

2022
COLLEGE CHANGES EVERYTHING®
CONFERENCE



INTRODUCING THE NEW & IMPROVED Career Foundations Curriculum!

2022 CCE: Moving Forward Together
Friday, July 15, 2022

Introducing Your Presenters!

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MISSION: Since 1973, Women Employed has worked to improve the economic status of women and remove barriers to economic equity.

We seek systemic improvements that touch the lives of women in low-income jobs and women of color, particularly Black and Latinx women.

HOW WE APPROACH OUR WORK

ENSURE QUALITY JOBS: Ensure appropriate compensation. Paid leave, schedule flexibility, fair workplaces, & enforcement

FORGE PATHWAYS: Forge education and career pathways to economic security, leadership, and wealth

SHIFT ECONOMIC POWER: Shift resource distribution to empower women economically





What We'll Cover in This Presentation

- › What is Career Foundations? What is the Career Foundations Consortium?
- › What does the course cover?
- › What's different about the new, digitized version of Career Foundations? What are its components?
- › A brief tour of the online curriculum
- › What do students think of Career Foundations?
- › FAQs and Q&A
- › How can I get a copy of the digitized curriculum?

What is Career Foundations?

Career Foundations is a short course that helps participants develop a career pathway plan that leads to good jobs, strategically using their current program (Adult Education or Workforce) as an on-ramp.

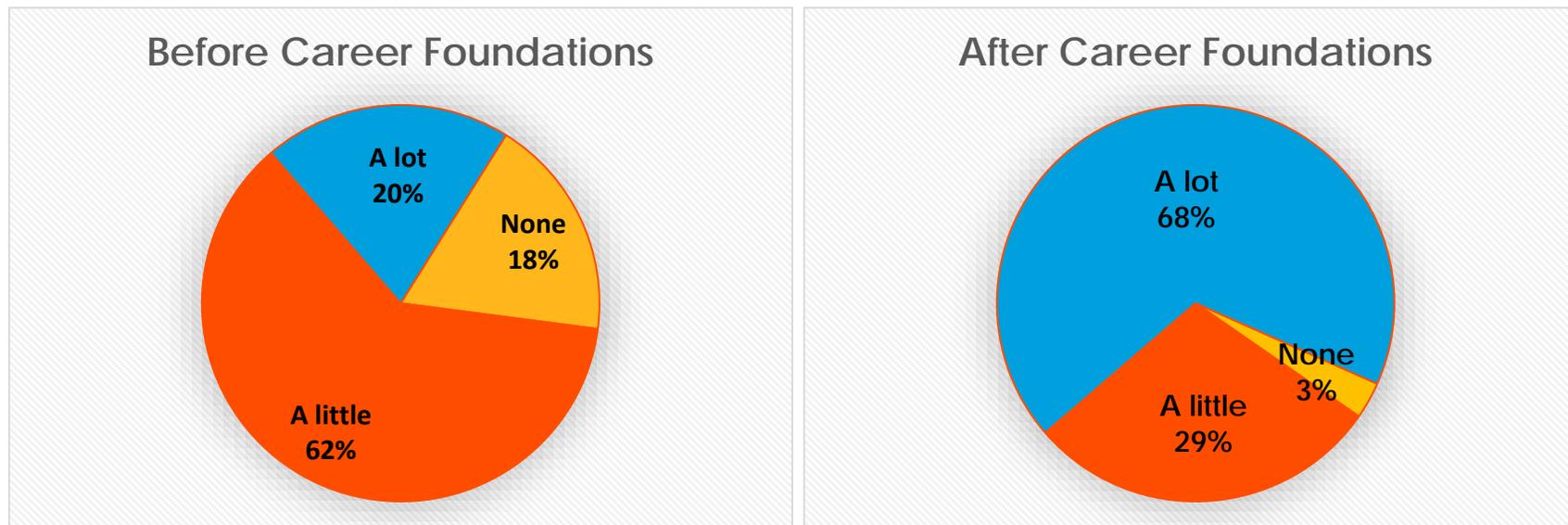
What is the Career Foundations Consortium?

MISSION STATEMENT:

Any Chicagoan with educational barriers to employment, no matter which organization they approach for help, has the opportunity to improve their skills to be able to transition to a post-secondary credential or workforce training program leading to a family-supporting job.

Career Foundations is Effective

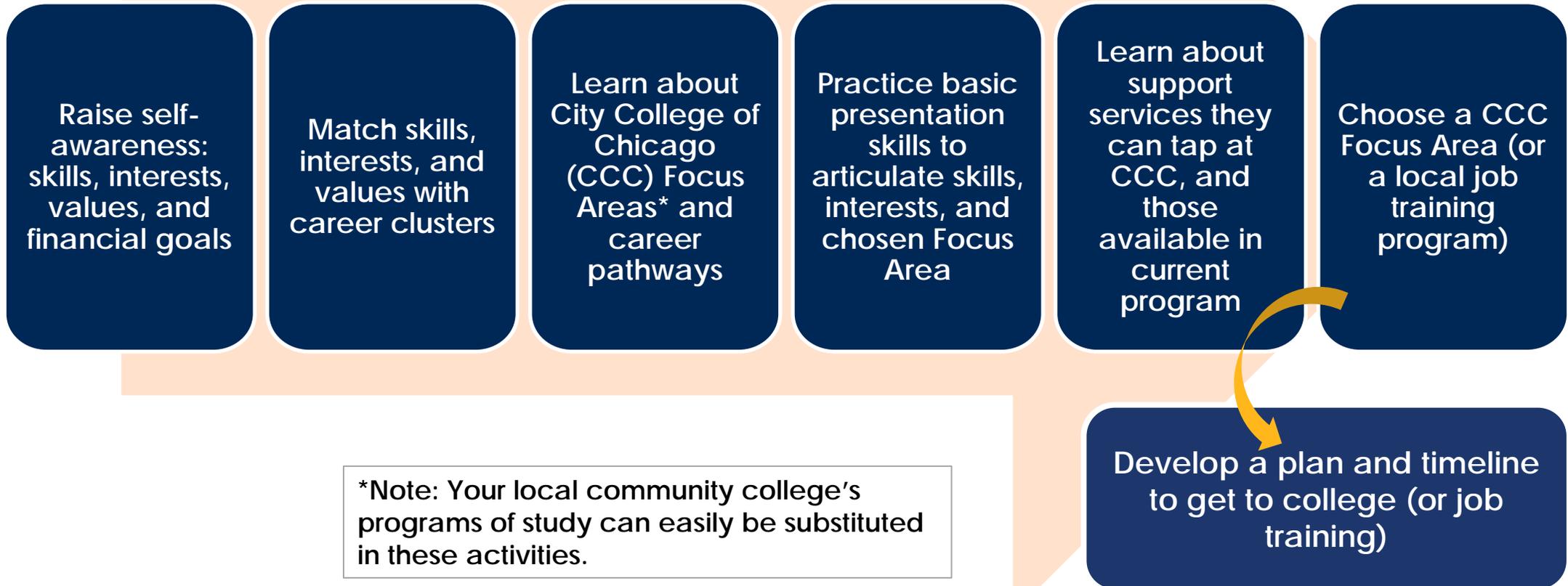
The percentage of students who reported knowing “a lot” about which careers would be a good fit for them increased from 20% (before CF) to 68% (after CF).



Additionally, 95% of respondents answered “Yes” to the question “Did this course make you more confident about reaching your education and career goals?”

Source: Post-course surveys administered to Career Foundations students at CBOs, Year 2-Year 5 (4/15/20)

Career Foundations Overview



Goal Setting Activities from Lesson 3

Activity 3.2

Set Goals for the Self-Assessment

Directions | You are going to create goals that can support your success in this workshop. But first, let's read a little about goal setting.

What is a goal?

A goal is...

- something we set for ourselves
- something we aim for
- important for achieving success
- helpful to measure progress toward greater ambitions

Goal Setting Activities from Lesson 3, continued

Tips to help set goals:

- Keep it simple – just a few sentences for each goal.
- Write your goals down!
- Review your goals regularly.
- Your goals should reflect your values – what is your “inner purpose”?
- Share your goals with others and ask for their support.
- Reward yourself along the way – small achievements are important.
- Create goals for different amounts of time (one week, one month, three months, one year, five years, etc.).
- Make sure your goals are yours – not just what others expect of you.

Identifying Skills

Activity 4.3 Employment Skills

If you think you don't have any experience, THINK AGAIN! You may not have specific job experience, but you do have work experience. You have "worked" as a homemaker, a student, a volunteer, in a hobby or some other personal activity. The skills you use for these "jobs" can be applied to or "transferred" to other jobs.

Directions | Circle or highlight each skill that pertains to you in each category.

Excerpt
from
Student
Guide:

Household Skills	Carpentry Skills	Kitchen Skills
<ul style="list-style-type: none">• Sewing• Child care• Budgeting• Teaching• Decorating• Laundry	<ul style="list-style-type: none">• Sanding• House painting• Cabinet building• Woodwork• House framing• Paneling• Furniture repair	<ul style="list-style-type: none">• Food preparation• Cooking• Dishwashing• Meal planning• Inventory• Ordering supplies

Students identify skills and interests in several ways, and determine their RIASEC category

...play instruments or sing						
...dream about starting my own business						
...cook						
...act in plays						
...think things through before making decisions						
...work with numbers or charts						
...discuss issues like politics or current events						
...keep records of my work						
...be a leader						
...work outdoors						
...work in an office						
...work on math problems						
...help people						
...draw						
...give speeches						
	R	I	A	S	E	C
Add the total number x's in each column and write the totals for each column in the bottom row.						

Directions | Enter your total for each category in the shaded spaces below.

- R = Realistic** Total =
- I = Investigative** Total =
- A = Artistic** Total =
- S = Social** Total =
- E = Enterprising** Total =
- C = Conventional** Total =

(Excerpt from Student Guide Lesson 5 at right):

Students also take/compare results from the Illinois Career Information System (ILCIS) Interest Profiler

(Excerpt from Student Guide at right)

Activity 5.2

Take and Discuss ILCIS Interest Profiler

In this activity, you will take a different interest profiler offered by the State of Illinois.

Directions | Follow these steps to log in to the Illinois Career Information System.

Log in to the Illinois Career Information System (ILCIS)

1. [Click this link to open the Illinois Career Information System \(ILCIS\)](#). If you are accessing the website using your smartphone, scan the QR code.
2. On the login page, select the "IL Resident" tab and select "CIS Job Seeker."



Activity continues on the next page...

Identifying Personal Values

Activity 6.1

Connecting Values, Interests, and Skills

Personal Values

Commitment to family	Faith or religion	Learning
Security	Healthy lifestyle	Generosity
Fame	Kindness	Variety
Order	Service to others	Independence
Creativity	Fairness	Adventure
Loyalty	Love	Advancement
Money	Power	

In this lesson, students identify the values most important to them and explore which types of careers would fit best with their values.

Participants learn about the relationship between the amount of education/training and expected income.

Activity 9.2

Read Graphs on Education and Pay

Learning is Earning

Directions | Look at the graph. Figure out the details of what the graph says. Come up with at least six questions that you can use this to quiz your fellow classmates. Write these questions on the page that follows.



Students use the City Colleges of Chicago online catalog as a tool to explore Focus Areas/ career programs



AGRICULTURE AND NATURAL RESOURCES



ARCHITECTURE AND CONSTRUCTION



BACCALAUREATE TRANSFER



BUSINESS, PROFESSIONAL SERVICES, AND FINANCE



CULINARY & HOSPITALITY



EDUCATION AND CHILD DEVELOPMENT



HEALTH SCIENCES



HUMAN SERVICES



INFORMATION TECHNOLOGY



LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY



MANUFACTURING



SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS



TRANSPORTATION, DISTRIBUTION, LOGISTICS, AND OPERATIONS



VISUAL & PERFORMING ARTS, MEDIA, AND COMMUNICATION

Note: This is a screenshot from the CCC website. Your local community college's website can easily be substituted in these activities.

Students learn about support services they can tap once they get to college

- College Tutoring Services
- Career Planning and Placement
- Wellness Centers
- Child Care
- Academic Advising & Support
- Financial Aid / Scholarships
- Ability to Benefit (AtB)*



Field trips (in person or virtual) strongly encouraged!

* [Illinois' Ability to Benefit Alternative State Plan](#)



Students create their own Career Education/Training Plan

Activity 20.2 Complete a Career Education Plan

Directions | List each course or program you will complete before going to college. Use as many lines as you need.

MY CAREER EDUCATION/TRAINING PLAN

Before College/Training Steps

Steps (courses or training programs - starting with your current course(s) or program)

Course or Training Program 1
↓
Course or Training Program 2
↓
Course or Training Program 3
↓
Course or Training Program 4
↓
Course or Training Program 5

Activity continues on the next page...

Before College/Training Services

List services you will use to help you complete your training program or classes before going to college or to a training provider:

College and/or Career Plan

Focus Area(s): List the Focus Area(s) you expect to study in college, or the Focus Area(s) you are considering to get training in

Certificate or Degree: Mark an X next to the type of certificate or degree you plan to get.

Basic

Associate's Degree

Advanced

Bachelor's Degree

Job Interests: List the job(s) you are interested in working. What are the skills and experiences you have had that make this job area a good fit for you?

College and Support Services: List support services you will use that can help you succeed in college or in your career path.

Career Foundations – Now More Accessible

Both the instructor and student components of Career Foundations were modified in June 2022 to improve accessibility for users with disabilities. For example:

- › All headings are now properly nested
- › Color contrast on headings and elsewhere was increased to meet standards
- › Images now have titles and alt text and hyperlinks now have alt text
- › Tables have been properly tagged OR marked as layout only, as appropriate

Anyone who downloaded the curriculum before June 30 may want to re-download it to benefit from these changes (you can use the same link as before or request it again). As we continue to learn more about accessibility, further improvements may be forthcoming. We want to make sure Career Foundations is accessible to all!

What's Different About the Digital Version of CF?

- Flexible enough to support in-person and partially remote instruction, as well as full distance education
- Can be used for synchronous or asynchronous learning
- Based on Google Docs and Slides
- Can be used in a Google Classroom (but doesn't have to be)
- Has 3 components: an instructor guide, lesson slides for projecting (in person or virtually), and a student guide with worksheets
- Includes a companion Technology Integration Toolkit for teachers
- As with previous version, designed for a teacher to facilitate student interaction; not intended for independent, self-paced learning



A Brief Tour of the Career Foundations Curriculum



**CAREER FOUNDATIONS:
Making Your Education Work for You**

INSTRUCTOR GUIDE

What do students think of Career Foundations?

"It has helped me to **understand how long some programs are and how many credits I need** to obtain a degree. It also has helped me to see what City Colleges offer what classes, and what degrees transfer over to a University."

"My instructor **made me feel comfortable** enough to help me figure out a great career for myself."

"There's **so many different careers to explore** in the industry. It allows me to better myself as an individual and further my education."

"[Career Foundations] made me start thinking **I really can get my GED and obtain more learning skills** and also to start on a degree and my career."

"I feel I have much to offer and **I have more confidence now** coming to class interacting with others and [with] the encouragement I received I will continue my education."

Source: Career Foundations students' comments from post-class surveys

Career Foundations FAQs

- Q • Our program is not in Chicago, so how would this be useful for me and my students?**

A large percentage of the course is universal, especially the initial parts. The rest is easily customizable. The introduction and course outline identify the specific lessons where you will substitute your own local information.

- Q • Does it work for English language learners?**

Yes, once they have reached the High Intermediate level. However, teachers have told us that some time spent pre-teaching college- and career-related vocabulary can be extremely helpful to ELLs.

Career Foundations FAQs (continued)

- Q • With this curriculum, am I locked into choosing just one modality (like only distance learning or only in-person)?**

Not at all; student worksheets can be distributed as hard copies or completed online, instructor slides can be projected during in-person lessons or via Zoom, etc.

- Q • Can I adjust the curriculum to work better with my own population/ class schedules/ featured career pathways?**

Yes! You'll be saving the curriculum to your own Google drive (or as a Word doc) and can make any changes you need. Just ensure that students leave with a personal Career Education plan in hand.



Questions?

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Additional Project Partner Organizations:

Chicago Jobs Council

Chicago Citywide Literacy Coalition

To request the free Career Foundations curriculum as well as free Bridge lesson plans available for six different sectors, visit:

<https://womenemployed.org/bridge-programs-and-career-foundations/>

