WELCOME!
Regional Partnerships and Investments in Essential Skills Development

Rev. Courtney Carson, Assistant Vice President of External Affairs, Richland Community College

Dawn Koeltzow, Workforce Equity Project Director, Illinois Central College

EQUITY FIRST: BUILDING TOWARD A BETTER FUTURE AND REVITALIZING LEARNING

Workforce Equity Initiative

Visit IllinoisWEI.org to Learn More

WEI Objective:

Providing high-skill, high wage outcomes for underrepresented individuals living in poverty.

WEI Participating Community Colleges

- College of Lake County
- Heartland Community College
- **Illinois Central College**
- Joliet Junior College
- Kaskaskia College
- Kennedy King College
- Lincoln Land Community College
- Malcolm X College
- Oakton Community College

- Olive-Harvey College
- Parkland College
- Prairie State College
- Richard J. Daley College
- **Richland Community College**
- Rock Valley College
- South Suburban College
- Southwestern Illinois College
- Triton College
- Wilbur Wright College

GPEAK: Regional Essential Skills System

GPEAK MEASURES an individual's demonstration of essential skills and knowledge needed for meaningful employment, while encouraging participants to reflect on their growth and development of essential skills.

GPEAK VALIDATES and communicates this information in a manner recognized by employers and education and training institutions across the greater Peoria region.

GPEAK SERVES our community with a free and open platform for students, professionals, and employers in the region.
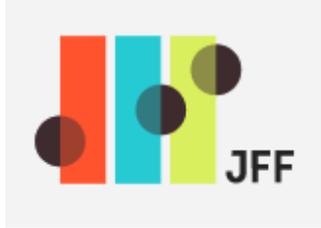
GPEAK

Greater Peoria Essential Abilities and Knowledge

the SMART CHOICE

Illinois Central College

Regional Workforce Alliance: Priority Essential Skills

Over **85 Community Members** from the region including individuals from local businesses, labor unions, nonprofit organizations, and educational partners

Technical and Essential Employability Competencies

At the foundation of GPEAK are:

- **CCPE Recommended Technical and Essential Employability Competencies (2019)** and

- **Performance Indicators designed by our regional employers (2020)**

Recommended Technical and Essential Employability Competencies

For College and Career Pathway Endorsements

April 2020

Working with Others

Teamwork & Conflict Resolution	Adaptability & Flexibility	Cultural Competence	Communication (Verbal, Written, Digital)
Establishes a high degree of trust, confidentiality, and credibility with others to develop shared purpose	Embraces new ideas and approaches when opportunity arises	Exhibits understanding of workplace ethics by treating others with confidentiality, respect and dignity	Builds understanding through active listening, asking questions, focusing on context, and acknowledging others' points of view
Encourages others' contribution of ideas, opinions, and perspectives through thoughtful and positive interactions	Seeks opportunities to improve processes and accomplish goals	Demonstrates commitment to understanding and recognizing social and cultural differences	Writes in a manner so that others understand
Coordinates with others to achieve identified outcomes and objectives	Effectively changes plans, goals, actions and priorities to deal with changing situations	Leverages differences in abilities, aspirations, and interests to improve work quality	Speaks in a manner so others understand
De-escalates difficult situations constructively and positively	Reflects on and modifies own work behaviors based on feedback	Works effectively in teams across multitude of abilities, cultures, and backgrounds (social, cultural, racial, gender, education, etc.)	Selects and uses proper digital tools
Is committed to solving problems/findings resolutions	Asks questions in the face of ambiguity to gain clarity and identify next steps	Fosters the values of diversity and inclusion by working with team members to reach mutual goals	Adjusts word choice, tone, and time based on audience, purpose of communication, and context

The Thought Process

Problem Solving	Decision Making	Critical Thinking
Defines the problem by assessing the situation and considering one's role within the problem and multiple potential causes.	Defines the goal, purpose, key issues and desired outcome of making a decision.	Reviews, summarizes, and interprets existing information
Organizes information and consults several different sources to understand all aspects of the problem as defined.	Identifies the individuals and resources involved in the decision-making process.	Makes comparisons across content areas and identifies inconsistent or missing information
Identifies and communicates multiple options for solutions.	Organizes information and identifies multiple potential solutions and communicates the consequences, pros, and cons of each solution.	Seeks opportunities to learn new information
Evaluates advantages and disadvantages associated with each potential solution.	Selects and implements the most effective decision to achieve desired outcomes.	Analyzes new and old information collectively in order to draw conclusions, solve problems, or form a hypothesis.
Selects and implements the best solution to the problem based on evaluation of advantages and disadvantages.	Monitors and collects feedback after decision is made.	Communicates conclusions and new ideas to appropriate individuals and team members.

Self-Regulation

| Initiative & Self-Drive	Reliability & Accountability	Planning & Organizing
Develops a clear career goal and plan to achieve it	Participates fully in task or project from initiation to completion	Establishes work priorities
Shows increasing effort and improved outcomes over a period of time	Follows written and verbal directions	Follows prioritized work schedule
Reflects on effort given and its impact on outcomes	Remains calm and self-controlled under stressful situations	Identifies and seeks resources needed to complete a project/task
Builds and maintains a professional portfolio of experiences, credentials, certificates, and types of work	Is engaged and consistent in attendance	Works to establish and adhere to appropriate timelines
Demonstrates self-awareness about their own career preparedness and needed areas of growth	Acts responsibly with the interests of the larger team in mind	Reflects upon goals and evaluates processes and people involved to improve in the future

RWA: GPEAK Essential Skills Certification

GPEAK Resources

Flexible, Free, and Open Use Resources:
- ➤ Reflective Learning Curricular Materials
- ➤ Simplified Training Guides for Employers
- ➤ Assessment Tool in Qualtrics
- ➤ Full Platform in Illinois workNet (assessments, e-portfolios, site validation, career development tools, and more)
- ➤ Badgr Digital Badges & Certificates
- ➤ Community of Practice to Develop Facilitators/Instructors

Interested Organizations – Please complete the interest form at icc.edu/GPEAK or email GPEAK@icc.edu

GPEAK Sites and Participants
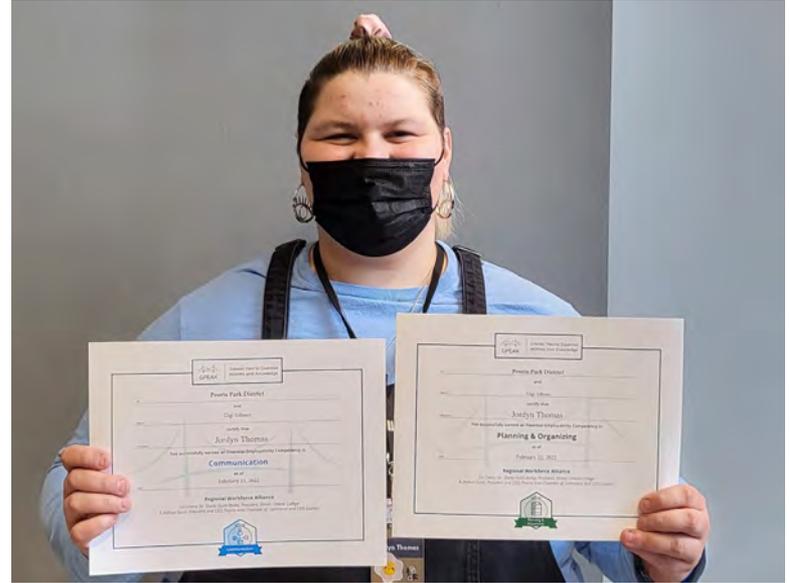
Empowering Students: Changing Lives

- ➢ Career Development Approach
- ➢ Reflective Learning Materials
- ➢ Art of Facilitation/Coaching
- ➢ Empathy
- ➢ Building Trust
- ➢ Open Time for Dialogue
- ➢ Developing Shared Language
- ➢ Increasing Pride in Oneself
- ➢ Setting Personal Goals for More!

**You can lead a horse to water,
but you can't make it drink**

Richland Community College

DRINKING WATER 101

Richland Community College

THE 10 ESSENTIAL SKILLS COMPLETION CERTIFICATIONS

A Manufacturing Curriculum Putting People to Work

6 Accountability & Decision Making

Participants can use their understanding of problem solving to implement and communicate solutions.

Participants can utilize the Four Step accountability process of *seeing it, owning it, solving it and doing it both professionally and personally.*

7 Adaptability & Flexibility

Participants can use their understandi... workplace change and variety to be o... to new ideas an handle ambiguity.

8 Interpersonal Skills

Initiative & Self-Drive
Participants can use their understandin... goal setting and personal impact to ac... professional goals and understand per... impact.

Planning & Organizing
Participants can use their understandin... time management to plan elevtively an... accomplish assigned tasks.

9 Workplace Skills

Employment Relationship
Participants can utilize the understandi... of employment relationships from such... items as structure of work, 21st-century... skills, work educational trends, onboard... at the new job, time means being there... and getting along with your supervisor ... peers.

Students can articulate personality trait... habits that employers categorize as qua... job candidates.

10 Etiquette

Social Media
Participants will be able to utilize the guidelines for both personal and the hiring company.

Table
Participants will be able to utilize table

THE 10 ESSENTIAL SKILLS COMPLETION

A Manufacturing Curriculum Putting People to Work

SOFT SKILLS FOR THE WORKFORCE

1 Time Management

Teamwork & Conflict Resolution
Participants can use their understanding of working cooperatively with others to complete work assignments and achieve mutual goals.

Problem Solving
Participants can use their critical thinking skills to generate and evaluate solutions as they relate to the needs of the team, customer, and company.

Reliability & Accountability
Participants can use their understanding of commitment, time management, and follow through to ensure that a professional properly and meets collective goals team functions

2 Communication

Verbal
Participants can use their understanding of English grammar and public speaking, listening, and responding, convey an idea, express information, and be understood by others.

Written Communication
Participants can use their understanding of standard business English to ensure that written work is clear, direct, courteous, and grammatically correct.

3 Digital
Participants can use their understanding of email, keyboarding, basic Microsoft Word, and digital media to convey work that is clear, direct, ...teous, and grammatically correct.

4 Social Engagement Skills

Cultural Competence
Participants can use their understanding of diversity and inclusion to communicate and work actively across a multitude of abilities, cultures, and backgrounds.

Critical Thinking
Participants can use their understanding of logic and reasoning to analyze and address problems.

Trauma Sensitive
Participants can use learned resilience in light of the health concerns, social isolation and economic strain.
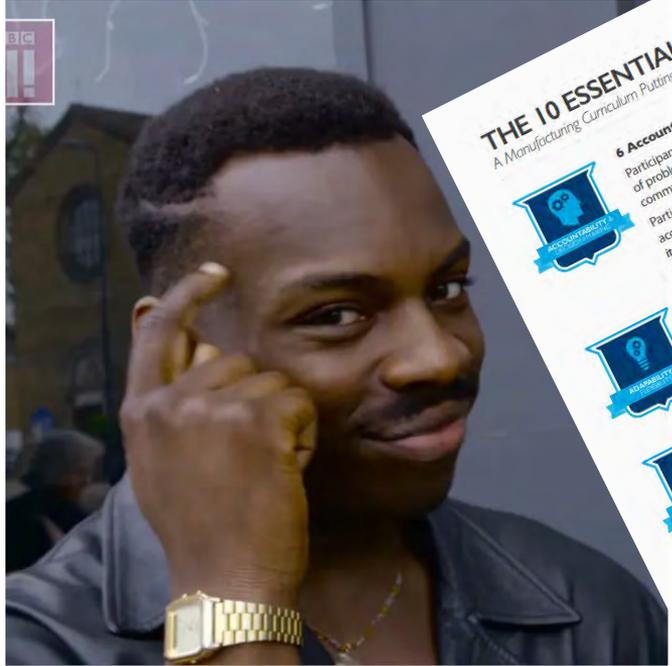
5 Public Speaking

Verbal
Participants can use their understanding of English grammar and public speaking, listening, and responding, convey an idea, express information, and be understood by others.

Interviewing
Participants will have the ability to use these skills when interviewing.
- Verbal: express ideas and concepts utilizing correct grammar and words
- Non-Verbal: to react/respond to cues such as symbols, body language, etc.
- Visual Communication: to depict ideas, concepts, thoughts

Creating an Elevator Pitch
Participants can state who they are, how they help, what makes them unique, be concise and clear, along with a call to action within 60 seconds.

Community College

THE 10 ESSENTIAL SKILLS COMPLETION CERTIFICATIONS
A Manufacturing Curriculum Putting People to Work

10 Etiquette

Social Media
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Table
Participants will be able to utilize table manners from the basic table to the presidents table.

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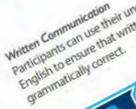
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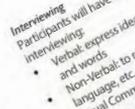
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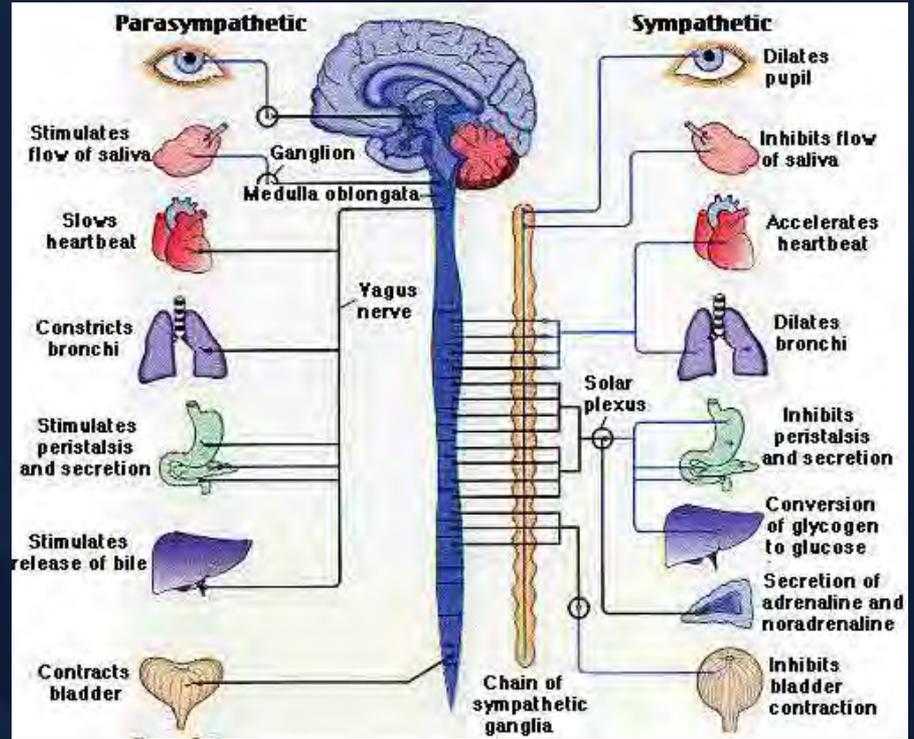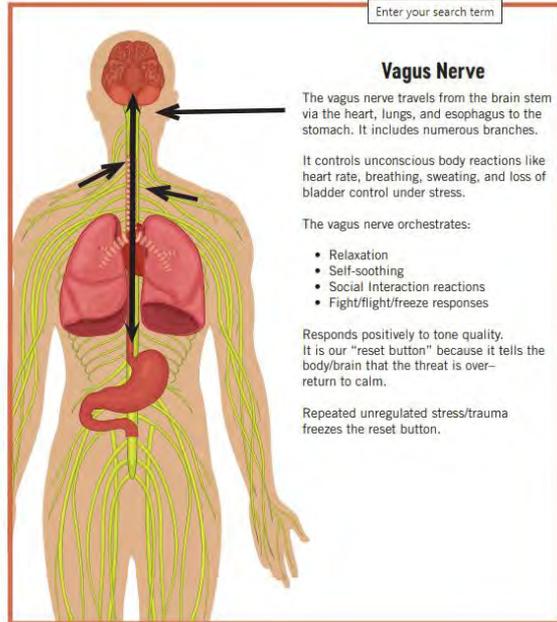
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Ric... ...nity College

Richland Community College

POLYVAGAL CHART

The nervous system with a neuroception of threat:

FREEZE
Collapse • Immobility
Conservation of Energy

Dissociation
Numbness
Depression
Raised pain threshold
Helplessness

DORSAL VAGAL
(LIFE THREAT)
Hypoarousal

Shame
Shut-Down
Hopelessness
Preparation for death
Trapped

Enter your search term

"I CAN'T"
- - - - - - - - - - - -
"I CAN"

AROUSAL INCREASES

FIGHT   FLIGHT
movement towards   *movement away*

Rage   Panic
Anger   Fear
Irritation   Anxiety
Frustration   Worry & Concern

SYMPATHETIC
(DANGER)
Hyperarousal

DEACTIVATION

The nervous system with a neuroception of safety:

SOCIAL ENGAGEMENT
Connection • Safety
Oriented to the Environment

Calmness in connection
Settled
Groundedness

VENTRAL VAGAL
(SAFETY)

Curiosity/Openness
Compassionate
Mindful / in the present

VVC is the beginning and end of stress response.
When VVC is dominant, SNS and DVC are in transient blends which promote healthy physiological functioning.

PARASYMPATHETIC NERVOUS SYSTEM
DORSAL VAGAL COMPLEX

Increases

Fuel storage & insulin activity • Immobilization behavior (with fear)
Endorphins that help numb and raise the pain threshold
Conservation of metabolic resources

Decreases

Heart Rate • Blood Pressure • Temperature • Muscle Tone
Facial Expressions & Eye Contact • Depth of Breath • Social Behavior
Attunement to Human Voice • Sexual Responses • Immune Response

SYMPATHETIC NERVOUS SYSTEM

Increases

Blood Pressure • Heart Rate • Fuel Availability • Adrenaline
Oxygen Circulation to Vital Organs • Blood Clotting • Pupil Size
Dilation of Bronchi • Defensive Responses

Decreases

Fuel Storage • Insulin Activity • Digestion • Salivation
Relational Ability • Immune Response

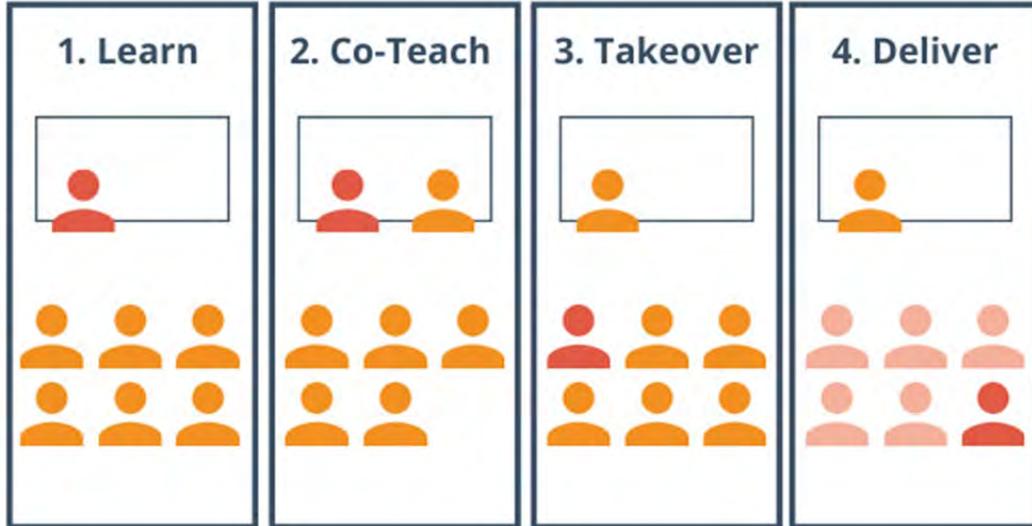### PARASYMPATHETIC NERVOUS SYSTEM
VENTRAL VAGAL COMPLEX

Increases

Digestion • Intestinal Motility • Resistance to Infection
Immune Response • Rest and Recuperation • Health & Vitality
Circulation to non-vital organs (skin, extremities)
Oxytocin (neuromodulator involved in social bonds that allows immobility
without fear) • Ability to Relate and Connect
Movement in eyes and head turning • Prosody in voice • Breath

Decreases

Defensive Responses

Adapted by Ruby Jo Walker from: Cheryl Sanders, Anthony "Twig" Wheeler, and Steven Porges.

rubyjowalker.com

ver 7.0

Train-the-Trainer Model

1. Learn | 2. Co-Teach | 3. Takeover | 4. Deliver

= Master Trainer = Potential Trainer = Student

Richland Community College

OUR MANUFACTURING TRAINING IN CENTRAL ILLINOIS
Current Manufacturing Training Programs, Certifications and Facilities

THE POWER OF THE ENRICH™ PROGRAM AT RICHLAND
A Manufacturing Curriculum Putting People to Work

ENRICH
RICHLAND COMMUNITY COLLEGE ESSENTIAL SKILLS PROGRAM

WE BELIEVE IN THE POWER OF CHANGE

EnRich™ measures an individual's application of essential skills and knowledge needed for entering the workforce. EnRich™ inspires participants to reflect on their growth and development of essential skills; authenticate and communicate this information in a manner recognized by employers. EnRich™ focuses on the underserved populations including people of color, women and previously incarcerated individuals, connecting communities of color with industry and diversifying the workforce.

What makes EnRich™ unique and more impactful than traditional essential skills programming is its foundation in trauma informed and resilience practices titled Essential Skills. Our Essential skills training is designed to combat trauma and it challenges the status quo about how we teach life skills and/or Job ready classes. For some people the greatest motivator to change is employment; however, it is more difficult for trauma-challenged persons to navigate the process of change to existing effectively in the workforce world.

The program takes a holistic approach to learning and supporting the students. The men and women in the program are given the space to grow mentally, physically, and spiritually in a trauma-sensitive program that is inclusive and not judgmental. Because of this approach, students are learning to rethink how they view education and life in general.

THE 5 PILLARS OF ENRICH™

64%
OF GRADUATES WERE FROM THE MINORITY POPULATION.

1   Targeted Population

EnRich™ has focused efforts on minority and underserved populations including unemployed, underemployed and the difficult-to-serve populations such as those with criminal convictions. EnRich™ graduates are 64% minority, with 57% classified as African American, 79% male and 43% African American male.

89%
OF GRADUATES WERE HIRED BY EMPLOYERS.

2   Connection Between People & Employment

A survey of local employers was conducted to identify necessary soft skills for new employees. According to employers, the top five soft skills that were lacking and needed for new employees was: Dependability (81%), Teamwork (76%), Verbal Communication (64%), Integrity (59%) and Initiative (50%). The EnRich™ program addresses all of these issues.

OUR MANUFACTURING TRAINING IN CENTRAL ILLINOIS
Current Manufacturing Training Programs, Certifications and Facilities

THE POWER OF THE ENRICH™ PROGRAM cont.
A Manufacturing Curriculum Putting People to Work

35%
OF GRADUATES HAD A CRIMINAL RECORD.

3   Trauma Sensitive Practices

EnRich's™ target population is focused on people that are often times perceived as less-desirable and more than 35% of participants since fall 2018 have completed EnRich™ with a criminal record. Furthermore, 100% have been either unemployed or underemployed. EnRich™ marries traditional Essential Soft Skills Training and Trauma Sensitive Practices to ensure that 100% of participants receive workforce training addressing the physical, mental and emotional well-being of each person.

80%
OF GRADUATES REMAIN EMPLOYED.

4   Building Community

An essential component of EnRich™ is its direct connection to employment. Participants are linked to employers through a job fair specifically offered to completing participants. The job fair not only include interviews with employers, often times participants receive job offers. A total of 89% of EnRich™ graduates were hired by major local employers. Of those graduates, 80% remain employed.

82%
OF GRADUATES WERE FROM THE UNDER-SERVED POPULATION.

5   Changing Lives & Changing the Community

EnRich™ changes lives through quality training that connects individuals to employment and livable wages. When there is a win in the class room, there is a win in the community. Personal and professional skills are realized in the classroom and are applied outside of the classroom. We believe that EnRich™ has the capacity to positively change the trajectory of success for future generations comparable to a 4-year university.

Richland Community College

Circle of Courage

The Circle of Courage – Belonging, Mastery, Independence, Generosity – is the foundation for psychological resilience and positive human development.

Richland Community College

Richland Community College

Thank you!

OPEN TIME FOR QUESTIONS/COMMENTS

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EQUITY FIRST: BUILDING TOWARD A BETTER FUTURE AND REVITALIZING LEARNING