

Proposal for Educators

Provide CARE Maximize Your Performance System training to enhance educators' social-emotional development and online engagement skills so that they can better understand the student's social-emotional needs so they can achieve greater personal and academic success.

Objective & Outcomes:

The core tenet of the CARE Philosophy is Being You Matters. When you embrace this knowledge for yourself and others, an elevated appreciation for you and humanity is cultivated.

As educators and students embrace and live the CARE Philosophy and educators implement the tenets of being Confident, Aware, Resilient, and Empowered, they can create a more trusting relationship with students where students feel more empowered to take ownership of their academic success despite all odds. This can reduce depression, addiction, and the risk of students wanting to harm themselves or others and increase student attendance, participation and rate of graduation.

Overview of The CARE System:

The philosophy of the CARE System is evolutionary in approach providing a fresh perspective and straightforward system to achieve the goals of the college delivered in a succinct and easy to remember format that provides a clear and concise way to build students' confidence, give them the new social-emotional tools to overcome procrastination and complete course materials while providing educators increased job satisfaction and less burn out. The guiding CARE philosophy and the system's Four CARE Pillars enhance the lives of everyone who lives them, and the lives of everyone with whom they interact.

The Four CARE Pillars are:

-  **Confident** Social Intelligence for Cooperation
-  **Aware** Connect for Effective Communication
-  **Resilient** Emotional Intelligence for Engagement
-  **Empowered** Leadership for Civility in All Relationships

As the CARE Pillars are incorporated into each of the four modules, educators are able to establish a more trusting, engaged relationship with students that results in students feeling safe to take greater risks to learn, treat themselves and others with compassion, dignity, and respect, and achieving improved academic success.

The cumulative power of these four pillars can be truly transformational. With these pillars and the CARE Philosophy at the forefront of the minds and hearts of educators and students, we have an opportunity to create a Success Ripple EffectSM. By investing in the social-emotional well-being of educators and students so that everyone respects themselves and knows their life and the life of others matter, seeds of possibility, accountability, and hope are planted in the hearts of our students.

The project outlined below will support us in achieving these objectives and desired outcomes.

The training and curriculum will be delivered via eight (8) online Zoom sessions with educators – teachers, administrator, counselors, staff.

Each session will be 60 minutes in duration and will include the following components:

- Content and training on the module
- Dynamic, engaging, interaction and experiences and questions from the attendees
- Each session will be recorded, and the replay and all accompanying integration assignments delivered to be shared with everyone including those who were unable to attend the live training.

Session 1

Module One – *The Gift of Your Gifts*

- **Significance of Your Gifts**
When students and educators know that they have something to offer the world, they develop trust and belief in themselves. Convinced of their value, they feel emotionally safe and willing to support and encourage others. This creates a positive academic culture and provides the foundation for collaboration, honesty and hard work.
- **Owning Your Unique Contribution**
By carefully defining their gifts, educators and students can identify the effect of their particular gift has on others. They develop Social-Emotional skills through becoming confident in who they are so that they can believe in themselves rather than their negative mind chatter and be convinced they have what it takes to graduate.
- **Impact of Your Gifts**
The Success Ripple EffectSM of the gift of each educator and student reaches beyond academics to strengthen increased social acceptance that builds healthy communities.
- **Mindfully Putting Your Gifts into Action**
Convinced of their value, students can have the mindset and skill set to graduate and boldly and bravely enter the job market.

Session 2

Module Two – Your Core Strengths Defined

- **Talents, Abilities and Gifts (TAGs)SM**
TAG is an acronym for Talents, Abilities and Gifts. They are concrete evidence why educators can value the influence they have on students. Their improved confidence and sense of security contributes to creating a culture where students feel supported and seen for who they are - Talented, Able and Gifted, as well.
- **Identify Your Uniqueness**
As educators and students defined their TAGs, they gain confidence and develop resilience to manage challenges and empower themselves to make good decisions. An enhanced understanding of their value augments relationship-building and effective problem-solving.
- **Your Unlimited Possibilities**
Through modeling and practicing using TAGs, students will feel safe and inspired to engage in learning new skills, have greater compassion, acceptance and understanding of others. This will help improve and repair relationships with themselves and their community and open up more possibilities for success.
- **Seeing Other with TAG EyesSM**
As educators and students see each other as Talented, Able and Gifted, they will treat each other with civility, dignity, and respect. Connected, engaged, supportive relationships can develop and student's feel empowered to make a difference in their life and the lives of others.

Session 3 (date to be determined)

Module Three – I'm OK. You're OK.

- **Start Where You Are to Get Where You Are Going**
As educators and students except who they are as they are, they feel inspired, motivated and energized. They can develop a mindset that has them consistently achieving their goals.
- **Compassion for Improved Connection**
Educators will discover how self-acceptance and kindness to themselves will help them develop a more trusting and caring relationship with students. When students feel heard and understood, they are more motivated to complete assignments and make healthy decisions for themselves.
- **Emotional Intelligence for Greater Resilience**
As educators and students develop emotional intelligence, they increase their capacity to be aware, control and express their emotions, manage addictive behavior, improve their time management and successfully handle interpersonal relationships.
- **Kindness to Yourself and Others**
Once educators and students learn to take care of themselves, they will have an increase capacity to care for others. The greater students' understanding and compassion for themselves, the greater their ability to take control of their future and make decisions that support graduating.

Session 4

Module Four – Being Me Matters. Being You Matters

- **Confident, Caring and Committed**
Knowing how to express their gifts, students can confidently enter the work force and become contributing members of society.
- **Embracing Your Ego's Humanity**
As educators discover how to accept and understand themselves and their students' unique way of seeing the world, they can connect, communicate, and impact students more effectively and bring out their best.
- **Put Civil into Civility**
Once they have compassion and acceptance for themselves and confidently take ownership of how talented, able and gifted they are, then educators and students can treat everyone with civility, dignity and respect.
- **Live Love Lead Open-Hearted and In-Charge**
As students and educators have developed trust and understanding, developed their emotional intelligence, and defined their Talents, Abilities and Gifts (TAGs), they can feel safe opening their heart to connect and communicate more effectively and to lead from a place of empowered security.

Review and measurement of positive impact of the CARE System brought to the college including but not limited to:

- Increased engagement, decreased dropout rate, and improved academic success.
- Enhancement of the well-being of the educators and students

Investment for this project is a total of \$3,500 for 60 educators online or in-person and includes all of the above items, plus:

- 60 Copies of *Get Clear Get Confident Get Going* by Marty L Ward
- Access for the educators of two (2) video trainings on
 - TAG Students for SuccessSM
 - Emotional Intelligence for Engagement
- Bi-monthly follow-up and office hours 1 x week for 3-months

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