

# Responsive Program Design for Bridge and Integrated Education and Training



Kathy Olesen-Tracey, Ed.D. & Whitney Thompson, ICCB  
Dawn Koeltzow, Teresa Osterloo, & Andy Creek, Illinois Central  
College

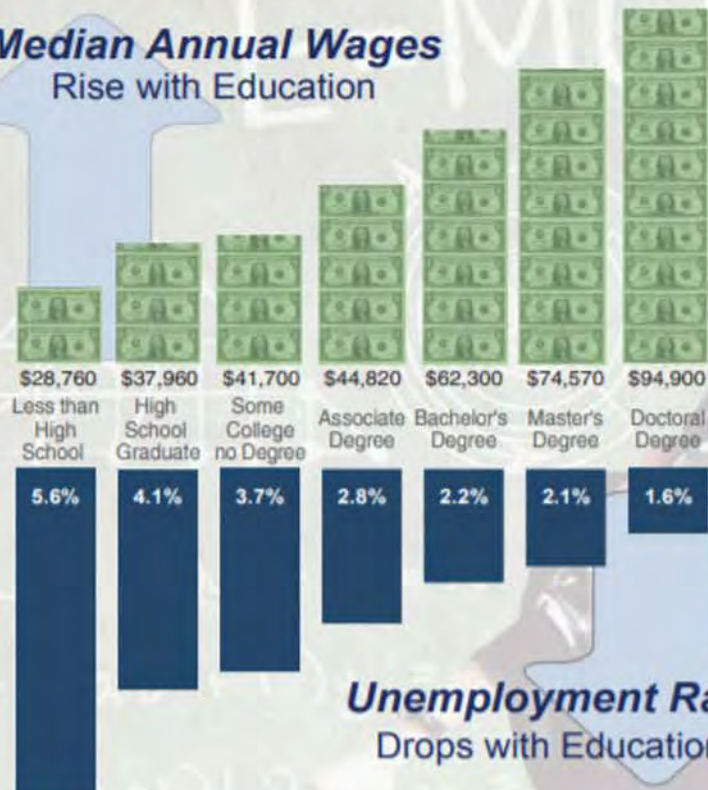
# Preparing for a new economy

The vision is to future-proof our adult education learners.



# Data-Driven Decision-Making

## Median Annual Wages Rise with Education



**Unemployment Rate  
Drops with Education**

Data Source: Bureau of Labor Statistics (BLS), 2018 Current Population Survey (CPS) and 2018 Occupational Employment Survey (OES)

## Jobs That Require Higher Education Are Growing Faster Than Those That Require Less Education

Average Projected Growth Rate for All Jobs

All Jobs **7.4%**

Growth Rates for Jobs That Require Some Higher Education

Advanced Degrees **14.5%**

Bachelor's Degree **10.1%**

Associate's Degree **11.3%**

Postsecondary Vocational Training **11.1%**

Growth Rates for Jobs That Do Not Require Higher Education

Long-Term On-the-Job Training **4.5%**

Moderate-Term On the Job Training **2.9%**

Short-Term On The Job Training **6.5%**

Projected Rate of Increase in Number of Jobs

Data Source: Bureau of Labor Statistics (BLS), 2016-2026 Occupational Employment Projections

# Data Considerations

- Index of Need- how many and who is need of accessing your programs?
- Labor Market Information- what occupations are in-demand?
  - Of these occupations, which provide sustainable wages?
- Which provide easy on-ramps to advanced certificates and degree programs?
- Who is accessing your program? Who is not and why?
  - Geographic community
  - Race or ethnicity
  - Age group
- Who historically completes your programs? Why?

# Partnership and Engagement

# Creating the Foundation

There are four key elements needed for sustainable Bridge and IET Training Programs.

- Leadership Buy-in
- Partnerships and employer engagement
- Employability Skills and Digital Skills
- Funding: braided funding

# **Workforce Equity and GPEAK Illinois Central College**



# Co-Created Essential Skills Program - January Soft Launch



# GPEAK Lead Partners - Regional Workforce Alliance



# Over 85 Committee Members

American Red Cross  
Andersen Windows  
Associated Bank  
Bradley University  
Career Link  
CASA  
Caterpillar Inc.  
CEFCU  
Chase Bank  
CityLink  
CliftonLarsonAllen LLP  
CWTC  
East Peoria High Schools  
EP!C  
Eureka College  
Excalibur Seasoning Co.  
Express Employment Prof.  
Farnsworth Group

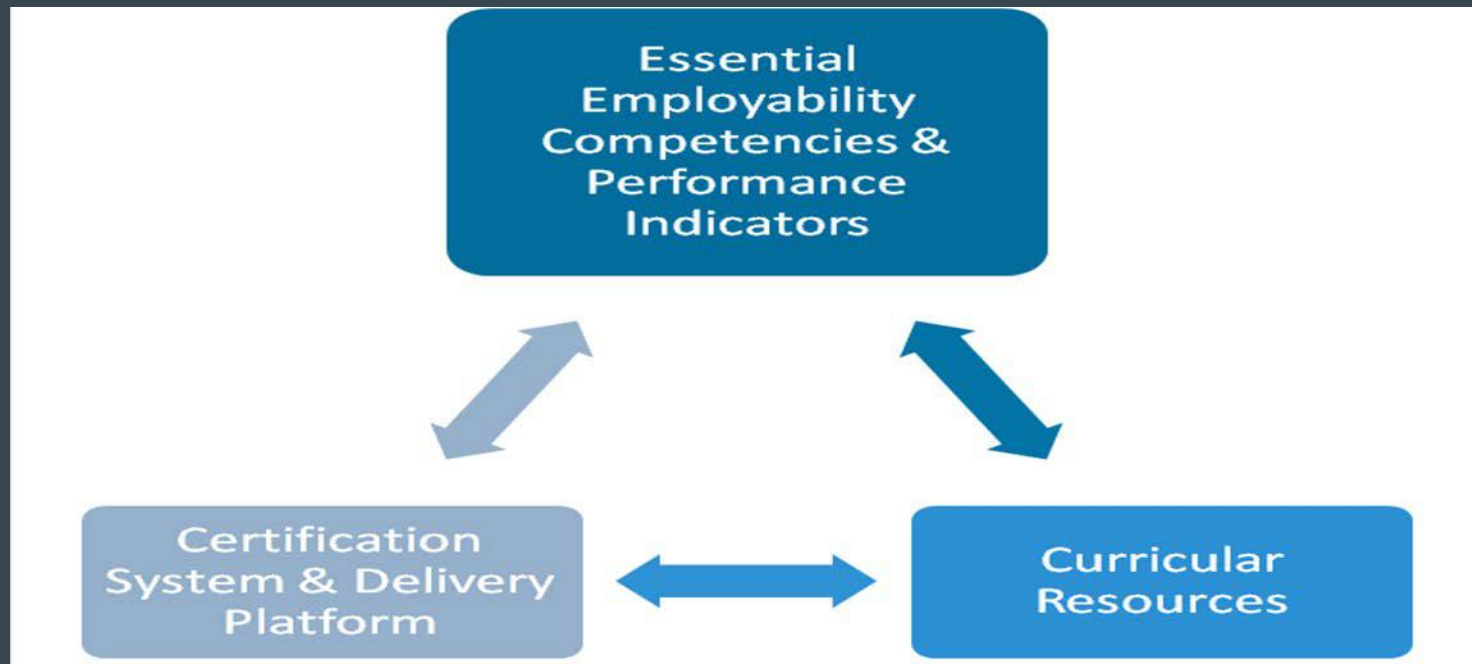
Goodwill Industries  
Heart Technologies  
Illini Bluffs High Schools  
Illinois Central College  
Illinois Student Assistance  
Commission  
Jim Maloof/REALTOR  
Junior Achievement of  
Central Illinois  
Komatsu America Corp.  
Lincoln College  
Manpower  
Methodist College of Nursing  
Morton EDC  
Morton Industries  
Neighborhood House  
OSF Healthcare  
Peoria Chamber of Commerce

Peoria Friendship House  
Peoria Public Schools  
PeoriaCorps  
PNC Bank  
Prairie State Legal Services  
RSM US LLP  
Southside Mission  
TCRC  
The Kim Group  
Tri County Urban League  
Unity Point Health  
Washington High School  
Wells Fargo  
West Central Building &  
Construction Trades Council

# What is GPEAK?

- **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, employers, community-based organizations, and educational partners in the region.

# GPEAK Components



| <b>Teamwork &amp; Conflict Resolution</b>   | <b>Adaptability &amp; Flexibility</b>   | <b>Cultural Competence</b>  | <b>Communication (Verbal, Written, Digital)</b>  |
|---|---|---|--|
| 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 coordinating work with team members to reach mutual goals                              | Adjusts word choice, tone, and time based on audience, purpose of communication, and situational context                       |

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

| <b>Initiative &amp; Self-Drive</b>   | <b>Reliability &amp; Accountability</b>                             | <b>Planning &amp; Organizing</b>   |
|--|---|--|
| 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 |



# GPEAK Curricular Resources

- Activities Aligned to Each Competency
- Independent Guided Resources
- Classroom/Group Activities
- Mentor Moments
- Case Studies
- Journal
- Self Inventory Checklist
- Videos

## Case Study – Adaptability and Flexibility

Steve has been working for the local TV news station, WXYZ, for the past three months. He started out as an assistant to the social media manager and has recently been promoted to production assistant. His roles include editing footage for the nightly news, setting up cameras and mics, turning on monitors and teleprompters, handing out production agendas, setting up the audio board, and breaking the set down for the day. He reports to Jewel, the studio floor manager who in turn reports to D'Andre the producer. Steve works with Beth and Jamal, the nightly news anchors, Ying, the meteorologist, Raul, the sound engineer, as well as the rest of the production crew.

Usually his days are predictable, but on this day, a breaking news story is putting the entire set in a frenzy. Steve's routine is interrupted, and he needs to think quickly. To top that off, the other production assistant is home sick. Steve is being told by Raul to do checks of the sound equipment. Ying wants him to adjust the green screen. An assistant producer says she needs him to make sure the anchors have their mics and other equipment set up. He cannot find Jewel anywhere and one of the cameras is not working.

He has never been in this type of situation before. He is not sure which task to perform first, or which role he should take on in this situation.

## Discussion and Reflection Questions for Adaptability and Flexibility Case Study

1. What is the first step Steve should take?
2. What three items should Steve tackle first?
3. Since Jewel is not available, with whom should Steve consult?
4. What questions should Steve ask the person he consults?
5. What are some procedures that Steve could put in place to prevent these types of problems should a situation such as this arise again?
6. After the breaking story and nightly news is finished, D'Andre makes changes to the nightly news procedure that would improve the team's response to breaking stories. These changes significantly alter Steve's routine. How should Steve handle this news?
7. What other ideas do you have to improve Steve's work and experience?

# GPEAK Next Steps

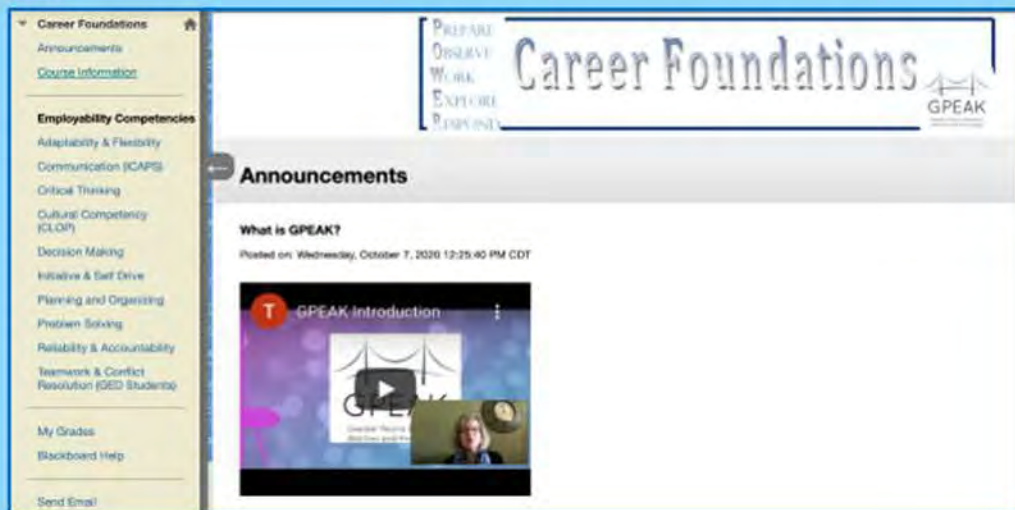
- Building Platform and Assessments in Illinois workNet
- Incorporating Digital Badges
- Working with Pilot Sites - companies, educational partners, and community-based organizations
- Integrating GPEAK with ICC's Adult Education Department



# Implementing GPEAK in Adult Education Classes at Illinois Central College

## OBJECTIVES:

- Available to all
- Consistent across the program
- Rigorous but reasonable
- Independent or as a group
- User friendly for teachers
- Online format.



# Implementing GPEAK in Adult Education Classes at Illinois Central College

## A POWER Lesson

**P** = PREPARE

### Step 1: PREPARE

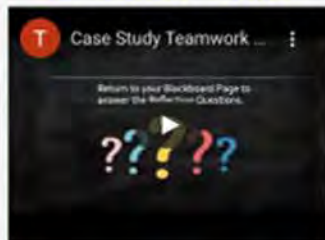
Please complete this [Pre-Assessment](#).

This is your registration into this module. You will only click on TEAMWORK AND CONFLICT RESOLUTION.

**O** = OBSERVE

### Step 2: OBSERVE

Watch the following Case Study Video.



**W** = WORK

### Step 3: WORK

The situation described in the case study is a common occurrence in a work environment. What would be the circumstances?

Click on the underlined words [Step 3: WORK](#) to advance to the reflection questions.

**E** = EXPLORE

### Step 4: EXPLORE

Watch at least 3 of these helpful videos



**Do These 3 Things to Immediately De-escalate**

Duration: 3:52

User: n/a - Added: 2/26/18

Watch Video



**4 Magic Phrases You Can Use in the Workplace | Funny Power Phrases**

Duration: 5:14

User: n/a - Added: 7/26/09

Watch Video

**How To Talk To Angry People**

**R** = RESPOND

### Step 5: RESPOND

This is your opportunity to show what you have learned so far.

Your assignment is to design a poster you could display to **promote** ways to de-escalate difficult situations. Gear your poster to focus on YOUR place of employment and the types of conflicts that might arise there. If you are not currently employed, think of a work environment in which you are familiar.

Here is a [template for a poster](#). You may use it as a guide or do your own thing. If you would rather use a poster board and markers, that is fine. **Feel free to be creative.**

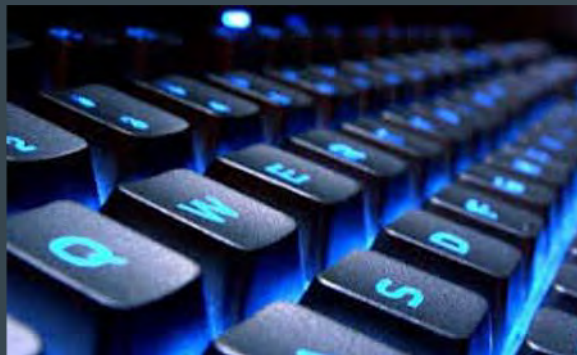
# Customized Apprenticeship Programming- Information Technology

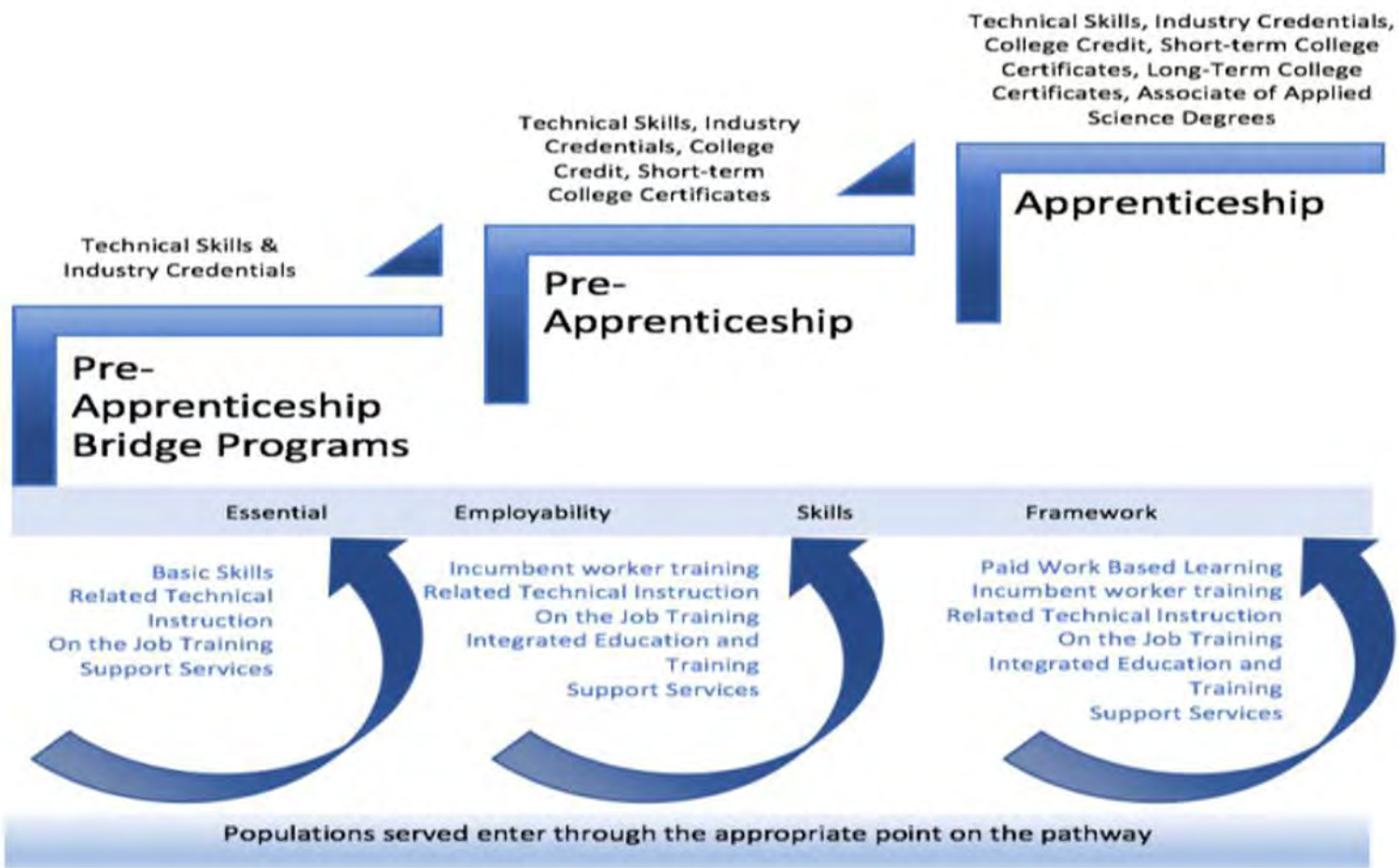
# Illinois CAP-IT

- Funded by the USDOL
- 9 participating colleges
- Goal: serve 1728 participants
- Focus: un and underemployed individuals, veterans, under-represented (women, people of color)

## Information Technology Pathways

- Help Desk/ IT Support
- Information Security Specialist
- Software Developer/ Web Developer
- Networking Specialist





# Pre-Apprenticeships

- Facilitated Entry into an Apprenticeship
- Lever to increase diversity in apprenticeships

## JFF's High-Quality Pre-Apprenticeship Framework

1



Transparent entry and success requirements

2



Alignment with skills sought by local employers and high-quality apprenticeship programs

3



Culmination in one or more industry-recognized credentials

4



Development of skills through hands-on activities and work-based learning

5



Offering of academic, career exploration, and wraparound supports

6

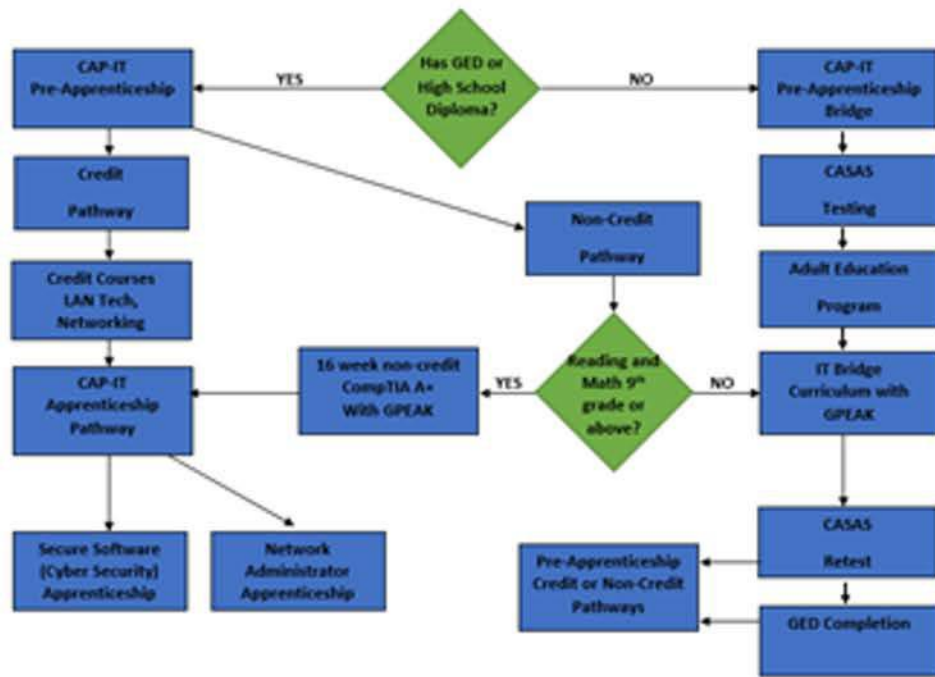


Transition into a registered apprenticeship or other high-quality apprenticeship program



# Illinois Central College CAP-IT Plan

# ICC CAP-IT Flow



Questions?