prior to Freshman year, consider hosting an orientation where students learn about extracurricular activities, CTE opportunities, and other programs unique to the school.
- ✓ Introduce students to the platform or process for creating their college and career plan. Include a preview of activities and experiences they will engage in throughout the year and across high school so they understand the overall process.
- ✓ Have students complete a personality or strengths inventory to give them external sources to inform their goal-setting and planning. Provide guidance around how students should use the information from these activities.
- ✓ Have students go through a goal-setting process and document their college and career goals. With guidance from counselors, teachers, and peer mentors, have students record action steps necessary to achieve those goals. Have students share their plans with family members for feedback.
- ✓ Review graduation requirements (including typical college acceptance and NCAA requirements), potential

opportunities for higher-level courses that require prerequisites, and how GPAs are calculated and the importance of maintaining certain GPAs for access to future opportunities.

Second Semester

- ✓ Begin to acclimate students with internship opportunities, college search resources, and scholarship information.
- ✓ Review data and check in with at-risk students to help identify students who may be struggling socially and emotionally or off track to graduate on time. Connect students to mental health, credit recovery, or other relevant services if needed.
- ✓ Prior to course selection for sophomore year, have students review their college and career plan, make adjustments as needed, and use the plan to inform decision-making for the following year.

Sophomore Year

First Semester

- ✓ Early in the year, have students meet with a counselor or advisory group to review college and career plans. Have them consider whether their goals and action plans still reflect their hopes and ambitions. Have them identify and document any additional steps to improve their CCR readiness in the coming months.
- ✓ Have students review graduation requirements, future dual enrollment or college-level courses, and corresponding prerequisites, and ensure that their college and career plans take these choices into account.
- ✓ Review data and check in with at-risk students to help identify those who may be struggling socially and emotionally or off track to graduate on time. Connect students to mental health, credit recovery, or other relevant services if needed.
- ✓ Discuss testing dates and test preparation resources with students and build in opportunities to review test scores once students receive them.

Second Semester

- ✓ Communicate with guardians about the college search and application

process, including the financial components. You might include describing the value of internships or other real-world learning opportunities so students can learn more about whether their goal is a good fit. Find ways to invite guardians to share any questions or concerns they might have.

- ✓ Talk with students about how to search for relevant scholarships and have them take note of any additional requirements such as volunteer hours or extracurricular involvement.
- ✓ Have students brainstorm possible internship opportunities that align with their articulated college and career goals. Provide resources for them to search for internship opportunities or connect with relevant professionals in the area.
- ✓ Prior to course selection for junior year, have students review their college and career plan, make adjustments as needed, and use the plan to inform decision-making for the following year. Have students set up a tentative schedule for the next two years that includes higherlevel courses, career pathway coursework, appropriate tests, volunteer opportunities, and internships or other real-world learning experiences.

Junior Year

First Semester

- ✓ Have students meet with a counselor or advisory group to review college and career plans. It is important for students, counselors, and guardians to do a deep review of whether students are on track to meet their goals, including graduation requirements, and if any adaptations or interventions are needed to get them on track.
- ✓ Discuss testing dates and test preparation resources with students and include opportunities to review their test scores. Ensure students understand opportunities to retake tests and how to make decisions around doing so.
- ✓ Support students in creating a resumé of activities, experiences, skills, and achievements that they can utilize in college, scholarship, and/or job application processes.
- ✓ Ensure students are aware of upper-level coursework, internships, or other career-specific programs in which they are eligible for. Help them understand how these courses or programs align with their college & career plans and how to include them in their schedules.

Second Semester

- ✓ Host educational sessions for students and families to walk through the

college application, financial aid, and scholarship search processes. Assume families have no prior experience and help them understand the steps they must take and deadlines to do so. Provide multiple modes of communication across families' home languages and follow up as needed.

- ✓ Facilitate conversations with older students who have followed similar paths to share lessons learned and other details of their experiences.
- ✓ Check in with at-risk students and reach out to teachers to identify students who may be struggling socially and emotionally. Connect students to mental health or other services.
- ✓ Closely review data, records, and transcripts for students who may not be on track to graduate on time. Connect students with credit recovery opportunities and make a detailed action plan with them and their families. Include specific plans for future follow up.
- ✓ Prior to course selection for senior year, have students review their college and career plan, make adjustments as needed, and use the plan to inform decision-making for the following year. Have students review their schedule for the next year to ensure they are maximizing opportunities for learning and experience during their senior year.

Senior Year

First Semester

- ✓ Early in the year, have students meet with a counselor or advisory group to review college & career plans. It is important for students, counselors, and guardians to do a deep review of whether students are on track to meet their goals, including graduation requirements, and what, if any, interventions are needed to get them on track to graduate on time.
- ✓ Discuss testing dates and test preparation resources with students and build in opportunities to review test scores once students receive them and dates for submitting scores to colleges, training programs, or scholarship committees. Ensure students understand opportunities to retake tests and how to make decisions around doing so.
- ✓ Create opportunities to support students as they write essays for college and scholarship applications and review their resumés and other application materials. This might take place in advisory periods or coordinated with English or CTE courses.
- ✓ Host educational sessions for students and families to walk through the college application, financial aid (including FAFSA), and scholarship processes and share resources to support these efforts. Assume families have no prior experience and help them to understand the steps they must take and the deadlines to do so. Provide multiple modes of communication across families' home languages and follow up as needed.

Second Semester

- ✓ Track FAFSA completion and follow up with students and families as needed. This may require direct outreach as the year goes on for families who are struggling with the process.
- ✓ Reflect with students on the steps they have taken to realize their postsecondary goals and celebrate their hard work, success, and achievements. For students who might be at risk for summer melt, consider connecting them with resources to help them follow through to matriculation in the fall.
- ✓ For students who are at-risk for not graduating, connect them with credit recovery opportunities and make a detailed action plan with them and their families, including steps to graduation and beyond.
- ✓ Work with students to go over graduation requirements, make sure they are on track for graduation, sign their name for diploma accuracy, and discuss graduation logistics including the rental of the cap and gown.