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
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.
Over 85 Community Members from the region including individuals from local businesses, labor unions, nonprofit organizations, and educational partners
At the foundation of GPEAK are:

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

- Performance Indicators designed by our regional employers (2020)
## Working with Others

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

<table>
<thead>
<tr>
<th>Problem Solving</th>
<th>Decision Making</th>
<th>Critical Thinking</th>
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<tbody>
<tr>
<td>Defines the problem by assessing the situation and considering one's role within the problem and multiple potential causes.</td>
<td>Defines the goal, purpose, key issues and desired outcome of making a decision.</td>
<td>Reviews, summarizes, and interprets existing information</td>
</tr>
<tr>
<td>Organizes information and consults several different sources to understand all aspects of the problem as defined.</td>
<td>Identifies the individuals and resources involved in the decision-making process.</td>
<td>Makes comparisons across content areas and identifies inconsistent or missing information</td>
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<tr>
<td>Identifies and communicates multiple options for solutions.</td>
<td>Organizes information and identifies multiple potential solutions and communicates the consequences, pros, and cons of each solution.</td>
<td>Seeks opportunities to learn new information</td>
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<tr>
<td>Evaluates advantages and disadvantages associated with each potential solution.</td>
<td>Selects and implements the most effective decision to achieve desired outcomes.</td>
<td></td>
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<tr>
<td>Selects and implements the best solution to the problem based on evaluation of advantages and disadvantages.</td>
<td>Monitors and collects feedback after decision is made.</td>
<td>Communicates conclusions and new ideas to appropriate individuals and team members.</td>
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<tr>
<td>Initiative &amp; Self-Drive</td>
<td>Reliability &amp; Accountability</td>
<td>Planning &amp; Organizing</td>
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<tr>
<td>Develops a clear career goal and plan to achieve it</td>
<td>Participates fully in task or project from initiation to completion</td>
<td>Establishes work priorities</td>
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<tr>
<td>Shows increasing effort and improved outcomes over a period of time</td>
<td>Follows written and verbal directions</td>
<td>Follows prioritized work schedule</td>
</tr>
<tr>
<td>Reflects on effort given and its impact on outcomes</td>
<td>Remains calm and self-controlled under stressful situations</td>
<td>Identifies and seeks resources needed to complete a project/task</td>
</tr>
<tr>
<td>Builds and maintains a professional portfolio of experiences, credentials, certificates, and types of work</td>
<td>Is engaged and consistent in attendance</td>
<td>Works to establish and adhere to appropriate timelines</td>
</tr>
<tr>
<td>Demonstrates self-awareness about their own career preparedness and needed areas of growth</td>
<td>Acts responsibly with the interests of the larger team in mind</td>
<td>Reflects upon goals and evaluates processes and people involved to improve in the future</td>
</tr>
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**Self-Regulation**
RWA: GPEAK Essential Skills Certification

- GPEAK Certification
- Teamwork & Conflict Resolution
- Communication
- Problem Solving
- Decision Making
- Critical Thinking
- Adaptability & Flexibility
- Initiative & Self-Drive
- Reliability & Accountability
- Cultural Competence
- Planning & Organizing

SMART CHOICE
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!
Technical skills + Essential skills = Changed Lives

Rev. Courtney L. Carson, MDiv.
You can lead a horse to water, but you can’t make it drink
The Polyvagal Theory

The Parasympathetic Nervous System (PNS), the same system that can shut us down and immobilize us, has another branch called the social engagement system which also governs goodness and belonging.

Vagus Nerve

The vagus nerve travels from the brain stem via the heart, lungs, and esophagus to the stomach. It includes numerous branches.

It controls unconscious body reactions like heart rate, breathing, sweating, and loss of bladder control under stress.

The vagus nerve orchestrates:

- Relaxation
- Self-soothing
- Social interaction reactions
- Fight/flight/freeze responses

Responds positively to tone quality. It is our "reset button" because it tells the bodybrain that the threat is over and returns to calm.

Repeated unregulated stress or trauma freezes the reset button.

Parasympathetic

- Stimulates flow of saliva
- Slows heart beat
- Constricts bronchi
- Stimulates peristalsis and secretion
- Stimulates release of bile
-Contracts bladder

Sympathetic

- Stimulates pupill
- Accelerates heartbeat
- Dilates bronchi
- Stimulates peristalsis and secretion
- Conversion of glycogen to glucose
- Secretion of adrenaline and noradrenaline
- Inhibits bladder contraction
Train-the-Trainer Model

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

= Master Trainer  = Potential Trainer  = Student

Richland Community College
WE BELIEVE IN THE POWER OF CHANGE
Enrich™ measures an individual’s application of essential skills and knowledge needed for entering the workforce. Enrich™浸入 project participants reflect on their growth and development of essential skills, authentic and in community to inform a more engaged workforce. Enrich™ focuses on the underrepresented populations including people of color, women and generally-included individuals, connecting communities of color with industry and diversifying the workforce.

What makes Enrich™ unique and more impactful is the traditional essential skills programming. It is the foundation for training and excellence practiced. Enrich™. Our Essential Skills training is designed to understand and address the challenge of the status quo about how we teach the skills and job readiness. For some people the greatest obstacle to change is employment; however, it is even more difficult for trauma-challenged people to navigate the process of change and effectively in the workforce.

The program takes an holistic approach to learning and supporting the student. Practice, practice and again in the program are given the space to grow mentally, physically, and spiritually in a transformation process that is intense and not judged. Because of this approach, students are learning to reflect on how they view education and life in general.

64% of graduates were from the minority population.

1 Targeted Population
Enrich™ has focused efforts on minority and underserved populations including: veterans, underemployed and the difficult-to-serve populations such as those with criminal convictions. Enrich™ graduates are 60% minority, 95% classified as African American, 7% male and 42% African American male.

89% of graduates were hired by employers.

2 Connect between People & Employment
A survey of local employers was conducted to identify necessary skills for new employees. According to employers, the top two skills that were needed and used for new employees were: Competency (41%), Teamwork (29%), Written Communication (56%), Integrity (62%), and Initiative (59%). The Enrich™ program addresses all of these issues.

THE POWER OF THE ENRICH™ PROGRAM AT RICHLAND
A Manufacturing Curriculum Focusing People & Skills

5 Changing Lives & Changing the Community
Enrich™ changes lives through quality training that connects individuals to employment and builds capacity. Where there is a need in the classroom, there is a need in the community. Personal and professional skills are critical to 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.

35% of graduates had a criminal record.

3 Trauma Sensitivity/Practices
Enrich™ targets populations are focused on people that are often times perceived as less-desirable and more than 35% of participants report a criminal background. Enrich™ graduates have been able to reenter the workforce.

82% of graduates were from the under-served population.

4 Building Community
An essential component of Enrich™ is the direct connection to employment. Participants are linked to employers through a job fair specifically designed for participating. The job fair consisted of interviews with employers, often times participants receive job offers. A total of 82% of Enrich™ graduates were hired by local employers. Of these graduates, 80% remain employed.

80% of graduates remain employed.
The Circle of Courage – Belonging, Mastery, Independence, Generosity – is the foundation for psychological resilience and positive human development.
Thank you!
OPEN TIME FOR QUESTIONS/COMMENTS

Rev. Courtney Carson
carson@richland.edu

Dawn Koeltzow
dawn.Koeltzow@icc.edu