Education Systems Center
NORTHERN ILLINOIS UNIVERSITY
SHAPING & STRENGTHENING EDUCATION & WORKFORCE SYSTEMS

Competency-Based Education Spring Webinar

March 28, 2022

Hosted by ICCB & EdSystems

WELCOME!

Whitney Thompson
Illinois Community College Board

Jonathan Furr
Heather Penczak
Ginger Reynolds
Education Systems Center
at Northern Illinois University

Today's Agenda

Background & New Initiative - ICCB
Plans & Progress - Parkland and Rend Lake
Regulatory Policy Analysis - EdSystems
CBE Welding - Lewis and Clark
GPEAK - Illinois Central
Feedback & Next Steps - EdSystems

Optional Extension (12:30-1:00p)

Mindsets and Engagement

- ➔ Be Curious!
- ➔ Ask Questions!
- ➔ Share What You Know!

Whitney Thompson
Illinois Community College Board

Background New Initiative

Education Systems Center
NORTHERN ILLINOIS UNIVERSITY

Why Competency-Based Education?

Competency-Based Education focuses on **learning** (and the application of that learning) rather than **time** spent in the classroom (CAEL, C-BEN, 2021).

CBE is learner-centered.

CBE is flexible.

CBE is a strategy for advancing educational equity.

CBE is labor market-aligned.

ICCB CBE Initiative

Initiative is designed to support competency-based education program development in the community college system for high-demand sectors: Using an equity-guided, community of practice approach, the goal of this grant is to:

a) build capacity in planning and program development,

b) build institutional support, engagement, and knowledge, and

c) ultimately, guide and support the institution in transitioning to implementation of a competency-based education program.

Grantees: Parkland College and Rend Lake College (Focus: Industrial Technology, Welding)

Partners: NIU EdSystems, C-BEN, Lewis and Clark Community College

Additional Resources

ICCB CBE Google Drive: https://drive.google.com/drive/folders/1Xs0tt-ZB6SO6kPv9RpqzpoTlX2c3WwOw?usp=sharing

Recordings to Fall CBE 101 Forum:

Intro and CBE 101: https://www.youtube.com/watch?v=rEB3kVMcM_E

AIR Community College Landscapes: https://www.youtube.com/watch?v=y2nZ_Y3AJQM

Local Implementation Journey (Sinclair Community College): https://www.youtube.com/watch?v=nsxIVSwTFqk

Nancy Sutton
Parkland College

Plans & Progress

CBE for Manufacturing

The U.S. Bureau of Labor Statistics indicates that the Champaign Metropolitan Statistical Area is home to over 7,000 manufacturing jobs. Additionally, the broader region including Bloomington, Danville, and Decatur is home to 26,000 manufacturing jobs.

In the past year, “Emsi: Labor Market Analytics”, identified over 1,700 unique job postings for Manufacturing within Parkland’s district. This includes jobs requiring CNC or machining skills, robotics or automation skills, or equipment maintenance skills.

Manufacturing Areas of Study

Certificates

Computer Aided Drafting (CAD) – 17 credit hours
Mechanical Design CAD – 33 to 34 credit hours
Industrial Maintenance Technology – 37 credit hours
Industrial Machining – 17 credit hours
Machinery Maintenance – 18 credit hours
Industrial Welding – 16 credit hours
Electronic Controls – 30 credit hours
Electronic Power – 31 credit hours

Degree Programs

Industrial Technology AAS – 70 to 72 credit hours
with choice of concentrations in:
- **Machine Tools – CNC programming**
- **Industrial Maintenance/Automation**
- **Welding**

Electronic Control Systems Technology AAS – 60 credit hours

Goals of the Program and Employers

Strengthening Pipeline for High School students – Program of Study model provides sequences of coursework from dual credit in high school through internships, entry level employment and degree completion; demonstrating to parents and students that manufacturing is a viable career and there is a way to balance entry level work with continuing education

Increasing Skills and Encouraging Credential Completion among Incumbent Workers – Flexible training format with customized credit and non-credit training that allows prior learning assessment, focus on specific competencies, variable length of training determined by individual competency needs

Increasing opportunities for diverse populations – using flexible scheduling and prior learning credits to overcome current barriers created by work or family schedules

Components of the Program

- Open Lab allows students to choose times for lab assignments that accommodate life schedules
- Integration of online learning with in-person labs; a flipped classroom
- Competency-based modules allow students to accelerate through processes with which they have demonstrated skills – reducing cost and focusing on acquiring mastery in less familiar areas
- Open Entry – Open Exit format allows transition through modules as competencies are met
- Continuing apprenticeships through the Industry Consortium for Advanced Technical Training (ICATT), a leading Midwest apprenticeship program that meets local industry demand for skilled employees in high-tech manufacturing.

Steps to Implementation

•Site visits and meetings between faculty and employers to establish needed competencies
•Clarification of Prior Learning Assessment Processes
•Integration of Non-Credit and Credit offerings in Manufacturing
•Faculty modification of existing curriculum to create stackable modules focused on separate competencies
•Development of Marketing and Recruitment Plan
•Collaboration with Advising Services to support students
•Planning with Admissions and Financial Aid Offices to provide seamless support for students
•Integrate with Foundation for development of possible scholarships or employer sponsorship for students
•Presentation of program to District High Schools, Industry Partners, Workforce Development and Economic Stakeholders

Lori Ragland
Rend Lake College

Plans & Progress

CBE in Welding

REND LAKE COLLEGE

Need for CBE Welding Program

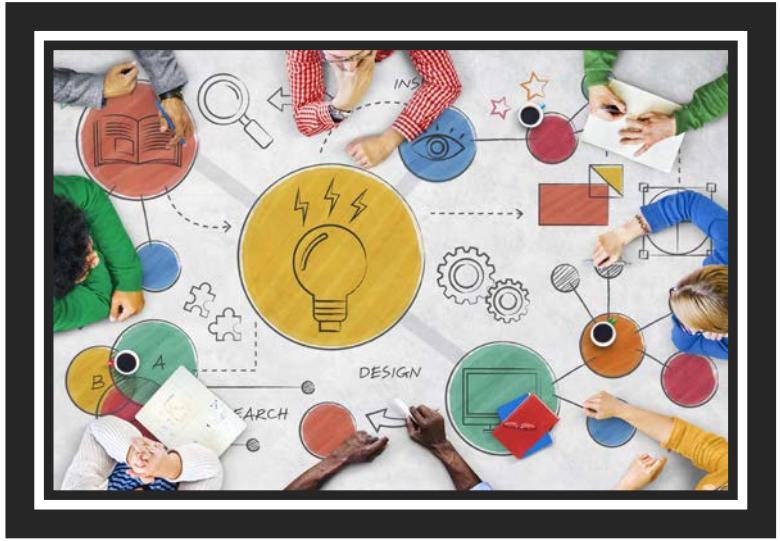
- Assist with Student Barriers
- Better Serve Underrepresented Students
- Improve Equitable Outcomes
- Fulfill Employer Needs
- Reduce Workforce Gap

Theory of Change Statement

Meet industry needs by generating a talent pipeline through expedited training determined by prior learning assessment and transparency of specific skills and competencies mastered according to employer guidelines and standards. The goal is enhanced entry and exit points, flexible scheduling, less time and cost to completion, and high-touch student success strategies.

Action Plan

- Professional Development
- Develop CBE Welding Program
- Badging System
- Plan Coaching & Support System
- Market & Recruit for Program
- Program Assessment
- Plan for Expansion



Lori Ragland
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REND LAKE COLLEGE

Legal and Regulatory Considerations for Community College Innovation

Jonathan Furr

March 28, 2022

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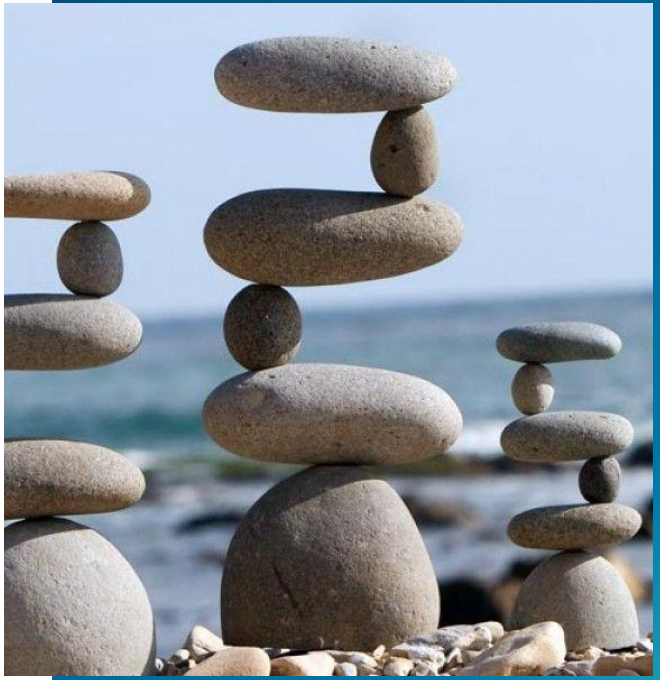
Framing and Caveats

Presenting information for discussion, but many of you are far greater experts than me!

Please share your knowledge and practical experience to identify issues that need further clarification and guidance

This stuff is complicated, and we're here to help.

If you are untangling these concepts at your institution, let us know if we can work with you and ICCB to determine how you can effectively meet your innovation goals within regulatory parameters



Related Concepts We'll Unpack

- Prior Learning Assessment
- Distance Education
- Competency-Based Education
  - Maintaining the credit hour structure
  - Direct assessment

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Prior Learning Definitions

Prior Learning

Learning obtained outside of the institution that has not been officially awarded as academic credit

- Experiential, personal, professional, high school (non-dual credit/enrollment), workforce training, military

Prior Learning Validation

Institutional process that evaluates and recognizes prior learning and awards the appropriate level of academic credits based on established institutional standards

Adapted from 85 Fed. Reg. 54766

Prior Learning Validation Methods

A. Standardized tests
- College-Level Examination Program (CLEP)
- AP / IB

B. College examinations
- Equivalent to a comprehensive final exam
- Evaluation by dean / designated expert

C. Published guides
- American Council on Education (ACE)
  - CREDIT review to provide college credit recommendations - Other nationally recognized organizations

D. Portfolios

Prior Learning: Title IV and ICCB

Prior Learning Assessment not eligible for federal financial aid under Title IV of HEA

- Only applies to acquisition of new learning, not transcription of prior learning

ICCB Requirements (1501.311)

- 15 credit hours toward a degree must be completed at the college prior to awarding credit for prior learning to degree seeking students
- 25% of the required credits for a certificate must be completed at the college prior to awarding credit for prior learning to certificate seeking students
- Colleges can only charge for the cost of the prior learning assessment and not for the amount of credit awarded
    - 50% of credit hour cost? Varies greatly...

Questions To Consider

- Are your institution's prior learning systems focused solely on the traditional student pipeline (AP, articulated credit)?
- Or, do you have systems that would benefit adult learners seeking to upskill?
  - Industry credentials
  - Military / workplace learning
  - Workforce training programs

Related Concepts We'll Unpack

- Prior Learning Assessment
- Distance Education
- Competency-Based Education
  - Maintaining the credit hour structure
  - Direct assessment

General Contact and Credit Hour Requirements

ICCB Administrative Rules (1501.309) establish minimum contact hour guidelines

- Lecture Courses: One semester credit hour for each 15 classroom contact hours; assumes 2 hours of outside study for each classroom contact hour
- Lab courses: One semester credit hour for each 30 – 45 classroom contact hours; assumes one hour of outside study for each classroom contact hour

ICCB Administrative Rules (1501.301) further defines instructional time

- Contact hour means instructional time based on a 50-60 minute clock hour of instructional activity that may include classroom, online, laboratory, clinical or work-based instruction, or any combo

Distance Education: Title IV HEA Regs

- No longer required to be synchronous to earn “clock hours” under Title IV regs
- A clock hour in distance education includes 50-60 minutes of attendance in:
  - **A.** A synchronous or asynchronous class, lecture, or recitation where there is opportunity for **direct interaction** between the instructor and students; ***or***
  - **B.** An asynchronous learning activity involving **academic engagement** in which the student interacts with technology that can **monitor and document the amount of time** that the student participates in the activity.
- *Academic Engagement:*
  - **i.** Attending a synchronous class where there is an opportunity for interaction between instructor and students
  - **ii.** Submitting an academic assignment
  - **iii.** Taking an assessment or exam
  - **iv.** Participating in an interactive tutorial, webinar, or other interactive computer-assisted instruction
  - **v.** Participating in a study group, group project, or an online discussion assigned by the institution
  - **vi.** Interacting with an instructor about academic matters
- Can’t just log in without any further participation

Title IV HEA Regs: Substantive Interaction

- Over the course/competency, must demonstrate "regular and substantive interaction"
  - Some, but not all, clock hours
- *Substantive interaction:* Engaging students in teaching, learning, and assessment; includes at least two of:
  - **i.** Direct instruction
  - **ii.** Assessing or providing feedback on a student's coursework
  - **iii.** Providing information or responding to questions
  - **iv.** Facilitating a group discussion
  - **v.** Other instructional activities approved by the accrediting agency
- Department does not expect the institution to document the exact amount of time spent on substantive interaction (Fed. Reg. 54759)

Distance Education: Questions to Consider

- As we emerge from COVID (fingers crossed), what distance education practices should your institution maintain and expand to better support different types of learners?
- How can technology be leveraged to take advantage of the new regulatory flexibility for “clock hour” and “substantive interaction”?

Related Concepts We'll Unpack

- Prior Learning Assessment
- Distance Education
- Competency-Based Education
  - Maintaining the credit hour structure
  - Direct assessment

Competency-Based Education (CBE) Core Tenets

- Expectations of learning are held constant, but time is variable
- Flexibility; self-paced

CBE: Maintaining the Credit Hour

- Integrate the flexibility previously discussed for distance education
- May allow students to accelerate, but still likely need to complete the competencies during a semester structure:
  - Satisfactory Academic Progress: can be based on credits attempted or time
  - ICCB and Clearinghouse reporting

Area for further exploration – systems needed to extend beyond the semester for students needing more time

CBE: Direct Assessment

Direct Assessment Program: A program that, in lieu of credit or clock hours as the measure of student learning, utilizes direct assessment of student learning, or recognizes the direct assessment of student learning by others

- What's different than other CBE models?
  - Must have methodology to reasonably equate to credit hours, but not required to have the same time equivalency
- Programs can be partially direct assessment; partially credit hour-based
- Cannot use federal financial aid for Prior Learning in a Direct Assessment Program:
  - Only applies to acquisition of new learning
  - But, is it earned *exclusively* on the basis of prior learning?

Direct Assessment Approval Process

- Department of Ed: Must obtain approval when the institution offers a direct assessment program for the first time at each level of offering (bachelor's, associate, certificate, etc.)

- ICCB: Nothing established *yet*

Proposed California Direct Assessment Regulations

CA: Regular and Substantive Interaction in Direct Assessment

May occur through, but is not limited to:

i. Participation in regularly scheduled learning sessions
ii. Provision of and participation in interactive tutorials and computer-assisted instruction
iii. Provision of opportunities for content-specific dialogue with and between students
iv. Substantive faculty feedback on formative and summative assessments
v. Participation in instructor-led study groups
vi. Consultation with the instructor to discuss academic course content
vii. Participation in instructor-facilitated online discussions about substantive academic matters
viii. Other faculty-facilitated educational activities

CA: Grading System for Direct Assessment Competency Modules

- Required grading system:
  - M: Mastery – obtaining a minimum 80% on the summative assessment
  - M+: Mastery with Distinction – obtaining a minimum 90% on the summative assessment
- Additional non-evaluative symbols:
  - PW: Progress Withdrawal – demonstration of mastery not met after maximum summative assessment attempts (max of 3 attempts under regs)
- Grade equivalency:
  - “M” translated to “B” / 3.0
  - “M+” translated to “A” / 4.0
- College must maintain dual transcripts

Closing Questions to Consider

- Do you have courses/programs that have been offered as distance education, which can be converted to CBE to support learners?
- Where might a direct assessment model help you to achieve your goals?
  - Apprenticeships
  - Dual Credit
  - Other CTE
- How can the concepts of prior learning, distance education, CBE, and direct assessment be weaved together to achieve your innovation goals?
- What other information and analysis can we provide to support your innovation goals?

Travis Jumper
Lewis & Clark Community College

CBE Welding

CBE in Welding AT LCCC

- Seventeen classes in program specific welding technology courses
- Six general education classes
- Offer eleven of the program completion options utilizing CBE
  - Associates of Applied Science (AAS)
  - Certificate of Proficiency (CP)
  - Ten Certificates of Completion (CC)

CBE in Welding AT LCCC

- General Education Classes Offering CBE Modality:
  - ENGL 131: First-Year English I (3 Credits)
  - LITT 234: Multicultural American Lit (3 Credits)
  - SPCH 131: Public Speaking (3 Credits)
  - HIST 232: Am. Nation: 1877 to Present (3 Credits)
  - MATH 122: Technology-Integrated Math (4 Credits)
  - PHSC 131: Physical Geography (4 Credits)

CBE in Welding AT LCCC

- Example of General Education class competency breakdown:
  - Each Competency has an assessment allowing for the student to show mastery
  - The assessment can be completed when student feels confident
  - Successful completion allows the next competency to become available

Credits	Course	Subsections	Cr. Hr./Comp	Competency	Mode of Instruction	Prerequiste
3	131	First Year English I				Placement by exam or grade of C or better in ENGL 125
		A	0.5	Fundamentals: Illustrate a firm knowledge of the basics of writing and editing	Online	
		B	0.5	Summary & Analysis: Read and respond showing an ability to analyze critically	Online	131 A
		C	1	Essay development: Write and edit essays using a variety of approaches to writing	Online	131 B
		D	1	Research skills: Complete a research paper that adds a research component to writing	Online	131 C

CBE in Welding AT LCCC

- Class offerings
  - Lecture Only
    - Introduction to Welding Industry (3 Cr. Hr.)
    - Metallurgy (2 Cr. Hr.)
    - Print Reading (2 Cr. Hr.)
    - CWI Prep (3 Cr. Hr.)
    - Internship (1 Cr. Hr.)

CBE in Welding AT LCCC

- Example of welding lecture class competency breakdown:
  - Each Competency has an assessment allowing for the student to show mastery
  - The assessment can be completed when student feels confident
  - Successful completion allows the next competency to become available

Credits	Course	Sub Section	Cr Hr. Comp	Competency	Mode of Instruction	Prerequisites
3	131	Introduction to Welding Technology				
		A	0.75	*Unit 1 - Chapters 1, 2, 3, 4, 27, 28, 29*	Lecture / Online	None
		B	0.75	*Unit 2 - Chapters 5,6,7,8,9*	Lecture / Online	131 A
		C	0.75	*Unit 3 - Chapters 10, 11, 12, 13, 14*	Lecture / Online	131 B
		D	0.75	*Unit 4 - Chapters 30, 31*	Lecture / Online	131 C

CBE in Welding AT LCCC

- Class offerings
  - Lecture/Lab Combination
    - SMAW (Plate) (9 Cr. Hr.)
    - GMAW (Plate) (5 Cr. Hr.)
    - GTAW (Plate) (6 Cr. Hr.)
    - FCAW (Plate) (4 Cr. Hr.)

CBE in Welding AT LCCC

- Class offerings
  - Lecture/Lab Combination
    - Oxyfuel Cutting/Welding (3 Cr. Hr.)
    - Pipe Welding (6 Cr. Hr.)
    - Non-ferrous Welding (6 Cr. Hr.)
    - Fabrication and Layout (3 Cr. Hr.)
    - Testing and Inspection (3 Cr. Hr.)

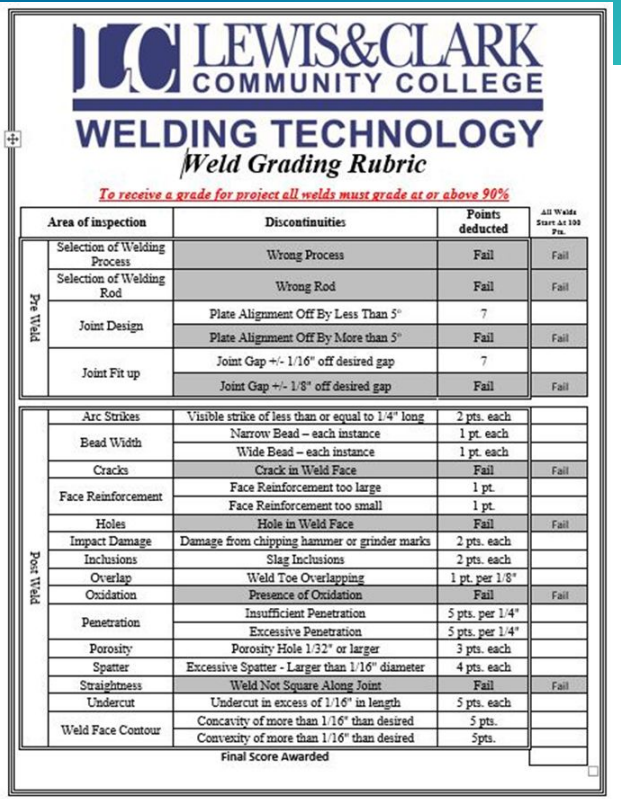
CBE in Welding AT LCCC

- Example of welding lecture/lab class competency breakdown:
  - Each Competency has an assessment allowing for the student to show mastery
  - The assessment can be completed when student feels confident
  - Successful completion allows the student to progress to next competency

3	194	SMAW I				
		A	0.5	*Flat Position All Five Joints - 6010*	Hands-on	None
		B	0.5	*Horizontal Position All Five Joints - 6010*	Hands-on	194 A
		C	0.5	*Vertical Position All Five Joints - 6010*	Hands-on	194 B
		D	0.5	*Overhead Position All Five Joints - 6010*	Hands-on	194 C
		E	1	*X Plate - 6010*	Hands-on	194 D
3	195	SMAW II				
		A	0.5	*Flat Position All Five Joints - 7018*	Hands-on	194 E
		B	0.5	*Horizontal Position All Five Joints - 7018*	Hands-on	195 A
		C	0.5	*Vertical Position All Five Joints - 7018*	Hands-on	195 B
		D	0.5	*Overhead Position All Five Joints - 7018*	Hands-on	195 C
		E	1	*X Plate - 7018*	Hands-on	195 D
3	196	SMAW III				
		A	0.375	*1/2 V Groove Plate Flat*	Hands-on	195 E
		B	0.375	*1/2 V Groove Plate Horizontal*	Hands-on	196 A
		C	0.375	*1/2 V Groove Plate Vertical*	Hands-on	196 B
		D	0.375	*1/2 V Groove Plate Overhead*	Hands-on	196 C
		E	0.375	*3/4 V Groove Plate Flat*	Hands-on	196 D
		F	0.375	*3/4 V Groove Plate Horizontal*	Hands-on	196 E
		G	0.375	*3/4 V Groove Plate Vertical*	Hands-on	196 F
		H	0.375	*3/4 V Groove Plate Overhead*	Hands-on	196 G

CBE in Welding AT LCCC

- Rubric for Hands-on Competencies:
  - Need to develop and have available for students how their performance competencies will be graded.



LEWIS&CLARK COMMUNITY COLLEGE

WELDING TECHNOLOGY

Weld Grading Rubric

To receive a grade for project all welds must grade at or above 90%

	Area of inspection	Discontinuities	Points deducted	All Welds Start At 100 Pts.
Pre Weld	Selection of Welding Process	Wrong Process	Fail	Fail
	Selection of Welding Rod	Wrong Rod	Fail	Fail
	Joint Design	Plate Alignment Off By Less Than 5°	7	
		Plate Alignment Off By More than 5°	Fail	Fail
	Joint Fit up	Joint Gap +/- 1/16" off desired gap	7	
		Joint Gap +/- 1/8" off desired gap	Fail	Fail
Post Weld	Arc Strikes	Visible strike of less than or equal to 1/4" long	2 pts. each	
	Bead Width	Narrow Bead – each instance	1 pt. each	
		Wide Bead – each instance	1 pt. each	
	Cracks	Crack in Weld Face	Fail	Fail
	Face Reinforcement	Face Reinforcement too large	1 pt.	
		Face Reinforcement too small	1 pt.	
	Holes	Hole in Weld Face	Fail	Fail
	Impact Damage	Damage from chipping hammer or grinder marks	2 pts. each	
	Inclusions	Slag Inclusions	2 pts. each	
	Overlap	Weld Toe Overlapping	1 pt. per 1/8"	
	Oxidation	Presence of Oxidation	Fail	Fail
	Penetration	Insufficient Penetration	5 pts. per 1/4"	
		Excessive Penetration	5 pts. per 1/4"	
	Porosity	Porosity Hole 1/32" or larger	3 pts. each	
	Spatter	Excessive Spatter - Larger than 1/16" diameter	4 pts. each	
	Straightness	Weld Not Square Along Joint	Fail	Fail
	Undercut	Undercut in excess of 1/16" in length	5 pts. each	
	Weld Face Contour	Concavity of more than 1/16" than desired	5 pts.	
		Convexity of more than 1/16" than desired	5pts.	
		Final Score Awarded		

CBE in Welding AT LCCC

- Keeping track of students' time
  - Students are allowed to access the lab space for practice and testing when their schedule allows
  - Must have lab space available, can not cause traditional students to lose access to lab space
  - Must have instructor available in the lab to monitor, assist, and assess competencies
  - Because multiple instructors can be observing, we utilize time cards to monitor student time in the lab

“Buy in” around campus

Who is needed to make the program work seamlessly

“Buy in” around campus

- Instructors
  - Instructors in the content program
    - Ensure they understand students will come and go throughout the time they are instructing traditional classes
    - Ensure they understand they will need to assist and assess the CBE students
    - Ensure they are comfortable with all aspects of your program
  - Advisory board of the content program
    - Keep them members apprised of changes in curriculum
  - Instructors in the general education courses
    - Help them to understand the change in teaching modality
    - I suggest working with those instructors to find a time they are available for welding students in the welding classroom for questions or one-on-one help

“Buy in” around campus

- Support Services
  - Advisors in enrollment
    - Work with the advisors to understand the options for enrollment times
    - Work with the advisors to understand the structure for completion of the courses competencies
    - Work with the advisors to understand the meeting time requirements
    - Work with the advisors to understand the order of courses (introduction – advanced courses)
  - Advisors in finical aid
    - Work with advisors to ensure the students loans, grants, and scholarships are utilized properly

“Buy in” around campus

- Administrators
  - Dean(s) of the content program and general education instructors
    - Work with the deans to make sure they understand the advantages of CBE for student success
    - Work with them to determine the most efficient use of instructors time
  - Academic Affairs Administrators
    - Ensure the Academic Affairs Administrator is up to date on the research behind CBE modality
  - President of the College
    - Ensure the President understands the advantages for companies to send their employees for further training
  - Board Members of the College
    - Ensure the board members are able to respond to questions from the general public about the program(s)

Other considerations

Tall hurdles to clear

Other considerations

- Faculty Load
  - Work with administrators to identify how faculty load will be assessed when there are multiple enrollment windows
  - Work with administrators to determine if the CBE section be a stand alone class or will the CBE students be cross listed with traditional classes
  - Work with administrators if pay will be assessed pro rated by student or will all CBE be listed in one class until the class size limit is reached
- National Student Clearinghouse
  - Ensure you are able to confer degrees at times outside just at the end of the semester
    - If students complete quicker than the standard semester make sure certificates and degrees can be awarded

Other considerations

- HLC Application
  - Need to complete Financial Data Worksheet and illustrate institutions financial ability to provide capital investment
  - Need to explain the advantages / how the CBE is different than the traditional
  - Describe the faculty members role for each class/program
  - Describe how communication will occur between faculty and students
  - Describe how competencies will be assessed in context of the class

Questions, Comments or Concerns

Thank You,

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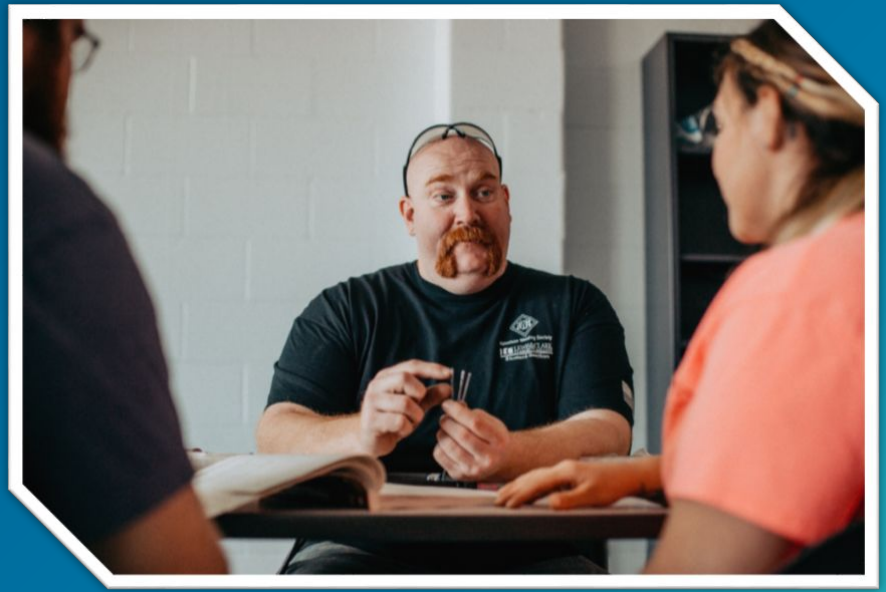


Welcome – Developing Essential Employability Competencies

Marcia Bolden, Workforce Readiness Instructor, Illinois Central College

Dawn Koeltzow, Workforce Equity Project Director, Illinois Central College

Workforce Equity Initiative:

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

the SMART CHOICE

Illinois Central College

WEI Participating Community Colleges

Visit IllinoisWEI.org to Learn More

- 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

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

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, employees, and organizations in the region.

GPEAK

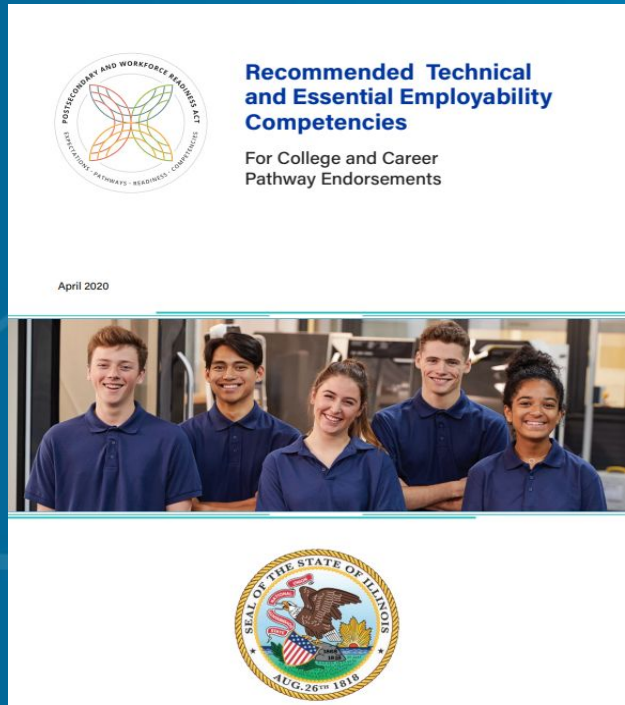
Greater Peoria Essential Abilities and Knowledge

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)**



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

GPEAK Resources

Flexible, Free, and Open Use Resources:

- Reflective Learning Curricular Materials
- Simplified Training Guides for Employers
- GPEAK Assessments 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

Organizations interested in learning more, can contact us at icc.edu/GPEAK or email GPEAK@icc.edu.

Digital Badges and Certification

DASHBOARDS GROUPS HI, DAWN.KOELTZOW@ICC.EDU

GPEAK ASSESSMENT

GPEAK Site: Cohort 1
Site Validator: Julie Howar Email: julie.howar@icc.edu
Participant: ER Delcomyn Email: edelcomyn@gmail.com

STEP 1 - ADD MENTOR

STEP 2 - SEND PRE-ASSESSMENT TO PARTICIPANT & VIEW RESULTS

STEP 3 - SEND POST-ASSESSMENT TO PARTICIPANT & VIEW RESULTS

STEP 4 VIEW OR RESEND FINAL ASSESSMENT TO MENTOR

STEP 5 - VALIDATE DATA AND ISSUE DIGITAL BADGE(S)

Earned by Demonstrating

Earned by Leading

View All Users Badges

Teamwork and Conflict Resolution	No Assessment
Decision Making	No Assessment
Adaptability and Flexibility	No Assessment
Critical Thinking	No Assessment
Cultural Competence	View Assessment

CULTURAL COMPETENCE

Skill	Selection
Exhibits understanding of workplace ethics by treating others with confidentiality, respect and dignity	Learning - I understand but cannot perform independently
Demonstrates commitment to understanding and recognizing social and cultural differences	Leading - I can perform beyond expectations and coach others
Leverages differences in abilities, aspirations, and interests to improve work quality	Demonstrating - I can perform independently with minimal guidance
Works effectively in teams across multitude of abilities, cultures, and backgrounds (social, cultural, racial, gender, education, etc.)	Leading - I can perform beyond expectations and coach others
Fosters the values of diversity and inclusion by coordinating work with team members to reach mutual goals	Leading - I can perform beyond expectations and coach others

Comments:
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Key Performance Indicators	Pre-Assessment Results	Post-Assessment Results	Mentor Final Assessment
Participates fully in task or project from initiation to completion	Learning - Participant understands but cannot perform independently	Leading - Participant can perform beyond expectations and coach others	Leading - Participant can perform beyond expectations and coach others
Follows written and verbal directions	Learning - Participant understands but cannot perform independently	Leading - Participant can perform beyond expectations and coach others	Leading - Participant can perform beyond expectations and coach others
Remains calm and self-controlled under stressful situations	Learning - Participant understands but cannot perform independently	Leading - Participant can perform beyond expectations and coach others	Leading - Participant can perform beyond expectations and coach others
Is engaged and consistent in attendance	Learning - Participant understands but cannot perform independently	Leading - Participant can perform beyond expectations and coach others	Leading - Participant can perform beyond expectations and coach others
Acts responsibly with the interests of the larger team in mind	Learning - Participant understands but cannot perform independently	Leading - Participant can perform beyond expectations and coach others	Leading - Participant can perform beyond expectations and coach others

Comments (Post-Assessment):
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Comments (Mentor):
[Left Blank]

SAMPLES

File Name	Description	Uploaded By	Uploaded Date
DRS Hiring Event October 2021.pdf		gpeeky	11/17/2021 10:36:18 AM

Final Assessment for Decision Making
The evidence listed above supports the following skill level: **Leading Level Badge**

Mentor Badge Recommendation: **Yes - Recommend Issuing a Digital Badge.**

Final Validation Selection

Does not meet standards based on the current information

GPEAK
Greater Peoria Essential Abilities and Knowledge

Greater Peoria Essential Abilities and Knowledge

Over 85 community members collaborated on this project to develop a regional approach for assessing and validating essential skills needed in the workplace. Employers, community-based organizations, and educational partners in the region can become a GPEAK site and host the certification system.

11	141
BADGES	AWARDS

GPEAK Site – Workforce Readiness Class

"This initiative focuses on developing our area's workforce by providing participants with a credential and a living wage." We remove barriers and create paths to self sufficiency."

Benefits of Focusing on Essential Skills

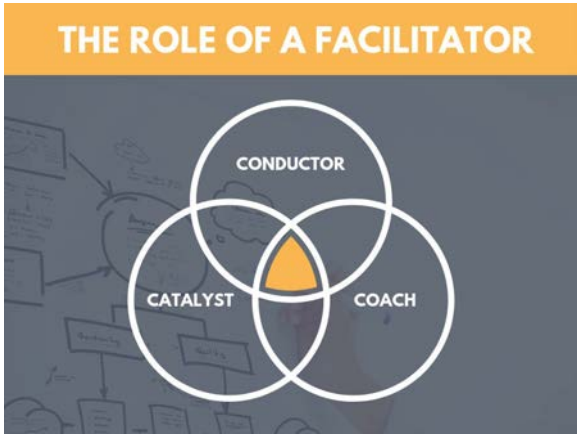
- Training that is needed for the workplace
- Trends and transformative technology
- Creating digital literacy

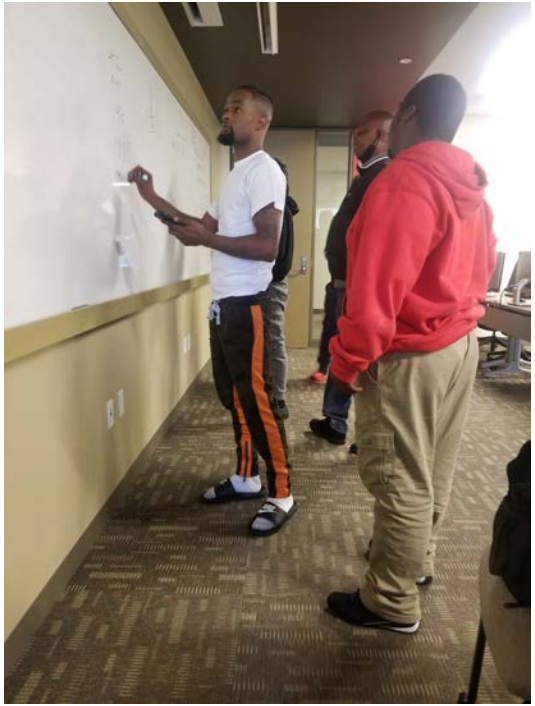
In-demand Skills for High Potential Careers

TRANSPORTATION	**HEALTH CAREERS**	**MANUFACTURING**
REPAIR	**CONSTRUCTION**	**COMPUTER SERVICES**

Art of Facilitation

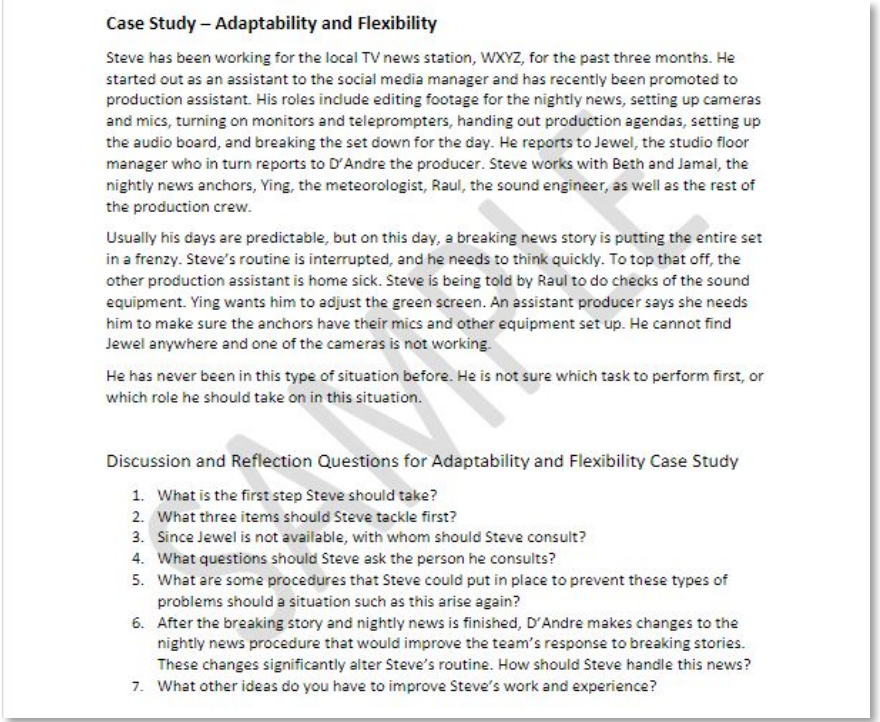
- What works?
- Are students receptive?
- Creating trust
- Encouraging dialogue





Lessons/Activities

- Journal
- Case studies
- Assignments
- Reflection prompts
- Other educational supplements



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.

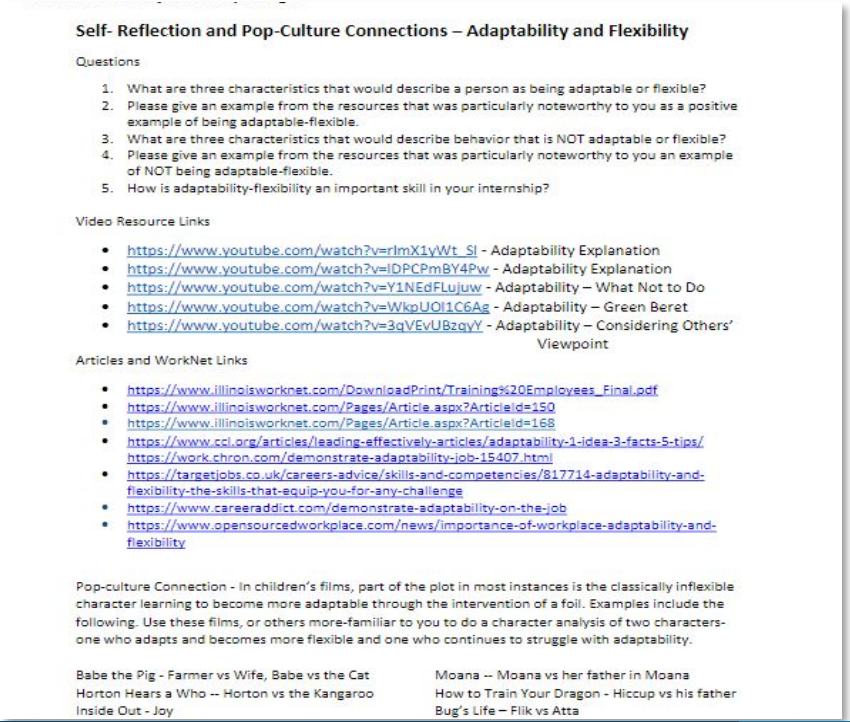
He has never been in this type of situation before. He is not sure which task to perform first, or which role he should take on in this situation.

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?

Lessons/Activities

- Videos
- Article links
- Class discussions



Self- Reflection and Pop-Culture Connections – Adaptability and Flexibility

Questions

1. What are three characteristics that would describe a person as being adaptable or flexible?
2. Please give an example from the resources that was particularly noteworthy to you as a positive example of being adaptable-flexible.
3. What are three characteristics that would describe behavior that is NOT adaptable or flexible?
4. Please give an example from the resources that was particularly noteworthy to you an example of NOT being adaptable-flexible.
5. How is adaptability-flexibility an important skill in your internship?

Video Resource Links

- https://www.youtube.com/watch?v=rImX1yWt_SI - Adaptability Explanation
- https://www.youtube.com/watch?v=IDPCPmBY4Pw - Adaptability Explanation
- https://www.youtube.com/watch?v=Y1NEdFLujuw - Adaptability – What Not to Do
- https://www.youtube.com/watch?v=WkpUOl1C6Ag - Adaptability – Green Beret
- https://www.youtube.com/watch?v=3qVEvUBzqyY - Adaptability – Considering Others' Viewpoint

Articles and WorkNet Links

- https://www.illinoisworknet.com/DownloadPrint/Training%20Employees_Final.pdf
- https://www.illinoisworknet.com/Pages/Article.aspx?ArticleId=150
- https://www.illinoisworknet.com/Pages/Article.aspx?ArticleId=168
- https://www.ccl.org/articles/leading-effectively-articles/adaptability-1-idea-3-facts-5-tips/ https://work.chron.com/demonstrate-adaptability-job-15407.html
- https://targetjobs.co.uk/careers-advice/skills-and-competencies/817714-adaptability-and-flexibility-the-skills-that-equip-you-for-any-challenge
- https://www.careeraddict.com/demonstrate-adaptability-on-the-job
- https://www.opensourcedworkplace.com/news/importance-of-workplace-adaptability-and-flexibility

Pop-culture Connection - In children's films, part of the plot in most instances is the classically inflexible character learning to become more adaptable through the intervention of a foil. Examples include the following. Use these films, or others more-familiar to you to do a character analysis of two characters- one who adapts and becomes more flexible and one who continues to struggle with adaptability.

Babe the Pig - Farmer vs Wife, Babe vs the Cat
Horton Hears a Who -- Horton vs the Kangaroo
Inside Out - Joy

Moana -- Moana vs her father in Moana
How to Train Your Dragon - Hiccup vs his father
Bug's Life – Flik vs Atta

Your feet will never take you where your mind has never been.”

– Dr. Bill Winston

Questions/Dialogue

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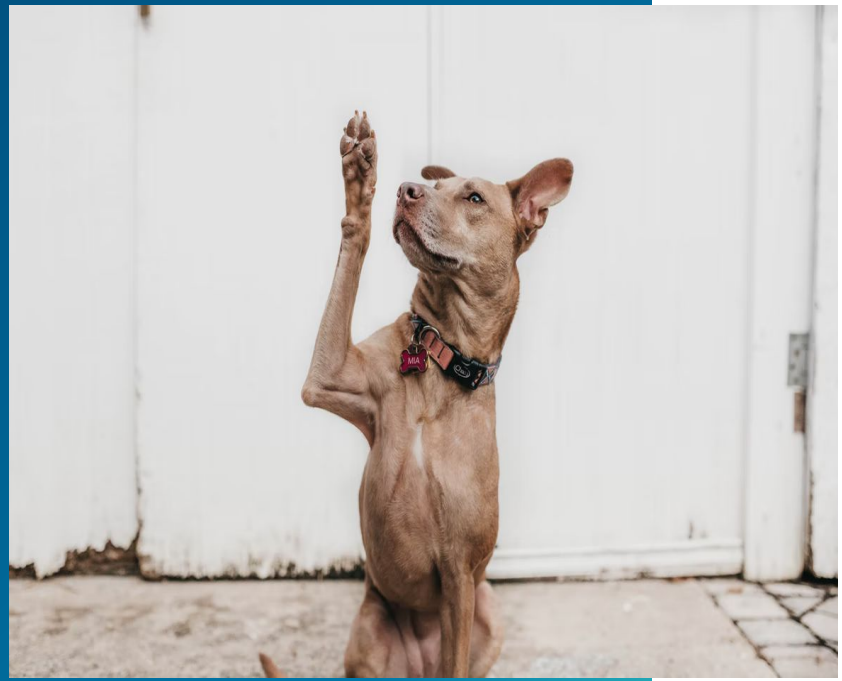

Questions? Comments?

Please complete our
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Thank You!

Optional Extension