

Continuance

Knowledge and Understanding Passing from Generation to Generation

Winter/Spring 2018



The Future of the Workforce in Illinois

Partnerships across Generations

The Strategic Plan for the Workforce

Commentary: Three Themes for the Future of the Workforce

By Jane Angelis

In the Guest Commentary, Tony Carnevale, the leader of the Georgetown Center for Education and the Workplace, presents three ideas that will shape the future of the workforce. First, the partnerships between education and work, which Carnevale calls **One System**, are the basis for effective collaboration, communication and setting goals together. Second, the mission of the one system is to prepare people for **work and citizenry**. Workforce experts say that often the volunteer experience gives individuals the opportunity to try on different careers. Third, **older adults are assets** to the workforce as they invest their wisdom and experience to serve all generations.

Take a look at the Pew Foundation article that clarifies the changing composition of the workforce. In 2015, the Millennials became the largest generation in the U.S. workforce. At the same time, they replaced the Boomers as the largest living generation.

When you read **silos to a seamless system** of education you may recall the historic separation between education at all levels and how that began to change in the 1990s with a

new approach called alignment. In Illinois, partnerships between the education boards and business became stronger with the leadership of the P-20 Council.

Partnerships weren't always a part of the educational and work experience but in this issue you will find five stories that describe *Partnerships across Generations*. These stories provide striking examples of civic engagement in service, learning and work, a concept introduced by the National Governors Association and the Atlantic Philanthropies, in a project that highlighted the contributions of older generations.

Next, the **Cover Story** is about a young man who had a flair for computers and a dream to start his own company. The story underlines the courage to walk an unknown path, and the importance of civic engagement, intergenerational bonds, and family.

The three themes suggested by Carnevale are readily observed in the new strategic plan for Illinois on pg. 24. Then read about the effort to prepare students for college and career, via Career Pathways, pgs. 26-29.



Jane Angelis, founder and publisher
Continuanace magazine

Needless to say, the stories and plans described in this issue of *Continuanace* would not exist without the efforts of experts and ordinary people giving hours of service, with the vision of an effective a workforce for the future. The idea of partnerships flows through each article with the notion that effective communication is the driving force and civic engagement is the lifeblood.

Last, see below, the words of wisdom and confidence about the leadership in Illinois and the challenges that face education today by two who contributed greatly, Richard D. Wagner and Paul Lingenfelter.

"Our observation of states throughout the nation suggests no governance structure for higher education is clearly superior to others in getting good results. Good results come from making the public interest the top priority, placing strong civic leaders on boards and commissions, staffing those entities with top quality professionals, and establishing respectful, cooperative relationships between civic and political leaders as they work together to achieve the public interest."

Richard D. Wagner joined the staff of the Illinois Board of Higher Education (IBHE) in 1969 and served as executive director from 1980 to 1998. Paul E. Lingenfelter was on the staff of the IBHE from 1974 to 1985, and he served as President/CEO of the national association of State Higher Education Executive Officers from 2000 to 2013.

The Future of the Workforce in Illinois

About the Cover

The photographs show four generations in a variety of careers that lay a strong foundation for the Future of the Workforce in Illinois. Each photo demonstrates unique partnerships and reflects civic engagement in service, learning and work.

Top Row: John Rico, Illinois Workforce Innovation Board speaking to the National Association of State Workforce Board Chairs; Students of all ages learning and retooling to develop new skills for the changing workforce at Prairie State College; a young intern learning about inventory and logistics through an internship at UnityPoint Health in Peoria

Second Row: A retiree reading with children and discussing *How College Changes Everything*; Students learning about Institutional Processing at the OSF St. Francis; During an electrical wiring class, a Sauk Valley Community College student uses math skills to succeed

Third Row: A student intern from Lincoln Trail Community College learns about broad band; Young women at Southeastern Community College study welding; A veteran service dog recipient works with his PTSD service dog provided by This Able Veteran; A John Wood Community College student demonstrates the Child Simulator. The event was a partnership of regional healthcare providers and educational partners; A Boomer and Post-Millennial share the podium to discuss, *Why News Matters*

Fourth row: Volunteers coming to the rescue in a cleanup after a tornado in Washington, Illinois; Gen X and Boomers volunteer for the Archeology program; Three friends learn about wind and fluid dynamics at the Orpheum Children's Science Museum; and 2112: The Illinois Workforce Board December meeting held at Fort Knox Studios in Chicago

CONTINUANCE

Knowledge and Understanding Passing From Generation to Generation

Winter/Spring 2018

Table of Contents

Commentary: Three Themes for the Future of Illinois	2
Jane Angelis, editor and publisher, Continuanace Magazine	
Guest Commentary: One System	4
Anthony Carnevale, executive director and founder, Georgetown Center for Education and the Workforce	
Labor Force Participation by Generation	5
The Pew Foundation	
From the Silos to a Seamless System of Education	6
Jane Angelis	
Partnerships across Generations	8
Illinois workNet: An Internet Resource Center	8
How A Question Resulted in Community Connections	10
Brent Baker	
A Community Saves a Theatre	12
Orpheum Children's Science Museum	Doug Brauer
Illinois Workforce Partnership	14
Pam Furlan	
60x25 Network	30
Sam Nelson, Bob Dolgan and Edith Niuguna	
Cover Story: The Future of the Workforce in Illinois	16
John Rico's Story	
Jane Angelis and Peggy Luce	
Breaking News: The Illinois Strategic Plan for the Workforce	24
Illinois Workforce Investment Board	
Career Pathways	
Julio Rodriguez	
Five Ways to Connect College and Careers	27
Georgetown Center on Education and the Workplace	
Postsecondary and Workforce Readiness Act	28
A Foundation for the Career Pathway System	29
Plan for Adult Education and Literacy	30
The Last Word: Thank You	31

Guest Commentary: One System

Anthony P. Carnevale

The notion of *one system* is taking hold in the relationship between education and careers. There's more and more experimentation with giving K-12 students career exposure in middle school and real on-the-job internships in high school. In addition, there's an emphasis on career pathways that connects high school, college, and careers by *breaking down the silos* between K-12, college education, and the labor market. At the same time, for well over a decade, higher education has increasingly served adults, especially in awarding bite-sized job-related certificates and online learning. We are at the point now where the traditional 18-24 college student in residence on campus is less than a third of the total college student population.

Since *A Nation at Risk* was published in 1983, the American education system has been completely remade. After more than three decades of reforming our K-12 education system, we have created a powerful vision and measured success both in higher academic standards and massive increases in high school graduation.

We now stand on the cusp of a new generation of education reform. The vision we've embraced is uniquely American. For good reasons, K-12 education has evolved into an institution exclusively focused on preparing students for college, while career preparation and training now falls almost entirely under the domain of postsecondary education. While there have been efforts to revive vocational training in high school, it has become clear that, for today's students to be prepared for tomorrow's jobs, all pathways lead first to a high school diploma and then to a postsecondary credential with labor market value.

In this new ballgame, we can no longer think in terms of K-12, postsecondary, and labor market silos. We must instead treat our entire education and training apparatus as one system whose chief mission is to prepare students for work and citizenry. This new era of education reform will not be successful if it fails to promote cohesion and coherence among K-12, postsecondary, and the labor market.

You don't just go to college to get a job. In the American system, two-thirds of the courses you take are general education. The major is specific and often career related, but the other two-thirds is to help educate the whole person. But, you need to have well-educated citizens to make a democracy work. Arguably the skills you learn to make you a good citizen, e.g. critical thinking, also make you a good worker.

Young people bring energy and appetite for learning and older people bring wisdom and experience at every teachable moment. That's why finding ways to help older generations pass on their experience and wisdom to the young is a major asset to young people not only in their families but in the community.



Anthony P. Carnevale, Founder and Director
Georgetown Center for Education and the
Workplace

*One System's Mission:
prepare students
for work and citizenry.*

The **Georgetown University Center on Education and the Workforce** is an independent, nonprofit research and policy institute affiliated with the Georgetown McCourt School of Public Policy that studies the link between education, career qualifications, and workforce demands.

Core Research:

The Center conducts research in three core areas with the goal of better aligning education and training with workforce and labor market demand: jobs, skills, and people.

Public Policy:

The Center seeks to inform and educate federal, state, and local policymakers and stakeholders on ways to better align education and training with labor market demand and qualifications. It also seeks to create tools that enable decision makers to access and customize the data to allow for national, state, and sub-state analysis.
<https://cew.georgetown.edu>

Labor Force Composition by Generation

According to Richard Fry in the Pew Research Foundation report on labor composition, “More than one-in-three American workers today are Millennials (adults ages 18 to 34 in 2015), and this year they surpassed Generation X to become the largest share of the American workforce.”

The Pew Foundation reports that “This milestone occurred in the first quarter of 2015, as the 53.5 million-strong Millennial workforce has risen rapidly. The Millennial labor force had last year surpassed that of the Baby Boom, which has declined as Boomers retire.”

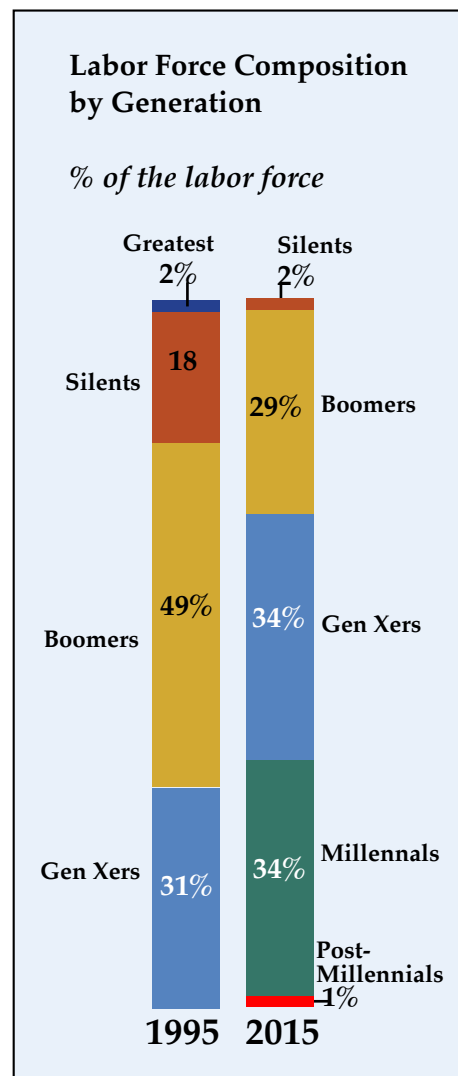
Their analysis is based on the monthly Current Population Survey, which serves as the basis for the official unemployment rate and labor force counts announced by the federal government each month.

Fry reports that “With its disproportionately large share of immigrants, and at an age of transition from college to the working world, the Millennial generation’s workforce is highly likely to grow even further in the near future.”

In the first quarter of 2015, about 45 million Baby Boomers were in the labor force. The Baby Boom workforce peaked in size at nearly 66 million in 1997. The youngest Boomer is now 51 years old, while the oldest Boomers are approaching age 70. With

more Boomers retiring every year and not much immigration to affect their size, the size of the Boomer workforce will continue to shrink. It’s worth noting that the Millennial population as a whole (not just its workforce) is already projected to surpass that of Baby Boomers this year as the nation’s largest living generation, according to the Census Bureau.

In 2015, the Millennial population as a whole (not just its workforce) surpassed that of Baby Boomers as the nation’s largest living generation.
U.S. Census Bureau



The Generations Defined*

The Post-Millennial Generation

Born before 1997
 Age in 2015 Birth-17

The Millennial Generation*

Born 1981 to 1997
 Age in 2015 18-34

Generation X

Born 1965 to 1980
 Age of adults in 2015 35-50

The Baby Boom Generation

Born 1946 to 1964
 Age in 2015 51-69

The Silent Generation

Born 1928 to 1949
 Age of adults in 2015 70-87

The Greatest Generation

Born before 1928
 Age in 2015 88-100

* From the PEW RESEARCH CENTER
 The youngest Millennials are in their teens. No chronological endpoint has been set for this group. For the purpose of following a cleanly defined group, Millennials are defined as those age 18-34 in 2015.

Although the next generation is often referred to as Generation Z, Pew refers to them as Post-Millennials until they identify a common term.

Thank you to the [Pew Foundation](http://www.pewresearch.org/fact-tank/2015/05/11/millennials-surpass-gen-xers-as-the-largest-generation-in-u-s-labor-force/) for permission to print these excerpts. For more info: <http://www.pewresearch.org/fact-tank/2015/05/11/millennials-surpass-gen-xers-as-the-largest-generation-in-u-s-labor-force/>

From Silos to a Seamless System

How Did We Get Here?

Can you imagine the three education systems having minimal or no contact? In 1985, Harold Hodgkinson, a famous demographer, called attention to the lack of connections between K-12 and higher education. “They live in different worlds with separate associations, professional worlds, and networks.” Hodgkinson believed that closer connections were vital to progress and argued that a nation’s graduate schools were dependent in part on the quality of its kindergartens. “Like uncharted continents, K-12 education and post-secondary education remain, for the most part, separate and self-contained worlds,” wrote Patrick Callan, National Center for Public Policy in Higher Education and Michael Usdan, Institute for Educational Leadership.

The idea that “college begins in kindergarten is just common sense,” wrote Kati Haycock, the founder of the Education Trust, an organization that targeted the high academic achievement for all students, especially those left behind. Educators and policymakers were beginning to consider the benefits of closer connections between all levels of education. One of the problems was that there were few connecting mechanisms that would enable the two sectors to work cooperatively.

As a result, serious national conversations started on school reform along with the increased role for higher education in the reform pro-

cess. In Illinois, the blending of the two worlds, **K-12** (preschool through high school) and **higher education**, had its roots in legislation, national momentum, and leadership within the state.

A statute passed in 1973 called for quarterly meetings of the three educational boards as a part of legislation establishing the State Board of Education. Over the next twenty years, the Joint Education Committee (JEC) met occasionally and, at times, became dormant.

In 1999, Hazel Loucks was appointed deputy governor for education and gave the JEC new momentum. The revived Joint Education Committee passed the P-16 Partnership based on goals developed by the three boards of education, that addressed shared responsibility across the full continuum of education. The partnership targeted College-ready Kids, Classroom-ready Teachers and Log-on Learning.

In 2005, the Illinois Board of Higher Education hosted a Summit that pulled together leaders and legislators throughout Illinois. “Where We Have Been” was the opening panel led by Stanley Ikenberry, UI president emeritus. College readiness was one of the topics for discussion presented by the Illinois Education Research Council at SIU Edwardsville. The report confirmed that only 37 percent of Illinois students were ready for college. Jeff Mays, president, Illinois

Legislative History: Toward a Seamless System of Education

1961: The Illinois Board of Higher Education was created by Senate Bill 766 during the Seventy-second General Assembly, approved August 22, 1961.

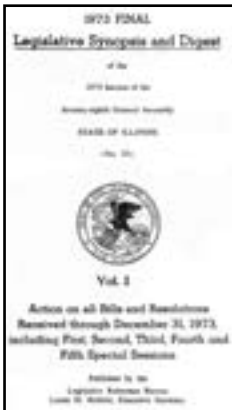
1965: Illinois Community College Board was established by the Illinois General Assembly.

1973: Illinois State Board of Education established as part of the *Workforce Plans and Education: The Joint Education Committee shall be responsible for making recommendations concerning the submission of any workforce development plan or workforce training program required by federal law or under any block grant authority. The Committee will be responsible for developing policy on matters of mutual concern to elementary, secondary and higher education such as Occupational and Career Education, Teacher Preparation and Certification, Educational Finance, Articulation between Elementary, Secondary and Higher Education and Research and Planning. Amended in 1995, 1996, and 1997*

2009: A Seamless System of Education: The Illinois P-20 Council was established by the legislature to foster collaboration among state agencies, education institutions, local schools, community groups, employers, taxpayers, and families, and to collectively identify needed reforms to develop a seamless and sustainable statewide system of quality education and support. The “P” represents Preschool and “20” stands for grade 20, education after college.

The goal is to develop a framework to improve the alignment of the Illinois education systems, so that a child’s path is smooth from early learning to kindergarten, through high school, and on to career education or college.

2016: Postsecondary and Workforce Readiness Act. Prepared by the P-20 Council through the Workforce Readiness Committee and passed unanimously by the General Assembly.



Business Roundtable said, “We need to get the message out to communities, to parents, and form partnerships. . . The message of doom and gloom is also a message of opportunity.”

Senator Miguel del Valle expressed his support for education, “I ran for office to deal with education.” Christine Sobek, president, Waubesa College summarized the next steps. “We are not capitalizing on the strength of our educational systems. We need to come together on certain issues and speak with a unified voice.”

In 2008, regional hearings were held throughout Illinois and on December 9, 2008, the Illinois Board of Higher Education voted unanimously to approve The Illinois Public Agenda for College and Career Success comprised of four goals related to increased educational attainment, affordability, postsecondary credentials and integration of education, research and innovation.

Fast forward to December 2009 when Gov. Pat Quinn appointed former Senator Miguel del as chair of the P-20 Council. del Valle hit the ground running by convening a group comprised of business leaders, teachers, parents, civic groups, university, community college and school officials. They were asked to give time and energy to the notion of P-20, a seamless system of edu-



Higher Education Summit in 2005: The panel on Access and Success featured views about schools, national perspectives, universities, a student’s view, and suggestions from the General Assembly. L to R: State Supt. Randy Dunn, Paul Lingenfelter, president, Higher Education Executive Officers, Beverly Anderson, provost Chicago State University; UIUC student Danielle Gaines; and Rep. Will Davis, Hazel Crest



“Where We Have Been” was the opening panel of the Higher Education Summit led by Stanley Ikenberry, UI president emeritus, and L to R: Stuart Fagan, Council of University Presidents; Jon Astroth, Council of Community College Presidents, Representative Kevin McCarthy; Elliot Regenstein, Governor’s Office; Senator Miguel del Valle; Adam Howell, Eastern Illinois University student; Father Michael Garanzini, president, Loyola University; and Representative Rich Myers.

cation including preschool through higher education). The P-20 Council addressed key issues, such as the achievement gap beginning with 0-3 and building the infrastructure for all of education. “You have to get everyone to the table,” said del Valle. Led by the Illinois Student Assistance Commission, in 2010 the 60 by 25 goal was adopted by the P-20 Council.

One of the recent accomplishments of the P-20 Council is the Postsecondary and Workforce Readiness Act

(see pg. 30) that helps students prepare for college careers, particularly in this day and age when so many arrive at the community college or university without having had the proper courses.

“State efforts to align early learning, K-12 and postsecondary systems, are absolutely key,” says Jeremy Anderson, president, the Education Commission of the States, a national group that fostered early P-16 alignment and the P-20, is a strong proponent of partnerships.

Partnerships across Generations

Some organizations are natural connectors and silo-levelers, that is, they facilitate strong communication linkages and build consensus. *Partnerships across Generations* refers to the idea that organizations work together and tap the resources of all generations to meet their common goals. The following five stories tell about people finding more opportunities when they work with others who have similar interests. The first, **Illinois workNet**, sponsored by the Illinois Dept. of Commerce and Economic Opportunity is a natural silo-leveler that promotes cooperation across state agencies, in education, business and most any entity dealing with work or developing skills for careers. Next, Brent Baker from the **Greater Peoria Economic Development Council** describes how a process called pathways was a natural way to build a coalition and connect people through internships. Then Doug Brauer, with the **Children's Orpheum Science Museum** in Champaign notes the way that a science museum pulls together education, work and the civic spirit across generations. The fourth story is about a statewide organization called the **Illinois Workforce Partnership (IWP)** that assists people of all ages develop the skills needed for employment and in the process, their workers often find a career. Last, the **60 by 25 Network** highlights the belief that social issues can't be solved by any one entity, rather a cross-sector representation is necessary.

Illinois workNet

Whether you're a job seeker looking for that ideal career path, a business looking for innovative human resource solutions, a non-profit organization, or a state or local governmental entity seeking guidance, you will find something of interest and value on the Illinois workNet portal. Take a minute right now to take a look at the [Illinois workNet® Portal](http://illinoisworknet.com). Everyone benefits from the range of career and workforce development functions beginning with career exploration through adult career transition. <http://illinoisworknet.com>

It's also the state's technology infrastructure that facilitates services through statewide grant programs such as intake, assessment, referral, customer engagement, and real-time performance dashboards.

Since its launch in 2005 by the Governor's Illinois Workforce Innovation Board (IWIB), the portal has met the demands of an ever-changing state economic and workforce climate. When Illinois changes, the portal evolves and adapts to meet the needs of users. About 20,000 views of web pages in the portal occur daily and as many as 500,000 users have personalized accounts. The portal is an agile cloud-based system that leverages all the latest technologies and emerging application software to

deliver an inviting and intuitive user experience.

Sponsored by the Illinois Department of Commerce and Economic Opportunity through a state workforce grant, Illinois workNet is driven by the state's mission to provide economic opportunities for businesses, entrepreneurs, and residents to improve the quality of life for all Illinoisans. The portal is the ideal conduit for improving transparency and accountability, enhancing customer service, advancing minori-



ty empowerment, modernizing the states' workforce, increasing competitiveness, and elevating Illinois' promotional efforts.

Tools and Resources

Illinois workNet provides tools that help citizens explore career and training options, prepare for job searches, find and qualify for jobs, connect to support services, and support to reach their goals. A wide variety of individuals ranging employers, to youth, to adults with minimal work experience, to individuals with barriers to employment, to laid-off workers, to adults who want to advance their career benefit from the portal's tools and resources.

Understanding the Lingo

What is the WIOA?

WIOA - Workforce Innovation and Opportunity Act: The federal funding that comes from the U.S. Dept. of Labor and is designed to strengthen and improve our nation's public workforce system. by helping workers develop skills and and employers hire and retain skilled workers.

What is the IWIB?

The Governor-appointed Illinois Workforce Innovation Board (IWIB), mandated by the Workforce Innovation and Opportunity Act (WIOA) includes leaders from business, industry, state agencies, education, labor and community-based organizations with the goal of evaluating and meeting the workforce needs of Illinois' employers and workers.

What is STEM? Science, technology, engineering, and mathematics are called STEM activities. In the U.S. there is a growing concern that we are not preparing a sufficient number of students, teachers, and practitioners in the areas of STEM.

What are One-Stop Centers?

They are central points of service for job seekers to look for work, find training and answer employment-related questions and employers to access employment and training services and to recruit new hires.

What are Career Pathways?

A Career Pathway is a series of structured and connected education programs and support services that enable students and workers to advance over time to better jobs and higher levels of education and training.



Available on Illinois workNet

Dashboard Whether you are looking to explore careers, find training, or obtain resume assistance, this guide can help with quick and easy steps.

Explore Careers You will learn about the variety of skills needed, explore your interests, and to plan for now or future job and career transitions. You will find career and labor market information and the expected number of job openings, how much a job could pay and much more.

Training & Credentials Here is an opportunity to plan and participate in training to become qualified in your career field and then connect to financial support information. Additional guides and work support resources help people meet their employment and training goals.

Qualify for Jobs You will find real life-experience opportunities and information about employer expectations that shine a light on how your experience, skills, and credentials qualify you for a job.

Job Openings and Recruiting You will find recent job listings in your area that best fit your skills and interests to help job seekers get a job and employers recruit and hire.

Network & Connect Connections are important to help you get into, and stay, in your chosen career field. *Layoff Assistance* can help individuals who have experienced a layoff through job or career transition, as well as provide employers the legal requirements for reporting layoffs and resources to voluntarily help employees impacted.

Achieve Goals Illinois workNet develops and supports the statewide system of Illinois workNet Centers (comprehensive one stops), state services, schools, community partners, and employers. Partners include a broad variety of organizations, that as part of what they do, help employers or individuals achieve career, training, and employment goals.

Local Workforce Innovation Areas LWIAs provide career training and supportive services to youth, adults and dislocated workers so they can achieve career goals. Veterans and individuals with disabilities can receive priority of service. LWIAs also support the needs of businesses through free services and employer-based training options.

WIOA information <https://www.illinoisworknet.com/wioa>

IWIB information <https://www.illinoisworknet.com/WIOA/Pages/IWIBGuide.aspx>

WIOA Policy link, <https://apps.il-work-net.com/WIOAPolicy/Policy/Home>

How a Question Resulted in Community Connections

The initial success of Peoria's Pathways to Prosperity is a promising demonstration of our capacity to embrace change to meet the challenges ahead.

by Brent Baker

I first met Victor in September of 2016 in a cramped computer lab at Peoria High School. The room itself wasn't extraordinarily small, but on this morning, it was full: seriously, there was a line into the hall and students were doubled up on computers. About 50 rising sophomore, juniors and seniors were there, each interested in learning how to connect with the internships we were creating through the Peoria Pathways to Prosperity initiative.

As the bell rang, Victor walked up to me and asked if any internships were available in civil engineering. I swallowed hard, knowing my answer wasn't what he was hoping to hear. I took his email and phone number, and said I'd let him know when we had one for him. Unknown to Victor, this brief, seemingly mundane moment was actually a major milestone for our community, years in the making.

Investing in Peoria

Work on Peoria Pathways to Prosperity formally began in 2014 when Mayor Jim Ardis pulled together a diverse group of stakeholders (including Peoria Public Schools, Peoria Federation of Teachers, Peoria Regional Office of Education, City of Peoria, Illinois Central College, Illinois Student Assistance Commission, Peoria Area Chamber of Commerce, CEO Council and the

Greater Peoria Economic Development Council) to create strategies that more intentionally connect Peoria Public Schools students to the careers most needed in our region, while also improving student outcomes. Simply, how could we better contextualize high school coursework in the career interests of our students and the region?

The strategy that emerged—based on a robust regional assessment conducted by the nonprofit Jobs for the Future—was two-fold: develop internships for high school students with local employers and build a system for students to connect with those opportunities, while supporting the development of career-relevant curriculum at Peoria Public Schools.

Unique Opportunities

This summer, Victor is participating in an eight-week internship at Infrastructure Engineering, Inc. in downtown Peoria. He accompanies engineers on site visits and reviews, and even assists in preparing project documents for the firm. Victor is just one of 70 students, placed among 18 unique companies, who have taken advantage of the internships and work experiences supported by the Peoria Pathways to Prosperity effort. What's even better is that the majority of these opportunities were created uniquely for high school students, meaning that many of these employers are investing in high



Victor asked about an internship in civil engineering. Someone listened and helped him find an internship. Today Victor is studying to become a civil engineer.

school students for the first time. That is to say, they are investing in the community—in a new and very intentional way. But it hasn't necessarily been easy.

Some of the challenges, strangely enough, were induced by the work of creating the system itself. How easy to slip into jargon and buzzwords during marathon strategy sessions: collective impact, systems change, cross-sector stakeholder collaborative, organizational structure and all of the equity metaphors... I've certainly been guilty of this myself.

While this rhetoric isn't necessarily obstructive, it can lead to a sort of "paralysis by analysis," wherein we may fail to account for the fact that each of our businesses and organizations are communities unto themselves, with their own unique systems, processes and values.

“Connect students to the careers most needed in our region.”



Occupational Therapy: Students at Richwoods High School have an internship in Occupational Therapy. They help with therapies for walking, standing, and motion.



Auto Maintenance and Repair: An internship at Beachlers Bay gives Peoria Public School student experience in basic auto maintenance. Mathew learned about oil changes, rotating tires and now he is a student at the Auto Body Class in the Career Tech Center.



Health care: Two students work with the Institutional Processing Department at the OSF St. Francis, the largest employer in the region. As a result one of the students has started a program in Community Health at Illinois Central College.

Supporting these communities to embrace change and adopt shared values, then, is where the work lies.

Embracing Pathways to Change Last summer, with the support of Mayor Ardis’ office, we called on a number of Peoria-area employers and encouraged them to make internship creation for high school students a priority in 2017. Two of those employers, OSF HealthCare and UnityPoint Health – Peoria, really took the task to heart. By the end of this year, the two organizations will have created paid internships for 22 Peoria Public Schools students. From business and nursing to childcare and even logistics, these students are provided an opportunity to experience the range of careers in highest demand in our region.

More importantly, spurred by the work of creating student internships, these healthcare and community leaders are developing new practices for engaging talent and providing a clearer path to lucrative career opportunities within their organizations. UnityPoint Health – Peoria has created a framework that outlines tiered career paths across nine departments, which will be used by recruiters, and hiring and human resources personnel. This concept arose out of the early work of planning their student internships, outlining which entry-level positions could be adapted to accommodate a high school intern and how to ex-

pose them to various careers within each department.

Over the past two years, I have had the privilege of getting close to many of the unique communities within Peoria: working with students and counselors in Peoria’s public high schools, human resources professionals from countless employers, city officials and administrators, our friends at Illinois Central College, and many others. Through all of these interactions, I have been heartened by the willingness to embrace and impact change, to have hard conversations and emerge from them with a renewed commitment to the work. Together, quietly and surely, we are building a stronger, more resilient community. There is certainly more work ahead, and I look forward to it.

Brent Baker serves as the Peoria Pathways to Prosperity Coordinator for the [Greater Peoria Economic Development Council](http://www.peoriamagazines.com/ibi/2017/aug/communities-change).



Thank you to *Peoria Magazines* for permission to print the excerpts of the article published August 2017. For additional information: <http://www.peoriamagazines.com/ibi/2017/aug/communities-change>

A Community Saved a Theater: Now It's a Children's Science Museum For All Generations

by Doug Brauer

With the focus on collaboration in communities and pathways to careers, there may be no better place to look for great examples than your local children's museum. This is certainly the case with the Orpheum Children's Science Museum (OCSM) located in downtown Champaign.

The OCSM, entering its 25th year, resulted from people, business, education and the community working together to save the Orpheum Theatre, which opened on October 19, 1914 as both a vaudeville and a "moving picture" house. In 1992, the building was purchased and renovated for a hands-on science museum. Museum doors were officially opened on December 27, 1994 in the original storefronts.

As a valued member of the region, the OCSM is working with the City of Champaign Economic Development Department to anchor the creation of a family-friendly downtown. The power of the children's museum is not limited to what it can do educationally, but in bringing the children into a multi-generational learning environment, that is, with siblings, parents, and grandparents.

According to the Association of Science and Technology Centers, museum attendance by school groups was 16.7

Combining Science, Art, and Health: This art project is about astronomy and art. The activity considers measuring the star, painting for the celestial effect and understanding the health implications for inhaling paint fumes.



million worldwide in 2013 (12.1 million in the United States). But field trips are just the beginning.

Most science centers offer programs that challenge students to think about future careers. Ford W. Bell, former president, American Alliance of Museums, stated that "at their core, museums are educational institutions, as essential to our communities as schools, libraries, and utilities. Museums invest more than \$2 billion in education programs each year, serving "pre-K-through-life."

However, of great importance to the community is the OCSM's ability to engage K-12-age children in science, technology, engineering, and mathematics (STEM) activities. In the U.S. there is a growing concern that we are not preparing a sufficient number of students, teachers, and practitioners in the areas of STEM. A large majority of secondary school students fail to reach proficiency in math and science, and many are taught by teachers lacking adequate subject matter knowledge.

When compared to other nations, the math and science achievement of U.S. pupils and the rate of STEM degree attainment appear inconsistent with a nation considered the world leader in scientific innovation. In a recent in-

science centers offer programs that challenge students to think about future careers.



Above: Young children are already masters of the iPad and able to engage in arts programs. Many also enjoy the OCSM program "Girls Do Science."

Below: Three friends learn about fluid dynamics in an engaging Wind Tunnel Project.





All ages are involved with Archeology. Two grandparents learn about the dinosaur dig archeology exhibit.

ternational assessment of 15-year-old students, the U.S. ranked 28th in math literacy and 24th in science literacy. According to the Congressional Research Service, the U.S. ranks 20th among all nations in the proportion of 24-year-olds who earn degrees in natural science or engineering. Having a focus on K-12 STEM education and being able to realize this size of attendance makes children's science museums obvious portals for early career awareness. The opportunities for early workforce development are unlimited.

As one career awareness example, the OCSM, in partnership with the Preservation and Conservation Association, began the Kids' Building Fair in 1992 to introduce and interest children (and, in turn, their parents) in the building trades as they relate to historic preservation. The Building Fair is a "hands-on" event where children



The Kids Building Fair is a "hands-on" event where children of all ages learn about construction and the many careers involved, such as carpentry, painting, plumbing, landscaping, and much more.



Grandchildren become dinosaurs during summer camp.

of all ages participate in carpentry, painting, plumbing, landscaping, and much more. Children's educational activities are vital to the health and preservation of our community. The Kids' Building Fair educates our local community about a fabulous historic building, about the excitement of the building trades, and how historic preservation, conservation, and education work together to strengthen a community.

Another example is the OCSM program "Girls Do Science." This program has been very successful a STEM primer for career awareness and early workforce development. The Girls Do Science participants explore different STEM topics such as aerospace engineering, environmental sciences, and robotics, and are engaged in activities presented in collaboration with groups including Maker Girl, Women In Aerospace, and the Illini Aerospace Outreach.

The Orpheum Children's Science Museum was established in 1996 as a nonprofit 501 (c) 3 organization and has attracted over 350,000 visitors to engage in science-focused educational exhibits and activities. The OCSM continues to grow through the addition of summer camps, science clubs, community special events, and new exhibits.

Doug Brauer is the executive director of the Orpheum Children's Science Museum in Champaign, and a workforce development expert. For information: www.orpheumkids.com



Illinois Workforce Partnership

Glenda Nicke, dean of adult and continuing education at Black Hawk College and Leadership Award winner of the Illinois Workforce Partnership tells about the persistence and courage of students. “Some were young people who had dropped out of school. There were adults who had lost the jobs they had thought would last forever. There were refugees and immigrants who came looking to build a new life in a new place.” She continued “I’ve had 10 different job titles during my tenure, but in all of those roles, I had the honor of supporting programming that gave those with hope and dreams the opportunity to fulfill those dreams.”

Every year the Illinois Workforce Partnership (IWP), a network of local workforce development groups celebrates local achievements with their Awards Program held in Springfield. In September 2017, Sean McCarthy, director of the Illinois Dept. Of Commerce and Economic Opportunity, welcomed the group with an upbeat greeting and praised award winners, their family and friends, and staff who helped them succeed. He congratulated the group for cultivating and enriching the current and future workforce members through lifelong learning. Pam Furlan, IWP president, talked about the determination and resilience of the award winners as well as hundreds of others who have benefited from the WIOA program, “They are amazing!” She congratulated local workforce organizations called LWIA (Local Workforce Innovation Areas) staff and volunteers.

In story after story, the award winners told about hardships and barriers with a common outcome, “I couldn’t give up.” They praised community organizations that helped and believed in them—a teacher, a friend, an employer, a fellow worker. For some who are down and out, the future looks dim. But then someone says, “You can do this.”

One awardee said he had been incarcerated, but his family never gave up on him. He attended the local community college and then found a job through Manpower while studying. He was able to complete an associate degree in Manufacturing Technology and has become a member of the National Honor Society—Phi Theta Kappa. His entire family attended the event and cheered as he gave a special acknowledgment to his mother: “Mom I couldn’t have done this without you. You didn’t give up on me.”

*I couldn’t have done this without you.
You didn’t give up on me.*



Above: Glenda Nicke, dean of adult and continuing education, Black Hawk College and Sean McCarthy, director of the Illinois Dept. Of Commerce and Economic Opportunity



Students at Black Hawk College learn about various aspects of healthcare.

Careers in healthcare have a promising future. This learning opportunity was a result of a partnership with Black Hawk College, Global Communities, the Esperanza Center, and United Way. Partnerships make learning possible.

Above, the student measures and records blood pressure, one of the 21 required skills that are part of the Certificate for Nurse Assistant.

Below: The students learn to make a bed with the patient in it.



Other awardees found jobs in financial services, welding, food services, network administration, counseling and manufacturing. A common theme was reliance on education, often a community college; demonstrating perseverance when faced with problems, finding encouragement through family friends and staff and the symbolic glue that holds it all together, the Local WIA staff and volunteers.

The Illinois Workforce Partnership organization revolves around the idea of collaboration and working together. Another important celebration is National Apprenticeship Week that offers leaders in business, labor, education, and other critical partners the opportunity to showcase their programs, facilities and apprentices in their communities. The weekly events highlight the benefits of Apprenticeship in preparing a highly-skilled workforce to meet the talent needs of employers across diverse industries.

The Illinois Workforce Partnership, a network of 22 local workforce development areas, is at the forefront of the Workforce Innovation and Opportunity Act (WIOA). The partnership helps find solutions for business-led workforce and economic development challenges throughout Illinois.

Local networks have established partnerships with businesses, education and training systems, economic development and community



Celebrating National Apprenticeship Week in Illinois:

L to R: Kevin Pierce, WIOA Services Representative at Lake Land College, Effingham; Pam Furlan, executive director, LWIB and Programs, Oglesby and IWP President; Julio Rodriguez, deputy director of the Office of Employment and Training, Department of Commerce and Economic Opportunity; and Toriana Rhone, program manager, Champaign County Regional Planning Commission.

For information, contact <https://www.dol.gov/apprenticeship/NAW/>

organizations that seek to deliver a high quality workforce system that supports economic development in Illinois. IWP is committed to these partnerships and working collaboratively at the local, regional and state level to implement the goals outlined in WIOA.

IWP membership spans 22 business-led Workforce Boards including 322 business leaders, 42 economic development entities, and 50 labor organizations serving as workforce board members.

For information, contact: <https://www.illinoisworkforcepartnership.org/>

IWP Mission

- Promote the sharing of information among Workforce Investment Boards, Chief Elected Officials, One-Stop Partners and other interested parties.
- Formulate policy positions that impact Local Workforce Investment Areas and communicate those positions at both the state and federal level.
- Actively promote employment and training, economic development and educational systems.
- Enhance local systems by aggressively pursuing coordination, resource sharing and the reduction of duplicated services.
- Provide input into the formulation of state guidelines and procedures that directly affect Local Workforce Investment Areas.
- Address local employment and training, economic development, welfare reform and educational issues.
- Work with federal, state and local entities to ensure continuous quality staff development.
- Opportunity for LWIA to share information, ideas and experiences related to workforce development, readiness and more.

"We look forward to working with all of our partners and stakeholders in enhancing our workforce system and implementing WIOA."



Pam Furlan
IWP President

IWP membership spans 22 business-led Workforce Boards including 322 business leaders, 42 economic development entities, and 50 labor organizations serving as workforce board members.



John Rico, the CEO of [Rico Computer Enterprises](#), is co-chair of the Illinois Workforce Innovation Board and newly elected chair of the National Association of State Workforce Board Chairs.

John Rico, an Illinois CEO and policymaker, has an upbeat philosophy about individuals and organizations working together. Rico's experiences as a student, then working in manufacturing and developing his company, demonstrate a high regard for the connections between education and work. "As a business owner, I believe that education and the workforce are joined at the hip." Rico's views and experiences provide a vision of the future for the Illinois workforce.

Rico is the co-chair of the Illinois Workforce Investment Board (IWIB), a statewide board that is mandated by the U.S. Dept. of Labor and includes leaders from business, industry, state agencies, education, labor and community-based organizations appointed by the Governor. Their charge is to evaluate and meet the workforce needs of Illinois' employers and workers.

The IWIB just finished a Strategic Plan for 2018-2020, which highlights partnerships and civic engagement. Rico applauds the dedication by task force members for hours and hours of discussion to final submission and approval. "Their good work serving the citizens of Illinois made my role as chair easy and uncomplicated. Our greatest reward is knowing that the 2018-2020 Strategic Plan will strengthen the partnerships between education and the workforce in Illinois and contribute to all generations."

**"As a business owner, I believe that
education and the workforce
are joined at the hip."**

Family Traditions as Volunteers

Rico's view about education and work was shaped by his family's tradition of volunteer service and the belief that all family members had an important role in helping the family flourish. Everyone had to help. John had a paper route and was responsible for some of the everyday duties as a member of a large family. His mother encouraged music so the nine brothers had a family band. Rico played saxophone and says with a gleam in his eye, "playing music together may have kept us off the streets."

Rico tells about an experience in eighth grade that may have resulted in his first executive decision. John joined the Safety Patrol Boys at the Jonathan Burr Elementary School in Chicago. Their main function was to help younger students cross the streets safely. As captain, Rico said that his leadership was soon tested when one of the eighth-grade girls asked if she could be a member of the safety patrol. After some discussion, Rico, as the leader of the group, decided to recommend the change. Later, other schools followed that example, as girls joined safety patrols throughout Chicago Public Schools.

Service came naturally to the Rico family. John recalls that he and family members volunteered for the Chicago Marathon during the administration of Mayor Jane Byrne. "My brother Tony was the lead organizer and all my brothers and sisters took a position on the running route. I was posted at the Planetarium." At the time the Azteca Running Club was the largest in Chicago and later became the Chicago Runners Association that exists today. As a result,



This fuzzy 1969 photo shows the Burr Elementary School Safety Patrol. The Captain of Patrols is John Rico, front row third from the left.

Rico became a runner and participated in several Marathons.

Years later in college, he found another opportunity for service and leadership, first at Northern Illinois University (NIU) where he started his college career, and then at the University of Illinois at Chicago (UIC). Latino students wanted a house or center where they could congregate and share their culture. The students had submitted application after application with no success. John said, "If you want a well-written document, often the source for that is an English teacher." He went to a faculty member in the English department and told him about their goal. "The professor helped me write a good proposal and the center at NIU was approved." Later when he transferred to UIC they followed the same process and a center was also approved.



John Rico discovered his love for running after he volunteered for the 10th Chicago Marathon. The Rico family helped runners and sponsors at sites along the way.



The CEO, John Rico, shows a RICO computer in 1988. Note the 5" floppy drive. The photo was taken during a surprise visit from the Small Business Administration. Rico recalls thinking that "something was wrong and we were not prepared for them to come to our office." At the end of the day they wanted to know more about how small businesses were merging, then requested a photo. "All turned out well. In business life you expect the unexpected and just be yourself and hope for the best".

Career Path: From Education to Work

After graduating from the University of Illinois at Chicago with a major in business and a minor in music, Rico worked for three different companies, each position expanded his management skills and leadership experience. At American Home Products, he was presented with a dilemma. "At the end of each shift, we would observe how many products were produced," he noted. "However, when we did the quarterly inventory, the numbers of products would never mesh with what was produced." So Rico spent two years computerizing the process. When finished, the computers showed exactly how many products were produced per hour. The project earned Rico a position in *Who's Who in the Computer Industry* as "First to Integrate Computers into Manufacturing" (1985). Rico also invented a computerized bar code printer to print the codes onto packages, jars and bottles that further updated manufacturing processes.

"After that successful project, I knew that working for a Fortune 500 company might be my career path but I also wanted to start my own company." He came to the conclusion, "If I don't try, that may haunt me for the rest of my life." Rico said that he understood the challenges. "Starting a company is a daunting task and a little scary."

As he recalls the history of his company, Rico credits the people who supported him and believed he could succeed, including his wife, Guadalupe, brothers, and other family members. Clearly it was a cross-generational effort. He describes the beginning: "I had property with three buildings on it, our home, a cottage and a big shed, which became the office and warehouse. That is where we started the company in 1985.

"One of my main reasons to be self employed was to watch my children grow up. My oldest son, John and daughter, Vicky, grew up learning all about computers, math, spelling, software, stories and playing games." In 1986, one year after the business began. Rico was still at the development stage to make the perfect PC. Later, one of Rico Enterprises' first orders was 2,000 computers for Chicago Public Schools.

Learn and Earn

Another noteworthy event in the early years of Rico Enterprises was a contract to computerize the deeds in Cook County, which were on microfilm. There were over 80 million documents that originated between 1985 and 1997, so when someone wanted to get access to a deed in Cook County, it took forever. Rico had an idea about learning and

earning that could combine education and workforce skills for the Cook County contract. He involved students from Chicago Public Schools, many were considered at-risk. He trained them with the technical skills to transform the microfiche to computer images. They completed the two-year contract in nine months. In the process, students had a chance to learn, earn a little money, and develop good work habits.

"If I don't try, that may haunt me for the rest of my life."



Rico children, Victoria, age 5 and John Jr., age 8, enjoying the Rico computer in 1986, a year after Rico started his company. This photo was taken in the shed, which became Rico's small warehouse and office. The first RICO Computers were built in this building.

"One of my main reasons to be self employed was to watch my children grow up."



Rico and one of his students working on the Cook County contract to transform microfiche deeds to computer data.

Rico underlines the importance of a good work ethic. "The soft skills needed for these jobs include showing up, paying attention, absorbing instructions, asking questions and getting help when something goes wrong. "I knew that if the kids made mistakes, it was on me. That was 1999 and some of those kids still call me today, now as CEOs and in leadership positions." They refer to the experience with Rico Enterprises as the beginning of their career paths. That experience with students gave Rico an understanding of how students develop skills for their careers and reinforced his belief that education and work are joined at the hip.

Help the Teachers

"My mother, a bilingual teacher in Chicago, gave me some good advice. She said, 'If you do anything in business, try to help the teachers.'" At the time, most teachers weren't experienced with computers and didn't know what to do if something went wrong. Eventually Rico Enterprises formed a partnership with IBM and other computer companies

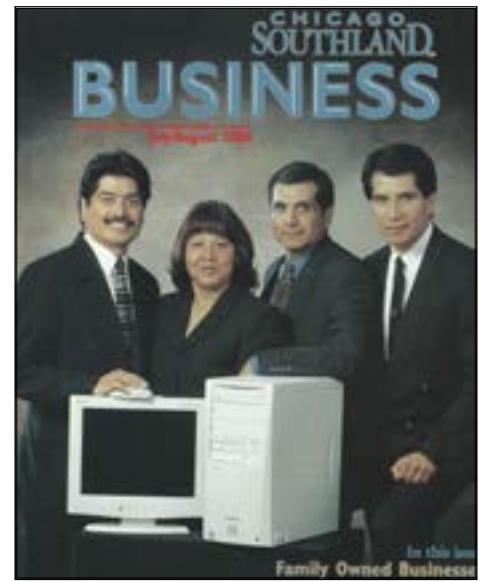
as a contractor for Chicago Public Schools.

An article in Chemical Bank's *Business 95, Success Strategies for Small Business* acknowledged how Rico Enterprises gained a foothold in the area so dominated by big business. Rico was quoted in the article, "We have educators helping other educators because they know exactly how frustrating it is to be in the classroom and not have the right tools." Rico's wife Guadalupe, who was a teacher, joined the business and as a result, the commitment to teachers became part of the company's mission. Rico Enterprises was already at work in the schools when President Clinton issued America's Technology Literacy Challenge in February 1996. The challenge suggested teacher training, software for learning, access to computers, and connections for every school and classroom to the information superhighway.

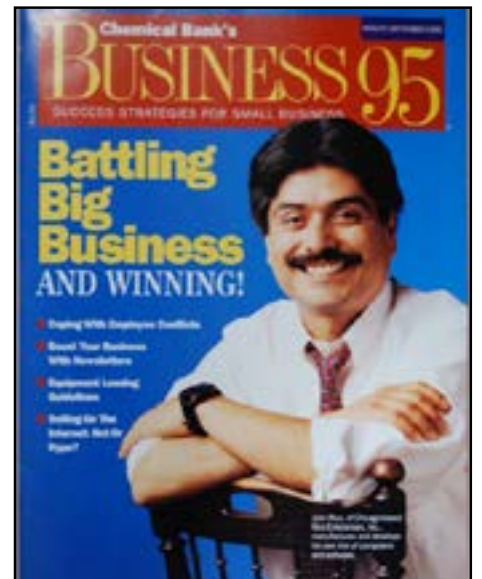
In 1996, during a Chicago Public Library event, Bill Gates introduced Rico as a former CPS student and someone empowering people, business and organizations to do great things by building computers and developing education software. In a letter to Rico, Gates wrote that he was impressed by what Rico had accomplished. "I know how many hours of hard work it takes to create a successful company."

The Home and Small Business News featured the Rico Family in 1997.

"The company now has two Chicago sites and sixteen employees, many of whom are John's brothers (and one sister). John, his wife Guadalupe and brother Antonio are full partners in Rico Enterprises today. The original 1985 computer business started with



Rico Computers Enterprises, Inc. was honored in 2000 as an outstanding family-owned business by the Chicago Southland Chamber of Commerce. Rico executives appearing on the cover included: L to R: John Rico, CEO; Guadalupe Rico, vice President; Antonio Rico and Dan Rico. The photo was also featured during the 25th anniversary of Rico Enterprises.



Chemical Bank's 1995 cover described Rico Enterprises as one of the fastest growing minority IT and small businesses in the nation.

family members, and some are still there. And of course, now that his children have completed college, they are rising stars in the business.” Rico says that before he involved his children in the business, they spent at least five years working for another company.

Continuity and the Generations

From the very beginning of Rico’s life, the generations were supportive and involved. According to the *Hispanic Quarterly* in a 2009 article, “At first his family watched from the sidelines, then they began to get involved.” Rico shared his secret about success, “If you’re able to clone yourself, you’ll be able to get more things done,” says Rico. “Well, my secret is that I have nine brothers.”

Rico is open and honest about the challenges of involving the generations, “I’m not saying mistakes don’t happen and that we agree on everything.” Now the kids are making innovative additions to the company. One son, Joe is exploring some of the connections with technology and music as a demo audio engineer for Fort Knox. Rico said that he considers this “entertainment to careers.” Daughter Victoria is the Financial Officer and offers professional development courses related to cyber security, one called Raspberry Pi. The Raspberry Pi is a tiny and affordable computer that can be used to learn programming. The goal of these sessions is to help teachers become more aware so they can increase students’ interest in technology and creative problem-solving through fun and practical projects.

John Rico Jr. is charge of operations and manager at the Airports’ WiFi



Raspberry Pi

Above: Victoria Rico Barrios hands a trophy to an award winner participating in the Raspberry Pi competition.

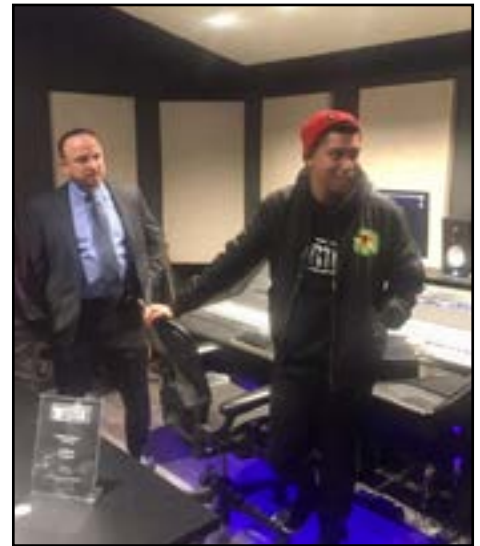
Below: A student demonstrates in-house protection and security.



contract that Rico Enterprises has operated for the last 12 years. He also installs and provides service with his crew for the Big Belly solar trash compactors you see in Chicago and in many states. Antonio Rico, an older brother, is a partner and secures the contracts. He is beginning to enjoy the transition into retirement.

Strengthening Connections between Education and Work

In the early 1990’s, Rico Enterprises became a member of the Chicagoland Chamber of Commerce. One of Rico’s first business volunteer opportunities was with the Chamber’s Youth Motivation Program



The Dec. 2017 IWIB board meeting was held in Chicago at the Fort Knox Studios. Joseph Rico, an audio engineer demonstrated a variety of ideas called music to careers.

L to R: Jon Furr, NIU and Joseph Rico.

“As board members, we recruited other business people from different sectors to talk with students about their careers.” Rico said that he hadn’t participated in many formal boards until Peggy Luce, a vice president at the Chicagoland Chamber saw his potential and invited him to share his expertise with local and statewide organizations. Rico said that he remembers Peggy’s invitation and her persistence. “She said, ‘You would be perfect for the Private Industry Council.’ She tried for a year or two and finally I agreed to participate.” Rico said, “I never intentionally set out to become a leader chairing boards, councils and committees. It just happened. I think it happened because I listened to and watched behaviors of good leaders.”

Many years later, as the chair of the College and Career Readiness Committee in the P-20 Council, Rico had the opportunity to establish a cutting edge policy supporting Postsecondary and Workforce Readiness.



Giving Back: The neighborhood fun run at Douglas Park raised funds for A Safe Haven, a project for the homeless, which is a great giving organization.

L to R: Jesus "Chuy" Garcia and John Rico

Preparing for the Future

Rico recalls his experience running a marathon as a touchstone for the workforce of the future. "You train and prepare for the physical part of running a marathon, but the mental preparation is what determines success in the last miles. When nearing the end, it is so easy to say, 'I quit! I'm done!' But then you draw on inner strength and continue." Rico suggests that like running a marathon depends on individual perseverance, of believing that success is possible. Rico says that in a marathon, the most important person is you. You have to believe in yourself. Find success within yourself. The recent completion of the Strategic Plan for the Workforce might be compared to running a marathon. Task force members asked one another, "Do we agree on the goals? If no, they kept looking until they found the support among their members that reflected a good compromise." Clearly the process resulted in stronger partnerships between education and work. Rico commends the dedication by all involved in completing the Strategic Plan from task force

Civic Engagement in Service, Learning and Work Statewide Appointments

In 1993, John Rico was appointed to the Private Industry Council of Suburban Cook County (PIC) by Cook County Board President Richard Phelan. Rico had been recognized among the Chicagoland Chamber of Commerce members as an emerging private sector leader in technology, business development and job creation. The Chamber was responsible for nominating business leaders to serve on the PIC to establish policy for the operations of the Cook County President's Office of Employee Training (POET) that administered federally funded workforce services to south and west suburban Cook County.

Rico took his volunteer responsibility seriously by quickly learning how the federal, state and local requirements of the Job Training Partnership Act (JTPA) were implemented and saw that improvements were needed to move isolated organizations with overlapping responsibilities away from silo approaches and into coordinated alignment.

When Governor Jim Edgar replaced the statewide Illinois Job Training Coordinating Council in 1996 with the 33-member Human Resource Investment Council to recommend policies for both federal and state programs on workforce preparation, Rico accepted the governor's call to serve.

Future governors recognized Rico's non-partisan dedication to improving Illinois' education and workforce preparation policies and programs with continued appointments. Today, Rico is the co-chair of the Illinois Workforce Innovation Board (IWIB) guiding the federal Workforce Innovation and Opportunity

Act (WIOA) in Illinois. In 2009, Governor Pat Quinn included John Rico among his 25 appointments to the new P-20 Council, a key education advisory panel for preschool through graduate school and from birth through adulthood. The Council played a role in Illinois' quest to win federal Race to the Top education money. Now P-20 works to create a seamless education system with smooth transition points to maximize all students' educational attainment, opportunities for success in the workforce, and contributions to their local communities. Since its inception, Rico has chaired the P-20 College and Career Readiness Committee that makes actionable recommendations on what skills, systems, resources, and alignment efforts are required for all Illinois residents to be college and career ready in an innovative and globally competitive society.

Upon Governor Rauner's January 2015 inauguration, Rico wrote to him about the interdependence of education and workforce initiatives. "The IWIB supports utilizing federal workforce training dollars to fund public/private initiatives with employers, local associations, economic development entities, and community colleges that create sector-based models, develop career pathways, and customize training solutions for a skilled workforce, including special populations such as people with disabilities, veterans, and youth. This experience has taught us that creating employment solutions in collaboration with business-led boards, economic development and industry partnerships is the best approach. Now is the time to increase those solutions by tying them to approaches in talent pipeline management."

stage to submission and approval. "It made my participation easier and uncomplicated."

Last, milestones, like the Postsecondary and Workforce Readiness Act, are reached when people understand public policy and realize they have

a common goal. The future of the workforce in Illinois challenges us to respond with education and training that prepares students for the careers of today and tomorrow.



Left: During the Illinois Workforce Innovation Board meeting on Dec 14, 2017, Wendell Dallas gave insights about how the Georgia board works, their target services and many tips about how to be a better board member. The Fort Knox Studio in Chicago hosted the meeting.

L to R: Margi Schiemann, IWIB board member and director, Infrastructure Programs & Support, Nicor Gas, Naperville Illinois; Wendell Dallas, chair of the Georgia Workforce Board and Vice President, Operations, Atlanta Gas Light and Chattanooga Gas and guest speaker; John Rico, CEO, Rico Enterprises; Sean McCarthy, executive director, Illinois Dept. of Commerce and Economic Opportunity (DCEO); and Julio Rodriguez, deputy director Office of Employment and Training, DCEO.

“Giving back is my main objective and without a political agenda.”

Chair of the National Association of State Workforce Board Chairs

John Rico talks about his experiences in Washington and the motivation to get involved, “Giving back is my main objective,” he said, “and without a political agenda.” He continued, “It is a privilege to be chair of the IWIB, and a great honor from my national workforce colleagues to chair the NGA National State Chairs Workforce Board Winter Summit.”

“During our discussions in Washington, there was a consensus that we should be open to new ideas, new ways of focusing and to represent all people in all states. I promised my fellow chairs that I would give the same dedication to being the state workforce board chair as I do for my own state of Illinois. I am grateful to my colleagues for joining me in making this winter summit one of the best. I can’t wait for the second meeting.”

About the National Association of State Workforce Board Chairs

The National Association is a membership organization; the Association is an affiliate of the NGA Center for Best Practices, which performs the secretariat role. Members of the Association are chairs of gubernatorial-appointed state workforce boards (SWIB), which are responsible for overseeing state workforce development systems.

The association provides a unified voice for state workforce boards on national policy issues, with a focus on strengthening the nation’s employment, training and education systems and on collaborating with other national organizations engaged in areas of common interest.

The 2018 Executive Committee:

Laura Beeth, Association Vice Chair (Chair, Minnesota SWIB); Paul Perkins, Association Immediate Past President (Chair, Indiana, SWIB); Ken Madden (Chair, Oregon SWIB); Dawn Grove (Chair, Arizona SWIB); Wendell Dallas (Chair, Georgia SWIB); Eleni Papadakos, Ex-officio Member; (Executive Director, Washington SWIB) and Chair, John Rico (Chair, Illinois SWIB).



The cover story, The Future of the Workforce in Illinois was prepared by Peggy Luce, Luce Consulting and Jane Angelis, editor, Continuance Magazine, through numerous interviews with John Rico, members of the IWIB, and education and work partnerships throughout Illinois. Information about the National Chairs was provided by the National Governors Association Center for Best Practices. Thanks all for helping us tell this wonderful story.

The 2018-2020 Illinois Strategic Plan from the Illinois Workforce Innovation Board

Sylvia Wetzel, the chair of the strategic planning taskforce, describes [the 2018-2020 plan](#) as a living, breathing document and that will be apparent when you read it. The mission is clear and specific: “The Illinois workforce system’s purpose is to integrate education, workforce and economic development resources and services that support economic growth and job creation for individuals, businesses and communities in the State.”

Each of the objectives was developed by Teams within the specific target area, that is, business engagement, delivery design, technology and workforce boards. Wetzel described the process as “very thoughtful and mindful as we worked together—to ensure we listened carefully to all the voices at the table. As a result we were able to collect great thoughts and establish unity of agreement about what would create a great system. The Teams met with one another so that their objectives would overlap, complement, and present a big picture.”

Since 2003, Illinois has been moving toward the alignment of the workforce, education, and economic development. Under the Workforce Innovation and Opportunity Act (WIOA), Illinois is using the extraordinary opportunity to expand these important connections among the systems leading to innovative work-



Leaders of the Strategic Plan Development for the Illinois Workforce Innovation Board (IWIB): L to R: John Rico, co-chair, and CEO, Rico Enterprises; Sean McCarthy, co-chair, IWIB and director, Illinois Department of Commerce and Economic Opportunity; Sylvia Wetzel, chair of the Strategic Planning Task Force and executive director, Kane County Human Resources Management Department

based learning opportunities for both businesses and job seekers.

*Alignment, partnerships,
and collaboration between
work, learning and
economic development
are the themes driving
the strategic plan*

The Task Force started with four specific goal areas: **business engagement, service delivery design, technology, and workforce board impact** from a state and local perspective. Five objectives evolved. Each objective has multiple activities. Each activity describes key strategies, action steps, required resources, and time lines.

Business Engagement Goal

Business needs skilled employees, education needs to help students take the proper course work, and these efforts need to be aligned.

Business-led partnerships are valuable in identifying emerging career pathways, supporting work-based learning opportunities like apprenticeships, and developing innovative approaches to improve their competitiveness. This is foundational to Illinois and its respective regional success. *Objective One: Accelerate and Streamline Communication and Services with Business Partners.*

Service Delivery Design and One Stop Systems Goal

One Stop Centers are central points of service for job-seekers and employers to access employment and training services. These centers



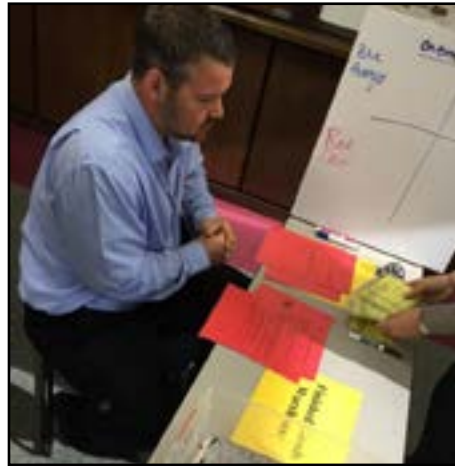
Business Engagement: In rural Robinson, a partnership between Lincoln Trail Community College and Shawnee Communications was a win/win for everyone. Shawnee Communications needed help upgrading the copper network system and after training, students were able to provide that service and at the same time learn new skills.

provide state and local employment and training activities and coordinate a variety of workforce development, educational, and human service partner programs, all in response to the employment and training needs of local area employers. Two of the main goals of the Plan are to meet the needs of the customers seeking employment, the businesses seeking workers, and have user-friendly tech to maximize the efficiency and effectiveness of the system. One example of Service Delivery Design is offered by Prairie State College.

Objective Two: Execute a customer-centered design service delivery model.

Technology Goal

Illinois needs timely and relevant data to make sound decisions and be able to analyze performance of all aspects of the Strategic Plan. Coordinating service delivery through technology is part of the foundation under WIOA to ensure customer-friendly approaches. Technology will also be leveraged to provide the



Service Delivery Design: Bradley Schmidt, Prairie State College provides an example of service design and business engagement. He demonstrates a mock assembly line to make sure that the finished product matches up with the customers' orders and that it gets out at the correct time. The yellow sheets have product, quantity and time requirements.

The day starts with everyone scattered around the room at their stations. "We run through a production schedule and notice how inefficient it is. The class then alternates between lessons and hands-on. Each lesson teaches about a waste and how reducing the waste can improve processes. After each lesson, we rearrange the part of the room that pertains to that waste and we run the production schedule again, noting the improvements. By the end of the class, we have created a much more efficient production line, with better communication, less wasted movement, reduced bottlenecks and other improvements."

current and accurate information and data that will inform decision-making and local boards as they develop regional and local plans and policies.

Objective Three: Establish Sustainable Methods for High Quality Data Collection and Accessible Reporting

Workforce Board Impact Goal

The expanded roles of the state and local workforce boards require greater accountability and a move toward more strategic thinking. To



Local Workforce Innovation Areas

move boards forward in this strategic nature, ensure accountability and to promote effectiveness, this Team developed strategies to ensure board members understand their roles and responsibilities individually and collectively. Working with the Data Team, the board will seek the necessary metrics to measure success and promote continuous improvement and innovation. Additionally, this Team addressed operational goals and established accountability standards as members of the board and to the public.

Objective Four: Increase Board Effectiveness Through High Quality Training and Resources for the State Board and Local Workforce Boards;

Objective Five: Promote Board and Board Member Accountability

[For information about the Strategic Plan](#)

Career Pathways

Julio Rodriguez, deputy director, Office of Employment and Training, Illinois Dept. of Commerce and Economic Opportunity, highlights career pathways



as a key element of the Strategic Plan and for the future of Illinois.

One of the most positive building blocks for the 2018-2020 Strategic Plan, is the broad-based involvement of business, workforce entities, education, local communities and organizations that reflect the needs and interests of all generations. A variety of sectors from the four corners of Illinois came to the table with strategies reflecting urban, rural and suburban thinking.

“Young People must see education as a path to a career: it is also im-



Inventory-taking is a skill that transfers into many careers. This student at Peoria High School is exploring a career at UnityPoint Health.

portant that young people are introduced to Learn and Earn models like apprenticeships. Few young people have had a true work experience so we must create opportunities to explore the world of work, giving young people exposure early so they can enter the workplace prepared to go to work and start a career.”

“Career pathways are not just for young people, also for adults.”

Those seeking work don’t just need a job, they need a career, which is all about lifelong learning. An important component of the plan highlights how we create the opportunities for developing industry recognized stackable credentials and fostering a strong work ethic that employers value as necessary for success.

Education, workforce and economic development are the three legs of the stool. If we are to be successful, all of us should be investors in career pathways by leveraging the our public and private resources.”

“Young people must see education as a path to a career .”



A student from John Wood Community College demonstrates the Child Simulator. With the help of regional healthcare providers and educational partners, high school juniors and seniors visited interactive stations ranging from child patient simulations and suturing to paramedic transport and firefighting.



Welding: Jessica Miles of Hardin County and Bradleigh Griffith of Eldorado use brazing rods and a welding process called oxygen and acetylene welding or simply gas welding, during a class at Southeastern Illinois College. Miles had an interest in welding and discovered that she really excelled at metal art. Griffith’s father is a welder, and she chose to follow his lead and go into the same field.

Five Ways to Connect College and Careers

Excerpts from Career Pathways

Anthony P. Carnevale | Tanya I. Garcia | Artem Gulish | 2017
Georgetown University Center on Education and the Workforce

The old rules of thumb no longer apply.

Go to college. Study hard. Get good grades. Get a degree. Get a job. This is great advice that has served many generations well. But these simple principles are no longer enough in today's more complex world. The relationship between education after high school and jobs has become trickier and harder to navigate. Learners and workers need a clear guidance system that will help them make good college and career decisions and enable them to lead fulfilling, purposeful lives while supporting their families.

People want to know the value they are getting from one of the biggest investments they will make in their lives.

Colleges have become very expensive, with tuition and fees at public four-year colleges and universities growing 19 times faster than the median family income since 1980. The trend toward state disinvestment in postsecondary education for the past three decades has shifted the financial burden to students and their families. If students are investing more to go to college, they need to have answers to basic questions about the value of postsecondary education. They need better information to make decisions that have lifelong economic conse-

quences, and this information should be delivered in new ways.

In addition, the governance, accreditation, and financing of postsecondary education must go beyond student completion as a goal and be connected to measurable post-college outcomes. While completion is an important metric for improving efficiency, it ignores the relationship between learning and earning in particular fields of study, as well as the social and economic value of general education. If we don't change the way we think about providing postsecondary education and training, we will continue to have a system with runaway costs driven by institutional prestige rather than learning and earning outcomes.

We need new rules to help us understand the connection between college and careers.

Measuring learning and earning at the program level is the key to unbundling the value of postsecondary education options. Currently we have ways to measure earning, but we are far away from being able to measure learning. Why is measuring learning important? General education competencies make workers more flexible and more adaptable to changing technology, which is advantageous over the course of a



career. In the long term, we will need to figure out which combination of general and specific competencies prepare workers better for occupations. For now, the new relationship between postsecondary programs and the economy comes with new rules that require much more detailed information on the connection between individual postsecondary programs and career pathways.

Read the new rules and find the references for *Career Pathways*. For the full article and references <https://cew.georgetown.edu/cew-reports/careerpathways/>

Thank you to the Georgetown University Center on Education and the Workforce for permission to reprint these excerpts.

The Postsecondary and Workforce Readiness Act

The Postsecondary and Workforce Readiness Act (PWR), signed into law in 2016, helps students prepare for college careers and smooth the transition for students from high school to college or career. It helps students avoid remedial education in the community college with a jointly-designed fourth year of high school math instruction. It establishes new career and college endorsements on high school diplomas to demonstrate that students have fulfilled specific requirements for that career path. To help students plan for life after high school, the bill establishes benchmarks from 8th through 12th grade for what students should know about college and career. Finally, it allows districts to pilot updated high school graduation requirements based on what students know and can do rather than what courses they have taken.

Need: According to Advance Illinois' *The State We're In 2014*, just 37% of Illinois students who enroll in postsecondary education go on to graduate and approximately half of Illinois high school students who enroll in a community college require remedial education. Many students are not graduating with necessary skills to gain meaningful employment or enroll in credit bearing courses in college.

Employers report that recent high school graduates often lack critical skills necessary to succeed in high-demand and growing occupational areas, and that they are unable to find qualified workers to meet their industry needs.

The **Act** has four components:

1. Establish a College and Career Expectations Framework

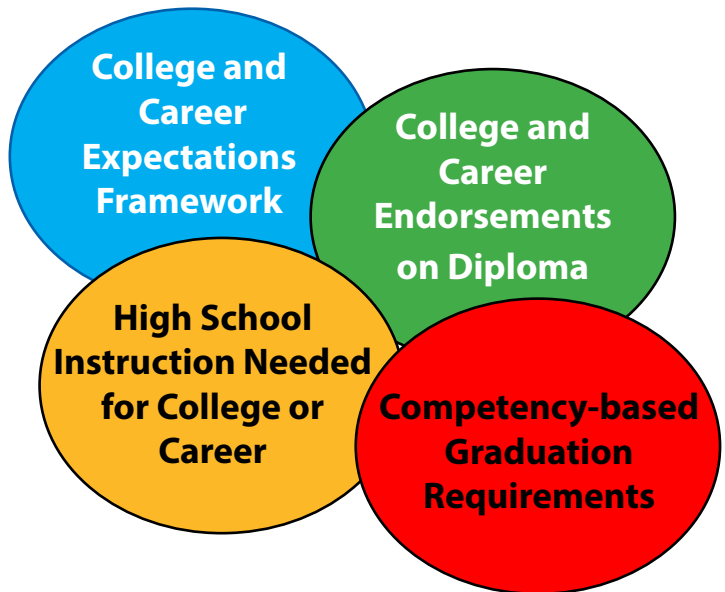
What courses should I take? To help students plan for life after high school, the bill establishes benchmarks from 8th through 12th grade for what students should know about college and career.

2. Define high school instruction that will place students into college-level coursework One of the great challenges for students is that they have taken the proposer courses, particularly in math.

In 10th grade, the student reflects on math courses taken and what might be needed for the career of interest. It helps students avoid remedial education in community college with a jointly-designed fourth year of high school math instruction.

3. Provide for College and Career Pathway endorsements on high school diplomas

The high school diploma will reflect course work and



work experience related to a future career. PWR establishes new career and college endorsements on high school diplomas to demonstrate that students have fulfilled specific requirements for that career path.

4. Develop a pilot for competency-based high school graduation requirements

Finally, it allows districts to pilot updated high school graduation requirements based on what students know and can do rather than what courses they have taken. It isn't the amount of time that is spent in school but rather what the students knows and the ability to communicate what they can do.

Pilot Projects: A number of high schools are piloting parts of the PWR and learning more about each goal. At this point, it is a work in progress.

HB5729: The Postsecondary Workforce Readiness Act is the culmination of years of work with an array of cross-sector partners and is a transformative step toward achieving Illinois' goal of 60% of Illinoisans having a postsecondary certificate or degree by the year 2025. For information: <http://www.advanceillinois.org/pwr/>

A Foundation for the Career Pathway System

The Strategic Plan for Adult Education and Literacy



The student is measuring a piece of conduit as part of an electrical wiring course in the Multicraft Technology program at Sauk Valley Community College. The example illustrates important aspects of the Postsecondary and Workforce Readiness and the Strategic Plan for Adult Education and Literacy related to instruction needed for future careers. The student would take appropriate Math courses to fit with his future career. Likewise he would be encouraged to complete a certification or degree that would help him get a good salary to support his family.

One of the themes for the new Strategic Plan for Adult Education and Literacy is that a more demanding economy means that 70 percent of all jobs in Illinois will require some form of education and training beyond high school. “Adult education can no longer be viewed as an end point or final state in the transition to work,” said Jennifer Foster, deputy director for Adult Education and Workforce for the Illinois Community College Board (ICCB). “Instead, adult education is the foundation of Illinois’ career pathway system.”

“We all agree more jobs in Illinois will solve a lot of problems. At the same time, we have job openings right now that aren’t being filled because the education and training of many applicants doesn’t match the needs of the employers,” said task force member State Senator Chuck Weaver (R-Peoria), Minority Spokesperson for the Senate Education Committee. “This strategic plan offers a way to bridge that gap and properly equip our workforce for the stable, good-paying jobs that are available, while enabling our businesses to expand and grow our economy.”

In Illinois, more than 1 million residents do not have a high school credential and approximately 1.8 million immigrants do not have the English literacy or other skills to enable them to meet social, educational, and work demands.

The five-year strategic plan put forward by the task force addresses these critical needs through the identification of a set of four goals and related objectives developed to spur stronger overall system outcomes.

The Strategic Plan for Adult Education and Literacy responds to a future of work that will demand advanced skills and training. The strategies developed in the newly released plan will guide Illinois’ adult education system over the next five years to ensure all adult learners have access to and success across the services that are cohesive, coordinated, and innovative.

“Over the past six months, the Statewide Task Force on the Future of Adult Education and Literacy has been engaged in a strategic planning process focused on expanding and scaling comprehensive career pathways and integrated education and training programs that have been successfully implemented across the state to produce a trained workforce and improve wages,” said Dr. Karen Hunter Anderson, ICCB executive director and chair of the task force.

Goal 1: Improve outcomes by scaling effective models and strategies across the system. *Local and statewide groups are identifying winning models for learning and then expanding the models in areas that would benefit from them.*

Goal 2: Increase postsecondary transitions and credential attainment.

Goal 3: Strengthen college and career readiness. *This goal supports the PWR so that when students arrive at the community college or university they are ready to succeed.*

Goal 4: Develop life-long career pathway systems and enabling technologies. *The workforce is in constant change so education programs must be geared to adapting their programs to new innovations and changes.*

For Information: https://www.iccb.org/iccb/wp-content/pdfs/adulted/strategic-plan/ICCB_Adult_Education_Strategic_Plan_2018-2023.pdf

Continued from pg. 15

60 by 25 Network

by Sam Nelson, Bob Dolgan and Edith Niuguna

The 60 by 25 Network resulted from a growing interest in the goal of increasing the proportion of adults in Illinois with high-quality degrees and credentials to 60% by the year 2025. In 2010, the Illinois Student Assistance Commission suggested that the goal be adopted by the P-20 Council. Since then, many other agencies, organizations, and communities around the state have committed to achieve this [goal](#). [Likewise](#), state agencies have been working to identify resources and set policies to better align the education and preparation of students--from early childhood to postsecondary--with the state's workforce development needs.

Darryl Hogue, Superintendent of River Bend School District, tells about his experience becoming a member of the 60 by 25 Network. "I saw the invitation to be a leadership community and took a look at it. I felt it fit with what I was really interested in as a superintendent."

Hogue attended the 60 by 25 conference in Springfield in 2015 and learned about leadership communities and partnerships with business and education. "I was just ignited! The idea of a network could do a lot of good for our students and community." Superintendent Hogue invited representatives of business and education to a meeting. "Our first step was seeking interest in working together to further both business and school agendas." Local businesses and schools found a common need

to create opportunities for students to learn and work. This unique opportunity provides a work/college balance that positions students for success both in the classroom and in their career within the field and they finish their certificate or degree. Businesses find skilled workers.

In providing their own programs and services, each of the Network leaders were serving as the connective tissue between the broader state policies and the work taking place at the local level in communities around the state.

The Network organizers identified a need to create a statewide peer-to-peer learning community and bring stakeholders from various communities together to share best practices and provide thought partnering opportunities across sectors. The first statewide convening of the Network took place in 2014 with about 100 attendees. The Network recently held its fifth conference with over 200 in attendance. The Network has also evolved to create 13 Leadership Communities, which have developed systems to drive meaningful and equitable postsecondary attainment and civic engagement. Communities in the Network understand that the success of their students of all ages is critical for the long-term economic viability of their communities as employers need trained workers to meet their needs. The Network leaders support the Leadership Communities by providing a mechanism for communities to collect and curate critical education and workforce data using a community dashboard, serving as a conduit for financial support to communities for their work, and providing technical assistance on strategies to support their efforts.

The Network promotes Collective Impact as its theory of change. It's based on the belief that complex social issues can't be solved by any one entity and requires cross-sector representation in each community: K-12 education, postsecondary education, chambers of commerce and employers, nonprofit and community-based organizations, and civic and municipal leaders.

Using Collective Impact, communities come together to agree on: a common agenda; common data points for ongoing measurements of progress and accountability; mutually reinforcing activities; open and continuous communication; and a backbone or intermediary organization to coordinate their work.

Communities also know that to help reach the state's 60 by 2025 goal, it will take more than just high school students in the education pipeline. There are many adults in Illinois with some college credit but no degree or credential, as well as adults who need retraining and additional education to compete for the jobs of today and in the future.

The organizers of the Illinois 60 by 25 Network include Illinois Student Assistance Commission, Advance Illinois, and the Education Systems Center at Northern Illinois Univ.

Sam Nelson is director of outreach, Illinois Student Assistance Commission; Bob Dolgan is the communications director for Advance Illinois and Edith Niuguna is the director of programs and policy implementation for Education Systems Center at NIU.

Thank you to Superintendent Daryl Hogue, River Bend School District and Jon Mandrell, Sauk Valley Community College. For information www.60by25.org.

The Last Word: Thank You

A billion, if not a trillion, thank you to Peggy Luce for her workforce wisdom and interpreting the intricate world of workforce development. John Rico, thank you for sharing the lessons of your life story and the continuing developments as you begin your tenure as chair of the National State Workforce Board Chairs and continue as the chair of Illinois Workforce Innovation Board.

One of the first articles prepared for this issue was with the Illinois Workforce Partnership (IWP), a group of committed individuals throughout the state. Thank you to the IWP coalition especially Pam Furlan, Michelle Ceruti, Julie Courtney, Glenda Nicke, and Mary Beth Marshall.

A special thanks to Sam Nelson, for sharing his a gift of connecting people to people and people to resources.

The stories told in Partnerships across Generations show that working together is vital for the preparation of a strong workforce for the future. Jeanne Kitchens and her team at the Illinois workNet helped us to understand the lingo and the amazing work they are doing on behalf of the people of Illinois. If there is a resource to tap, they will find it. Thanks to Jeanne, Natasha Rae Telger, Olivia Griesheim, Patricia Schnoor, Dee Reinhardt and all.

Another story about Partnerships across Generations was written by Brent Baker, Peoria Pathways to Prosperity, a project of the Greater Peoria Economic Development Council. Thanks Brent for an inspiring story written by a committed Millennial.

A hearty thank you to Doug Brauer, CEO of the Orpheum Children's Science Museum, who is a committed intergenerationalist and understands the implications of pathways to careers through science and STEM programs, and the cross-generational impact.

To the Illinois Workforce Innovation Board, a hearty thank you and congratulations to members of the board for the amazing work on the 2018-2020 Strategic Plan for the Workforce. They exemplified the concept of working together and in the process demonstrated the model of partnerships for workers and learners. Thank you to the membership and leaders Sylvia Wetzel, chair of the Taskforce; John Rico, Sean McCarthy; Julio Rodriguez; Mark Burgess, Lisa Jones, Deborah Turnbull, Kristi Houston and all. Likewise, congrats to the chairs of the Teams.

The last story about Partnerships across Generations was instigated by Sam Nelson along with the excellent support of Bob Dolgan, Advance Illinois and Jon Furr and Edith Niuguna, NIU Education Systems. A hearty thank you to Daryl Hogue, River Bend School District and Jon Mandrell, Sauk Valley Community College.

Thank you to Advance Illinois and those who helped with the Postsecondary and Workforce Readiness Act: Benjamin Boer, Jessica Catlin, Bob Dolgan, Jim O'Connor and Ginger Astro and for the good work associated with the 60 by 25 Network.

Thank you to the Pew Foundation for their publication about the composition of the workforce, which was the linchpin for this issue.

Thank you to Anthony Carnevale and the Georgetown Center for Education and the Workplace including Hilary Strahota, Tanya I. Garcia, Artem Gulish for helping to frame this issue of Continuance. Congratulations on the exceptional publications that help all of us get our arms around the workforce of the future.

Photos: Thank you to community colleges who offered photos and advice on the workforce and career pathways including Terry Bruce, Illinois Eastern Community College; Lincoln Trail, Olney Central and Frontier; Terri Winfree Prairie State, and staff Bradley J. Schmidt, Craig Schmidt, Alisha Clark; Jon Mandrell, Sauk Valley Community College; Jonah Rice and Angelia Wilson, Southeastern, Illinois College; Mike Elbe, Leah Benz, John Wood Community College; Peggy Bradford, Shawnee Community College; Glenda Nicke, Black Hawk College, and a hearty thank you to Karen Hunter Anderson and Jennifer Foster for sharing their workforce wisdom regarding the two Strategic Plans.

Last, thank you to Martin Simon and staff, National Governors Association Center for Best Practices; Kimberly C. Hauge, Michael Bartlett, Geoffrey King, Meghan Wills for photos and information about the winter summit and for the exemplary models provided over the years regarding civic engagement in service, learning and work.

Thank you to editors, readers and idea-generators including Emma Wathen, Peggy Luce, Sam Nelson, Brent Baker, Dominick O'Donnell, Karen Hunter Anderson, Julio Rodriguez, Sylvia Wetzel and many others.

To SIU Printing and Duplicating, Katie Griffith, Ben Mudd, Michelle Rositch, Rose Weisburd, Debbie Layne and Rich Bauer: thanks for your expertise and great patience.

And for those not mentioned--How could I forget? Thank You!

Continuance

*Knowledge and Understanding
Passing from
Generation to Generation*

The 31st-year of publication:
Founded in 1987
with funding from the
Illinois Board of Higher Education

Expanded to a Magazine in 1999
with support from the
Corporation for National and
Community Service

