Attributes (Skills Gaps)
Communication Skills
Personal Accountability
Prompt & Timely
Integrity
Critical Thinking

Overarching Concepts	Create Relevance to the Student and Parent
Overarching Concepts	Go to where the parents/invite in a comfortable setting and talk about what is being taught related to helping their children find a career/life work
Overarching Concepts	Understanding of why a career matters: financial independence and contribution to the community
Overarching Concepts	Career exploration: What do you want to be when you grow up?
Overarching Concepts	Teach what is possible: hope, well-being, engagement, how do you find someone that cares?
Overarching Concepts	Better aligning business needs with education training

	6th Grade	7th Grade	8th Grade	Other comments	Other comments
	If starting from scratch what would you do, in collaboration with schools and providers, to address career exploration and practice and the skills and concepts noted above?				
National & Regional Experts	Based on evidence-based effective practices outlines in a previous submitted document, I would love to see a community-created and implemented competency based digital badge program. A joint committee comprised of teachers, local business partners, and community educational programs develop longitudinal curricula that map back to both state standards and competencies required for local entry jobs. Activities would provide hands-on applications of school-based learnings that would contribute to badge completion. Activities could be offered at schools, after-school programs, mentors, U of I programs, FabLab, 4-H, scout programs, etc. Activities base on ability not age. A single measurable outcome reporting system to enable a community "ecosystem" approach. Badges would enable students to apply for related internships in grades 11 & 12, or on job applications. Funding and on-kind resources could come from a combination of grants from local businesses, state and federal grants, etc.			Case studies from a number of states for after-school badge programs: https://oregonask.files.wordpress.com/2015/12/digitalbadgesinafterschool-21.pdf Review Badges illustration	
National & Regional Experts	>Students divide into teams for a Service Learning Project focused on improving the school itself. >Attend School's Career Fair(currently at Jefferson)--complete Bingo Card at event and related worksheet in class. >Family Education: Learning Career Cruising and the vision for career exploration in MH years.	> Write a report on requirements of one of the 7th grade clusters and interview a person working in that cluster. Post to portfolio. (English or science assignment?) >Students form teams for a community-focused service learning project. As part of evaluation and reflection piece, individual student identify careers in fields related to the project. >Family night on AA and Certificate programs (at Parkland?). Write essay on value of post- secondary credential. >Attend EFE Career Fair: complete worksheet/essay >Summer Learning experience	>Draft a resume >Participate in Career Mentoring (like "Spark" program); become a "Peer Connections Mentor" to a 5th grader and/or do half day Career tours/experiences (currently done by 1:1 Mentors). >Deep dive into a one potential career and present at school Career Fair. >Financial Literacy night for families of 8th graders (Saving/budgeting 101).	A sequential skill-building system that (a) fosters increased social emotional skill learning; (b) furthers career exploration; and demonstrates relevancy to the "real world." Such a system would require integration throughout the school and after-school day and would have added impact if there is closer coordination between school and after-school and opportunities for parent engagement. This system would include a combination of scaling up existing local practices and the introduction of evidence-based practices such as Individualized Learning Plans, Problem-Based Learning, and Service Learning.	Elements occurring at all grade levels include: • "Kick Start" Camp 2 weeks before school starts for any student not at grade-level reading or math. • Beginning of year Parent-student-teacher conferences that create/update Individual Learning Plans with specific social-emotional learning skill goals. • Student completion of Career Cruising grade-appropriate inventories/assessments currently offered through CUSD (although made mandatory, not just offered) • Students are encouraged to add assignments etc. to CC Portfolio (provide time in homeroom?) • Integration throughout the school day of a "Best Practice" social skills curriculum that includes opportunities for parent engagement. • Once per semester, each subject has a problem-based learning project that highlights one of the grade level "career clusters" * • At least one writing assignment per year related to the clusters of that year (could be in any class) • Summer learning opportunities *Divide the 16 Career clusters among the grades so each grade emphasizes a specific 5 throughout that school year (6 in one year).
CUSD#4 Marc Chagnon & Michael Lehr	According to our discussion on June 27, Mike Lehr voiced the desire to focus more on a competency-based curriculum, including more problem-based projects to enhance critical reasoning skills. He and Marc gave us the new state of Illinois outcomes guidelines for career ed. Marc would love for teachers to use and address the "Employability Skills Inventory" (whch he gave me a copy of) when developing curricula and assessing student behavioral outcomes. Mike, as director of curricula is open to connecting us to his 6-8 grade team leaders once things settle down in September.				
CUSD#4 Jefferson Principal Angelica Franklin	Give students more exposure and opportunities for college and career through guest speakers, field trips, parent nights hosted at a central location throughout the year, more intentional use of Career Cruising with students and required classes. Giving all students the opportunities that AVID provides. More exposure to careers in 6th grade as we do in 8th grade.	Once we have stronger systems in place in 6th grade, we can build upon the programs in 7th grade. Sixth grade could be more exploratory into several different types of career opportunities. Students in 7th grade may be able to explore certain types of careers based on a student inquiry inventory via Career Cruising. Keep the guest speakers, field trips, parent nights, and so on in place.	Once there are stronger systems in place in both 6th and 7th grade, the 8th grade experiences could be more meaningful. Students could continue to do the things they were doing in 6th and 7th but leave middle school with a high school schedule plan for the career they are most interested in 8th grade. It would be great to get summer internships for 8th graders to see what it is like to shadow professionals in the desired career.		
CUSD#4 Franklin Principal Sara Sanders	Career Cruising. Each student develops a 4 yr academic plan based on interests. Interest inventories given in 6th grade, then each year. Personal career cruising webpage with parental access. (when prompted) Yes, Would like to see community volunteers lead activities a well as talk. Student need to have more experiences to help them explore various careers. (Also see answer to #9) "key word is DO".	AVID demonstration school – as such, they have embedded into their overall curricula such skills as inquiry, personal organization and accountability, reading and writing across the curricula. Critical thinking: Emphasis going forward is on Project-based learning, including foster 3-levels of questioning. Students are prompted to ask all 3 types of questioning. Communication skills- AVID curriculum incudes giving "passion speeches" (something they are passionate about), presentations. Feedback includes peer and self-assessments. Meets common core standards.	Job shadowing for middle school students. Can use the school's activity van for a small group , so transportation not a problem. Shadowing should be done in middle school, not waiting till high school.	"Pods mentorship program" based on different student interests: 5 mentors work with each pod's students weekly to engage, inspire, help them with an educational plan. Diverse mentorship to represent student population.	Curricula restriction. Although communication activities requires, no real time to actually teach and remediate communication skills. Would be helpful to extend curricula via afterschool, mentoring, and enrichment programs. Barriers – transportation. Need for older siblings to look after younger siblings.
CUSD#4 Edison Principal Angela Schoonover	• Bring more programs/opportunities to kids at school (difficult more many students to go off-site to attend events), • Stronger emphasis more team building and collaboration in sixth grade, as most students are used to this coming out of grade school. We tend to lose that collaboration as students get older (cited possibility that teachers are hesitant for their class to get out of control).		• More interaction during the field trips (Parkland College, iHotel, Trade Up). • Would like to do an interactive Career Fair here to engage more students.	• If unlimited funds, would want to engage students in more team-building activities (challenge courses, rope courses) to improve their collaboration/social skills. Angie mentioned that she worked at "Super Camp" over the summer and believes that many of the activities would be good for our students. • Would like to have weekly grade level meetings with all students to work on improving character via interactive activities.	• Utilize Career Clusters to have students engage in activities so they can learn more about career possibilities, as many of our students aren't aware of all pathways available. o Could feature a couple career clusters per month and allow classes to "tour" related activities in the library, classroom, etc. • For high schools, she mentioned something called reverse pathways. Which essentially was a system where data from student's career interests was used to create, plan, and support elective classes (i.e., sometimes there are a lot of Foods classes and not all students are interested in it and would be better served by another elective).
CUSD#4 Middle School Superintendent Angela Smith					
USD#116 Scott Woods	>Engage in goal setting and define the skills needed early >Explicit career exploration in earlier grades either in the field (job shadow) or the professionals in the school. (6th grade if not before) >Throughout middle school students need to see the connection between education and being part of the workforce - real world application. Create a connection between what you want to do, what it takes, and hands-on exposure. >Do the EFE career day in 6th grade and make it more interactive, project-based rather than speaking only. Perhaps specifically target identified industries > Consider very deliberate social emotional assistance training to those students that need it the most. UMS is doing a class this year called social connections with 5 grad students from psychology department at UI. Taking top 5 of behavior girls and boys; each grade level - be in this intensive counseling class that is every day (social skills/conflict)			> There is a perception issue with parents in the community. Is college for everyone? Community awareness program might be needed to change that perception. > Can't ignore will always need reading/writing and math skills > What is meant by critical thinking is it problem solving? > They don't do AVID but would if they had the resources > Project based nature of STEM programs seems to interest kids the most. If you ask the kids what they want to be what they grow up - #1 would be of video game programming. Elective offerings for computer get the most response from kids - They have a technology course series that gets a lot of attendance.	

Attributes (Skills Gaps)
Communication Skills
Personal Accountability
Prompt & Timely
Integrity
Critical Thinking

	Create Relevance to the Student and Parent
Overarching Concepts	Go to where the parents/invite in a comfortable setting and talk about what is being taught related to helping their children find a career/life work
Overarching Concepts	Understanding of why a career matters: financial independence and contribution to the community
Overarching Concepts	Career exploration: What do you want to be when you grow up?
Overarching Concepts	Teach what is possible: hope, well-being, engagement, how do you find someone that cares?
Overarching Concepts	Better aligning business needs with education training

	6th Grade	7th Grade	8th Grade		
Splash Program Linda Gibbens & Kathleen Cearlock	Learning about and exposure to different things and careers	Awareness and what interests are, what they are good at, explore	Start resumes, job applications, maybe portfolios, job shadow, find places for them to volunteer, gain experiences, run a mini mart, develop own businesses and run it		
Education for Employment	There are a lack of resources, facilities, and teachers, which make it near impossible to create stand-alone career and technical options at the middle school level. Career education should be incorporated into the core curriculum. Students become more engaged in math/science/reading/writing when they understand why/how it is being used in the "real world." There should be a basic set of career exploration experiences that as schools, we are supporting every student to complete; goal setting, learning about career clusters, financial literacy, etc. These experiences should be documented and completion should be an expectation for grade-level promotion. Students should be completing a career cluster survey (Career Cruising is available) annually. These results will update based on a student's evolving interests and goals. The results should be utilized as a starting point for career guidance and to differentiate instruction.	Without stand-alone career and technical courses at the middle school level, we have to find creative ways to get students more hands-on experiences. Trade-Up is a successful model, but it needs to be expanded to other career pathways. Soft skills need to be emphasized at an early age.	Career Conference: The schools that see the most benefit from the 8th Grade Career Conference are those that treat it as one piece of the experience. Instruction/guidance needs to be done before and after the conference, in order for it to be a meaningful experience. We provide a booklet, which I'm not sure is being utilized effectively. Simply showing up for 2 1/2 hours doesn't make an impact. We need more engaging speakers in several areas. Trade-Up: expand to other career pathways; we need a hands-on option for all students 9th Grade Course Selection: help students make decisions based on interests, skills, and abilities Career Coaches: I am intrigued by the possibility of using retired professionals from the community as "career coaches." School counselors are overloaded and career guidance is often times, not a priority. I have envisioned this as a high school project, but it could also be useful at the 8th grade level. Ongoing training and professional development for the coaches would be required.		
Boys & Girls Club	Expose youth to new and various careers and trades. • Fun, interactive field trips • Career Expos • Questionnaires and surveys that focus on careers and trades • Partnerships between businesses/organizations and career service departments in schools	Engage and involve parents/guardians in workforce development • Expose parents to various careers and trades • Develop programs for parents to participate in that will increase their knowledge of workforce readiness (i.e.. Computer literacy, literacy, financial literacy, etc.)	Why do careers matter? • Exposure in contributing to the community/economy • Financial independence • Aligning business needs with education training • Surveys/Questionnaires • Job shadowing different careers and trades		
Lead4Life	Explore: I would start by first building a model that allows 6th grade students to "Discover Their Passions" based on their individual gifts, talents, and passions. Within this model, students would explore MULTIPLE career options & research pathways based on what potential fields they might want to engage in.	Engage: Once students have reached 7th grade, they would then narrow down the careers they have chosen based on their 6th grade research. "Top 5" I would then target community professionals who could serve as mentors or speakers" who would provide more details about the workings of those career fields directly to students.	Exhibit: Now as students enter 8th grade & based on interest, I would seek to create a relationship between professionals, students and parents in hopes that those students could potentially do some job shadowing, volunteering, participate in work study or even get hired for the professional during the summer going into HS.		
Big Brothers Big Sisters	Mentoring is a proven social/emotional support system for youth. Mentoring promotes better attitudes, behaviors and ultimately outcomes for youth. Our outcomes show that youth who are mentored show increases in academic achievement and decreases in absenteeism, truancy and delinquent behaviors. They also develop stronger relationships with peers and teachers.	Case Managers work closely with parent/guardians to identify the needs of each child and develop a Youth Outcome Development Plan to help build on the child's strengths and address deficits.	There are several factors that impact a child's education. Many of our students would be the first to attend college and, in some cases, would be the first to complete high school. Children only know what they know, so exposure to opportunities beyond their home, neighborhood and school are critical in allowing them to think about college and careers.	Our mentor2.0 program follows a structured curriculum to assist students in developing non-cognitive skills that will assist them whether they attend college, seek certification, or join the workforce. We focus on social capital skills, growth mindset, perseverance, critical thinking, help seeking/self-advocacy and optimism. Each student is matched with a mentor who has completed a degree or certification to help develop a strong relationship and assist in guiding them through the curriculum. While this program is a 4 year program starting in 9th grade, I could see a benefit with teaching these non-cognitive skills at an earlier age and guidance and exposure from a mentor for college and career opportunities at a younger age would be beneficial.	I think having a one-to-one aspect for students is critical because each student has a different background, life experience, exposure to opportunities, support system, etc. Expecting teachers or counselors to help every student develop a career or college aspiration is probably unrealistic, so the more we are able to give students one-to-one opportunities with caring adults who can provide support and guidance, the more likely we are to have success with our students. Denise had said come up with your perfect world scenario and for me it would be to make sure every student had a caring adult mentor in his life.
Urbana Neighborhood Connection Center Janice Mitchell					
CU One to One Mentoring Lauren Smith		*Offer more 7th and 8th grade Job shadow opportunities: hook them up with some career they are interested. Mentor gives special training related to the experience. Mentors prep students beforehand on social skills for experience and the "networking activity." After there is an evaluation form for both to fill out and a follow-up activity on wages (and how much is taken in taxes) as well as the personal skills needed for success. It is crucial that the businesses/locations have engaging activities for the student, even if it is trying out answering the phones.	Exposure to need for a resume	Quality Afterschool programming on site Connect "real world/career" to behavior at school be it attendance or turning in homework, etc.	
Operation Hope Jr. - CUSD#4 Sheldon Turner	> Career awareness videos. Perhaps we get local companies to provide short videos of the jobs/careers available at their companies and these videos are shown in the classrooms for more career awareness. Younger students love videos and social media, so we need to try to reach them on the level that they are most apt to pay attention to. The teachers could then provide students with the necessary training/classes needed to be able to do those careers that they are interested in. > Get more employers on board to provide tours of their companies so the students can visit to see what goes on in the workplace for more exposure to potential careers. I would also like to add mentoring for 6th grade students. You can specifically request Op Hope Jr. Students through Lauren our Mentor coordinator. Once again having professionals being more present in the student's life would be great.		There are a lot of good programs available, but no one place where someone new to the area or anyone who might be interested can go to get the information. We need to create a spreadsheet/list of all of the organizations and what they provide for each age group. This list needs to be made available to the public as follows: 1. On a website, so people know they can go to this site and get the information they need. Probably makes sense to break it down by each grade so that parents can go directly to the age group of their kids. This could be on the CUC2C website, school websites, and the city websites as well. 2. Get the local news to do a story on what the community is doing to promote learning, skill building, and workforce readiness for our community. Have them promote the website for where parents can go to find out about programs available to get their kids involved. 3. Have fliers with a list of all the programs and get to churches, recreational centers, malls, etc. to increase the awareness of what is available for each age group. Some of the programs are free and people just don't know about them.	> Funding is always an issue. If we can demonstrate all that the community is doing together via all of the schools and providers, then there is a better chance of getting grant money, that is out there, to help support all of these programs. One program that Obama started is "My Brother's Keeper" and there are grants available, as well as many other federal and state grant programs. This would be a city/community wide grant that would benefit everyone and sometimes they can be huge sums of money. > Perhaps we need to get the students involved in some of the CUC2C committees to provide their input and opinion on career education. We may learn something from the kids on what we are trying to help. Another thing I was thinking of is opening the doors for job opportunities for our graduating Operation Hope High School students. We could also benefit from having a scholarship to college donated. Possibly have the students apply and a committee can vote on the student with the best application/essay.
Dawn Blackman					
4H/Extension					
Fab Lab Jeff Ginger and Lisa Bievenue	>I point to their current project MAPLE which is extremely relevant to this 6-8 grade group. This project is happening now, in all the middle schools in CU. Project based learning. Also, they are deeply into measuring impact. > Fab Labs Everywhere (and for everyone). This includes fielding a mobile lab, with equipment, projects, and tutorials	Current projects include: Project MAPLE http://cucfablab.org/research/project-maple/ - CUCFL partnering with grade 7 & 8 science classes in all CU middle schools. Project based learning unit on "making". Project goal is to seriously measure the impact.		> Developing important skills: design thinking, persistence, iteration, collaborative problem solving > Data driven assessment	Lot's more info at: http://cucfablab.org/# See Jeff Ginger video: https://youtu.be/e_zoau2Gk_k
	Staff assists with a career interest inventory with all participants. It is reviewed and discussed in detail so that everyone has an understanding of the career path they wish to pursue, how it relates to their current level of skills, and how their disability might affect their goal then how to achieve it.	Resumes are completed and interview practice is on going.	The students have the opportunity to apply for community opportunities at a variety of locations to learn about an occupation. These opportunities provide them with feedback on skills that need improvement and goals are established with a plan on how to achieve them. The skill deficiency that most of the youth need a goal is in the interaction with staff and customers. Technology use is also a	An example of the time line for a school age participant: • Career Interest Inventory • Reviewed and discussed each year they participate • Application for school work experiences • Interview for these positions	This timeline can vary for youth and many become community employed overtime therefore need assistance in other aspects to retain employment. The review of employment handbooks and terminology is always provided once someone is competitively employed. My personal experience from Cunningham and my previous employer is that the earlier you can start

CU Cradle2Career
Pathways to Success for Every Student

	Create Relevance to the Student and Parent				
Overarching Concepts	Go to where the parents/invite in a comfortable setting and talk about what is being taught related to helping their children find a career/life work				
Overarching Concepts	Understanding of why a career matters: financial independence and contribution to the community				
Overarching Concepts	Career exploration: What do you want to be when you grow up?				
Overarching Concepts	Teach what is possible: hope, well-being, engagement, how do you find someone that cares?				
Overarching Concepts	Better aligning business needs with education training				
	6th Grade	7th Grade	8th Grade		
Cunningham Children's Home Mary Garman			work ethic goal for many of our clients, young and old. Youth experience many different occupations through a weekly "work experience" that last a school semester or a school year.	• Schedule established • Goals established • Weekly evaluations by businesses and staff (if being job coached) • Reviewed each semester for progress or creation of new goals. • On going practice of interview skills • On going discussions of work ethics • On going discussion of personal and career goals. • Ongoing Financial Literacy training.	with a young person to understand work ethics, and society expectations the better they do later in life. It also helps when they can discover who they are and what they could do versus what they think they should do.
AVID - CUSD#4	Cornell note-taking - Consistency of Best Practices like Cornell notes	students trained in philosophical chairs	Students trained in Socratic seminars Students able to defend their point without reservation		AVID School Wide through 8th grade, not just 'push-in' program for selected students: WICOR across grades Teacher Selection Process: Preferred AVID trained or willingness to learn EEE: Ongoing Professional Development for AVID afterschool too Career Oriented Field Trips - connecting - speakers
Boy Scouts Steve Adams	To grow the different career options for Clubs and Posts here locally by involving all of the career areas identified by the National Program: Arts and Humanities; Aviation; Business; Communications; Business and Technology; Fire/Emergency Services; Health; Law Enforcement; Law, Government, and Public Service; Science; Skilled Trades; and Social Services.	They would also like to be involved in going into the schools to give career seminars and presentations to the 6-8 grade students to show them the variety of careers that are available to them. They are willing to dedicate a part time staff person to this purpose.	It was also mentioned, that the City of Chicago has now made Career Coaching a mandatory class requirement in the Chicago area schools. This is something that needs to be looked into for the Champaign and Urbana schools, as it would provide dedicated class time to address the career building awareness that the CUC2C is trying to accomplish.	Exploring Clubs focus on the 6th–8th graders. While the clubs can be general interest and introduce youth to a variety of career fields, they can also be focused on single career areas. They are open to all area students, not just members of the Scouts. Explorer Clubs need a company sponsor and an advisor. This entails a company signing up to provide career awareness and on the job experiences for the youth. The Robotics STEM program is very popular, and a professor at U of I is running a program at Booker T. Washington School.	