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Decades of Conversations





The Power of Education & Industry Working Together

Partnerships

01 Workforce and Talent

Development Board

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**Oregon Department
of Education**

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**Oregon Industry
Associations &
Partners**

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K - 12 School Districts

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**Community Colleges
& Apprenticeship
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**After School Programs & OSU
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**Youth Transition
Programs**

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Workforce Boards

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**Community
Partnerships & GED
Programs**

OREGON-IZE: Impact and Audience

In Oregon we realized that Oregon Employability Skills could be a foundation to support:

- *Middle and High School Students*
- *Students with Disabilities*
- *English Language Learners*
- *Young Adult in transition*
- *Youth incarceration*
- *Previously incarcerated population (second chance)*
- *Returning Veterans*
- *Social Emotional Learning*
- *Career Changers*



Building the Talent Pipeline

Cooperative Work Experience: Community college students can have supervised work experiences within your organization. This hands-on exposure will allow them to apply theoretical knowledge in practical settings, gaining insights into industry practices.

High School Work-Based Learning: High school students will participate in structured work-based learning programs, such as internships, apprenticeships, and shadowing opportunities. These experiences will give them an early understanding of your industry, inspiring career aspirations and enhancing their employability skills.

Employability Skills Development: The initiative places a strong emphasis on teaching students essential employability skills, including communication, teamwork, problem-solving, critical thinking, and adaptability. These skills are crucial for success in any career and contribute to a well-rounded workforce.

Workforce On-Boarding: This initiative includes a free and open-access online version of the curriculum that can be used to onboard new employees or employees needing additional support to succeed in your industry. The in-person curriculum is also available to your staff and can be tailored using the OES framework to incorporate specific examples and activities related to your training needs.

Research Backed, Industry Driven 21st Century Skills

“The new world of work is about skills, not necessarily degrees,” said **Jamie Dimon, Chairman and CEO, JPMorgan Chase & Co.** | [JPMorgan Chase Makes \\$350 Million Investment in the Future of Work](#)

It shows students how the subjects they learn in school are applied in the real world,” said **Christopher Cabaldon, Executive Director of the Linked Learning Alliance.** “It increases high school graduation rates, college attendance rates, and success in college. It gives students industry-specific professional training and experience while preparing students for college.” | [Partnership for Statewide Initiative to Improve Workforce Readiness](#)

New World of Work detailed the process & groups that took part in the development | [Skills Panel Report](#)

Promising Practices of Open Credentials | [Digital Badging](#)

How it works with LinkedIn | [LinkedIn Crosswalk](#)

[WTDB SURVEY](#)

OES “Top 10” 21st Century Skills



- **Self-Awareness** (Self Understanding)



- **Collaboration** (Team Player)



- **Digital Fluency** (Good with Technology)



- **Resiliency** (Plans for Success and Bounces Back from Failure)



- **Analysis/Solution Mindset** (Problem Solver)



- **Entrepreneurial Mindset** (Go Getter)



- **Adaptability/Flexibility** (Open to Change)



- **Communication** (Good Communicator)



- **Empathy** (Sensitive to Others Feelings)



- **Social Diversity/Awareness** (Sensitivity to Differences in Backgrounds and Beliefs)



Structure and Goals of Oregon Employability Skills

Key components

- receive explicit **instruction**
- practice and refine in order to demonstrate in **work-based learning experience**
- earn assessment-based **micro-credentials** to signal proficiency to future employers

Effect

- skills acquisition
- education completion
- and gainful employment

Four Primary Traits of Communication



Trait #1

Speaks in a way that is appropriate for the workplace, and that others will understand, writes with correct grammar and conventions.



Trait #2

Chooses words with care, uses nonverbal methods to clarify meaning, and uses common social rules for interacting with others. Knows how to communicate across roles.



Trait #3

Knows when and how to use email, the internet, digital communication and social media, and other computer applications to communicate.



Trait #4

Is an active listener - listens with empathy, paraphrases for understanding, and asks questions for clarification before actively communicating to avoid misunderstanding.



Curriculum Core Elements



Definition: Define the skill.



Four Core Traits: List four key characteristics of the skill that learners will need to focus on.



Workplace Connection: Pick a video that highlights the skill being learned. The videos can be changed, but it must be a video.



Activity: Pick an activity that features the skill being learned.

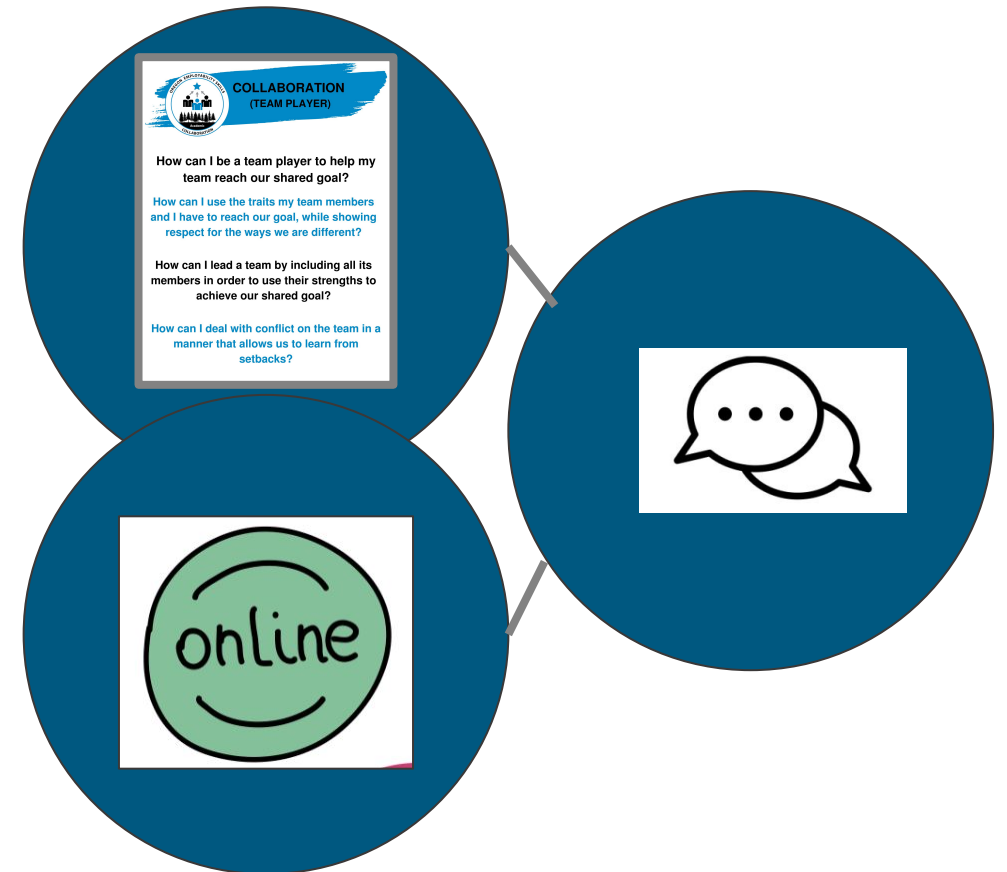


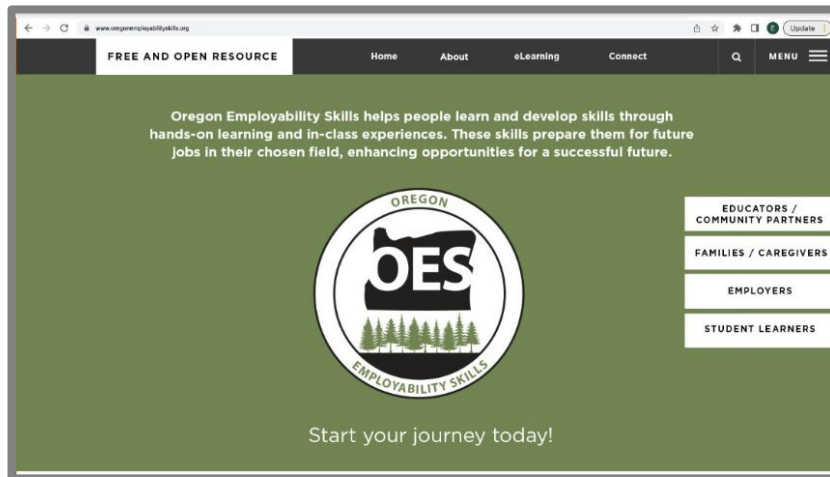
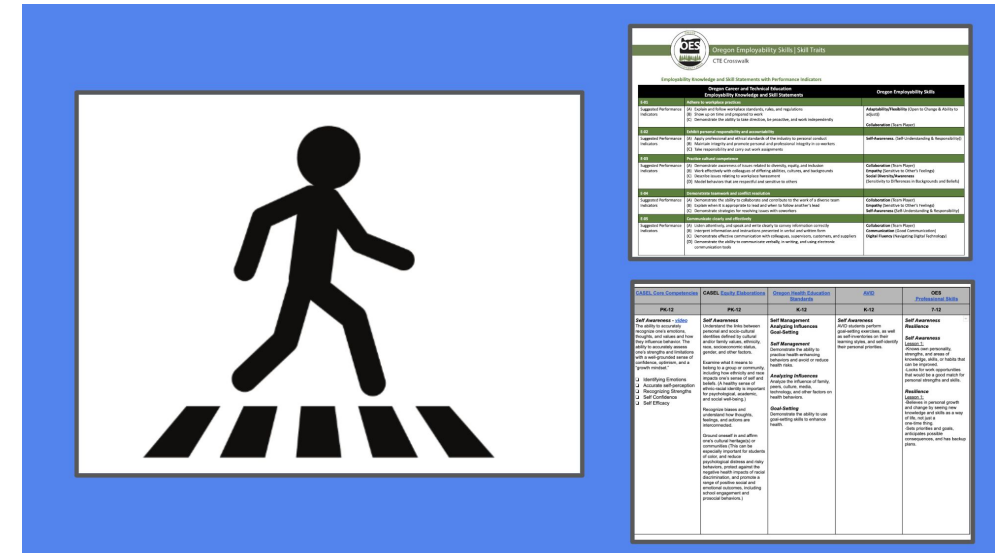
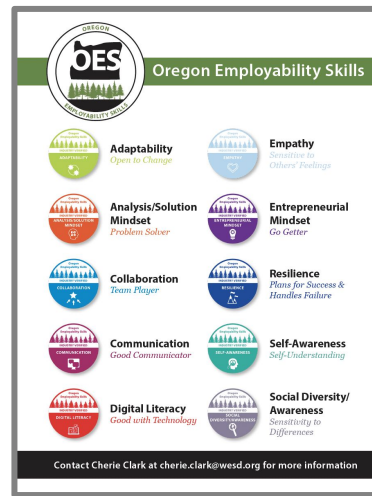
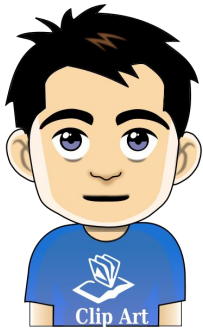
Tell Your Story: This is where the learner makes a personal connection with the skill. Pose a question about the skill and ask the learner to answer it from their own perspective.

Delivery Methods

Classroom Presentation -- Curriculum

Room Prompts/Online -- Conversation





DEC 12th



COLLABORATION (TEAM PLAYER)

How can I be a team player to help my team reach our shared goal?

How can I use the traits my team members and I have to reach our goal, while showing respect for the ways we are different?

How can I lead a team by including all its members in order to use their strengths to achieve our shared goal?

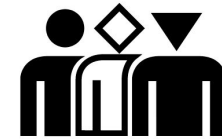
How can I deal with conflict on the team in a manner that allows us to learn from setbacks?



Collaboration (Team Player)



Works well with a diverse team.



Respects people's differences.



Shares leadership and responsibilities.



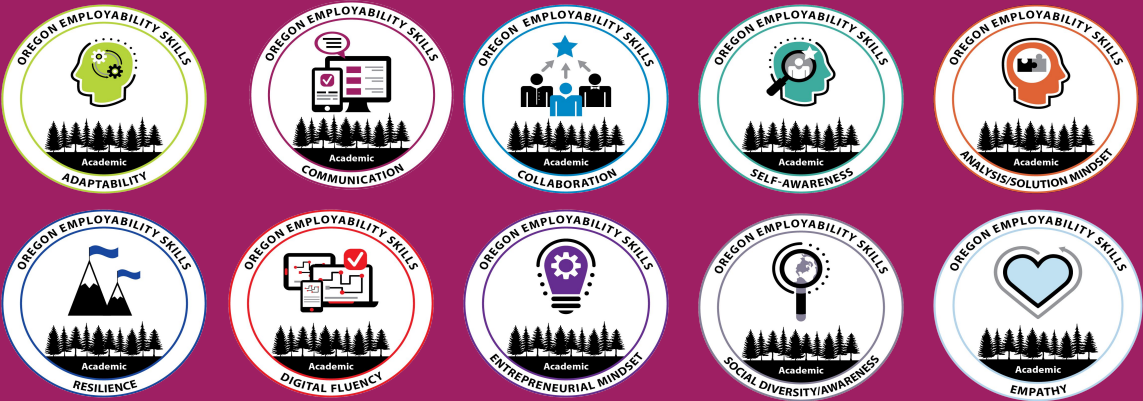
Finds positive ways to deal with conflict.



Oregon Employability Skills



Assessments



Communication *Team Player*

Section 1 of 3

Communication Assessment

This assessment has 3 parts.
Section One: We hope you'll get 80% or higher, and if you do we need your name, school and where to send your badge.
Section Two: This section test your knowledge of the four traits of communication. (9 questions)
Section Three: Tell Your Story. (1 question)

Email *

Valid email

This form is collecting emails. [Change settings](#)



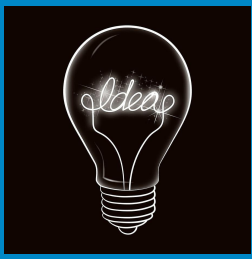
Oregon Employability Skills: Skill Checkpoints		Name _____		
E = Exposure to S = Supervised practice I = Independent demonstration P = Proficient in all aspects NA = Not Assessed				
Adaptability	Sees when things change and recognizes that change can be an opportunity. (Select One)	Eval 1	Eval 2	Eval 3
E	Notifies when things change.			
S	Notice change and see it as an opportunity when pointed out.			
I	Notice and quickly engage in change on their own, and sees it as an opportunity and responds positively.			
P	Notifies and engages in change and responds positively across multiple settings, and is a role model for others.			
Adaptability	Open to new experiences including work environments, roles, and tasks.	Eval 1	Eval 2	Eval 3
E	Open to new experiences, including work environments, roles, and tasks.			
S	Open to new experiences and tries out different work environments, roles, and tasks with supervision.			
I	Has a flexible work approach, including various work environments, roles, and tasks.			
P	Comfortable with new experiences, including environments, roles, and tasks across multiple settings.			
Adaptability	Acknowledges the viewpoints of others and accepts suggestions to get the job done.	Eval 1	Eval 2	Eval 3
E	Open to hearing the viewpoints and input of others.			
S	Consider others' viewpoints and suggestions to get the job done.			
I	Seeks out a variety of viewpoints and suggestions to get the job done.			
P	Takes into account diverse viewpoints and input to achieve work outcomes across multiple settings.			
Adaptability	Handles normal amounts of stress, uses feedback in a positive way, and learns from things that go wrong.	Eval 1	Eval 2	Eval 3
E	Open to feedback and suggests it as an opportunity to improve.			
S	Uses feedback in a positive way, and is able to manage stress with support.			
I	Independently deals with normal amounts of stress, feedback, and learns from things that go wrong.			
P	Handles stress, feedback, and setbacks with healthy coping mechanisms and learns from experience, across multiple settings.			

INDUSTRY STUDENT LEARNER FEEDBACK

K-12, Community Colleges and Industry Partners

K-12, Community Colleges and Industry Partners are working together with the Workforce and Talent Development Board to create stackable microcredentials.





Meaningful Demonstration through Work-based Learning



- Industry Chats
- Workplace Exploration:
 - Workplace Visit
 - Informational Interview
 - Job Shadows
- Classroom Projects
- Summer Student Learner (WBL)
- Credit Bearing Class



Oregon Employability Skills



COMMUNICATION

Lesson One: Types of Communication



Industry, Education, and Workforce Partners created a strategy that uses a common language to connect education and the workforce, bringing employers and future employees together.

Critical Components of the OES Initiative:

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Getting Started

Contact

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Any Questions? Comments? Wonderings?





THANK YOU

Visit Our Website
www.oregonemployabilityskills.org