

OREGON

Essential Employability Skills

Prioritizing Survey

DRAFT

December 9, 2021

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Purpose of the EES Survey

The intent of the Essential Employability Skills Survey is to gather the perspectives of educators and employers throughout the state of Oregon about the prioritization of skills needed by high school graduates to be successful in their employment and enjoy their careers.

Methodology

A list of employability skills was generated and vetted by the Workforce and Talent Development Board, Higher Education Coordinating Commission, and Oregon Department of Education. The list was then reviewed using an equity lens and modified to produce a list of 16 critical skills.

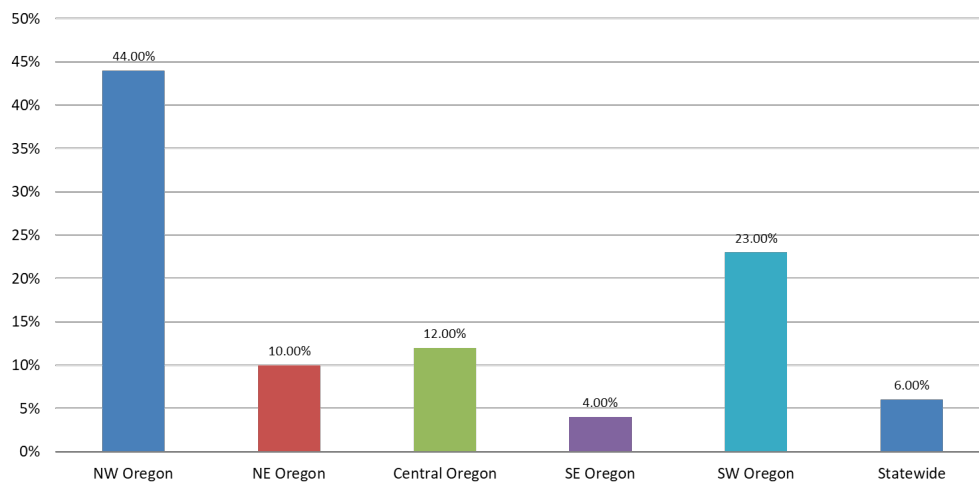
The survey was deployed through the channels of the WTDB, HECC, and ODE from November 30 to December 8, 2021. There were 524 respondents.

The data are presented below.

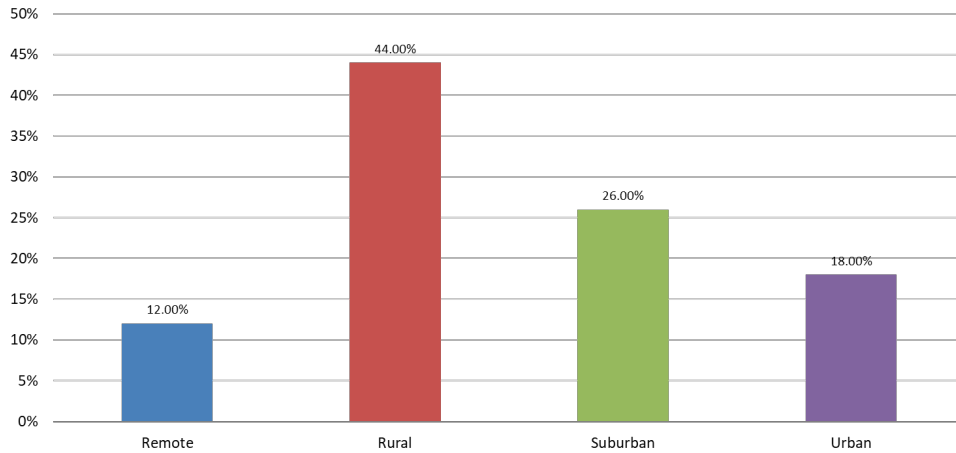
Who Participated in the Survey

The 524 respondents to this survey are representatives from regions, types of communities, and professional sectors.

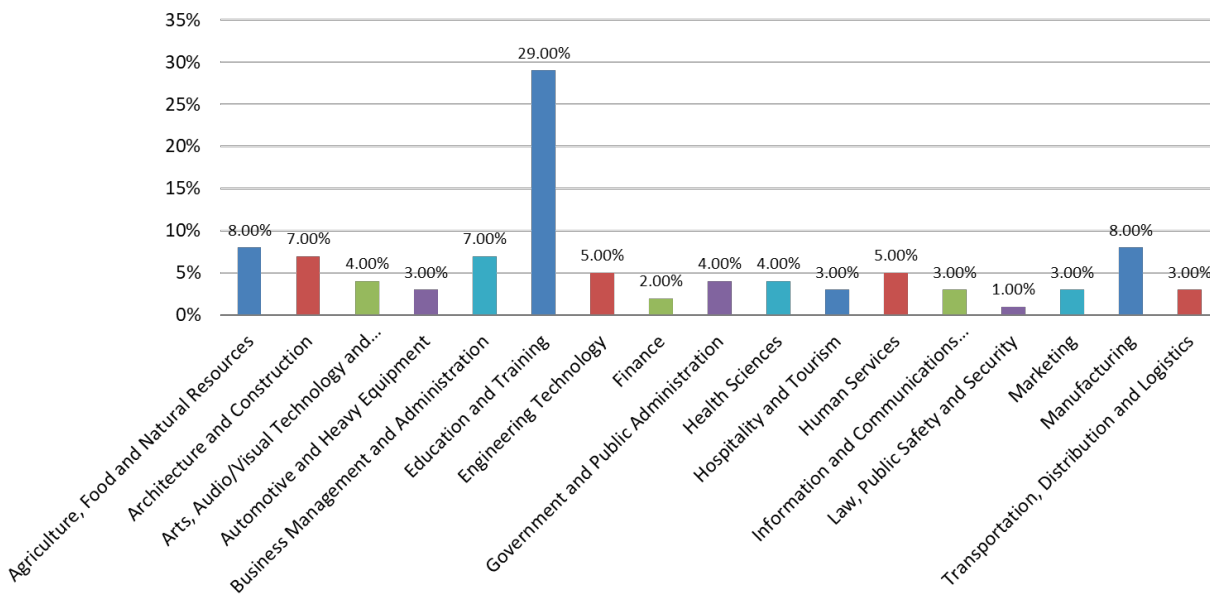
- A. Location. The respondents to the survey are primarily from the western part of the state, with 44% in NW Oregon and 23% in SW Oregon. Only 12% are from Central Oregon and 14% from Eastern Oregon. 6% identified as being based statewide.



B. Type of community. Among the respondents, over half (56%) are based either in a rural or remote community. 26% are from a suburban community and 18% are from an urban community.



C. Type of industry. The greatest sector representation among respondents are those in education and training (29%). The sectors of Agriculture, Food, and Natural resources and Manufacturing comprised 8% of the respondents each. The sectors of Architecture and Construction and Business management and Administration represent 7% of the respondents each. The sectors of Architecture and Construction and Business management and Administration represent 7% of the respondents each.

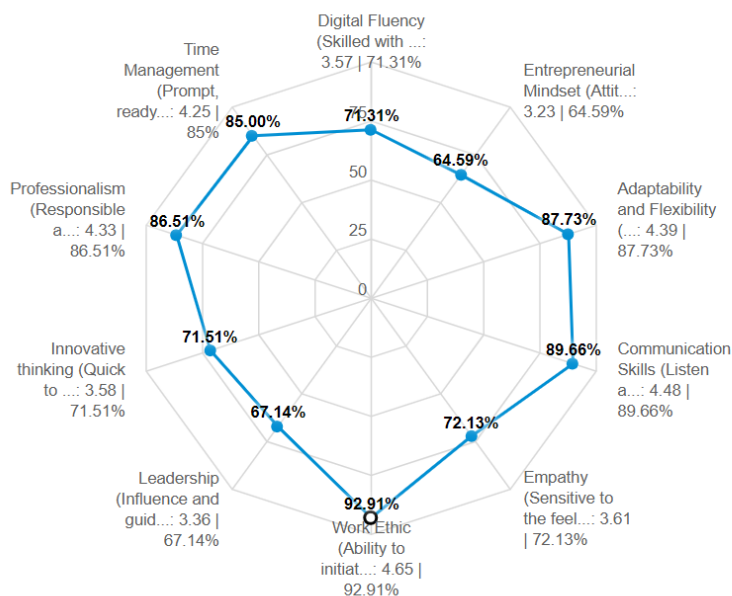
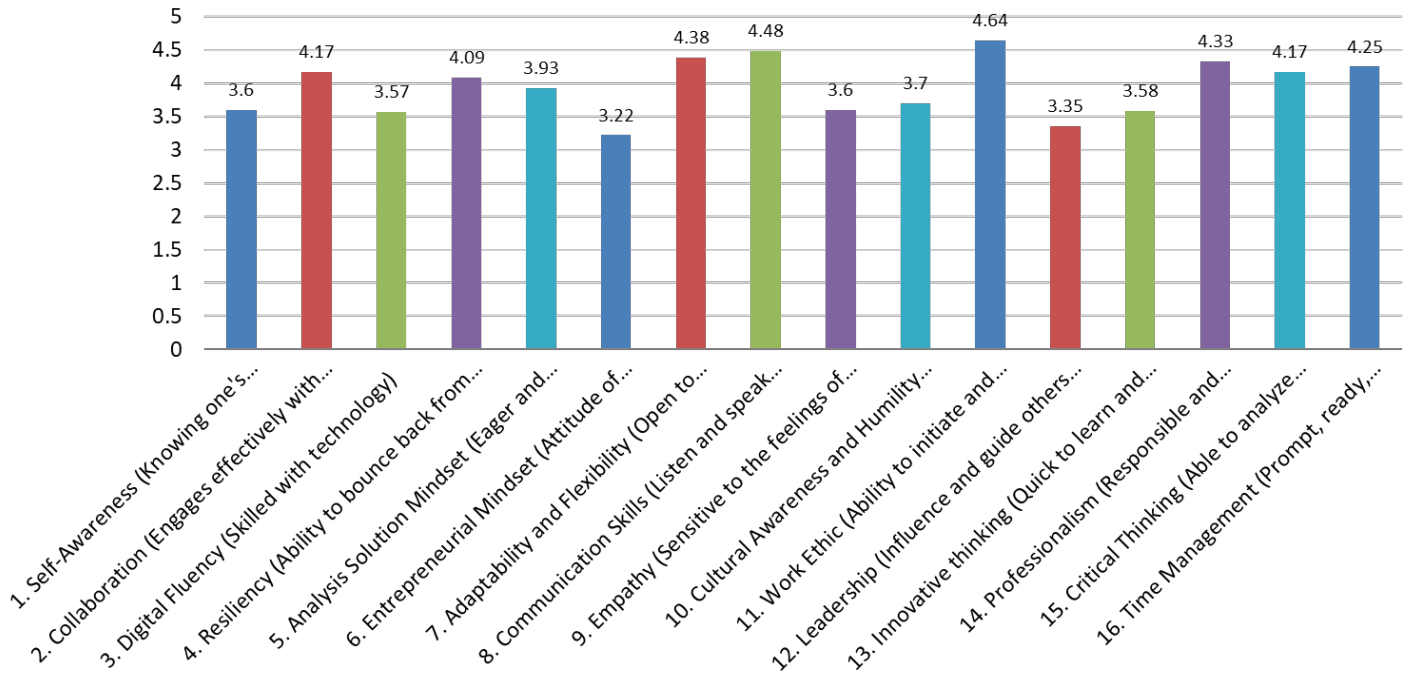


Prioritization of Essential Employability Skills

Respondents were asked to rate 16 Essential Employability Skills on a 5-point scale, with 5 rating the highest priority and 1 rating the lowest priority.

The employability skills rated as highest priority are Work Ethic (4.64), Communication (4.48), Adaptability and Flexibility (4.38), Professionalism (4.33), and Time Management (4.25).

The employability skills rated as lowest priority are Entrepreneurial Mindset (3.22), Leadership (3.35), Digital Fluency (3.57), Innovative Thinking (3.58), Empathy and Self-awareness (3.6).

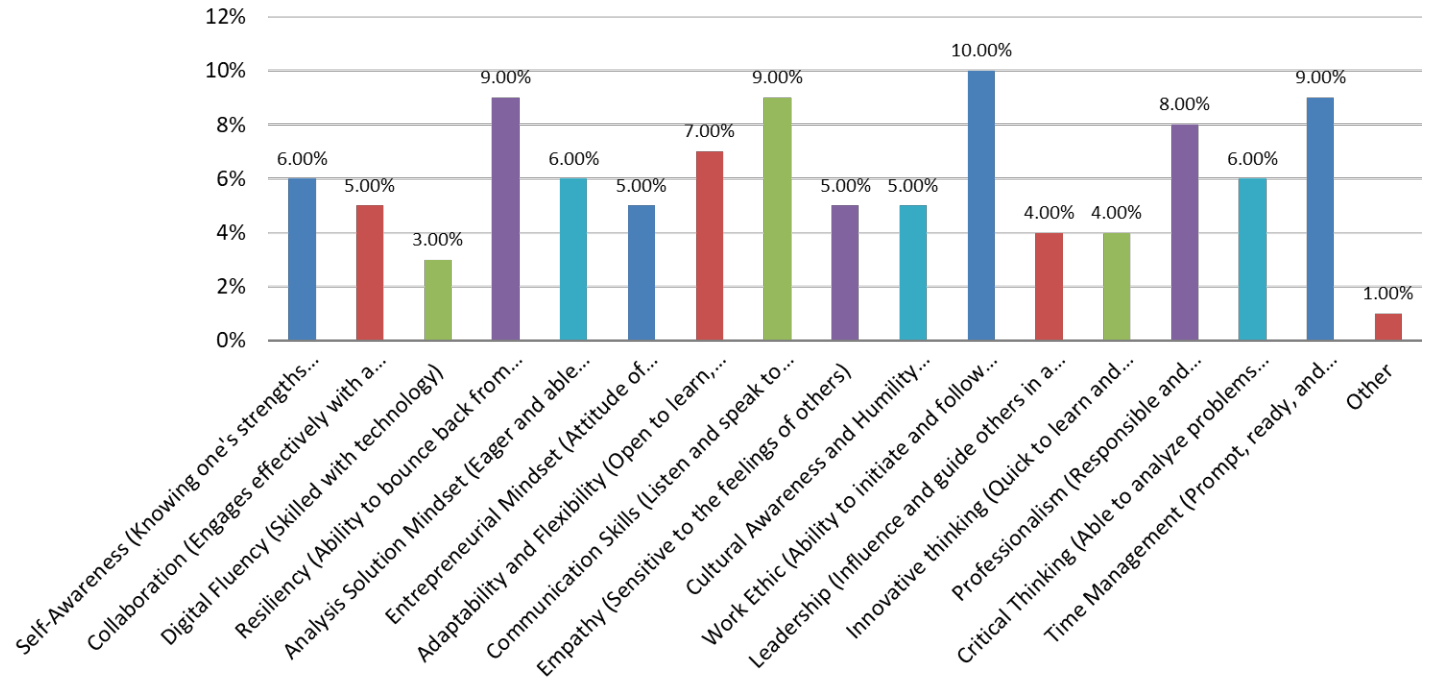


Gaps in the preparation of the workforce for tomorrow

Respondents were asked to identify which skills on the list were least well developed, producing gaps of preparation in the workforce for tomorrow.

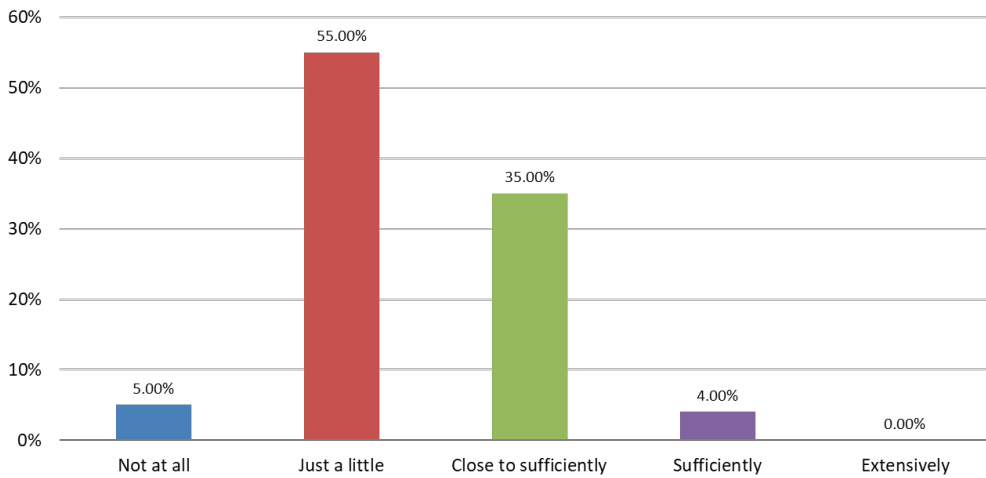
The most significant gaps in preparation are Work Ethic (10%), Time Management (9%), Communication Skills (9%), Resiliency (9%), and Professionalism (8%).

The skills that are less likely to have gaps are Digital Fluency (3%), Leadership (4%), Innovative Thinking (4%), Entrepreneurial Mindset (5%), Collaboration (5%), Empathy (5%), and Cultural Awareness and Humility (5%).



Perception of preparedness

Survey recipients were asked about their perception of how prepared current high school graduates are with essential employability skills when entering the workplace. 60% responded “just a little” or “not at all.” 35% reported “close to sufficiently,” 4% reported “sufficiently,” and none reported “extensively.”



Perceptions of skills that are missing from the list

When asked about skills that are missing from the list of 16 provided in the survey, respondents offered skills related to thinking ability, character and integrity, attitude, and relational acumen. The following table represents the frequency of responses. (For a full set of responses, please see Appendix A.)

Word	Length	Count	Weighted Percentage	Similar Words
thinking	8	45	2.36%	think, thinking
self	4	34	1.79%	self
reliability	11	24	1.26%	reliability, reliable, reliably
people	6	21	1.10%	people
respect	7	18	0.95%	respect, respectability, respectful
attitude	8	18	0.95%	attitude
accountability	14	17	0.89%	accountability, accountable
management	10	16	0.84%	manage, management, manager, managment
learning	8	16	0.84%	learn, learning, learnings
willingness	11	14	0.74%	willingness
priority	8	14	0.74%	priorities, priority
awareness	9	13	0.68%	awareness
customer	8	11	0.58%	customer, customers
integrity	9	11	0.58%	integrity
life	4	11	0.58%	life
follow	6	10	0.53%	follow, followers
professional	12	10	0.53%	professional, professionalism
responsibility	14	10	0.53%	responses, responsibility, responsible, responsive, responsiveness
communication	13	9	0.47%	communication
social	6	9	0.47%	social

Perceptions of bias

The survey posed a question about dominant culture bias in the list and suggestions about how to mitigate bias. The level of discussion in the responses reveals the need for a deeper analysis into the issues and aspects of bias in training and education of essential employability skills. (For a full set of responses, see Appendix B.)

Word	Length	Count	Weighted Percentage	Similar Words
culture	7	225	5.19%	cultural, culturally, culture, culturaleal, cultures
bias	4	120	2.77%	bias, biase, biased, biases
communication	13	64	1.48%	communicate, communicating, communication, communications
think	5	52	1.20%	think, thinking, thinks
people	6	51	1.18%	people
professionalism	15	47	1.08%	'professionalism', professional, professionalism, professionally, professionals
leadership	10	44	1.02%	leadership
awareness	9	39	0.90%	aware, awareness
management	10	36	0.83%	manage, manageable, management, managers
dominant	8	30	0.69%	dominance, dominant, dominantly, dominate
ethic	5	29	0.67%	ethic, ethically
learning	8	27	0.62%	learn, learned, learning
expectations	12	23	0.53%	expect, expectation, expectations, expected, expecting, expects
values	6	22	0.51%	value, valued, values, valuing
empathy	7	20	0.46%	empathy
respect	7	19	0.44%	respect, respected, respectful, respectfully, respecting
family	6	19	0.44%	families, family
differences	11	18	0.42%	differ, differences, differing
issues	6	17	0.39%	issue, issues
focus	5	17	0.39%	focus, focused, focusing

Perceptions of the values and skills needed to be prioritized in the Oregon Diploma

Respondents were asked to provide their perspective on the following question: The Oregon Department of Education is evaluating its graduation policies and requirements pursuant to Senate Bill 744 and will make recommendations to the Legislature and the State Board about a possible redesign. What values and skills should be prioritized in the Oregon Diploma? Responses focused on themes of communication, ethics, core skills of math, reading, and writing, problem-solving, and collaboration. (See full set of responses in Appendix D.)

Word	Length	Count	Weighted Percentage	Similar Words
communication	13	99	1.66%	communicate, communication, communications, communicators
ethic	5	80	1.34%	ethic, ethics
thinking	8	77	1.29%	think, thinking
math	4	71	1.19%	math
learning	8	63	1.06%	learn, learned, learning
requirements	12	62	1.04%	require, required, requirement, requirements, requires
management	10	50	0.84%	manage, manageable, management, managing, managment
problem	7	46	0.77%	problem, problems
writing	7	46	0.77%	write, writing
solving	7	45	0.75%	solve, solving
regional	8	44	0.74%	region, regional, regions
professionalism	15	43	0.72%	professional, professionalism, professionally
career	6	43	0.72%	career, careers
reading	7	41	0.69%	read, reading
basic	5	41	0.69%	basic, basics
life	4	36	0.60%	life
collaborative	13	35	0.59%	collaborate, collaboration, collaborative, collaboratively
priority	8	35	0.59%	priorities, priority
resiliency	10	35	0.59%	resilience, resiliency, resilient
awareness	9	33	0.55%	awareness

Lists and resources used by respondents for EES

Respondents provided the lists and resources they are using for EES in their work and region. (See appendix D for a full list of responses.)

Appendix A: What EES skills are missing?

- Listen to learn.
- Reliability, Respect, Being able to read, comprehend and write legibly - bring back penmanship!
- none
- Looks like the most important are covered.
- attitude
- Communication through written language.
- I am from Southern Oregon and work with a variety of community members on utilizing the "Rogue Valley Essential Employability Skills Rubric". Most of my work with this Rubric is utilized with High School students. I believe that one of the most important employability skills you can have is being a "reliable employee" . Besides reliability I believe that respect and attitude are also crucial in the workforce and should be added to your list above.
- Reliability, respect, and attitude are among our top priorities
- non
- Reliability, Open-minded,
- Communication skills: Ability to understand and follow direction
- The ability to accept constructive criticism gracefully. Reliability.
- Gratitude for job and coworkers
- NA
- Loyalty. Ability to stay on a job long enough to build a good resume entry, at the bare minimum.
- It's a good list. Adding more by being overboard
- The ability to advocate for themselves.
- Emotional Awareness and Self Regulation
- n/a
- Self Care
- Self-management - ability to work reliably without ongoing supervision
- Reliability,
- None with the questions above but we can't expect people to put their heart into their work without getting something meaningful back. We need to understand each person and show them how they add value and provide meaningful contributions to keep them.
- None that I can think of at this time.
- Looks good!
- Willingness to accept instruction
- Customer service
- Accountability/Punctual
- Reliability, respect, and attitude: These skills, along with the top priorities listed above are my highest priorities.
- Relational
- prioritization is covered but definitely enables the right results
- Ability to incorporate multiple perspectives, for example, understanding how one's work fits into the larger picture and/or overall goals of the industry/institution.
- Self starter
- Basic assumed skills like; common sense, telling time, typing, making change & counting cash, balancing a checkbook & writing checks, dish washing & sweeping & cleaning in the office, etc. These were once assumed standard but have become very rare.
- Attitude
- Inclusive Mindset (race, gender, neurodivergencies, socioeconomic etc.) Ethical interactions (communication-actions-relationship building)

- n/a
- None.
- None that I can think of at this moment.
- Interest in bettering oneself to be a better professional.
- Data analytics and project management
- Reflective-able to think about and improve their performance, able to take and use feedback to continually improve.
- Respect Reliability Attitude. These, along with the other items I've selected, are my priorities.
- Honest, loyal, trustworthy, clean cut, manners (yes sir- mam and thankyou,
- none
- The showing Up is somewhat covered...but showing up in meaningful ways as well as making it to work.
- none
- I think this is a comprehensive list. I am a special education teacher and administrator and am also thinking through that lens. We need people in all aspects of all of the workforce to have employability skills. I feel that the Analysis Solution and Entrepreneurial Mindsets are very important, especially for people going into careers that demand that thought process. I'm not sure that those would be my highest priorities for many of the students with which I have worked. I think they need that, but not at an in depth level. The district for which I work does address Employability Standards and I do think this is vital for our students. I also feel Leadership is very important, but also need to respect that not all people are going to be the Leaders and that we need people to feel good and positive about the skills they possess. I hope that makes sense. I find Time Management, Communication, Self Awareness, Adaptability / Flexibility, and Work Ethic to be the most vital areas with the population of students (Kids with low self esteem, high incidence disabilities, poverty) with whom I've taught. They need to believe in themselves in order to go be the best person they can possibly be in the workforce. I am thinking of this list in terms of Maslow's Needs and which are the skills students / people need first in order to move to the next level.
- Respect specifically for people of different races, genders, sizes, sexualities, abilities Creative thinking and problem solving around having a low ecological impact, promoting climate sustainability.
- Willingness to take instruction
- none
- Self-care and personal network building, almost all jobs are going to be stressful and people who have self-care routines in place and a health personal network can be more successful than those who do not
- Patience, both in your own work and for others. Follow through, finishing tasks. Craftsmanship, care about the quality of your work.
- Continuously improving
- Reliability Respect Attitude
- None that I can think of. These were hard to rank: some skills I'd expect to develop over time (time management), some aren't important as minimum requirements but are of great value (Entrepreneurial Mindset).
- none
- Dependability
- Patience
- patience, people first mentality, people over profit
- "These skills, along with the top priorities listed above are my highest priorities."
- Emotional Intelligence
- None that I can think of.
- Daily Preparedness (Show up ready to work for the day...Food, proper clothing, adequate rest, sober)
- I think those capture a pretty well-rounded individual. I don't see any missing skills.
- I think you should have separated cultural awareness and empathy
- Reliability, Respect, Attitude; "these skills, along with the top priorities listed above are my highest priorities."

- Independence. The ability to complete work successfully without management or external guidance and/or resources.
- Ability to be and impart a positive environment to the team.
- Grit - it's sort of covered on the list by resiliency and work ethic, but it is the measure of a youth's ability to work through hardship and difficulty with the determination to finish the job or task they're working on. It's also a measure of how much a youth is able/willing to endure in order to achieve a goal (paycheck, complete the project, etc.).
- n/a
- Specific knowledge of a specific job or role.
- Dedication to company and colleagues
- Being able to read
- N/A
- Resource management Environmental awareness Able to take direction and receive criticism
- Reliability, Respect, and positive attitude
- Nothing I can think of.
- Math skills
- Solid list - no glaring holes
- Community service
- Commitment to Quality Work and Products
- Willingness to seek help when needed.
- Grit and mental health
- Initiative- being a self-starter or self-manager, willing to jump in and help where there is a need
- Written communication skills
- I don't think any, I think they are all there.
- Responsibility
- NONE
- Reliability Respect Attitude These skills as well as those outlined above would be my highest priority.
- Attendance
- Drive or Desire to work.
- Integrity
- Loyalty
- Ability to focus on job requirements and set aside personal issues (like cell phone use).
- attendance , punctuality, preparedness, self-talk, and inner awareness.
- Reliability, Respect, Attitude These skills, along with the top priorities listed above are my highest priorities.
- Research - quickly find information and analyze information, differentiate between truth and propaganda
- Attention to detail
- We are missing accountability on the list. We are not making accountability a part of our everyday teaching and we are not making it a priority for people young or old. Students are not being made accountable for their actions or work, their parents aren't having to be accountable for their students actions and performance.
- Resourcefulness. Knows how to work creatively with limited resources.
- License and permit- CDL, limited electrician, millwright, etc.
- Most Covered
- Accountability
- Are we talking employability or career readiness. I see employability as an element of career readiness but career readiness is about the skills above and a sense of direction, purpose, and passion. Those elements are not employability skills; rather they are characteristics of being career ready.
- Cant think of any
- Reliability and Promptness
- Ownership of work

- Get or has been vaccinated!
- vision, planning for the future.
- Being able to learn, being coachable, be able to take redirection with out it being personal. I think that is different than flexibility. I can be flexible and still not be coachable, I can come in at 1:00 instead of 3:00 but I get upset when you tell me my weld is too hot.
- ?
- Respectability - showing up on time, being respectful of others time. Hard working - willing to put in and stick to whatever is needed. Appearance - willingness to be clean and neat.
- Professionalism as far as how to fill out an application, email communication, social media presence, leaving a voicemail, returning phone calls
- I think as far as a list of skills for a basic workforce this list hits all of the major skills.
- Nothing
- Punctuality--showing up to work on time and ready to work.
- Customer Service. Pride in your work.
- identify issue or concerns and work to solve them
- Organizational Fit.
- Reliability/Punctuality
- Writing skills.
- Faith, forgiveness, patriotism
- ability to interact in person with customers, communication skills, listening etc
- Cultural awareness and the ability to self-critique one's own concepts of some of the concepts listed above. I think about how concepts of professionalism or leadership can look very different in various cultures. People are promoted and disciplined based on these very culturally-laden concepts. How can we teach this in our k-12 settings to start to shift this bias?
- Ability to stay on task, be self motivated, to make seperation between work and personal life le cell phones, to be accountable for showing up on time and being committed to a job.
- It touched a little bit on it but, open minded. It is very important for that they not only have great ways of accomplishing a task but to ve open minded that there could be a better, easier, more efficient, or just different way of accomplishing the same task
- Coachable. Willing to listen and apply feedback to their job.
- How and when to ask for help.
- Values
- Pass a drug test, dependability (show up every day and work all day) and have a drivers license.
- Dynamic thinking. The ability to visualize a system as a whole, and how a change in one area will affect all the other areas. Critical for diagnosis, improvement and problem solving.
- Reading and Writing. Appearance. Using proper language.
- Attendance--showing up on time.
- Personal responsibility awareness.
- strong safety mindset
- The ability to follow directions. * The ability to take responsibility for ones own actions.
- WE'D love to have all those skills
- Overall integrity, moving away from apathetic behavior
- Commitment to racial equity and anti-racism. Ability to identify and recognize the impacts of systemic racism and oppression on legislation, gules, policies and practices. Linguistic and cultural diversity and responsiveness.
- None, really
- Personal responsibility
- respect
- Being open-minded
- Character and Integrity - a required willingness to follow the law, and to do what is right, even when it's difficult.

- Spelling and grammar.
- Perhaps follow and take direction and constructive feedback. I love seeing leadership but the reality is that not everyone in the workforce is going to lead. There have to be some followers as well.
- None
- Willingness to learn a trade, skill or something other than computer skills
- We often look for specific skills within manufacturing (i.e. welding, steel manufacturing, grinding, mechanic, etc...)
- Punctuality, self-motivation
- Accountability; Attendance; Attention to Detail; Awareness of Safety.
- Sincerity
- Ability to have a work life balance. And to be able to leave work at work.
- Integrity
- It's covered in different ways, but could be more explicit: receptivity to feedback.
- Honesty
- -
- Motivated
- nothing
- Reliability (Consistency w/ showing up to work)
- None
- Ability to cooperate/Work with community in which the school is in
- Self-starter/initiative
- Awareness of ecological/environmental impact
- none that I can see
- None
- mechanical aptitude, dexterity,
- I am not sure if essential employability skills would consider Customer Services Skills as a separate category - the ability to develop/maintain relationships with customers, answer questions, professionalism, how we interact with customers does go along with the 16 skills listed above.
- healthy technology relationships, cell phones etc, we need courses in this, privacy security, time usage, social media and mental health. schools just say put it away and no one is learning. we need to inovate.
- NA
- The ability to deal with other people's biases.
- I don't like the wording on the cultural awareness and humility one. I think those should be two separate skills.
- Public speaking and conflict resolution
- Dedication and commitment
- Willingness to work positively with coworkers even while disagreeing with them
- The essential skills have been included.
- Having a positive attitude even when things are not going well.
- Interpersonal skills, humor
- Reliability/attendance, but that may fall into the time management catagory. Independance- the ability to work indepenedantly if needed.
- None
- Modeling - Being a good example to students. Understand hypocrisy and how it influences teenagers.
- none
- Uses resources wisely
- Professional attire
- I can't think of any that are missing. These are all very great skills.
- Willingness to work,
- Attitude (Demonstrates a positive and encouraging attitude and resists negativity.)

- Real Life skills to live on their own. Personal money management, paying bills, etc... Appreciation of , and exposure to the arts.
- Basic research skills to determine factual evidence versus anecdotal-based opinion.
- Safety skills
- Self-Compassion -involves being kind to oneself when confronting personal inadequacies or situational difficulties, framing the imperfection of life in terms of common humanity, and being mindful of negative emotions so that one neither suppresses nor ruminates on them.
- Independence, self-competency, and ambition.
- Self-direction: ability to see tasks that need done and complete them with little to no prompting.
- Physical Characteristics: Dressing Appropriately, clean appearance Social Competence: Accepts Criticism, Interacts Appropriately
- Ability to come to the job drug and alcohol free.
- Growth mindset
- Honestly/ Integrity are critical components in developing trust among team members. Necessary between supervisor/ subordinates. Regarding evaluations of skills, supervisors should assess subordinate, and subordinate should assess supervisor. Emphasize interpersonal and communication skills, necessary components of effective leadership skills.
- Productivity, Creativity, Initiative
- Ethical Compass, Reflective Thinking, (Self-)Motivation, Social Skills
- Historical perspective regarding strengths as well as weaknesses of USA
- Presentable - Able to dress and act in a professional manner.
- None
- None I can think of
- Honesty, being forthright and truthful. Basic Arithmetic/ math
- Care and concern about the quality of work,
- Content area knowledge; background in various subject areas to make connections to other subject areas; willingness to coach or get involved outside of the school day.
- Can't think of any.
- n/a
- Perseverance Grit Integrity
- n/a
- Culturally and linguistically diverse.
- Consistency in work, integrity.
- Responsible use of technology
- Punctuality and showing up to work on a regular basis.
- High level of curiosity and an ability to research/analyze solutions to a problem.
- Perseverance, Initiative (Ability to take on new tasks without being told), Respect for Company (both equipment and personnel), Ability to take constructive criticism,
- Basic skills!!! Ability to read, write and calculate - especially close reading and technical writing. HUGE problem!! Also, DEPENDABILITY. Showing up on time everyday clean and sober.
- Multiple Perspectives Language Skills
- Completion of tasks with quality=Work Ethic
- na
- Humility and a sense of humor
- None that I see
- Collegiality
- none
- Integrity.
- Intentionality; Compassionate; Conscientious; Diplomatic; Gracious; Growth Mindset; Finances; Negotiation

- None. There are too many as is.
- I cant think of any
- Ambitious - willingness to work hard and grow Common Sense - A good sense of judgment in practical matters
- These items may be added into other skill levels: Dependability - shows up every day Questions - asks questions if they do not know what to do or how to do things. Positive - looks for the good in others,
- Positive Attitude
- Teamwork
- none
- Physical conditioning; mechanical skills
- Action Oriented (taking on new opportunities and tough challenges with a sense of urgency, high energy, and enthusiasm) Accountability (holds self and other accountable) Courage (Stepping up to address difficult issues) Instills Trust (gains the confidence and trust of others through honesty, integrity, and authenticity) Nimble Learnings (actively learnings through experimentation when tackling new problems, using both successes and failures as learning fodder)
- Curiosity
- na
- These are a thorough list of employability skills. Sadly, what most employers need are not the skills our society as a whole needs the most. Ability to recognize shifting market needs in terms of employee skill sets.
- Problem solving -- knowing strategies Conflict resolution and self management --- knowing how to interact with others without resorting to negative behaviors Handling their own emotions. Reading, writing, math Reading comprehension Critical and Analytical skills --- specifically, not jumping to conclusions Data and Data Analysis literacy Organization Objectivity (making informed decisions rather than acting on emotionalism and being able to understand the difference)
- Being on time and willing to work.
- Stand up for what is right, just and true.
- Ability to prioritize and simplify
- I think that many of the important areas of employability were covered in the above options.
- None
- Willingness to learn; keeping commitments
- Ability to come to work on time and learn
- Sense of accomplishment for when you complete a job to the best of your abilities.
- Commitment, reliability, honesty, grit, dedication, concentrated attention span
- Wanting to show up in person to work. There are to many employees that would prefer to work from home. There is to much that is lost in that face to face interaction. Customer Service, the follow through on ones word is terrible today. A customer needs to be heard and replied to in a timely fashion.
- Can do attitude.
- Eagerness to learn and grow in the field. Desire to improve their skill set and knowledge even if they job they have is not in their chosen career field.
- Under collaboration, not only willing to work w others but learn from peers. Initiative- being able to take on new tasks with minimal guidance
- Email etiquette, cell phone etiquette
- The ability to actually work with there hands and do something physical, to have or develop coordination and the ability to be creative....there is great satisfaction in having something to show for your effort at the end of the day/week !
- Skills training, Technology training in High School, Social.Media responsibility and how to use for advertising, advertising, webpage building
- Ability and willingness to learn quickly; do whatever it takes, regardless of whether or not it's in your job description; common sense; willingness to change your point-of-view based on new information/facts; ability to discern fact from falsehoods/source identification

- Independent. At times you need to work on your own with little to no instruction or feedback. Attention to detail.
- Dependability
- Integrity and honesty
- Basic experience in the work force as learners, before they graduate and enter a formal job. Hands on opportunities.
- NA
- Dependability
- Not just to apply new ways/alternative ways of doing things, but the ability to research those opportunities. The ability to follow through on instructions as given, and in a timely manner.
- Employability for persons with disabilities
- A good occupational professional counselor and assist any individual reach these goals.
- None. Resumes and Alarm Clocks are covered under "self awareness" and "time management"
- N/A
- It is a pretty comprehensive list
- None that I can see.
- Pride in a job well done. Awareness of the quality of their output.
- Taking accountability for your own actions.
- N/a
- we're good
- Dependability. (Being on time, completing tasks assigned to you, reliable etc) Writing skills. Telephone skills. Integrity. (Being a person of honor even when no-one is watching. Doing what is expected. Not taking credit for others' efforts). Team Player. (Look for ways to enhance the team, not just individuals).
- I feel that "Digital Fluency" can mean a lot of different things. Employers are specifically looking for software and programming skills for business applications. At the basic level, this is using Outlook and other MS applications. At a more advanced level, this includes advanced company software, such as SAP, Oracle, etc.
- Compassion (for others and ourselves), Self Care, Conflict resolution
- self-regulation, self-managment
- Conflict resolution
- none
- Reliability
- None
- ability to get along with others quick learner organizational skills
- Accountability for ones decisions.
- None that I can think of, you covered them all.
- This is a very comprehensive list. I would include an attitude of respect for rules and laws for the greater good.
- If a survey is proposed, there should be an indication on the time expectation that it will take. We are saying this because you have 10 questions, it appears, and you might consider in question number 1, a question relating to honesty, another question relating to punctuality and another question relating to meeting employer's expectation/showing up/not showing up/calling in to be excused. The reason for our thinking is that the expectations of many young people today, WHICH WE HAVE TAUGHT THEM, is that they're entitled to the job, to the paycheck, to a position without earning it. We, as leaders, need to expect everyone, including youth, to give back to their community, school or workforce organization.
- Dedication to the workplace and respectful of colleagues, by not calling in "sick" when they really are not sick, therefore leaving others to cover their job for them.
- Self driven
- N/A
- none
- Ability to work alone Show up to work
- The importance of being a systems thinker.

- Flexibility and able to adapt to everchanging situations, while remaining calm
- self directed and able to anticipate the needs of the job or coworkers
- Resiliency (Ability to bounce back from difficulty) should be emphasized. Students lack this skill.
- Flexibility...able to handle change quickly and remain professional composure when dealing with changes of any kind
- Ability to respond appropriately to feedback and/or criticism Ability to manage stress and emotional strain
Ability to manage a work-life balance
- Longevity
- Broad or global thinking about what an employer provides to an employee and what an employee provides to an employer. Seeking a deeper understanding what's happening in such a professional relationship.
- Customer service
- Customer service skills; friendly; welcoming. It doesn't matter what job we work in, if you don't have skills to work with the public in a kind manner, you won't work out.
- none
- None that come to mind
- None
- Work Life Balance - ability to set boundaries and engage in restorative activities
- Ability to recognize and practice work-life balance. In other words, understanding it is important to have a life outside of your career or income source.
- Ability to work with people you don't prefer.
- Responsive to feedback? Self-Reflective and growth mindset?
- Sorry couldn't differentiate by highest to lowest priority on the above listed skills. Each one is very important and topics I keep on hearing from industry partners. What could be added is being able to transfer skills eg. How academic learning connects to what is needed/applied in a work setting.
- Analyze, create, and interpret numerical data, charts, and graphs.
- focus to task at hand (staying off tech when not appropriate)
- I think they are covered with the questions that you have asked.
- Being on time.
- Patience and calm (maybe part of professionalism?) Ability to learn and figure out solutions independently
Ethics Ability to evaluate sources for accuracy and reliability
- Positive attitude toward work
- Reliability.
- Self-advocacy skills Working Independently
- Value-driven decision making: Ability to make decisions that align with values
- Ability to remain stable through challenging circumstances.
- Be able to learn, follow directions, read for understanding. Be pleasant, positive and able to ask questions. Seek to understand.
- Character
- emotional intelligence
- Critical thinking is listed twice. Coachability, and the ability to follow instructions, is missing.
- I don't see more to add at this time.
- Ability to multi-task, Ability to accept responsibility,
- You need people who are willing to work with others who think differently than others. People who are willing to understand and realize that we are all different and that we come to the table with many different life experiences. People who do not focus on who is right or wrong, but how we can work together to accomplish a goal. People who do not focus on one social issue, but people who can understand that some things should not be in the work place.
- Ethics
- None
- None

- Advocacy - for self and others
- Accountability, the skill of taking ownership of negative outcomes and willingness to learn and grow from mistakes.
- I think this list looks great!
- Soft Skills are going to be important in the future.
- Literacy, math, science, health, citizenship
- Self Management Positive Attitudn
- The ability to think ahead and plan
- Accountability
- Adaptability & Accountability: knowing your audience, providing excellent internal and external customer services as appropriate to the situation, holding self and others accountable
- Patience, ability to compromise
- Motivation to be a self learner
- Skills: Evidence of employable skills and/or certifications.
- Coping skills (ability and tools to cope with what life throws at you, including mental and physical illnesses, interpersonal issues, emotions, etc). Life skills (Basic understanding of economics and personal finance, our systems like education systems and healthcare systems and other institutions).
- Organization
- Promptness
- List is good, with the exception of a repeat skill.
- General Humility - the ability to accept critiques and move forward
- N/A
- You have the ability to consume technology (digital literacy), but not the ability to CREATE technology.
- How to "seek understanding" rather than being defensive or attacking others who are thinking differently.
- none
- I think it is important for people to be able to take care of themselves. Not sure what you would call it - ability to handle stress - coping skills.?
- Responding to feedback/critique and advocating for self
- Curiosity
- None
- Ethical behavior, child focused.
- This list is comprehensive and it includes a great mix of needed skill sets.
- Communication - Presentation and writing
- Positive Social Media Brand
- I feel like that covers it.
- None I can think of off the top of my head
- Accountability
- Loyalty, dependability
- Not all skills are needed for all positions; it is hard to prioritize in such a non-contextualized way. I doubt the usefulness of this exercise. Yes, I rated critical thinking most highly.
- Do your work everyday
- Nothing that I can think of at this time.
- None
- Organization Systems Thinking Stress Management
- Attention to detail? Critical thinking was on your list twice! :-)
- Focus: Ability to disconnect from distractions to focus on work (especially cell phones and social media).
- I see Cultural Awareness and Humility, but I think there should be something about understanding inequity.
- Social grace - appropriate behavior for the situation;
- None that I can think of.

- Interview Skills - we need to teach our kids how to interview and most importantly, to ask questions of the employer at the end of an interview.
- Able to positively react to change
- Motivation: Excitement and passion to deliver results and motivate others in the team similarly.
- Patience

Appendix B: The Oregon Department of Education is evaluating its graduation policies and requirements pursuant to Senate Bill 744 and will make recommendations to the Legislature and the State Board about a possible redesign. What values and skills should be prioritized in the Oregon Diploma?

- It is important to recognize that culture bias isn't just about race but age as well. Many youth coming into the work force are lacking respect for the older generation that even though they might not have the technological skills they have learned to adapt in the work force and accomplish work without those tools while learning how to use them and integrate them into their jobs at the same time.
- unfortunately, probably all.
- Treat everyone equally.
- Cultural biases may include access to digital communication, family responsibilities, the ability to coordinate scheduling to allow learners to meet additional responsibilities, financial restrictions, transportation issues. Considering these issues and providing additional resources to meet these needs most assuredly need to be considered.
- I think when you keep things simple you have less of a chance to create biases. Using a topic like reliability for example.....you "problem solve" with the person as to why they cannot be reliable. Problem solving with the person may eliminate some of your biases as to why you "think" they are unreliable. If we learn better communication skills we can problem solve issues to eliminate some biases.
- In the areas of empathy and cultural awareness/humility we need to work on exposure to people of different cultures and ways of thinking and help individuals see that everyone brings something important to the table.
- not sure
- n/a
- A-F grading system does not promote risk taking nor does it promote innovative thinking. Lack of applied learning integrated across curriculums limits students innovative thinking
- N/A
- Professionalism and work ethic. It could be taught in k-12 narrowing the gap of culture biases.
- Not sure
- Universal truth about working for someone else; show up on time ready to perform, stow your ego, pull in the same direction to bring the entire organization to a higher level, don't be discouraged. It has nothing to do with culture biases unless working hard and focusing on what is good for the organization is cultural bias.
- Concepts of time, work ethic, cultural wealth (that may differ from values of the dominant culture), language, race, and stereotype threats
- This will depend on the position itself but I don't necessarily think the skills are where the issues are because you can teach something that will become a skill. The issue is the educational requirements we place on positions that will further the cultural biases within the workplace.
- all of them
- Cultural values of independence or independent "rights"; Resilience might inadvertently promote a burnout/sacrifice culture at work.
- Communication skills may have built-in biases. More efforts should be put into training educators on how implement and to teach intercultural communication skills.
- All of these skills are based on skills for higher level or mid level positions, we should also think of how to create opportunities and skills sets for entry level positions.
- Expecting communication to be top notch is a huge bias, especially if you are looking for a bilingual employee or in a position where written communication isn't a huge part. Answering questions on a application and judging based on that creates a huge barrier. The ideal "Professionalism" is also hugely normalized for white america.
- Poverty and trauma awareness.

- Professionalism, Time Management, and others - I think you can find cultural biases in many of the skills that American work culture desires in employees.
- Leadership, not everyone needs to be a leader but everyone needs to respect and work together.
- Digital fluency: lack of access to technology for poor/underrepresented communities Communication skills and time management: expectations and protocols around these can vary depending on one's cultural background/upbringing
- Not sure
- Expectations of being trained prior to hiring versus training hired staff to complete task expectations.
- Many school age job seekers have little awareness of the needs of employers and likewise the necessity for the job seeker to sell themselves to an employer. A common thread through conversations with youth is the belief that they "deserve" or are "entitled" to a high wage when they may have little or no practical experience at all.
- Solution mindsets may differ as people may identify alternative issues as problems, especially those not identified by the dominant culture.
- More analysis of real world success and less than optimal results or failure.
- Our educational work force is not diverse, so we continue to teach what has been experienced, reinforcing bias.
- none to note at this time
- Some applicants who were not eligible to be hired failed in the interview due to unrealistic expectations of accommodation & permissiveness due to the individual's identified life situation or race or other factor. The job still needs to be done regardless of a person's background or expectations. Example, the person must show up on time, work the entire time they are on the clock (not spend it on the phone with personal matters) ethically & professionally with mutual respect. Should an exception be needed to working assigned shifts (such as religious holiday, family need, etc) there is a process in place to formally request rather than simply not show up to work with no explanation or warning. Another example would be salary based upon having earned pay increases on the job, doing the job & performing at or above standards. To expect a pay increase solely based on outside factors such as gender or race without having done the job is not realistic or fair to those of different gender or race.
- The list of skills is a good list, but if you are relating that to high school students, only the high achievers (who have the means to be high achievers) can reach these.
- More underrepresented groups being groomed into leadership roles. Kids in poverty having the same opportunities as those not.
- I think professionalism is a loaded word in the sense that it is rooted in "white" norms, so while the description is unbiased, the word is too heavy with tradition for modern use. I also think there's a subtle focus on productivity, which is important, but I think the culture of work is shifting to a more balanced life.
- When considering dominant power structures, we must consider race, gender, disability, socioeconomic status, and representation --among many other considerations. Historical lack of representation has led to inaccurate representation of non-dominant population voice, values, interests, and prioritizations. Employability skills should stem from the perspectives of populations/regions we serve and skills we aspire to cultivate over time for a flourishing and diverse workforce.
- n/a
- n/a
- In my workplace, this is not a problem
- Treat everyone the same so at least there is a baseline of knowledge to work from. As you teach Self-Awareness they will learn to adapt and grow relating to their strengths and weaknesses that will become evident. Most of these skills mentioned should surpass cultural biases.
- Tell them to put the phone down and work !!!!!
- Work ethic is a culturally defined construct-whose idea of work ethic matters in this work?
- Where there is a strong sense of ownership, respect, focus, professionalism and reliability in a workplace, one might find a strong culture bias. No mitigation required.
- none

- I have worked all over the world for years and understand that our language and how we approach things are different, but I do not see any cultural bias in this list.
- leadership, time management
- This is a great question and yes there is bias. As I have worked in a district with high poverty and a high Hispanic population, I've had to rethink my own biases and even notice them creeping up into how I am responding to this survey. I would suggest that this work involves the different groups working on equity and bias in education to help address this. I am really glad this is being addressed in this survey, It is a huge issue and what I have learned to do is listen and respect what my students are telling me and what is important to them in their lives, then supporting that and emphasizing employability standards that will be needed. As for the next question, I don't know that there is a definitive answer. Some students are extremely prepared and some are not. I still tend to think that our middle to upper class Caucasian students (at least for the demographic population in Southern Oregon) have the stronger skill set overall. I do think there is a huge bias and cultural barriers for students in poverty as well as our Hispanic population.
- Being a leader looks different in different cultures. Many of these skills are also from a traditional male perspective.
- There are cultural differences in the definitions of the listed skills. Work to understand where the work setting should set the definition of the skill and where the person should be able to set the definition.
- It is worth considering how educators are limited in their ability to envision the possibilities of what essential employability skills may look like outside of their own experiences; it is challenging to teach others something one does not know, to share a vision that is contradicted in all aspects of our society. Some cultural biases in this list include: work ethic (as awareness and appreciation for work/life balance grows, an employee that is not 100% connected to their work may be seen as having a low work ethic), professionalism (our society regards specific attire as professional as if someone cannot be taken seriously nor competently complete work while wearing a hoodie) self-awareness (due to ableist thoughts and the preference given to traits held by members of dominant social groups, as a society we have not yet come to understand what members from different backgrounds provide when we do not quickly dismiss any practices/traits/etc. that do not fit our current definitions of strengths and weaknesses as undesirable).
- not sure
- All of these skills are aimed at increasing "productivity" but in order to honor cultures that value life and connection over profits, we are going to have to have a major paradigm shift.
- Communication skills
- Different cultures will value the skill sets differently. However employers are the "customer" of this process. This does lead to potential disconnects of expectations.
- Communication, cultural awareness and humility, critical thinking, time management, professionalism, leadership
- Consider the difference between a written and oral culture - in the US, we have a very rules based, right/wrong written culture and in many other cultures, it's through storytelling, relationships, connections. We must talk about this cultural divide, among others, to ensure employers understand how to work with their own structures that perpetuate dominant culture bias. Inclusion practices, creating brave conversations, teaching the critical nature of vulnerability and ownership as strengths, etc.
- not sure
- People need to realize that some of the basics of having a job are showing up, being on time, working hard and staying off their phones.
- Assumption that young people coming through our education system even know the definition of most of these terms. Bias leans towards those headed to college vs. barely graduating and going into a trade. AP students vs. hands-on learners.
- Top down thinking, the need to fit ideas into a set timeline and time being considered more valuable than extending process and time to analyze and process.
- Bias training to increase awareness of our own hidden biases

- leadership today struggles some in how to manage the generation coming into the workforce. Their mentality is very different with the people they are in charge of. They need to change and adapt as a leader, show more empathy and find different ways to lead and understand that everyone wants a voice no matter how long they have worked for the company
- Collaboration, adaptability, empathy, cultural awareness - we need to understand and respect diversity to be able to understand how people communicate and work together to create a more open environment for collaboration.
- I'm not sure.
- Leadership - Continue to teach students to treat all people respectfully.
- Collaboration and leadership can look very different across a variety of cultures. Learning to communicate effectively to a diverse group of people is extremely important (and difficult). Not sure how to mitigate this but it may be helpful to put an emphasis on staff and teachers of different cultural backgrounds. If that's not possible, bringing in voices of different backgrounds as guest speakers.
- communication starts with humility and empathy (understanding where one is coming from) although they didn't rank high on my list of needs, but communication does.
- There is definitely a biases in the list of skills at the top of the survey. They can be identified exactly as the NWOW skills and are listed as the top 10. I wonder why they were listed as the top 10 and separated by a few listed below? How many regions are using the NWOW skills as their designated list of most important employability skills? How is it that these top 10 skills were selected for this statewide survey and for the title of the survey to be called Oregon Essential Employability Skills Prioritizing Survey and to top it off, an Oregon Seal pictured at the top?
- The cultural bias lies in the deeply rooted Calvinist/Manifest Destiny mindset that White culture brings to this experience. They Why is always More. Faster, More product, More Money, More Pay. It's not just to develop tech because we can, it's about Work Ethic, Entrepreneurial Skills, Time Management, etc. These are all about Capitalism, not science. Science leaves no one out, capitalism leaves out most. We mitigate this by using those skills in the right way. Time Management is important to preserve yourself as a resource, and to coordinate with others, not to hit a deadline. Work Ethic is important because it is rewarding to you when things get done right and right away. Entrepreneurial Skills bring a focus to a product so it doesn't remain an abstract, but becomes reality.
- My main thought process going through the list is going back and forth on traits that would make someone good for the type of work that I do, but I also don't want to be a slave-driver that expects workers to be completely 'ideal' automatons but also realize that they are human beings. I would want someone that is able to say when they feel they are over-stressed with work and not just taking on too much because they feel they have to to keep their job. I'm sure that would fall within some of the skills listed, but I don't know if any of them really hit on that note that we are going through in many industries. I would want someone that is doing something they are happy to do, but also not having it suck their soul at the same time because the stress is damaging their mental health. A lot of that also falls more-so on employers, but there needs to be a better relationship between employers and employees in regards to treating people better, more realistic expectations and better living wages. Too much emphasis is put on how much juice can be squeezed from a single human for the lowest price point.
- Way too much focus on finding bias in my opinion, focus on what it takes to develop strong employable skills.
- There's nothing in here about work-life balance, which plays into the typical U.S. culture of putting too much emphasis on work and not enough emphasis on happiness, family, etc. I find that many authority figures in students' lives are always talking with students about needing to focus on school and work and not having a realistic conversation about how to fit in free time, time with friends/family, etc. into a productive school/work schedule. I think that causes a rift between students and work counselors and causes students to think we want them to just be working robots. By acknowledging that students need days and times off from work and school, and that they can make space in their schedules for these activities, I think we will better serve youth and help them feel more comfortable with being real with us about how they spend their time and energy.
- n/a
- Communication skills

- Many young people in the Pacific NW seem to come into work with the understanding that a company's highest priorities should be social causes, the environment, and making sure employees provide maximum flexibility for their personal lives. This isn't everyone, but it does seem that many lack a sense of realism about how hard it is for a company to make money and be competitive against international companies. Teachers could spend more time on fundamental business skills needed in a capitalist economy and less time imparting their liberal arts-formed views on social causes.
- Uncertain
- Work Ethic, Time Management, Problem Solving, and Professionalism tend to be heavily culturally biased. I'm not sure how to mitigate our biases when we discuss them other than to acknowledge there is more than one way to approach these skills.
- Cultural bias is inherent in communication, and creates challenges in empathy and communication. Immersive experiential learning opportunities are critical in getting students to recognize and acknowledge bias, as well as to adapt their approaches accordingly.
- Nothing I can think of.
- People have trouble seeing the world through a different lens. IE: a white male may not realize/see the racism or sexism prevalent in a workplace. You can't solve complex problems if you can't view it from all sides because someone will be left out
- not sure
- We have an obsession with promoting people to positions of power who are actively seeking power. Those people tend to be most self-obsessed and lack empathy and listening skills - we conduct group interviews and give the loudest voices the best chance at success - rather than recognizing that not all voices can be loud and many applicants who are adaptable to differing social situations would be a better fit.
- Sense of individual success rather than collective success
- Equity issues are a dominant culture bias that I see. There is a growing gap between the have and have-nots because of inequities within the system and socioeconomic status.
- This is a great DEI question.
- I see too many people who have an entitlement mindset. They are unwilling to work up to their potential, just want to be given everything for the bare minimum of effort. Our country has moved away from "Work hard and better yourself" to "We have to make everything fair".
- Work ethic and time management are pushed into the background at the high school level because they conflict with "equity". Resiliency is replaced with hand-holding in the name of "social-emotional welfare".
- Leadership: different cultures have different concepts of leadership and followership. Some cultures emphasize vertical collectivism while other cultures are based on horizontal individualism. Leadership is viewed through a different lens for each of these cultural and societal contexts.
- I am not sure.
- In how we teach communication
- THIS IS SUCH A BROAD TOPIC. I WOULD SUGGEST GUIDANCE TO EACH STUDENT THROUGH TRAININGS THAT DEAL WITH DIVERSITY & ETHNIC CULTURAL NORMS FOR EACH SUB GROUP.
- Demographic and family background. Though that may be hard to address.
- Stop preaching about biases and start preparing students for a competitive workplace/life regardless of their background.
- We need to treat each other with respect, no matter their "culture". I often feel this is too much of a focus. We all need to work on being better people.
- I dont see any potential bias
- NA
- We are so focused on ethnic and cultural issues that we forget that everyone is part of the big picture and let others talk about their dream and desire to go further in that exploring all the possibilities that make us uniquely different from every individual in the world.
- Not sure
- The major culture biases are not tangible.

- That could require an essay. Cultural norms for time management, communication skills, and things like taking initiative are some areas that vary by group, for example. Soft skills like showing up to work and being professional need to be learned regardless--people are capable of adjusting.
- I see the cultural bias in college education vs. trade school. The bias is toward college, the trades now provide an upper income wage.
- Unknown
- Value trades by creating panels of professionals who share their experience in regards to if they had it to do over...
- there are biases about what is appropriate job for male and female. We see more women willing to tackle typical male jobs and some biases towards men going into typical female jobs in healthcare
- Asking people from non-dominant cultures what values are important in their communities is an important part of answering this question. We need to start with ensuring all students have access to career development from preschool to postsecondary (awareness, exploration, planning & transition) and a concrete and viable plan to pursue a career pathway of their interest, passion, and skills. We can't talk about a list of skills without understanding the why behind it. The list of skills should be based on the needs of the different career fields and grounded in multiculturalism. For example, timeliness or professionalism is important, but varies based on the industry and the culture of the work.
- None that I can think of
- Interview employers of color and employees of color.
- unsure
- Get or has been vaccinated!
- No idea what that means, sounds like double-speak. Need people who are ready to work. Don't care about culture.
- I spent six years in the military. All of our standards applied across the board. No prejudice, no bias, you either did or you didn't not based on culture or race. That's all. This is America it is an opportunity for everyone. Right?
- ?
- You are missing out on the cultural bias of hard work. Any culture or ethnic group or preference can be hard working or not. You are not placing enough value on self-determination and hard work. As an employer, no matter how high I place a priority on cultural diversity, it cannot replace hard work.
- This is overthought of and generally a cop out. Work ethic and personal responsibility are being ignored to make sure we have no cultural bias in our workforce preparation leaving lazy empathetic workers.
- Resiliency is where I think there is culture biases. Maybe renaming it might change the way people think or act.
- I think that the way many of these employability skills are expressed by individuals working in any job may look different based on different cultures or the backgrounds of employees. I think educating students, no matter the cultural background, to know that they must adapt to their employer's expectations in order to be successful is key. This goes back to the "adaptability and flexibility" essential employability skills listed above. Likewise, our employers must be educated and understanding of different ways employees may behave.
- What we see most often is new employee's want everything before they earn it. The mind set is pay me now and I will show you what I can do and not earn it by showing us your growth over time. They don't also realize that the company has to make a profit to stay in business. We are an industrial company that require you to use your hand and mind to work. We are having a lot harder time finding new employees since a lot of the schools have gotten rid of their vocational classes.
- Let's stop giving kids participation awards and teach them to work together to get work done.
- People rely too much on digital communication (texting and email) and don't seem to want to talk on the phone or better yet have face to face communication. Need more "go and see" to solve problems.
- Cultural awareness and professionalism. I don't think people think about the way they word something. Although the person may not mean their words in a biased manner if not structured correctly and articulately their words may be taken out of context.
- Get rid of socialist and dictatorial leaders in the educational community
- spend less time on just this.

- Cultural awareness and the ability to self-critique one's own concepts of some of the concepts listed above. I think about how concepts of professionalism or leadership can look very different in various cultures. People are promoted and disciplined based on these very culturally-laden concepts. How can we teach this in our k-12 settings to start to shift this bias?
- "Professionalism", "Leadership", and "Entrepreneurial Mindsets" are often seen, described, and taught from a perspective that the only successful measure of these skills is from a white, male, hyper-capitalist perspective. Understanding and encouraging alternative views (texts, markets, etc.) than what is conventionally taught would go a long way.
- unknown
- I'm not sure if there might be dominant culture biases because a lot has to do with upbringing in the family. A lot is learned from family and teachers as far as work ethic, communication skill, and critical thinking to just name a few.
- I have not seen a lot of cultural bias from our younger more recent hires. It's our veteran staff we need to work more with in regards to cultural bias.
- Professionalism, Time Management, Critical Thinking / Analysis and Problem Solving areas
- Quit making "culture" the point...focus on people, overboard political correctness is killing the natural flow of the workplace.
- Frankly, the political divide between the two major political parties is one of the largest bias that I currently have noticed. People are ardently divided over political perspective and what they believe is the actual news vs what they believe to be fake news or political propaganda. I have seen as much hate speech between political parties as I have witnessed over race or gender.
- I don't believe there is any culture bias. In fact I think if anything some of these things that we need to work on our lacking in our own "American" culture, like hard work and resiliency.
- Age difference. Our culture is changing so quickly that the older generation is having a difficult time with the way the younger generation thinks, acts, speaks. Foul language and lack of manners is becoming acceptable in our culture.
- For rural communities specifically -- are there significant technology gaps that will disadvantage them from practice and learning.
- Languages abilities, emotional intelligence,, ways to educate and teach, expectations
- having culture labels on government documents.
- Biases can be mitigated by speaking straight while thinking from a mindset of respect and care.
- I believe we are creating our own culture biases. We keep over correcting which causes bias. Can we not just expect that we are all equal and expect each other for who we are?
- As a long-time business owner and employer, these skills are pretty complete and I don't really see a lot of bias. They are all important in obtaining and maintaining real-world careers.
- young people are worse
- Humility and empathy- eliminating biases by encouraging people who don't have that passion to have a different career
- This is far too large of a question to respond to in this medium.
- More skills related to interdependence that goes beyond collaboration would bring in a different cultural view. This would emphasize team approaches to the work.
- Stop telling people their skin color or whatever automatically makes them something
- I'm not sure.
- Unsure
- There are culture biases in 100% of these skills. No way to mitigate it. Ignore it.
- Time management could be seen as coming from a white supremacy culture with a focus on promptness. There are other models to work that involve patience and critical thinking can often be harmed by the need for speed.
- Unsure

- One of the main biases is within communication skills. Some people do not speak well or know how to communicate well but are brilliant and can learn quickly. Often, perfect communication is not needed in all trades.
- We need to reach students early and have leadership positions with people from different cultural and gender backgrounds.
- Treat people and see people, as people.
- I don't know
- Include a more wide range of cultural backgrounds. Celebrate our differences.
- Many of the listed skills are open to cultural definition and interpretation. It would be wise to have a variety of cultures represented in promoting the skills to illustrate how they can be demonstrated differently.
- Not sure
- -
- Not sure...
- None that I can think of
- Not entirely sure what cultural biases would exist in the list of skills, but the discussion about employability skills is, in my opinion, too broad. Not looking for leaders to fill entry-level positions, as work ethic, reliability, and personal responsibility are more important.
- I don't think there is a culture bias in these skills
- Looking at the way we teach and train and ensuring methods are culturally relevant. It's not always a "one model fits all" system. Also ensuring companies/supervisors have similar training and creating a positive culture.
- Depending on the location of the employer for example, on an Indian Reservation. Explain and talk about the biases presented in employability skills.
- Self-awareness - knowing or having a good idea what personal strengths and hard & soft skills you possess or need to get or improve. The culture bias is everyone needs to go to college, have a college education to work a living wage job. No, skilled worker positions are in high demand, and those jobs offer a living wage, example - Plumbers, HVAC, CDL truck drivers, to name a few. Yes, they will need vocational training.
- access to skill training, too much time in classes and not enough time in mentorships, cut friday and make all kids do more self driven stuff
- In all of the employability skills.
- In SO many of these places. Professionalism is so biased. For example some cultures don't encourage giving direct eye contact to people we respect like Elders. Leadership looks very different in different cultures. I think letting students know that they might need to be able to verbalize why they do they things they do like why they don't give direct eye contact might be something for them to be aware of. We could also encourage schools and employers to aim for anti-bias training and work places.
- Assumptions, stigmas, stereotypes all can give employees and employers an unnecessary impression during the hire processes.
- Dominant culture biases might exist in every skill on the list. We need to change the systemic dominant culture biases that exist in American Society.
- NA
- In the construction industry if you don't perform well there are consequences (not being promoted, less pay,). I am not sure what can be done to fix this but there is an increasing amount of entitlement.
- I don't understand this question.
- I can't identify any that I have personally encountered.
- I am not aware of any Bias.
- Leadership
- There is too much all or nothing, my way or the wrong way, your opinion and my facts kind of mind set. The mindset should be, it's not wrong, it's just different. How can those differences be utilized instead of polarizing.
- It is important to review each skill set to identify potential biases.

- The implication that there will automatically be prejudice in the workplace. To compliment ethnic differences, empathy needs to include acceptance/awareness of cultural & ethnic differences. Embracing these differences as norms, then leads to leadership that can be respected and implemented.
- Empathy and cultural awareness and humility.
- I think these traits cross cultures. Socio-economic classes are likely to present a challenge. There can sadly be a culture of poverty that can be difficult to break free from.
- None
- Digital fluency and Cultural Awareness and Humility are most dominant in my opinion based on our rural Oregon experience. Perhaps a more holistic approach to social studies throughout public education can help build a foundation to mitigate harmful biases; that is, cultural differences can be celebrated as a societal strength and not a difference used to point out differences.
- Professionalism is hugely skewed to discriminate against people of color and LGBTQ+ people, as well as disabled people.
- the biases may come from a western mindset of individualism, or what benefits me, rather than what benefits others or a group
- I believe there is a large gap in understanding the perspectives of others. Some of us need a lot more awareness of our privileges that constantly get overlooked and unacknowledged.
- There is no bias, as any person can have great work ethic, professionalism, ambition, and self-management.
- Coming from a perspective of someone who belongs to the dominant culture, I am sure that there are many culture biases on this list of skills. Going forward, discussions about employability skills must be had with leaders within communities of minority cultures to gain a more diverse perspective on employability skills within a diverse set of cultures.
- Possibly in the professionalism, time management, collaboration - depending on culture and family lifestyles these are difficult to lump in as a employability skill
- Opportunities need to be made available for all students. When we focus on one group, then another group of students are left behind. It is important that we are intentional about making sure that all students have the same opportunities presented.
- Get input from all represented groups. We should look at all of our students and identify what groups exist and listen to all of their voices.
- Good employees must be honest, have a strong work ethic, be intelligent, have strong interpersonal and communication skills. Potential employees lacking these skills/attributes will not be top performers in their field(s) of endeavor.
- No idea
- Current Woke biases, although originally grounded in facts, have created a new dominant cultural bias that demeans others and accomplished the exact opposite of its original intention.
- Rich vs Poor in any culture
- A person's culture and upbringing play a major role in their communication style. An emphasis on effective and appropriate workplace communication education would be very helpful in helping folks from different backgrounds navigate industry standard expectations.
- None that I'm aware of
- Have not experienced this.
- unknown
- I think there are differing opinions on what it means to be a professional, how to collaborate and what resiliency means from culture to culture and from generation to generation.
- Time management; Entrepreneurial Mindset
- Definitely: time management, cultural awareness and humility, communication and digital fluency.
- Skills, assets, and lived experiences of culturally and linguistically diverse candidates are often taken for granted and not weighted heavily enough.
- Communication style often rises to the top as a difference.

- Digital Fluency is skewed. The majority of young people are "Digitally Fluent" because of the reliance on phones, etc. However, this does not translate to the workforce when "digital fluency" revolves around, in some fields, using a PC and Microsoft type programs.
- Don't see any biases. These are good skills for all workers and all workers should be capable of accomplishing them.
- NA
- Not sure that is even a concern. Bigger concern is preparing kids (regardless of their cultural background) to be successful in the workforce. My take (opinion) is, the list has too many management buzzwords (Empathy, Analysis mindset, Cultural Awareness etc). What employers are really looking for (and not seeing in our current generation) is a set of skills that are generally NOT learned in K-12. Simple things like, being on time, acting professional, taking initiative, not checking your FB or IG status every 10 minutes, taking criticism without taking it personal
- NA
- Time Management- We need to look at time different. Authentic engagement takes time.
- Assumes that all will be prepared for high-level work, while some individuals want/need rhythm and routine.
- Continue to use an equity lens as we work.
- Get a diverse panel to review your work.
- N/A
- Professionalism, work ethic, and time management is a dominant culture expectation. Communication varies with cultures.
- Industry relevant skills transcends culture biases.
- Skilled Trades, realizing that not all high school students can or will go to college and help them explore alternate opportunities that will also offer a good career where they can train on the job.
- In the areas of self awareness, cultural awareness and empathy - There could be mandatory courses that must be taken at least once per year where you have therapists and leaders from the community come to the class and do workshops and tell their stories.
- I did not answer above question since we have not had many new hires in past few years.
- don't know
- These are all white-centered employable skills. As other cultures that are not white base hire preference on dedication to family responsibility. Which can lead to dedication to
- Perhaps our expectation of today's youth to have a desire to be leaders and have an entrepreneurial mindset is formed under a culture bias. However, these are key attributes to the American Dream of equal opportunity so there is a delicate balance.
- na
- Every employability skill above is culturally-embedded and capitalism is the most powerful culture in the USA.. However the ones that seem the most entrenched are what comprises "professionalism," the boundaries of (un)acceptable "critical thinking," the valuing of leadership over collaboration, and the direction and qualities of preferred leadership skills, approved uses of empathy and responses to hardship yet limited legitimate workplace response to employee hardship, expected adaptability to unethical situations, and the efforts to serve employers by developing these skills in a general workplace environment that values employee's less and less by the continual reduction in full-time positions, pensions, healthcare coverage, and less dedication to employees over time by replacing employees like paper in a copier. The culture of public schooling tends to be middle-class EuroAmerican culture centered. Depending upon the class status and race/ethnicity/parent's level of education, young people may not understand how their culture interacts with the culture of the school, and the culturally-based expectations of them at school and at work. Young people may not be able to evaluate the influence of dominant culture on their relationships with their colleagues at work. This leads to unexamined misunderstanding and bias.
- All of these can be considered to have dominant cultural biases. It comes down to the understanding of common protocols in business. What one does in one's personal life will be different in their working life. There are common rules that need to be understood. We do need to provide some intercultural communication skills.

That not all cultures communicate in the same manner. However, to work in a global society, we need some common standards/protocols for communicating. Using an analogy -- before we had common protocols in IT, an Apple Computer could not communicate with a PC computer as well as other computer systems. Networks could not transfer files between multiple proprietary network systems. So, standards or protocols were formulated in order to make computer communication more interoperable. We need to realize that needs to happen on a human scale. There are over a thousand different cultures, each with their own ways of life and each with their own ideas of what is right and wrong. It is virtually impossible to accommodate everyone's needs, and wants. Just think of the myriad permutations! Therefore it is much easier to find some common ground (common protocols) that global business communication. When I go to the store, there are certain expectations (protocols) that are followed. We know we can't just take food off the shelf and start opening containers and sampling each one. We know that we must purchase the item instead of taking it and walking out of the store with it (I get it, some do). We don't sit in the middle of an aisle, spread out a tablecloth and take food and eat it right there in the store. Those are rules/protocols that go with the concept of "shopping." It applies to many cultures, even open markets in other countries. We also need a common language. There was a time that Latin was used -- we see it in scientific and medical nomenclature. Then came German as a business language and Russian. When I went to college, Japanese was being touted as the next business language that all graduates should learn. When I was in high school a renewed interest in Esperanto was supposed be the common global language Time management, communication, work ethic, collaboration, professionalism are all regarded as possessing inherent biases.. They are based on individual and cultural values and expectations. That is why I said the entire list has built-in cultural biases.

- Treat people like people and avoid telling others they are different.
- Time management, Professionalism, Communication skills-people are perceived as less desirable/employable based on a western, white, male model of these skills if they do not fit into the constraints of what success looks like in these categories
- Eliminate in-person interviews, use screens in in-person interviews if in-person is necessary
- Age and computer skills/ communication and cultures norms
- Not sure
- No answer.
- Changing the perspective from ethnicity or racially designated culture to a culture of poverty would encompass more individuals and segregate fewer in the bigger picture.
- No Comment
- ?
- First off, THANK YOU for using the appropriate term of " dominant culture" instead of the racist term "white dominant culture". Train the upcoming workforce on how to communicate their styles, culture and needs to their employer so they can be effective advocates for themselves while remaining collaborative and respectful (pre and during any conflict / disciplinary action). Train the current workforce and managers on various cultural differences and how to (1) recognize the possibility of a culture difference vs a lagging skill in an employee and (2) how to appropriately respond to cultural differences. Empathy, flexibility, compromise and mutual respect go a long way.
- All of these skills. K 12 students should take a class in cultural competency or some class that explains to them customs/value systems of other cultures so they can be more aware why people may not see things the way they do. We are good at pointing out that there are differences, but there is little information about constructs such as high context vs low context etc. so they can understand the why or how we are all different (other than skin color or clothes choices) In my opinion, this is why our current system approach to cultural literacy is not working.
- When a school has money, the student has family support, and other positive consideration, they may be offered many more options. When a student has a disability and doesn't speak up for themselves, they may not get as many option when they may need more options. I still see and hear--girl vs boy; that student comes from "that" neighborhood; or not talking the truth about --names on applications make a difference in getting an interview. I think the sad reality is that the adults hiring may have a bias that stops a young person from even getting the foot in the door.

- Quit with the feely mealy BS, and stop seeing and making problems where there are none !
- Quit making EVERYTHING about race. Pick a new subject
- Our definition of work ethic and time management may be a dominant culture bias. We may not recognize alternate ways of thinking/doing things as valuable.
- Understanding adversity and different life experiences that lead to gaps
- na
- Leadership, digital fluency. Hire more underrepresented groups for leadership positions. Intentionally train our BIPOC community in leadership skills and give them a place at the table. Create innovative ways to teach and provide access to digital learning/training for students from these groups.
- Our culture doesn't, or hasn't, embraced the nurturing/cultivating of soft skills, which I believe is a missing opportunity. This country values money and materialistic items, and equates success with wealth, often at any cost. Until our values change, soft skills will continue to be seen as less desirable despite their critical nature.
- Communication, Leadership, Cultural Awareness and Humility. Talking through different kinds of communication (written, verbal, non-verbal) and the cultural background of people as communication can be very different from culture to culture. Leadership - doesn't always have to be extroverted, which many people sometimes believe vocal, loud is leadership. It is not. Cultural Awareness and Humility - People may believe they have awareness and humility, yet cultural biases can still exist. Through continuing to learn and listen from others would help to mitigate the biases.
- Time management
- Assessment of a person's levels of empathy & professionalism traits might be traits most easily influenced or misjudged by cultural bias, whether intentional or not.
- All students have access to technology to learn about employment and employment skills. Active discussion with students as to what THEIR needs are.
- Not every person can do every job, but showing up is 50% of a good employee. Every person is capable and bias exists that someone must be a college grad to make a good living. Skilled trades are overlooked
- Many on this list are euro-centric / white skills. Many of these skills are promoted in white households and treated differently in households of non-dominant cultures. These are the characteristics of white culture that are often promoted that are also seen in white/euro-centric work places: Sense of Urgency Promoted by Fear, Defensiveness, Preference for Quantity over Quality, Worship of the Written Word, Paternalism, Power Hoarding, Fear of Conflict, Progress Means More/Bigger, Objectivity is Possible/Truth is Absolute, Right to Comfort/Space, Saviorism.
- Diversity training
- I believe the culture of poverty is seen across our counties and there is an ingrained mindset in the families that professionalism is something seen of higher income families. While those in poverty might have a strong work ethic due to needing to survive, they are not transcribing that into professionalism
- N/A
- Today's candidates are more of the mindset of What can you do for me, rather than what can I bring to you in the way of employable skills.
- Inclusivity usually works.
- Resiliency, Humility, Professionalism. Awareness and acknowledgment must be first steps to making any change. We must be aware that different cultures and upbringings will assess and prioritize ANY of these skills somewhat differently. There should be a goal, but no ONE final pinnacle answer.
- N/A
- The idea of professionalism can be heavily influenced by white supremacist ideas.
- There may be a biased in the way we teach communication. Storytelling, family lessons, and even sharing food are all ways of communicating and building relationships.
- In the American culture, Leadership skills often mean "at the expense of others" or the "survival of the fittest". Many cultures that are more communal can't adopt to this easily. Redefining leadership as "supporting others" would be more acceptable and manageable by less individualistic cultures.

- Professionalism, communication, work ethic, leadership, self awareness, collaboration, and possibly more. Reflect on our own expectations of work and how those were established. Intentionally engage in learning about how cultures other than our own might view the listed skills in varying ways with varying degrees of importance. Understand that establishing clear expectations and boundaries is more important than everyone looking and acting the same in order to meet goals.
- things like professionalism, initiative, and leadership can be subjective and potentially biased
- By providing cultural competency training
- I think any culture bias could go any direction taking an open mindful approach to teaching and learning
- Teach them all, don't assume, teach students how to talk about these traits.
- Keeping an understanding of what employers need. Helping culturally different beliefs align with the need of today's employer. How can one match with the employer to support individual skills.
- Honestly, everything on this list could be considered dominant culture biases. Schools without a diverse student body lack the opportunity to practice these skills.
- n/a
- Cultural awareness
- Professionalism could be culturally biased, talking about habits and clothing that are akin to the job may be beneficial.
- Recognizing that we all have cultural biases, respectful behavior should be encouraged in all situations. Because change is difficult and slow to happen, patience and kindness will demonstrate our willingness to pursue change.
- No bias exists.
- This question is leading and does not describe the issue to be addressed.
- Feeling like they need to change and some cultures do not work on strict deadlines.
- n/a
- Terms like 'professionalism' are loaded with cultural bias, including work attire and other values.
- Work ethic is a likely cultural bias in the United States. The ability of a working adult to get up early in the morning to grind out a day of work is not a shared value across the world. It is becoming more frequent a complaint of the working culture in the US. Employing the skills in time management and innovate thinking could possibly affect the way the workday looks and feels for future Americans, especially as more and more people are able to work from home.
- Time management is a cultural bias. Work is changing in some arenas in which punching a clock is priority, but completing tasks is a priority.
- Self-awareness, digital fluency, communication skills, professionalism, time management
- N/A
- Culture based on regional differences, local populations, etc. Consider basic coursework on unconscious bias
- Self-awareness, work ethic, leadership, and professionalism are all subject to immense culture bias. Ensuring that curriculum offers alternative perspectives about what is important is the best way to manage this bias.
- Lack of thinking for themselves and initiative
- Leadership, technology, communication Include cultural awareness with self awareness
- Language skills, ability to communicate. We need to take into account that some individuals have grown up in a culture that is less "outgoing" than others. Also, there needs to be a higher level of appreciation for bilingualism.
- Time management, work ethic, analysis solution thinking
- I don't know
- Time management and professionalism
- Good luck....
- In America, Entrepreneurial Mindset and Leadership are a White-centered cultural norms that reinforce oppressive systems
- There will always be the risk or the concern that culture biases exist when the population being employed, trained, or instructed does not have a visual representation.
- Professionalism is tricky with different cultures.
- Not sure

- Time Management - might be an example. In some cultural time is approached slightly different. Resiliency- some students have to bounce back daily from a difficult home life and as a society we don't recognize that skill. Resiliency is mainly looked at from an academic view point or lost job etc. Communication - cultural have different ways of communicating, gender communication is different, immigrants (from ALL cultures, including recent europeans) have an accent and are sidelined easier in communications Leadership - who is included in leadership opportunities who is left out, who has to overcome cultural barriers, student facing poverty or other hardship learn a lot of leadership skills navigating through live daily and systems and yet this kind of leadership is not recognized as desirable. Who decides on what leadership skills are Digital Fluency - some students don't have access to the necessary technology. Or are not included because they might have to enroll in other course work due retaking courses. I could add to almost every item from the list above
- Communication skills
- Thinking critically--allowing students to collaborate on larger projects Some of these areas are not supported in teaching currently (for fear of "schools" harming students' "emotional well-being")--we allow students to not communicate (and don't press them to do so), attendance isn't stressed (they may be too stressed to attend). It is unfortunate since we are NOT teaching kids how to be successful in the workplace.
- Provide more money toward Career Technical Student Organizations because they help students be able to learn many of these skills in various competitions and they are designed for culture biases and they teach time management and leadership skills. The problem is that if you are going to compete, it is costly for students. Many of the schools do not pay the Advisers for their time that they have to put in to help get the students to the levels that they need to be at, so schools do not offer them, or several of the instructor's do not put in the time and energy needed because of the lack of compensation.
- Blaming Public schools for not teaching the above list is an incorrect approach. It is the families responsibility to create work ethic and a positive productive kid. We support that in education
- Not sure
- Professionalism: difficult to nail down what it looks like in cultures that may think about time / personal boundaries differently than the dominant culture. Perhaps define professionalism as regularly meeting the expectations set forth by the employer.
- Professionalism - this is definitely culturally dependent and even varies from industry to industry. Defining more clearly what we mean by this for students is essential. Communication Skills - many students and future workers can and do communicate effectively orally and in writing, but we usually make the assumption or stipulation that this be in a specific language (English) and then fail to compensate accordingly for multi-lingual workers.
- Emphasis on timeliness is a trait of white supremacy culture. With other skills, it depends on how they are defined. "Professionalism" is generally code for behavior that adheres to white, cis, straight, middle class norms. It's also worth acknowledging that in many cases, what makes someone "employable" or likely to get hired is how well they can fit into dominant culture.
- Acknowledging and respecting cultural differences while specifying expectations (which may conflict) would help to resolved difficulties before they occur.
- There are qualities or characteristics that are a common denominator for successful businesses and a successful work experience no matter what age, ethnicity, sex, race, gender etc. Some of those qualities include being respectful to customers and co-workers, being timely, being productive while at work, being honest, being able to communicate well.
- na
- Why is prioritized as a question on this survey...this 10% (or more) of the focus of this survey? The list of skills needed is the list of skills needed. If the skills isn't needed, it shouldn't be on the list. Race and culture and being forced into this by ODE. Cultural bias is a management issue, not a basic skills issue. The ODE needs to evaluate and publish what percent of their time and resources are going towards these such equity questions.
- Access to technology is a challenge for students and families who have lower SES.
- I don't know
- Culture bias is less dominant in this list. Work ethic is more a concern and it seems to be generational

- There seems to be a lot of focus on biases in today's society. NOT everything is a bias just because we not agree with each other. We need to be teaching and learning that it is OK to be "different" from our co-worker and not be offended because I may not agree with you on issues.
- na
- Communicating properly
- n;ozjcxbn
- I would recommend adding skills that value narrative styles of communication, engagement, community involvement. Leadership styles that are more collaborative. Finding a balance between a direct deadline driven culture and one that values the process. Additionally you could add the ability to code switch.
- There are students and families who may not have the resources to participate in learning these skills, or have access to technology. For example, migrant families who are working long hours and many days per week may not be able to assist their children with these school related tasks. Meeting people, families and students where they are, without judgement while offering solutions and resources to assist them in helping their children with these skills. Offering support and engaging families with school related and community based activities to bridge this gap.
- Some cultures may have a more laid back attitude, or a high achievement based, work ethic/productivity ratio. I am not sure how to mitigate it. Great question.
- Biases exist across all cultures. We need to quit looking at color and give all the same opportunities if we want to stop biases.
- Stop engaging in Marxian praxis and critical theories.
- Communication Skills
- The view of what exactly people define things like "engages effectively with a team" look like, there also seems to be a focus on "process" measures rather than "outcome" which could be a cultural bias. There is more consideration for how someone is doing something than the actual result of their process.
- Culture bias would be more likely to happen in HOW the skills are taught rather than which skills are taught. Also may be likely in how each skill would be displayed in different jobs and industries (ie., in a position that works alone most of the time collaboration could still be important for success, but may look very different than in positions that interact heavily with others on a more routine basis).
- The entrepreneur and innovator, are close to being more competitive which are ok for business start ups but not necessarily employment.
- Leadership - we have a very "white" version of how we define it in our country. Consider the cultural impacts on how leadership shows up and is measured; respect quiet leadership; recognize that a good leader is only as good as those willing to follow. I believe culture bias also shows up in communication, both in language and mannerism (e.g., not making eye contact as a sign of respect versus disrespect, etc.)
- This is prevalent everywhere and refocusing on the larger picture of support, solutions and accountability is a step toward that larger change to remove biases of all types: culture, education, position-dominance/power-tripping
- I don't know
- The cultural bias seems to be wrt knowledge as the chief goal, rather than team fit and communications
- Students learn a different culture when they also enroll in a 2nd language course. There should be more emphasis placed on taking a 2nd language course (not just for those planning on going to university) that includes learning about cultural competence. We have been in a global economy for many decades now so this is a very practical skill to learn.
- Productivity over human need, human value, and human health. Capitalistic societies prioritize monetary efficiency and productivity. Do not give businesses or individuals freedom, room, or resources to have issues or challenges or human components.
- We as a culture place value on education, trainings, and certifications over real-world experience and work experience in related fields, which limits the opportunities of those who had no choice but to enter the workforce at a young age and/or forgo their educational opportunities because of their need to work to survive. Real-world experience and work experience should be considered and valued more highly than it is, and job

opportunities/postings should give the option of degree OR experience, because sometimes the best candidate is actually someone who has worked closely in a similar field or has more relevant experience, rather than someone with a degree in that field.

- Not sure
- Professionalism and respect can look different in different cultures, as does collaboration.
- I think the need to collaborate as a team and empathy lost due to social distancing
- Professionalism is a tricky one, since that can mean different things to different people.
- The ones is checked above.
- I believe there are biases, but I need additional training on how to see them before I can effectively answer this question
- I believe empathy and cultural awareness are very important skills for our workforce. There is a significant part of our society and culture that are fighting against schools teaching these skills. The old mentality of be tough and fit in are very outdated but still prominent in some work areas.
- Communication and Empathy
- Innovative thinking, curiosity. We can teach the skills, need the right mind set
- no comment
- Digital fluency may be different in some of our districts due to a lack of adequate resources. Despite increases in some CTE funding, it is still apparent not all districts invested in technology and educators with knowledge to teach that technology.
- Openly talk about culture biases and not "skate around the issue" because it's uncomfortable. We need more PD to address that as well. Educators are uncomfortable because we don't want to offend anyone or get it wrong.
- Work ethic and time management. Look at this more broadly than previously defined.
- I think it's less cultural bias and more generational bias that is creating issues for employability skill attainment. We have academic barriers to our industry needs. As a grassroots participant in the creation of the Oregon Employability Skills framework through WESD and teaching in a HS CTE Business program, I see what our students need. Our industry partners share what our students need, but we have some generational obstacles that limit our work in this area and I am THRILLED to see this being an issue that is gaining traction in Oregon as our students need it. What may have been foundational or common instruction of youth of the past (including my own generation), I am finding that our current students don't have these skills or training and they need it. I am teaching the Oregon Employability Skills curriculum in my Senior cohort class this year. The training is relevant and real. It helps students understand how their strengths will support future success in the workplace.
- Certain fields of work that have a history of employing one mold most dominantly (Men in construction, women in service etc.)
- the economic status of school or students, communication norms for certain cultures,
- Tough question. I would need more time to think about this question.
- Not sure
- Contextualize. Such a general list, unrelated to any specific position/industry/career path is not particularly useful.
- Implicit bias training.
- We need to teach work ethic and less culture awareness
- na
- Not relevant.
- Time management can be a cultural based skill. Type A vs Type B cultures.
- These skills skew towards outgoing, white dominant. Lead with more thoughtful skills like Cultural awareness and empathy. Order matters.
- I believe a dominant Culture bias could be around leadership. I want all potential workers to have the ability to learn and be comfortable with Leadership skills. vs those potential worker who may have natural leadership characteristics. Also Empathy. Workers need to have the ability to be empathetic, however many individuals view empathy as a weak trait.

- Need to acknowledge that not all people are exceptionally creative, for example, or extraordinary problem-solvers or entrepreneurs. I mean that there are degrees in each of these skills that come from cultural background (what is emphasized in the home or community), biology and genetics (adhd, asperger's-austism, others), character and personality (what a person might respond to naturally), and of course other factors. Many, maybe all, are skills are essential but there shouldn't be a one-size-fits-all solution for assessment.
- Not sure. All of the listed skills, strictly by definition, are culture-free. I suggest some targeted work to see which cultures or groups find any of these topics need mitigation.
- Perceptions of 'professionalism' and many other of these traits are different in different cultures; propensity to be outspoken or take credit, or reluctance to be seen as contradicting authority, for example, can easily be perceived as a lack of initiative or creativity. It is important for those determining who is a good 'fit' with the needed skills for particular jobs to be adept at understanding, and adjusting for, these cultural filters.
- This question is unrelated to the skills we need from our children when they enter the workforce. This is simply satisfying the current narrative in our government. We need to focus on our kids and their skills - not focus on the narrative.
- Sense of urgency and timeliness Providing reasons why and helping the person understand the Why's
- See each individual as a person with a unique skill set.
- I don't see cultural biases. The core skill sets needed for success are the same for all cultures. There are differences in dominate traits and skills sets depending on industry

Appendix C: The Oregon Department of Education is evaluating its graduation policies and requirements pursuant to Senate Bill 744 and will make recommendations to the Legislature and the State Board about a possible redesign. What values and skills should be prioritized in the Oregon Diploma?

- Math, science, public speaking, history, history and civics
- Improving our abysmal graduation rates.
- Soft Skills are sorely lacking
- resilience, problem solving, flexibility
- Employability skills, soft skills and ready to learn.
- ALL OF THESE SKILLS ARE CRITICAL AND NEED TO INFUSED IN THE HS MODEL
- Reliability, Collaboration, Communication, Respect, Professionalism, Attitude, and Problem Solving are the Rogue Valley region's highest priorities in Essential Employability Skills. Our list was honed down to these 7 highest priority skills after an exhaustive review of the many available options and an extensive deliberation amongst the partners. And while additional skills may be desirable (and we may want to add them in the future), our regional Business Education Partnership leaders determined that the best way to gain real traction in students, adults and workers being able to improve upon these skills, was by focusing first and foremost on these 7 most essential and foundational skills. Rogue Valley regional partners have also been reviewing the New World of Work program, popular in a number of Oregon communities. And while we're conceptually supportive of the broader skill sets identified in this program, we see significant limitations in a program model that relies predominantly on badges that are gained solely based on the successful completion of an online video tutorial and test. While this NWoW program might be an augmented tool we'd want to have an interface and option to engage with, we believe a much more robust set of experiential learning and continuous improvement/feedback tools are needed to deeply activate the development of such skills in students and adults. Therefore, our regional partners strongly recommend to ODE, WTDB, Legislative and State Board leaders that any final statewide framework created for enhancing Essential Employability Skills not be a "one-size-fits-all," top-down program mandate that uses all the New World of Work badges as a requirement. Instead, we strongly advocate for a more flexible framework with a common set of core objectives, and provisions that allow for regional customization on priorities, tools, and methods. In this manner, models currently identified as promising practices can be field-tested, and proven over time to become evidence-based, best practices.
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- Employability skills
- I think that the list you have created above and the RV Essential Employability Skills Rubric combination is a good start. Some policies need to be a state wide universal value/skill such as reliability. I think that you need to realize that certain skills may need to be adjusted to regions/areas of the state/student area of expertise Some students may not be great communicators but they can fix a car in no time at all. Fixing the car requires many skills and that student should be rewarded for that set of skills that they demonstrate. It will be challenging to develop a policy that fits all students in all areas of the state.....I think it will have to be a broad policy to be successful Business should be at the table along side educators when development of these policies/requirements take place.
- Students should have access to different graduation pathways that lead to different career pathways. One diploma is insufficient.
- Having the skills to go to work on time and not think someone else is going to do your work for you..and life is not a fair thing..on my
- Finances! The ability to create and work with a budget. Understanding the cost of living and what wages are needed to break even. How to shop for insurance, etc. The ability to seek resources when an answer is unknown. The importance of job shadowing and researching different career options.
- Problem Solving, Resiliency, Collaboration and communication
- Math, language, and study skills.
- Rogue Valley regional partners are conceptually supportive of the broader skill sets identified in the New World of Work program, however, we see significant limitations in a program model that relies predominantly on badges that are gained solely based on the successful completion of a brief online video tutorial and test. We believe a much more robust set of experiential learning and continuous improvement/feedback tools are needed to develop the desired skills in students and adults. Therefore, our regional partners strongly recommend to ODE, WTDB, Legislative and State Board leaders that any final statewide framework created for enhancing Essential Employability Skills not be a “one-size-fits-all,” top-down program mandate. Instead, we strongly advocate for a more flexible framework with a common set of core objectives, and provisions that allow for regional customization on priorities, tools, and methods.
- The problem is that ultimately the job skills that are most important can't really be taught - work ethic, honesty, integrity, being professional reliable, dependable,
- Not Sure
- Resiliency Time Management Self-Monitoring and Persistence
- Digital fluency
- Be able to demonstrate their cumulative years of learning by proficiently passing an exit exam which is the same as an entrance exam to a community college.
- work ethic, humility, time management, mathematical skills, writing skills, computer literacy, team work
- Strengths-based, identity affirming, individualized, trauma-informed, basic prep for all with opportunities to specialize based on each students’ strengths, interests, aptitudes, and dispositions
- -
- Employment and life skills, social and emotional development, transitional services & planning
- I would caution adding a big list of traits that will be difficult to assess and perhaps should be developed outside of school. School cannot provide all training for all parts of adult life.
- people skills and strong communication skills
- Work ethic, empathy, open to ideas and viewpoints other than their own
- communication, teamwork, cultural competency and ethic
- Time management and follow through. Does it matter if a child can memorize answers when we all have them at our fingertips online? But having a task/plan and being able to execute on it is huge. This also shows commitment.
- Trades and cultural bias.
- resiliency, work ethic, and communication

- I have children with a 10 year graduation gap, My older child is more "educated" in reading, writing, math, organizational skills, self value. My younger child is more "Educated" in the awareness of how to treat others, value cultural differences but has been held less responsible for the basic reading, writing and arithmetic. We need to get away from the pendulum and try to offer well rounded options.
- Adaptability, resiliency and maintaining good mental health are all areas I see being important for graduating students to be strong in for them to be successful during this pandemic as they enter the workforce. I also think Career and Technical Education needs to be valued more and that more students need access to hands on training in high school as a pipeline to good, solid careers that they can have when they graduate.
- Read, write, math, communicate, technology
 - Study of American History from Jamestown to present day in order to gain an understanding of our foundation and the sacrifices our forefathers made to create the USA (without CRT). Also, creating an internship program for high school students to learn, explore, earn credits similar to CareerWise Colorado.
- Personal responsibility, public service/civic engagement, cultural awareness
- letter grading in course work but also to the skills rubric. Individuals will vary depending on maturity
- Yikes. From what I've seen so far, we tend to develop well-intended white check lists that have little meaning for students. Whenever we isolate values and skills without context, we get terrible results that eventually get surface attention. See: teaching study skills, character education, etc.
- Problem solving
- Work Ethic, practical experience, respect, and valuing the job & fellow human beings. Far too many would-be applicants emerge with little to no marketable skills & expect large salaries with as much time off as they want anytime they want. Whatever experiences they are getting in school are vastly divorced from the reality of the work world & result in largely unemployable applicants until training & experience occur. The work world is filled with both success & failure & has deadlines & standards which must be adhered to if the individual wishes to be employed
- Time management, communication, critical thinking, work ethic, cultural awareness
- professionalism is the workplace
- That's a very big question. I think balance is the most obvious answer. How do we keep ourselves and a safe, productive work environment that honors individual identities? So lots of intrapersonal values/skills with a focus on what makes sense in an actual workplace.
- Values: Cultural competency, innovation/creativity, collaboration, resilience-building & adaptive skills.
- Ability to communicate and solve problems are the biggest gaps. Being able to commit and see something through to the end.
- Knowing how to manage time. Problem solving solutions. Financial awareness.
- Reading, writing, and Math proficiency. Critical thinking and problem solving. Teaching skills in how to think and not just repeat information to pass tests to meet the metrics.
- Problem solving, critical thinking, public speaking, math
- WORK ETHIC. How to put the phone down and work. How to communicate with other team members.
- Data analytics and project management
- We have unintentionally produced a system that discourages growth mindset. Grading policies and high stakes testing discourage innovation, flexibility, and growth mindsets.
- CTE, employability skills, "adulthood" skills
- In person Social interaction.
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- Shop and Agg classes are a must. Many kids don't want or can't afford to go to college. They need the hands on type jobs such as mechanic, plumber, electrician, carpenter all of which are Good paying jobs.
- Resiliency in working through personal matters to ensure the employee is present at work and can be depended on each day.
- Leadership and entrepreneurial skills and accountability for ones own future and development.
- empathy, work ethic, stick with it, grit
- This is a big question. I would need to see an outline of the options being considered for the redesign, have time to think about this, and then could give input.
- There should be money funded to have classes required in adult basics - cooking, financial literacy, mental health
- Ethics, Civics, Personal Finance, Community Service
- I understand the emphasis of English Language Arts, however, it would be beneficial to emphasize Language Arts. Either by Incorporating a component of a native or foreign language into the ELA requirement, or to have specific requirements for a second language that is not combined with CTE/Arts. The shift to remote learning has highlighted that with quality devices and connections, our youth can receive quality instruction that would not be accessible to them if they only had access to the educators and resources in their immediate educational institution.
- work ethic is probably the most important overall value. Skills can be taught as long as work ethic is present. Work ethic is developed and can be measured within the education system.
- Self-awareness and appreciation, resiliency, and ability to function as a part of a collaborative community.
- Adding a requirement and providing "best practice" curriculum and training (PD) for ALL high school students to take at least one class in personal development/leadership/communication skills/parenting strategies/problem solving skills and a personal finance class. All levels and double dose at middle school of: Better curriculum options and staff training on "soft skills". Perspective taking, problem solving, Holland Code/Work Types, Multiple Intelligence
- Professionalism
- Allow students to get jobs for credit with the schools support if workplace issues arise. They will learn more about the real world if they have a real, non-relative/family job. Other than that stay out of it and just make sure they have the required credits to graduate.
- I am unsure if adjusting the priorities will be effective. Rather the bar needs to be raised and greater weight of the curriculum shifted to matching the values/skills listed above. I would consider a more holistic interpretation of the student when both teaching and assessing the student.
- work ethic, problem solving, self awareness, cultural awareness and humility, communication.
- Youth that understand how to communicate, self-regulate, problem solve and interact professionally among adults always do much better in employment settings. We used to speak about these as 'soft skills'. It's time to consider them essential practices.
- Dependability, work ethic, pride in job well done, ability to understand the why and do the job correctly versus just doing the job with little regard for the outcome.

- BASIC MATH SKILLS AND TECHNOLOGY SKILLS WITH COMPUTERS. HANDS ON LEARNING, APPLIED SKILLS. HAVING STUDENTS ASSOCIATE A WHAT THEY ARE DOING WITH SOMETHING THAT APPLIES TO AN ACTUAL CAREER, SO THEY SEE THE RELEVANCE OF WHAT THEY ARE LEARNING.
- DEMONSTRATED understanding of basic employment skills such as reading, writing, basic math is a MUST. Also, people skills - how to get along with others, work as a team and pull your own weight while learning and contributing.
- Community first thinking - how can we add to our culture and community. Create problem solvers and solution seekers.
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- Critical Thinking, professionalism
- Math, reading, understanding problem solving, true demonstration of skill levels rather than testing capability.
- Digital literacy needs to be prioritized from day one. Students have used iPhones all their life, and no longer have much experience with PCs. Tech literacy needs to be made a huge priority. Time management and goal-setting are huge as well.
- Reinforce that school builds work readiness skills. Our public education system is designed to prepare students for the workforce after graduation; students are expected to attend regularly, show up on time and complete the assignments/tasks asked of them by their educators. Each of these are fundamental work readiness/soft skills that should continue to be emphasized. Also, driver's education (leading to a driver's license) should be provided to all students in the state for free. Having a driver's license allows students to get to/from school/work on their own and having an DL is often a minimum qualification for many employment opportunities. It's \$400 for a youth/family to pay for the driver's ed program that partners with the school districts. THIS IS NOT EQUITABLE!!!
- Creativity, digital fluency, and entrepreneurship.
- Problem Solving, Communication/Collaboration (teamwork) and Accountability
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- Critical Thinking should outrank the volume of work a student has produced. I can tell you which of my students have the critical thinking skills that they can translate to any subject, and who does not. The question is measurement. Will the government and the public take my word for it? A standardized test can't measure it, for sure.
- I think more emphasis should be put on arts and mental health.
- Work Ethic, communication skills, and resiliency
- Useful math - many students don't see a point in learning math because it's always presented in a math-only vacuum. Teaching students math as a part of calculating how much money they will take home from a paycheck, or how to calculate how many gallons of paint to buy to paint a house, or to calculate how much money they will spend if they take out a loan now vs. saving up money to buy something cash later. So many students "hate math" and don't realize that they already use it every day - showing that math can be useful and teaching them math for practical applications would be much more appropriate for the average student than teaching them calculus.
- critical thinking work ethic- all aspects adaptability and flexibility
- Technology, math, science, communication skills
- Values: Expectations that working hard will lead to career growth, it's not something that just happens if one "believes" in him/herself; a sense of duty to their co-workers and to their employer; patience yet persistence in doing their part to improve the company (i.e., not expecting instant changes yet not giving up and complaining or leaving when things don't go their way) Skills: Professionalism, Accountability (take charge of a problem, come up with solutions, and follow-up on what you say you will do),
- Basic reading and math skills are a must. The time on the job is NOT if you feel like doing it.
- Any of the skills I rated a four or above on the initial question.
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- Basic competencies related to communication (written/oral, specifically) is generally lacking from the general workforce. Basic math skills is also generally below what is ideal. Folks that have strong math/language skills that accompany decent computer skills helps with project and developmental work - these are skills that most of the general work force lack.
- Job shadowing, internships, interviewing/ public speaking, resume/cover letter writing, as well as consumer/practical/statistical math. Often I get students that can follow the steps to solve a complex equation, but if you give them a real life situation to analyze, they can't identify the variables and simple math steps to do so.
- Personal finance skills. Budgeting, investing, how to become a home owner
- Critical listening
- All of them. I'm not sure by just focusing one a few values and skills would make well rounded civic
- Evidence of Collaborative skills to complete an authentic project Creative Innovation Digital literacy Information literacy to distinguish between researched knowledge/truth and opinion
- I would make a requirement to have more trade or CTE classes available to students not following the traditional path. These same classes should also have dual credit with the local community colleges to help student get a leg up, and achieve workplace experience.
- There is no educational measure for Grit or Work ethic, but those two things will serve any person far better in life than any "Core" class.
- Attendance and meeting hard deadlines
- Resiliency, time management and professionalism I think these values and skills should be prioritized.
- Time management, empathy, and responsibility
- Hands on skills to prepare students for real life situations. Less time with noses in books and more time with learning to do any skill on your own. Shop classes, Home Economics classes, more labs for science, field trips to show other cultures and experiences.
- Can values really be required for graduation?
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- Soft skills and trades readiness regardless if they choose trades or professional careers.
- Real Life Skills. Allow more credit for students to participate in activities outside of the classroom, allow them to gain real world experiences. Allow more workforce training for trades and skilled labor positions.
- Critical thinking, problem solving and basic life skills (managing money and setting priorities of what's important in life)
- Employability skills!

- Increase computer technology requirements for all graduates.
- Communication skills, math, reading, and speaking are good starters.
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- work ethic
- Math, critical thinking, reading
- Work completion in regards to accountability should be at the top of the list. We need to instill a value in our students to have pride in their work and have negative connection to lack of completion and/or quality of work. Their should be no cell phones allowed in school as their ability to interpret skills are diminished because of this distraction. In my opinion I feel that the skills that need to be prioritized are to have a rigor increase of STEM focused material in all classes. In the productive working world skills of accountability, critical thinking, and time management will make for a better suited and more cognizant group of future work force.
- Financial Literacy. Working class and poor students never get a chance to learn how wealth accumulation functions in their country--and how to avoid debt. The schools, by neglecting to teach this, perpetuate inequalities. Communication skills-- yes, you must be able to respond to an email or inquiry from another adult human. Students really suffered during COVID-19 and CDL, so I feel like this is worse than before. They are accustomed to "ghosting" people on internet social media and they seemed to have transferred this phenomenon to real life personal and digital interactions. They just don't respond--or disappear when it is uncomfortable.
- math, reading, computer skills
- a
- completion of tasks and being able to do what they are told.
- Writing and reading
- we need to raise the bar for graduation. Students will achieve to the level we expect them to. Students now know they can graduate high school with out much effort. The we GIVE them two years of free college. What a waste of time and taxpayer funds.
- Life skills, paying bills, writing a check, managing a budget, doing taxes, customer service, team work, interviews, time management, problem solving , car maintenance, parenting skills, reading a map
- all of the ones identified as gaps above
- Schools teach young adults how to go to college but they are missing a large section of the students who do not go to college or who do not complete college. Simple things like work ethic, timeliness, preparation for work (have all the necessary tools for work), professionalism are not common in the new worker.

- Cross cultural competency, communication skills (including listening), empathy, critical thinking and entrepreneurship.
- self-sufficiency, responsibility, literacy.
- Get or has been vaccinated!
- Ready and willing to work, the rest are details.
- Math, Reading, Writing, Personal finance, Vocational classes to include digital, wood, metal, plumbing, and electronics.
- Communication
- Ability to pass tests and meet educational levels, regardless of how high or difficult.
- Completion of Algebra 1 with a C or better for one year, career exploration should be essential
- Work ethic and accountability. Standards are so ridiculously low in order to make everybody pass that the entire system has become a joke in terms of actual preparation for the workforce.
- The link did not work for me. The skills I think that should be prioritized is of course the basic reading, writing, and arithmetic as well as team-based activities so students will be able to work with others well and be able to act professionally with others.
- Math, Reading and Writing
- Reading, writing, math, problem solving.
- We focus so much on academics such as math, language arts, and history. I think you should have to take a vocational class to graduate. It could be a basic wood shop class or basic automotive class that can teach you about your car. They should also have to take a class on personal finance that teaches them how to manage their bank account and about debt.
- Face to Face communication skills, personal accountability.
- Personal responsibility, work ethic, self awareness, and time management.
- Communication skills
- Professionalism, Work Ethic, Time management, adaptability and flexibility.
- Financial responsibilities, how to manage your finances once you start out in the work place. Manners, I see this so many times in and around our school systems. Children are not being taught the basics of etiquette. Having less than a basic understanding that you should address someone politely.
- Any sort of skilled labor, access to apprenticeship, CTE. Career paths that don't include a traditional college degree.
- Math, reading, writing in that order
- reliability
- We should have more leadership opportunities available and required- both in the school and outside. Students need more experience being outside of building experiencing the world and exploring what they may be interested in.
- Hands-on, work based, meaningful trainings. Creating connections for students through leadership organizations such as FFA and FCCLA.
- Work ethic, professionalism. Problem solving. Being able to work with a team, leadership. Time management.
- Showing up on time with a willingness to work
- There should not be a one sized diploma fits all, there has to be options. How do you teach and/or require skills such as dependability, resilience and work ethic? These are taught in the home and at an early age. I think there needs to be a course on kindness, and understanding that it's ok to agree to disagree or have opposite views/beliefs and still be kind, still be friends, still be respectful.
- Communication, working productively with a diverse set of skills, beliefs, needs, arrangements and people. Self advocacy. In rural areas especially, driving and accessing transportation are pretty critical skills that many youth name as the #1 barrier to employment.
- Reading, Writing, Math, CTE
- Work Readiness

- I think work based and viable work experience. Not every kid needs to have 3 years of math at or above algebra 1, maybe something that would be more applicable to their future career. Every kid should be able to be college ready that doesn't mean every could should have to be.
- Reading, writing, math, and critical thinking are all vital regardless of discipline or career choice.
- Reading, writing, math. The basic skills. These skills are very important in our work force.
- Accountability, Resiliency, Work Ethic
- English, Personal Finance, math, government, economics,
- Personal Finance Trade skills Personal responsibility Math Entrepreneurial discovery
- punctuality and readiness to work
- We need help students understand Personal finance and basic social skills. We need to have a willingness to except not all students will on to college or a trade school but they will still be productive and happy citizens if we provide them the skills to do so.
- Career exploration and skill-building. Personal finance and life skills Less standardized math, more general-purpose math, and specialized math for functioning in society and specific careers. Attendance and schedule matter.
- ABILITY To do arithmetic, which they can't. Fundamental measuring skills, ie how many ounces in a pound, which zero of them know. Basic knowledge like what temperature water boils at, which none have been able to guess within 80 degrees.
- Values- perseverance, work ethic, commitment, character Skills- overall life skills, personal finance, experience in different settings/cultures
- Racial equity/anti-racism, strengths-based mindset, kindness, compassion
- Work ethic, wanting to be a productive member of the community.
- Responsibility, work ethic, communication, perseverance and flexibility.
- Values? That is for the parents and family to do. Skills: How to be responsible and reliable. Basic financial awareness might be nice.
- I'm not sure.
- Make some changes from a college bound student to include some industrial skills training for the students who care not to head for college. These students may be more engaged for a career in one of the many Trades opportunities.
- Reading, Writing, and Math at a High School level, basic written and oral communication skills, and basic technology skills required to be employable (typing, math, professional etiquette, etc).
- Critical thinking and logic.
- Everyone should take one computer science class and pass a digital literacy training course.
- That students can survive in the real world. They need personal finance, learn how to cook, change the oil in your car, balance a bank account, etc. To kids today it really doesn't matter what Benjamin Franklin did, they need to know how to take care of themselves and no one is teaching them!!
- Trades need to be prioritized and not just college bound study.
- Interviewing skills, how to manage money, importance of work out of high school and college, tax information and how to do your own taxes.
- Self-determination and problem solving
- The ability to seek out employment and perform basic tasks (such as filling out an application, or filling out tax forms).
- Math, written & verbal communication skills
- Classes that matter. Things kids will actually use in their futures. Home Economics, how to write a check/balance a check book, how to garden and grow food. Cooking. Trade related skills. To give them a better understanding of hard work and to give them an understanding of what they want to do. Letting the kids know that College is NOT their only choice.
- Leadership, oral and written communication, skilled trades.
- Curiosity, communication, community and openness to feedback.

- More hands on skills. Resume writing, how to properly dress and interview. How to speak accordingly. How to research a company of interest.
- --
- Communication and work ethic
- work readiness
- Diversity, Accountability, Adaptability, Flexibility, Determination, Hard work, and Persistence.
- More focus on computers/computer literacy as it relates to the workforce. The use of Excel, Word, Powerpoint, and their uses.
- A sense of initiative, humility (able to follow directions from others), and grit (able to complete a task even when difficult) are some of the most important regardless of job or career.
- Work ethic
- Industry focus groups should guide this (in addition to survey). Critical thinking, time management and communication are in the top.
- Increased experiential learning opportunities in the workplace and community.
- Importance of commitment. Honoring commitment and how it impacts cohesiveness for children/young adults.
- life skills and basic knowledge regarding common sense. technology is good, but also can hinder one's sense of what is useful.
- Rigor, work ethic, self reliance, accountability
- Tell HECC that college is not for everyone. There should be equal if not greater importance placed on CTE programs.
- Read, write, all forms of communication, basic mathematics, and employment readiness
- healthy technology relationships citizenship gpa requirements grade in every class place more burden on parents and less on teachers for behavior, academia etc. allow for schools to remove kids that are stealing all the time and energy from their peers and teachers, the bottom 10% take 90 of the time, state provided alt ed. find a path for kids that don't try other than fake grades and easy passing (so much pressure from admin to pass kids its all fake)
- Work ethic/ accountability
- Critical thinking demonstration; collaboration; work ethic; time management; anti-racist, anti-hate, diverse, multicultural ways to see all people in the world, empathy and self-awareness.
- Job ready skills with basic proficiency in order to be able to communicate, show up to work ready to do the job and be able to learn and grow professionally.
- All of the above.
- Work ethic, responsibility, etc. Stop the test taking just to take a test. Students today have google and so many other resources they don't need to memorize facts they will not use
- Communication, critical thinking and cultural awareness.
- Student performance history, willingness to get along with others
- Basic math skills are somehow not being addressed. Basic life skills such as how much of your check goes towards insurance, taxes etc. need to be taught. When recruiting at the high school level, it is rare that any potential employee knows how much they need to make because they don't know how much rent, insurance, cell phone bills, food, car payments cost.
- Show up, be kind, work hard. It's not about serving the employee.
- Work ethic, Adapability, Critical Thinking, Time Management/Reliability.
- Many youth have been greatly influenced by a leisurely lifestyle of video games and dependancy. Some are groomed to be dependant upon others, giving them no real sense of personal identity or potential. Our youth have great potential to do exceptional work in our community and country, if given the chance. They need real world challenges, not handouts.
- Employability Skills, Proficiency in technology, CTE essential employability skills
- work ethic

- Critical thinking, separating facts from propaganda and understanding the other person doesn't have to be wrong and dismissed. They need to know how to have a discussion about opposing views without it being adversarial.
- Cultural Awareness, Self Awareness
- Computer skills, ethnic appreciation, written and oral communication skills.
- Communication. Leadership. and Time Management
- Place more emphasis on skills need in workforce, trade schools, etc.
- Respect and communication.
- Student self sufficiency to live on their own. Money management, how to budget and pay bills. Real live skills for everyone from a student employed with just an high school degree to those that further their education.
- More computer science More civics, history and expository research skills
- Social Awareness, Diversity, and Equity
- leadership, critical thinking and reasoning, self management and motivation, communication, work ethic
- communication, professionalism,
- Mental health and how it applies to everything we try to accomplish as we progress towards our future. Fails are part of life and patience, grace and resilience is key to the marathon we constantly run in our minds. We are still locked into hiding ourselves constantly from society and from ourselves. This leads us to paths that are not really well suited for ourselves.
- Professional development , work ethic, time management . cultural differences
- The current system does not promote work ethic, resiliency, or professional behaviors. The essential skills and assessment of the current educational model create learning fatigue and has a high reward system for those that have solid family lives or have family values that embrace education. There is no incentive for a student planning on entering the work force to engage in many of the courses required for graduation. It has a similar effect for a student who can enter the high school, as a freshmen, who has met all essential skills, but they must pass a myriad of courses to obtain a diploma.
- I think that there should be an employability skills component added to graduation requirements. This could possibly be implemented through a required career readiness credit added to the Oregon diploma requirements under the umbrella of CTE.
- A formal career class .5 credit could be matched with a personal finance class .5 credit. Then students would be more ready for their next step after high school.
- Work Ethic, time management, financial competency, collaborative working ability, accountability.
- Resiliency, growth mindset, collaboration and tolerance for all peoples.
- See above; Honesty and integrity, strong work ethic, interpersonal and communication skills, intelligence, Students should be taught the excitement of discovery, not the drudgery of memorizing the answers, expectations of teachers and students should not be reduced to enhance Oregon's ratings.
- Communication, Time Management, Self-Care
- Link is broken
- Tolerance of all opinions, as opposed to cancel-culture and demeaning those with whom disagreements exist. The ability to debate without personal destruction.
- resiliency, communication and collaboration, cultural competency
- Writing and time management
- A split should be made in the diploma types offering one for college prep leading toward a 4 year college and one leading to a careers and trades competencies not needing a 4 year degree.
- personal/professional accountability, problem solving, workplace resiliency and effective communication
- Not knowledgeable about this issue
- Critical Thinking, math & writing/communications. Honesty & work ethic should be priorities.
- When a student graduates they need to have the knowledge and ability to find employment, budget their money and have goals for their future.
- It is challenging to consider schools responsible for including the kind of skills on the earlier list as "graduation requirements" because those items are hard to measure and look different in different settings. It is also

unrealistic to expect Oregon schools to get students to reach all of the academic standards we are required to reach, all the soft skills referred to above, and all of the other required content (first aid, tribal history, Erin's Law, etc.) Where is the limit of capacity for what we can actually hold students and schools accountable for "knowing" when they leave school?

- Collaboration, digital literacy, communication skills, work ethic
- Ensuring students are able to collaborate, problem solve,
- Resiliency; Adaptability and Flexibility;
- Communication, critical thinking, resiliency, collaboration and work ethic.
- Critical thinking and problem-solving skills. Flexibility and resilience.
- Due to the reality that these skills and values are no longer taught at home to the same degree that they used to be taught, the following items should be a priority when considering the Oregon diploma: professionalism, work ethic, communication skills, flexibility, adaptability, and innovative thinking.
- Reading, writing, problem-solving, initiative, follow-through, & meeting deadlines
- Interpersonal skills, professionalism, writing proficiency, math proficiency, critical thinking
- Work ethic and attendance
- Trade mathematics, how to read a tape measure, tool awareness and ability to use properly. Shop classes, drafting, etc.
- Innovative thinking skills. Curiosity to solve a problem. Ability to integrate knowledge to solve a problem. High level of collaboration. Ability to find and evaluate information. Oral and written communication. Application of knowledge.
- Basic academic skills - Reading Writing, Math. Addition of some form of CTE Exposure (regardless of career track), core employability competencies (Soft Skills),
- Character, Honesty, hard work
- Less focus on "reading, writing and arithmetic" and more focus on getting students interdisciplinary learning exposure. Project based learning in classes should be the norm, not the exception as it gets at all of these topics.
- Basic skills! Reading, writing, speaking and basic math skills. Also, the ability to work collaboratively, but also independently on assignments. Dependability and initiative.
- To continue to grow in the understanding of mindfulness strategies and resiliency. The importance of asset-based frameworks and solution mindset. The importance of effective collaboration on the job site.
- Critical Thinking Ability to engage multiple perspectives
- That employability looks different for all students many of our students are headed towards the trades or blue color working skills and not college bound. They are happy and content with that decision and we push college as the only option for students. That's a turn off and a lot of them don't even want to finish high school because of it. They subjects we are teaching in school and how we are teaching them need to change students have every tidbit of information at the tip of their fingers so teaching those things is less important than it was in the past
- Read, Write, Think, Communicate, Group Member, Individual
- collaboration, communication, resiliency, adaptability
- Reading, writing, math and science should continue to be the focus academically.
- Leadership skills and work ethic around attendance
- Social Emotional skills!
- Work ethic, Dependability, Collegiality
- self regulation, resilience,
- Career Training
- Holistic person support; creating a sense of belonging and inclusion; our humanness; adulting; finances!
- Collaboration, communication, leadership, professional skills, and time management.
- Work Ready Skills, resiliency, leadership
- self awareness, cultural awareness and empathy. General day to day common sense skills. Teach strong work ethic in regards to arriving on time, dressing professionally and speaking professionally.
- Work ethic, dependability, communication,

- Work based Learning requirements for all as a requirement for graduation. A employability class that would teach the importance of these skills as well as give opportunities to put them into practice and hear from employers and their thoughts on them.
- Work ethic, critical thinking, learning and earning from the school of hard knocks (newer generations seem to think they deserve rather than wanting to earn)
- All business is people business - communication and interpersonal skills are paramount.
- Time management; professionalism regarding cell phone use; confidence doing new things
- Cultural awareness, work ethic, critical thinker
- Accountability and resiliency.
- Digital fluency, collaboration, and cultural awareness and humility
- Math and Science
- First the idea that public school is to serve the needs of employers is a major oversight. That is not the primary purpose of education. These are human beings not robots to be conditioned and reconditioned. High school should have multiple tracks, where students must survey each area and can choose and change areas of emphasis" (Outdoor track: There must be a set of experiences for young people who need to be outside at least part of the day, bio/physical/medical, mental and community health, technology and design/art, basics of construction and autocad, reading/oral and written expression, collaborative interdisciplinary projects, work experience)
- Critical Thinking and problem solving skills. Resiliency, Adaptability Data-driven thinking -- doing research, understanding biased information, being able to do objective research Objectivity Professionalism Time management Organizatoin
- Work ethic and self responsibility and respect.
- Creativity, Passion, Empathy and Drive
- Literacy, personal responsibility, ethics, math competency, social kindness
- Computer Literacy Skills. Understanding how to use snapchat does not mean our students understand how to use a computer. They literally can't find a save button or copy/paste a file from one folder to another.
- Communication, Ceuta thinking
- Communication and critical thinking
- Sense of accomplishment for a job well done!
- MATH, MATH, MATH; Writing in complete sentences; Accountability; Responsibility
- See question 2, Wanting to work a full week and following through with what you said you were going to do.
- Work Study and more job shadows to prepare for the work force.
- Lowering the expectations and standard is not promoting equity or equality. Adding additional and holistic supports along with multiple pathways to meeting the standard is equity that leads to long term equality. Work ethic. 21st century skills. financial literacy. critical thinking and decision making. Communication.
- some way that students with disabilities get the option of a diploma or modified diploma first... spending all that time in school and ending with a certificate is not a good practice; it should still exist but should be a rarity. Modified diplomas need to be their own thing --to assure a student can access transition services.
- Raise the bar , quit dumbing everything down so that no one falls through the cracks...bring back excellence and quit rewarding non achievers and participants. The Oregon Dept. of Education is full of non achievers.....
- work ethic, WANTING to have money to grow and not have high expectations of started AT the top. Those are unrealistic. Worki g your way up with hard work should be #1 to teach. Kids today dont Value a job
- Adaptability, flexibility, and willingness to learn and work hard. Critical thinking/analysis. Communication.
- Personal finance and financial health (instead of one health class), applied math and applied writing, at least one CTE type class, computer basics, and effective communication.
- Most of the teenagers I have encountered at the job fairs had no clue how to start to explore their interests and create a career from it. When I ask about volunteering, job shadows, internships they do not know how to start. None of them had skills in resume writing and job hunting. Most had no clue what the world was like outside of high school. Skills in budgeting for rent, food, insurance, utilities etc. and choosing a proper career to sustain the

lifestyle they want to live. If they had a job picked out, most did not know how to pursue it. Skills in collage applications, grant writing and asking for scholarships would be helpful too. College vs trade school.

- Continued career exploration and education for ALL high school students including the extended application.
- skills needed for real life outside of high school, such as how to fill out a FASFA, W2's and tax returns. Understand how credit affects their future and how to build credit.
- We need to prioritize work experience and value that in terms of diploma requirements. Personal finance and soft skill training should also be taught in school, and required, even if it's schools of though or industry focused.
- Personal finance, interpersonal communication
- See the list of "gaps" above.
- Preparation that is relatable to real life, even as they are preparing to be strong decision makers and thinkers though abstract learning and concepts.
- English Language Arts (could be combines with Social Science in the upper grades - Humanities approach possibly), Mathematics (with Accounting/Financial Algebra Pathways counting toward a math credit as well as Statistics), Science, Health, Foreign Language, Physical Education, CTE skillsets
- Aside from the basic reading, writing, and math competencies, teaching students to think analytically, to be resilient, and to seek alternative solutions are the skills I would like to see prioritized. Additionally, all citizens should strive to be empathetic and understand the principals of diversity, equity, and inclusion. Recognizing the diverse nature of society and seeing the ways diversity strengthens us is important but, nowadays, such statements are sometimes interpreted as critical race theory concepts and can be very divisive. Getting over that hurdle should be a goal.
- Technology, Communication, Leadership, Business math and Personal finance. I run into many who can't count change or answer a customer about percentage off. Then once they are receiving paychecks have no idea how to save, checking accounts, how to look at benefits from employers (which insurance to choose, etc.) It seems there are a lot who don't have parental guidance in that area.
- Graduation does not prepare for the work force- showing up, dressed appropriately and acting appropriately are lacking, as are customer service skills that are needed in every job
- Empathy and cultural awareness.
- Writing, critical reading, ability to understand criticism and make appropriate correction.
- Resume building activities throughout high school so that graduates have things to put on their resumes Group projects surrounding career exploration Computer skills outside of google classroom. Typing speeds are very low. Ability to navigate spread sheets, read for content, and research basic information on the internet Math skills are low for those graduating from public schools. Ability to do fractions is the most common skill deficiency i've observed on our casa tests
- N/A
- Essential life skills such as budgeting, time management, and employability
- All kids should know the basics of jobs. Perhaps instead of ridiculous learning paths such as Spanish, or Foods, PE and what not, each student should take 2 years of vocational skills? Or teach them a trade like carpentry, maintenance, housekeeping, digital vocations like marketing, or mechanics?
- Critical thinking and respect and empathy
- All
- Communication, collaboration, entrepreneurship, leadership, critical thinking
- I think what we actually need to do is work with employers and union halls to help them better understand what is developmentally appropriate to expect of 17 and 18 year olds.
- Character plus strong academics.
- different forms of communication and relationships are essential to any organization.
- Written communication, technology/computer proficiency, communication, time management, project management
- SEL, community, service, integrity, responsibility. Academic skills are important, but the education should be well-rounded so that life skills are part of the curriculum. Practicality is just as important as academic knowledge.

- all of the above
- Career and Technical skill should be a high priority with hands on opportunities for all students to experience
- Basic skills, reading, writing, math, personal finance, basic life skills, learning how to acknowledge strong strengths and continuing to learn about them, helping youth have a direction or path out of HS, how to interview for a job, the realization of credit card, school or all debit in general.
- Create a grouping that all students can demonstrate.
- Make the students accountable for their actions.
- It is important to have a plan for full employment in areas where 4 year degrees are not needed. Keeping in mind students are able to be life long learners and some will be better prepared or have a greater desire to attend college at a latter time than high school graduation. We are doing a disservice to student that want professional careers where we could be preparing them for professional careers straight out of high school. Please stop the beliefs that ALL students need to attend 4-year colleges. We owe our students more than that route and we owe them the acknowledgement that a path other than 4 year college or even community college is the only option after high school.
- Cultural awareness, work ethic, and critical thinking.
- Accountability in ones actions and decisions.
- Communication, reliability,
- Communication, self-awareness, work-ethic
- Financial literacy, communication, and professionalism.
- In my opinion, lowering the bar of requirements will lead to lower outcomes. Expecting students to achieve and strive to do better is critical to their reaching goals that prepare them for the workplace and life.
- Young people, and for that matter, adults need to understand that, for emmployers to be successful, employees must: 1. Show up for an interview 2. Show up for work and have an expectation of service 3. Be willing to make the employer successful 4. Not just expect all benefits to flow to them without contributing Fundamentally, young people and for that matter adults today have been lead to believe that they are entitled to have a job/the employer is there to serve them/That their country is there to serve them whether or not they contribute to their country's success. We, as leaders and educators, HAVE FAILED IN THESE MATTERS AND WE ARE NOW WITNESSING THE RESULT AS YOUNG PEOPLE FEEL LITTLE FULFILLMENT, NO HOPE IN THE FUTURE AND UNCERTAINTY ABOUT A FUTURE AND THEIR PLANET.
- Collaborative, self-starting, self-motivated, open-minded, resilient approach to work skills and communication.
- Interpersonal communication skills
- Education on different types of jobs, how to find work, how to pursue promotions and better work
- White supremacist culture, anti-racism, implicit bias
- Completing the credits needed to graduate. They are sufficient.
- Critical thinking is an important skill for any living being, especially those involved in a democracy, like we are here in the US. The ability to digest information critically may likely help our populace make more informed decisions about the environments in which they live and the entire country, as a whole.
- Financial Literacy, environmental sustainability, multiple languages, cultural competence, ethics, communication, collaboration, systems thinking, creative problem solving, conflict resolution skills, perseverance, failure as part of learning, growth mindset, mindfulness, life wellness (physical, emotional, social)
- Ability to think for oneself. Not following crowd or propagandas
- Responsibility to meet requirements. Students are typically given opportunity to "retake" failed tests, turn in "late" work, etc. in pursuit of stating that the student has met minimum requirements, but this is done without consideration of how they met such requirements, most of which would not be allowed in the public workspace.
- career exploration & personal finance - encouraging students to explore career options before Senior year.
- Integrity, grit, resilience, emotional maturity, developmentally appropriate social skills, problem-solving, work ethic, math, reading and writing.
- Time Managment...showing up on time and really showing up..mentally and physically. Learning the idea that what you do has a ripple effect in the work force, having the ability to focus on the task at hand and work as a team each and every day

- The number of credits required to graduate should increase. Students should explicitly learn personal finance, digital literacy, cultural awareness/anti-racism, and soft skills. These are equity-centric skills that level the playing field.
- Attendance, service project, solving basic life skills not just book smart- applying their learning
- See above.
- Time management; work ethic
- Collaborative problem solving, critical thinking, communication skills. Time management and importance of respect and responsibility.
- I really want to have a personal finance type focus - self -sufficiency skills
- Work based learning experience.
- Skilled Trades: Train our students in their interests and their aptitudes not the one size fits all approach that is currently in place.
- Reinforcing basic skills such as math, language (English and a foreign language), and civics
- Those that require personal responsibility, engagement, demonstration of knowledge learned in multiple modalities, communication that is conveyed in both written and spoken word (with or without supportive technology as needed), and the ability to either learn or be willing to learn how to support others in word or deed. It needs to go beyond the academic scores and respect the intention and the impact that all learning can provide.
- work ethic, timeliness, and a positive attitude.
- Students need a balance between hands-on experiences/work skills and core classes.
- All essential skills. Proficiency in Math, Reading, Writing, Science
- Agreeing to disagree! Staying curious and willing to learn, global awareness, acceptance of "otherness", understanding ones values and beliefs. Allowing to rethink ones thinking. Transferrable learning - how to apply academic learning and how subject courses within HS connect to each other.
- Soft skills. Work Ethic. Time Management. Leadership.
- I feel that the students should have to take more requirements in CTE courses because we are teaching them the Employability Skills and the training they need to go straight into industry, to trade school, or to college. They should be required to be involved in at least on of the Career Technical Student Organizations (FFA, FCCLA, FBLA, Skills USA, DECA). Math courses should be taught with application in mind and not theory. Math should also be taught individually and not in groups because they need to know how to do it and not rely on others in the group. It is sad that we have to close business and kick out customers if the power goes out because today's younger people cannot calculate sales and make change without an electronic device to tell them what it is. Foreign language should not be required for entrance to a college because if you do not use the language, you forget it and it is a waste, when you could have been taking courses to help you be able to enter the workforce right out of school. Students should be required to take at least five classes, their senior year. The way it is now, they can graduate early or they can work their schedule, so they only have a couple of classes to take their senior year, so several students that could be benefitting by completing CTE programs are not doing it because they have their graduation requirements done and do not see the benefit of taking more classes when it is not a requirement, even though, teachers try to explain to them why it is important to do more than just the minimum. It is usually the last part of a program that the students can gain the most skills to be successful, but due to the graduation requirements, they do not get there.
- Mandate an Online learning component. Mandate work experience. Reduce LA credits to 2. Add a year of Public speaking
- This is an interesting question, many of the Priority Rating questions this survey started with are not related to "coursework" at the high school level. Question 6 changes the focus and ask about the Oregon Diploma, the current options for a diploma relates to school work and credits earned.
- Prioritize work ethic and resourcefulness. Students with lower academic skills can still be successful when they work hard to meet the needs of their employer and are willing to find a way to get the job done when they encounter difficulties.

- Self-sufficiency, self-advocacy, and self-direction are important and many students don't develop these skills organically through the public school system. Additionally, learning to give back to the community (school, church, town, county, etc.) and practicing humility and compassion for others is something that can be very lacking in high school students. Understanding the experiences of diverse populations should be prioritized. While the current requirements for an Oregon Diploma include extended application with regards to career learning, perhaps we should reinforce student learning and practicing of skills and knowledge that make them positive contributing members of society in ways other than work/career. With regard to the personalized learning requirement, ed plan and profile, and extended application, redesigning this to be more specific and meaningful while also supplies the funds for schools to implement more meaningful requirements would be an improvement. Providing case management for students or embedding skills into existing curriculum (ie: resume writing in language arts classes) would make the changes seem more manageable.
- Social and emotional competencies, leadership
- Adult life skills should be a class. Topics of mastery should include parenting, money management, employer expectations, and employability skills.
- Being able to read, listen, speak in order to communicate and self advocate everyday needs--being able to understand math (real world and theory of math concepts). Learning how to cope and handle failure along with success (developing perseverance, determination, problem solving skills. Students need to be able to use reason and logic as well as develop care, kindness and empathy for others. The common factor is being educated well and creating a caring community environment where students can share their lived experiences (not the lived experience of adults--or people in the media they do not know). Being trauma informed is important--but it is just as critical that students know how to cope with the hard stuff life throws at them. It is a disservice to students to excuse them from rigorous academics and ignore/dismiss developmental milestones.
- Work Ethic, Resiliency, Leadership, and Professionalism.
- Respect, follow-through, communication, willingness to learn
- Work ethic development, Personal responsibility/accountability
- You expect business and workforce partners to know what Senate Bill 744 is? We have day jobs. Don't waste our time.
- employability skills, knowledge of strengths & aptitudes and a collection of career connected learning experiences to guide post-secondary decisions
- I'm not sure how ODE could impose a graduation requirement addressing "values". Teaching someone to have a better work ethic would be hard curriculum to design. Skill set, typing/computer skills should be a requirement in today's world.
- We need to be teaching youth how to think for themselves, how to manage work and personal life. Youth need to be taught that life is not handed to them without working for what they may want/need in life. They need to be learning real life skills and that college is not the answer for every person.
- work ethic, collaboration, communication
- Team leadership
- Emphasis on not needed a college diploma to have a good fulfilling life.
- Financial management is vital. Exploration of and experience with a variety of different career options. Communication, reading & writing. Math, both the theoretical that is currently offered, statistics, and a concrete.
- Honesty, Integrity, Accountability, Professionalism, and the Ability to adapt, learn and grow with changing environments.
- Self awareness, empathy, communication skills, adaptability/flexibility/resiliency.
- Values-Tenacity, and Tolerance of others opinions Skills-Collaboration, our government examples show intolerance of each others opinions. One party comes in and erases what the party before it put into place. Collaboration and coming together to create solutions is becoming a lost skill.
- I honestly feel we need to take a step back and look introspectively. Students need to know how to balance a check book, apply for jobs, have some skills - what does it take to be a successful human? Knowing how to read and write are important, but how to use those skills is as important if not more.

- Literacy, math, science, citizenship
- Obviously the skills and requirements already in place. Plus, additional skills on cultural competency, collaboration, respect for others from all races, sexual orientation, ability levels, etc., that may be different from their own.
- Ability to work with others, awareness of differences (eg culture, race, sexuality, disability, socio-economics, etc) and ability to value them, ability to apply school learning to workplace activities
- Communication, resiliency, digital fluency, critical thinking, and adaptability and flexibility.
- Ability to learn, long-term proficiency (tenacity), and follow through
- Resilience, ability to ask for help, communication (written and verbal), critical thinking, humility and empathy
- Open communication with accountability and kindness, supported by a willingness to learn and improve
- Being able to communicate and appreciate other perspectives in a respectful way without divisiveness.
- critical thinking, problem solving, team dynamics
- Learning a 2nd language (global economy and cultural competence) 2. Certification in employable skills (examples: spreadsheet preparation, business communication, business related software systems (inventory, accounting, sales, production) 3. Work ethic (don't just let students skate by for legal reasons (ie pandemic lowering of standards)) It won't help them in the workforce. 4. Professionalism (how to dress for interviews, how to communicate professionally, integrity)
- Life skills (inc. personal finance, understanding of the systems they will encounter regarding healthcare, taxes, voting, prison, etc) Social-Emotional Learning Skills (coping skills, interpersonal relationship skills, resiliency. empathy) Self-awareness (values and priorities as well as aptitudes, information gleaned from career interest surveys) Critical Thinking Communication Skills
- Personalized Learning Requirements
- Financial literacy and responsibility doesn't seem to be emphasized enough in high school. I graduated from Oregon City High School, and I voluntarily took a Personal Finance class as an elective - but don't remember being taught much about financial literacy and skills related to that aside from in that class. Students are taught that college and trade schools are the best option for their future, even if they don't have the money to pay for school - they're given the option to take out loans which many don't realize the implications that has on them if they drop out of school, can't find a decent paying job, and can't pay back their loans. Many also don't realize the impact of high interest rates on their principal balance, and they are stuck paying their student loans for years/decades, often barely making a dent on the balance. Emphasizing alternative pathways and career interests should be a bigger priority, and taking more time (and more required classes) to make sure students understand the concepts of interest rates, loans, credit score, tuition, taxes, the cost of living (realistic numbers/examples based on local costs of housing, food, etc.), minimum wage, careers/jobs/trades/post-secondary schooling, etc. should be woven into the graduation requirements state-wide (and federally).
- Understanding the real world and how to function in it, not on extraneous facts or on information that is hard to see as relevant to life
- Work Ethic, Self-Awareness, Cultural Awareness & Humility
- Having a skill specific to a job or career. As well as knowing what's available for them in their future
- Critical thinking, self-awareness, self-management, social skills, a whole-person approach-opening up to how the student engages in and with the community; how they engage in school is not always reflective of how they engage in other spaces(work, church, clubs, camps, etc)
- Critical thinking and work ethic are lacking in our current requirements. This is because education is not currently focused on teaching skills and holding students accountable, but instead trying to fix all the systems around the students.
- Sorry, but these skills are very important, but difficult to measure(frequently subjective and time-consuming.) I strongly question whether they should be added to the "load" asked of schools to specifically teach and measure-- instead, I would encourage staff to "teach them" in terms of their regular approach to class and to activities (co-curricular activities are often the best vehicle for teaching many of these skills). In other words, schools shouldn't get more deeply involved in "teaching them and measuring them", but they should not shy away from incorporating them and their importance in class and activities.

- The ones I checked above.
- I think all of the above are important in the priority listing given
- Technology, Cultural awareness, empathy, critical thinking, problem solving, communication
- critical thinking, communication and
- accountability
- As noted
- Comprehensive career development and employability skills training is not explicitly required for K-12 or high school. There is too much gray area in these areas and there should be specific requirements per grade level beginning in middle school related to career development and employability skills.
- common life skills-cooking, check book, budgeting, change tire, how to handle disappointment and normal challenges, conversations as employee, respectful work place or with supervisors
- Professionalism skills - Communications, Safety, Teamwork, Problem Solving, Time Management, Character, Respect, Reliability Civics - understanding the elections process, including voting, political contributions, and expectations of serving in office.
- Work ethic and professionalism (including taking responsibility)
- Essential skills, work ethic, interpersonal communication and teamwork
- I think the 10 skills that are outlined in the Oregon Employability Skills curriculum are a good place to start. We are seeing a change in business and a stronger focus on culture. Students need to understand their strengths and self-awareness to drive effective career selection.
- Work ethic and resiliency after the pandemic.
- Integration of skills to all courses, not just a course.
- Core Content, Career and Technical Skills, Wide array of elective opportunities
- I think the skills that I have stated up above as lacking.
- Digital literacy, technology skills, critical thinking
- Professionalism, resiliency, time management, critical thinking, work ethic
- Financial Literacy, Career Exploration (these are embedded in coursework but should be stand alone courses to help students prepare for the future.
- Work samples. For example, project-based learning presentations or portfolios where students demonstrate in concrete ways multiple skills. Alternatively, work/internship experiences, apprenticeships, research projects.
- Real world employability skills and practice; mock interviews, presentations, public speaking, and job applications. Resumes, taxes, checking and savings and credit lessons.
- Money management, Work ethic, speaking, technical writing
- Hands on skills for our work place. Schools need to be required to offer business classes, skill trades classes and not just focusing on the core classes.
- Individual accountability, character, problem solving, reading, writing, mathematics in real-world problem solving.
- Literacy Communication (Oral and Written) Math Problem Solving STEM Decision Making "Soft Skills"
- communication and cultural competency
- Mental math. Workplace literacy. Completing assignments on time.
- While I think it is important to work on increasing the employability skills, I have concerns about adding additional requirements that may affect how our schools focus on this topic. I am not comfortable adding an additional requirement on our schools at this time until I review this Senate Bill.
- communication, analysis, time management, ethics,
- Professionalism; digital skills (basic computer skills - not just tablets); time-management; adaptability (eager to learn)
- If the skills are essential, then all of them in addition to academics. I know that is a lot, but they can and should be incorporated into the curriculum of all academic subjects once a final set of skills are adopted.
- The old fashioned basics are still needed - literacy (reading and writing), math, history, civics. Many employers are struggling with the poor writing skills of today's high school graduates. Many employers find today's high

school graduates are poor readers, which really limits an employee's ability to follow instructions and do the job well. Work ethic, communication skills are important.

- Personal finance Integrity. Taking on the most challenging assignments. Goal setting Bi lingual.
- Focus on Emotional Intelligence and the ability for employers to assess EQ with a grade or score. Teach financial literacy in high school so students can make better money decisions later and don't get saddled with student and other debt.
- Assess their bending in junior high. More diverse workforce awareness campaigns in elementary.
- Critical thinking, goal setting, work ethic, empathy, finances, computer skills

Appendix D: What lists of skills, resources, materials, links, etc. are you using to prepare the next generation for employability that would be helpful for others in Oregon?

- On the job training for time management and communication skills. Our younger employees lack accountability for being to work on time, returning to work from lunches or break in a timely manner, and understanding that there are jobs that are 8-5 that don't allow for flexibility. Additionally, teaching these employees that you need to be able to communicate through face to face conversations not only electronically, and when communicating electronically it needs to be done so professionally.
- Paid Internships. Work based learning
- Hands-On projects, Volunteering on community projects and introductions to Union and Open shop possibilities.
- We use the Bend Tech Success Skills (10 employability skills). Ask our principal, Sal Cassaro for a copy.
- 21st century employability skills curriculum and assessment
- The Rogue Valley's Business-Education Partnership spearheaded the creation of an Essential Employability Skills Rubric in 2018. Regional partners provided a presentation on this rubric to the Oregon Workforce & Talent Development Board – Essential Employability Skills Task Force in June of 2020 (<https://tinyurl.com/yckpyzxd>). This regional work was also highlighted in the WTDB's "Essential Employability Skills, Needed Now More Than Ever" report published in December 2020 (<https://www.oregon.gov/workforceboard/data-and-reports/Documents/WTDB-Essential-Employability-Skills-Report-FINAL.pdf>). This EES rubric is actively being used by our region's K-12 school districts, Rogue Community College, Southern Oregon University, WorkSource Rogue Valley, and our targeted industry sector employers. In 2020, regional partners also created a new Empower LaunchPad series of virtual workshops available through WorkSource Rogue Valley (<https://yesempower.com/%f0%9f%9a%80-the-launchpad-series/>). These six workshops are directly linked to our Essential Employability Skills Rubric and provide applied learning experiences for enhancing these skills in job/career-seekers. Regional partners are also in the process of developing a website that will allow student and adult career-seekers to use the rubric to do self-assessments, and also save these so they can track their skill development progress over time. This will also allow teachers, counselors, career coaches, and employers to assess and provide on-going feedback to end-users on their skill development progress on the rubric continuum. Ultimately, employers want to be able to ask job/career-seekers to voluntarily share their portfolio of progression in the development of these skills as part of their job hiring, on-boarding, and career advancement process. Thus, creating a seamless continuum from K-20 education and skills training to workforce readiness and employee human resources/staff development. The Rogue Valley EES rubric is a demand-driven tool, crafted in partnership by industry, education, and workforce leaders, and is grounded deeply in the actual day-to-day priority needs of employers. We are creating a "pull" and not a "push" system in which real-time employer demand becomes a driving force for the positive alignment of the education and workforce training system, and improvement in the desired results in this arena of essential employability skills, as well as other workplace skills. For more background on creating a demand-driven education and workforce system, see: • <https://www.brookings.edu/research/understanding-the-skills-gap-and-what-employers-can-do-about-it/> • <https://www.hbs.edu/managing-the-future-of-work/Documents/bridge-the-gap.pdf> • <https://www.uschamberfoundation.org/managing-talent-pipeline-0>
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<https://www.brookings.edu/research/understanding-the-skills-gap-and-what-employers-can-do-about-it/>

<https://www.hbs.edu/managing-the-future-of-work/Documents/bridge-the-gap.pdf>

<https://www.uschamberfoundation.org/managing-talent-pipeline-0>

- RV Essential Employability Skills Rubric Training of High School students in career pathways that they are interested in learning more about. This allows them exploration without spending a lot of money just to find out they are not interested in that career
- We have developed a regional employability skills rubric through the Rogue Valley Business-Education Partnership. This rubric is used by K-12 and higher education to introduce students to the qualities our regional employers seek. We then help our students (of all ages) develop these skills. Rogue Community College has build this rubric into its assessment standards for all career and technical programs.
- Making them responsible for their actions
- n/a
- Rogue Valley Essential Employability Rubric
- N/A
- We have created a class for you to take that teaches them things like time management, professional and the times when it is needed, dress, work ethic etc.
- YouScience platform supports Self-Awareness
- Social Emotion Learning (school counselors in classrooms teaching lessons).
- Career Tree, YouScience
- CIS Traitify
- I've moved into a new role this year, so this question doesn't directly apply to me; however, in the past, I emphasized all the skills listed above in some form or another in my classroom.
- nothing in particular but showing how the least "important" job is critical to a satisfactory outcome for the organization.
- career centers and workshops and internships,
- 21st Century Skills curriculum
- We are focusing on self-regulation, communication, relationship building, and problem solving as part of SEL development for all students regardless of their post high-school plans.
- reflecting and writing about goals; learning metacognitive skills and critical thinking
- NA
- Mock interviews and resume feedback. Tring to explain that you need to work you way up and gain a foundational understanding. You are less like to just jump in and own a role.
- Community connections
- on the job and proprietary curriculum, new hire passport, etc.

- Resiliency, skills training in GED testing and access to free testing, career guidance: [onetonline.org](https://www.onetonline.org), <https://www.truity.com/test/holland-code-career-test>, <https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/>
- Many
- Encouraging both independence and Teamwork. Asking for help is okay but not enabling students. ADLs are important and hands on learning/teaching is important.
- In the spring of 2022 I will be teaching workshops to adults and youth in a low income area about work ethics, how to find a job, and how to be a good employee. Plan is to cover "how to get a good job and keep it"from job search, applying, writing a resume, interview skills, and thank you notes.
- Equity decision making tool, open-hour mentoring
- Engaged with our own required online mandatory and optional course work for employee training, development course work at no cost to employees on LinkedIn, and refresher courses on select topics annually
- on the job training opportunities, team building exercises, financial literacy
- On the job real life experience as well as mentorship with a caring, experienced professional who invests themselves into the life & success of the applicant through mutual partnership & respect. The applicant must demonstrate a solid work ethic, punctuality, and desire to learn & improve for this process to be successful. Failure is a normal part of any journey to success. Experience teaches the life skills of managing failure & rightly responding which often results in determination & education & eventual success.
- I am not in the classroom, but I do help students mitigate college entrance and skills needed to be in out in the world. Usually by helping them go to websites to find information and from my own knowledge.
- On the job training, training in real time and Traitify
- Future tech skills and mediums universal design for learning, inclusive design for learning, prevention and intervention science.
- MEGI, Group Guided Discovery
- Communication!
- Work Ethic! Work harder than the older people around you
- Hands on projects, real life scenarios
- A shovel and a hard days worth of work, would do these kids some good .
- The Rogue Valley's Business-Education Partnership spearheaded the creation of an Essential Employability Skills Rubric in 2018. Regional partners provided a presentation on this rubric to the Oregon Workforce & Talent Development Board – Essential Employability Skills Task Force in June of 2020 (<https://tinyurl.com/yckpyzxd>). This regional work was also highlighted in the WTDB's "Essential Employability Skills, Needed Now More Than Ever" report published in December 2020 (<https://www.oregon.gov/workforceboard/data-and-reports/Documents/WTDB-Essential-Employability-Skills-Report-FINAL.pdf>). This EES rubric is actively being used by our region's K-12 school districts, Rogue Community College, Southern Oregon University, WorkSource Rogue Valley, and our targeted industry sector employers. In 2020, regional partners also created a new Empower LaunchPad series of virtual workshops available through WorkSource Rogue Valley (<https://yesempower.com/%f0%9f%9a%80-the-launchpad-series/>). These six workshops are directly linked to our Essential Employability Skills Rubric and provide applied learning experiences for enhancing these skills in job/career-seekers. Regional partners are also in the process of developing a website that will allow student and adult career-seekers to use the rubric to do self-assessments, and also save these so they can track their skill development progress over time. This will also allow teachers, counselors, career coaches, and employers to assess and provide on-going feedback to end-users on their skill development progress on the rubric continuum. Ultimately, employers want to be able to ask job/career-seekers to voluntarily share their portfolio of progression in the development of these skills as part of their job hiring, on-boarding, and career advancement process. Thus, creating a seamless continuum from K-20 education and skills training to workforce readiness and employee human resources/staff development. The Rogue Valley EES rubric is a demand-driven tool, crafted in partnership by industry, education, and workforce leaders, and is grounded deeply in the actual day-to-day priority needs of employers. We are creating a "pull" and not a "push" system in which real-time employer demand becomes a driving force for the positive alignment of the education and workforce training system, and

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<https://www.hbs.edu/managing-the-future-of-work/Documents/bridge-the-gap.pdf>
<https://www.uschamberfoundation.org/managing-talent-pipeline-0>

- none
- Organizations like FFA are essential today
- empathy, time management, cultural awareness,
- I have used information from the Oregon Transition Network, MEGI Curriculum, Employability Skills Standards as per our district, modeling, open discussions, my own classroom expectations that align with district level employability standards
- Group projects and collaborations, discussion around what it means to be an adult - budgeting, time management, what to do when stressed, how to cook a meal, etc
- Life Skills- Time management, personal banking, and workplace ethics. Vocational Skills- preapprenticeship skills.
- I focus on developing executive functioning skills and utilize brain-based, trauma-informed, self-regulation practices.
- Internal training program, state sponsored apprenticeship programs, NWHPEC training materials
- None, I'm a counselor and I am too busy with responsive services (student crises) to be pro-active about this.
- Mindfulness/Mind Up, Second Step, Steps to Respect, Kelso's Wheel of Choices, Superflex Social Thinking, Growth Mindset: GEM, Mojo Dojo videos,
- CTE classes
- Treat students like employers would treat them. Hold them accountable for their actions.
- Understanding them as a complete person, trying to meet them where they are, and trying to put them on a path that they perceive as improving themselves.
- Working with youth in self-awareness, self-management, social awareness and team performance through programs like True Colors (Wings)
- N/A
- Way to many to list. One basic one is part of their grade is based off their career skills such as showing up on time, working well with others staying on task, etc. This is under a CTE class.
- On the job training. 1:1 mentoring, hands-on teaching.
- Hands on, real world experiences
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- continually learning whether it is credit based towards a degree or development of skills to be a better employee and/or leaders.
- PC workstations and technology are the most useful things we have, and required knowledge in any CTE-related industry.
- I am a Youth Employment Counselor for COIC in Bend, Oregon. The majority of my time is spent striving to prepare youth to enter the workforce and make them more employable. I supervise the Work Education Program, place youth in paid work experiences related to their career interests, assist in job searches, resume building and we provide a FREE driver's education course. We use grant funds to pay for birth certs, state ID's/driver's licenses, driver's education, job related tools/clothing. My name is Matt Mahoney, you can email me @ mmahoney@coic.org or call @541-403-0099 if you would like to discuss in more detail what we are doing to prepare the next generation for employability.
- Internships or youth work experience
- The Rogue Valley's Business-Education Partnership spearheaded the creation of an Essential Employability Skills Rubric in 2018. Regional partners provided a presentation on this rubric to the Oregon Workforce & Talent Development Board – Essential Employability Skills Task Force in June of 2020 (<https://tinyurl.com/yckpyzxd>). This regional work was also highlighted in the WTDB's “Essential Employability Skills, Needed Now More Than Ever” report published in December 2020 (<https://www.oregon.gov/workforceboard/data-and-reports/Documents/WTDB-Essential-Employability-Skills-Report-FINAL.pdf>). This EES rubric is actively being used by our region's K-12 school districts, Rogue Community College, Southern Oregon University, WorkSource Rogue Valley, and our targeted industry sector employers. In 2020, regional partners also created a new Empower LaunchPad series of virtual workshops available through WorkSource Rogue Valley (<https://yesempower.com/%f0%9f%9a%80-the-launchpad-series/>). These six workshops are directly linked to our Essential Employability Skills Rubric and provide applied learning experiences for enhancing these skills in job/career-seekers. Regional partners are also in the process of developing a website that will allow student and adult career-seekers to use the rubric to do self-assessments, and also save these so they can track their skill development progress over time. This will also allow teachers, counselors, career coaches, and employers to assess and provide on-going feedback to end-users on their skill development progress on the rubric continuum. Ultimately, employers want to be able to ask job/career-seekers to voluntarily share their portfolio of progression in the development of these skills as part of their job hiring, on-boarding, and career advancement process. Thus, creating a seamless continuum from K-20 education and skills training to workforce readiness and employee human resources/staff development. The Rogue Valley EES rubric is a demand-driven tool, crafted in partnership by industry, education, and workforce leaders, and is grounded deeply in the actual day-to-day priority needs of employers. We are creating a “pull” and not a “push” system in which real-time employer demand becomes a driving force for the positive alignment of the education and workforce training system, and improvement in the desired results in this arena of essential employability skills, as well as other workplace skills. For more background on creating a demand-driven education and workforce system, see: • <https://www.brookings.edu/research/understanding-the-skills-gap-and-what-employers-can-do-about-it/> • <https://www.hbs.edu/managing-the-future-of-work/Documents/bridge-the-gap.pdf> • <https://www.uschamberfoundation.org/managing-talent-pipeline-0>
- Oregon Band Director's Association Performance Rubric Unity Learn Curriculum Framework Repl.it Teams Intro to Python and Intermediate Python curricula
- The pandemic has shown that working remotely and from home is completely viable for many jobs. Having the ability to work remotely will become increasingly important and having the needed technology and internet connection to do so.
- Local Leadership courses, development of OJT at our facility to cover "expectations" of our company and current industry.

- Lots of youtube videos. There are excellent, short and very detailed youtube videos that explain almost every concept in a bite-sized and relatable format.
- The majority of the ones listed above.....delivered hands on with a Work ed model where students are paid to work on outdoor field projects while in school.
- Washington County School to Career Program
- Learning about Communications styles and Emotional Quotient; technical training for specific jobs or certifications that we pay for, but that requires the person to take the initiative to study and the dedication to work on their own to solve problems so they learn how to do that.
- New World of Work, AmatroL LMS
- The Rogue Valley’s Business-Education Partnership spearheaded the creation of an Essential Employability Skills Rubric in 2018. Regional partners provided a presentation on this rubric to the Oregon Workforce & Talent Development Board – Essential Employability Skills Task Force in June of 2020 (<https://tinyurl.com/yckpyzxd>). This regional work was also highlighted in the WTDB’s “Essential Employability Skills, Needed Now More Than Ever” report published in December 2020 (<https://www.oregon.gov/workforceboard/data-and-reports/Documents/WTDB-Essential-Employability-Skills-Report-FINAL.pdf>). This EES rubric is actively being used by our region’s K-12 school districts, Rogue Community College, Southern Oregon University, WorkSource Rogue Valley, and our targeted industry sector employers. In 2020, regional partners also created a new Empower LaunchPad series of virtual workshops available through WorkSource Rogue Valley (<https://yesempower.com/%f0%9f%9a%80-the-launchpad-series/>). These six workshops are directly linked to our Essential Employability Skills Rubric and provide applied learning experiences for enhancing these skills in job/career-seekers. Regional partners are also in the process of developing a website that will allow student and adult career-seekers to use the rubric to do self-assessments, and also save these so they can track their skill development progress over time. This will also allow teachers, counselors, career coaches, and employers to assess and provide on-going feedback to end-users on their skill development progress on the rubric continuum. Ultimately, employers want to be able to ask job/career-seekers to voluntarily share their portfolio of progression in the development of these skills as part of their job hiring, on-boarding, and career advancement process. Thus, creating a seamless continuum from K-20 education and skills training to workforce readiness and employee human resources/staff development. The Rogue Valley EES rubric is a demand-driven tool, crafted in partnership by industry, education, and workforce leaders, and is grounded deeply in the actual day-to-day priority needs of employers. We are creating a “pull” and not a “push” system in which real-time employer demand becomes a driving force for the positive alignment of the education and workforce training system, and improvement in the desired results in this arena of essential employability skills, as well as other workplace skills. For more background on creating a demand-driven education and workforce system, see: <https://www.brookings.edu/research/understanding-the-skills-gap-and-what-employers-can-do-about-it/> <https://www.hbs.edu/managing-the-future-of-work/Documents/bridge-the-gap.pdf> <https://www.uschamberfoundation.org/managing-talent-pipeline-0>
- Any understanding of basic mechanical/engineering skills is extremely helpful. As is experience/skills with basic computer competency (Microsoft Office Suite and general programming such as python is super helpful). Most people can be fairly successful in entry level positions with good work ethic and attendance.
- critical thinking skills
- technology, innovation, entrepreneurship skills
- NA
- mentoring digital resource kit at Brightfutureumpqua.com Minds on, hands on camps and pop up experiences to explore careers
- Students need to be able to work with technology, are able to communicate verbally and through written or electronic means, and lastly, have the ability to practice the skills they need for their work/skill choices.
- Emphasis on critical learning skills.
- I have my students clock in and out, like they were at a job. I encourage them to give 100% on assignments as if they were at a job.
- clocking in and out time lines

- NEW WORLD OF WORK BADGES
- Hands on life skills, ability to adjust to what is thrown your way
- The Rogue Valley’s Business-Education Partnership spearheaded the creation of an Essential Employability Skills Rubric in 2018. Regional partners provided a presentation on this rubric to the Oregon Workforce & Talent Development Board – Essential Employability Skills Task Force in June of 2020 (<https://tinyurl.com/yckpyzxd>). This regional work was also highlighted in the WTDB’s “Essential Employability Skills, Needed Now More Than Ever” report published in December 2020 (<https://www.oregon.gov/workforceboard/data-and-reports/Documents/WTDB-Essential-Employability-Skills-Report-FINAL.pdf>). This EES rubric is actively being used by our region’s K-12 school districts, Rogue Community College, Southern Oregon University, WorkSource Rogue Valley, and our targeted industry sector employers. In 2020, regional partners also created a new Empower LaunchPad series of virtual workshops available through WorkSource Rogue Valley (<https://yesempower.com/%f0%9f%9a%80-the-launchpad-series/>). These six workshops are directly linked to our Essential Employability Skills Rubric and provide applied learning experiences for enhancing these skills in job/career-seekers. Regional partners are also in the process of developing a website that will allow student and adult career-seekers to use the rubric to do self-assessments, and also save these so they can track their skill development progress over time. This will also allow teachers, counselors, career coaches, and employers to assess and provide on-going feedback to end-users on their skill development progress on the rubric continuum. Ultimately, employers want to be able to ask job/career-seekers to voluntarily share their portfolio of progression in the development of these skills as part of their job hiring, on-boarding, and career advancement process. Thus, creating a seamless continuum from K-20 education and skills training to workforce readiness and employee human resources/staff development. The Rogue Valley EES rubric is a demand-driven tool, crafted in partnership by industry, education, and workforce leaders, and is grounded deeply in the actual day-to-day priority needs of employers. We are creating a “pull” and not a “push” system in which real-time employer demand becomes a driving force for the positive alignment of the education and workforce training system, and improvement in the desired results in this arena of essential employability skills, as well as other workplace skills. For more background on creating a demand-driven education and workforce system, see: <https://www.brookings.edu/research/understanding-the-skills-gap-and-what-employers-can-do-about-it/> <https://www.hbs.edu/managing-the-future-of-work/Documents/bridge-the-gap.pdf> <https://www.uschamberfoundation.org/managing-talent-pipeline-0>
- We completely train or in this case retrain all employees to thrive in our work environment, some make it some continue life's lessons elsewhere.
- Mentorship and set challenging but obtainable goals in the workplace.
- Skills to Pay the Bills
- Increasing student Work Ethic, technology skills, and professionalism.
- The best answer to this question is very simple, if this generation just follow what we were taught from our forefathers about work ethics, self study, read journals, newspaper, documentary accounts, spiritual materials, and listen to great authors of our last generation of leaders who gave great insights of our freedoms we take for granite without sacrificing for and giving nothing of ourselves . If a person just listened to a older person who lived and got their story of what it took to get through life ; you would have something valuable.
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- electrical circuit analysis, mechanics, hydraulics, pneumatics, motor control, digital logic, semiconductor devices and circuits, PLCs, industrial control, power generation and transmission
- I teach students about human development, society, class inequality, income vs. wealth, emotions, and perceptual bias. We practice written and verbal communication skills. Lots of discussion and evaluation of personal strengths and weaknesses how our thinking influences our behavior.
- OJT.
- timesheets with a spot to write what tasks they worked on for the day.
- Wheretogobro.com Nccer credentials Osha-10 career safe PNCl carpenters credentials
- 20+ years in industry has taught me more than any book ever has. I try and teach applicable skill from what I have learned the hard way
- Mock interviews, organizational skills, time management, learning to prioritize
- None
- A variety of assessments of these skills and learning outcomes along with a wide variety of resources to encourage the development of these skills.
- Detailed work instruction, mentorship.
- Get or has been vaccinated!
- Allowing people the space to think and be responsible for their conclusions, good or bad.
- Online training programs, one on one training, and math and reading.
- Critical thinking and problem solving
- We teach individualism and self sufficiency to handle any task. This leads to spatial awareness and critical problem solving without constant hand-holding.
- Many applicants do not meet the math requirement so our office now offers the WorkKeys exam to applicants
- n/a, I am an employer
- we are providing trade school skills. We provide hands on training in multiple areas.
- I am a classroom CTE teacher, so I use a variety of resources to teach my CTE classes. I try and keep an employability skills focus, to train students to be ready for success after high school.
- We only have our in house training program.
- resume writing, work study, interviewing practice and strategies, completing a job application and writing a cover letter
- On site job training and encouraging entry level work for all.
- AVID, Common Sense,
- None, I am a maintenance director with very little direct contact with the students with no instructional learning responsibilities.
- Teach Knowing the reason behind the solution
- Oregon CTE Curriculum

- I think that there should be more of learn by doing examples. Too many times have there been not enough drive put behind the youth. Too much of them being a follower and not a leader. Too passive.
- Real world experience at a young age
- Career related work experiences. We need to get our students out of the classroom setting sooner to experience some hands on experiences.
- Here is one example: <https://youth.workforcegps.org/resources/2020/03/24/11/13/Resources-on-Trauma-and-Trauma-Informed-Care>
- Too many to list in CTE
- A few years ago I spent the summer and interviewed business owners in my county. I interviewed 100 business owners. I asked each of them the same list of questions. One question was what 5 things do you need to see in a perspective employee. The list of 5 averaged to: Comprehend instructions, Pass a drug test, Valid Drivers license, Show up on time everyday, use a computer and type 25 words per minute. Where I teach technology, Not only do I teach CAD but Outlook, Corel, and the equipment they operate. The average student is good with their phone but they can't figure out email address, how to type a letter or do appropriate research. If its not on youtube so they can "monkey see monkey do" they can't accomplish much on their own.
- Nothing specific.
- organization, critical thinking, computer
- Community Service
- trade books, internet videos and articles, classroom courses, and in field experiences.
- I treat each person as a human, with the same compassion and I don't pity anyone or criticize individuals for their heritage. everyone is a human its that simple.
- ability to read and analyze what they've read
- Technology, hands on learning/trades, community service
- I don't really have a list.
- BOLI website
- Following all info on ODE website and cultivating job soft skills curriculum for graduating seniors.
- D2L
- N/A
- ??
- I use Oregon's tax explanations and instructions when onboarding these recently graduated employees so that they know they are doing it correctly. We also have Zywave as a training tool and an employee handbook for when they have policy questions.
- Miller open book, hands on training
- JJ Keller and Fred Pryor. All the rest are from industry knowledge we have compiled in house for training.
- Internships
- n/a
- Brene Brown collection of leadership books.
- Internet job research. Job search links and how to create an account. How to interview. Resume writing. Proper attire
- -
- Oregon CIS, books that emphasize cooperation over competition, that feature strong role models for people of color, that utilize different types of people (LGBTQ+, handicapped, Bipoc, etc.) as their main characters, etc.
- Employment skills
- Skills: Work-life Balance, Work Ethic, Commitment, Flexibility, and Persistence, believe their self and follow their passion.
- Team work training
- Oregon Employability Skills.
- Encouragement in talents and belief in individual skill and talent. Reinforces resiliency.
- Money handling skills, hands on training, vocational skills, career in all fields and knowing what they have to do to get there.

- Work ethic, hard and soft skills they possess, understanding what employability means.
- phones Chromebook WWW colaberation advocacy discussion analisis
- <https://www.indeed.com/career-advice/career-development/professional-skills>
- professional certifications (not just diplomas)
- Nurturing from parents and care givers.
- Second Step, The Leader in Me, Journeys Reading, Eureka Math, Discovery Education Science
- Personal Finance
- We are beginning to use internships as a way to prepare high school students for employability and meeting the needs of the workforce.
- Clear expectations of work performance, attendance and cooperation. See student handbooks, grading procedures and attendance records.
- I spend as much time as possible letting the next generation know what we are looking for and what to expect through being invited to High Schools, inviting teachers and administrators to the workplace. I am also on the school board in my town in part to represent industry.
- It is more about how you teach than what you teach. Provide opportunities for cooperative groups, present students with real world problems that students can solve.
- I do my best to teach respect for others and superiors. I also do my best to teach honour for one's community and school by showing youth how to care for others by not damaging or sullyng to school they attend.
- Computer Science- coding, programming, automation & robotics, 3D printing, cyber security, and proficiency with applications like (Microsoft, Adobe, 3D browser programs. sketch up, tinkercad, etc),
- Kindness, thoughtfulness, research, being open to new concepts, not assuming you are being personally insulted when presented with differing opinions or ideas.
- Workforce development projects, allowing students to participate in community events
- Tyler & Titan software.
- n/a
- It would great if the state of Oregon actually had industrial arts teaching degree. Would we get an accountant and say yep he can teach math because he's done it in the workforce? Doesn't make much sense does it.
- WorkSource Rogue Valley has an Employability Skills Rubric that is gaining traction in our area.
- I am currently an elementary principal. We have a high priority on social emotional learning right now. We do not have budgets for much outside of our current subject areas.
- Computer science skills: basic programming, website development, internet scrutiny and tech communication.
- careers exploration, CTE programs, aptitude testing
- Local counseling/behavioral partnerships. Social Emotional Learning Curriculums Diversity Training Created a student podcast for voices to be heard and shared. Student/Staff Wellness programs Character Strong Curriculums
- We have too many resources, networks, or supports for students today. It seems that more programs and supports are constantly coming to us and I have yet seen a system of support that truly helps students gain skills and intangible traits to propel them into their futures. Many of these resources seem great on the service, but ultimately the student does not see the gain.
- I work for Vocational Rehabilitation as a Pre Employment Transition Service Coordinator. Working with students age 14 - 21 who experience disabilities. I have designed workshops in Self Advocacy, Job Readiness, Post Secondary Education, Work Based Learning , Job Exploration Counseling. Set up Job Shadows, Informational Interviews, Interest and Ability Assessments, Personality Assessments, Teaching Motivational Enhancement Group Intervention Course(making decisions and prioritizing strengths, values & looking at road blocks), Discovery curriculum to learn about career fields, CIS Career Information Systems, Quality Info/ web based
- Implementation of more CTE programs that have accountability rubrics, personal finance classes, presentations that include professional dress and public speaking.
- No set source.
- We work with customers and contract employees to assure clear communication to assure that expectations of all parties are met and exceeded, wherever possible.

- CTE Business Standards, own extensive experience in senior management in international business,
- N/A
- Job related skills are being taught.
- hands on courses that lead to real life experiences in school ie: 3d printing, culinary classes, tiny house building, tig welding, etc.
- >
- A variety of things
- With the new focus on jobs in trades, it would help younger people get work experience would be to revise the BOLI laws that govern ages for work and type of tools and jobs they can do. When kids are young and want to work it seems there are barriers for them to do so & rules make it hard for employers also.
- Transition goals, basic money handling, an attitude of service
- n
- AVID strategies and executive functioning skills, SEL curriculum
- SEL: Caring School Community. Diversity: Social Justice Standards from Learning for Justice.
- Most of our clients are adults, so we do not have resources, skills or materials.
- Work and life skills workshops provided through our Career Services Center. (Resume and Cover Letter Writing, Interview Skills, Networking, Career Exploration) Collaboration and individual services through other grant programs such as WIOA Employment Services and the TANF JOBS program. A focus on andragogy and teaching students to take responsibility for their own educational journey; teaching things like office protocol through guided interactions at the college; teaching students to advocate for themselves and their personal and educational goals.
- We have developed a senior portfolio that requires a resume, college/job application, letter of interest, 10 hours of community service, and a scholarship application.
- Adapting curriculum to meet these soft skills
- As part of our core curriculum, we disperse materials related to our trade.
- One of our District's critical goals: Embrace applied, experience-based learning as a core part of curriculum to enhance critical thinking, encourage creativity, promote problem-solving and inspire curiosity.
- <https://esoftskills.com/soft-skills-training-for-construction-professionals/>
- I work with industry partners to determine the most important skills and how to bring them to students. For instance, we use the Agile framework for large projects in my classes, which is considered best practice in industry. It covers a wide range of the topics listed above. Student led projects, regardless of subject, hit multiple of these areas. In many ways these skills are gotten through pedagogy choices rather than dictating content area focus on them.
- Reading; writing; speaking; ability to speak Spanish is a plus; digital training; culturally responsive services.
- We are exploring Social Emotional Learning strategies more extensively in our Advisories and in general education courses significantly more than we have in the past.
- Oregon CIS programs, school counselor, one on one conversations
- N/A
- group work, listening and presentation skills, responsibility
- Grit, and a continued expansion of CTE skills
- Social emotional skills, relationship skills, mental health, self care, emotional regulation
- N/A
- Nonprofits and community-based organizations; after-school and summer programs; emphasizing early learning
- We are using CIS, a career and college counselor, industry tours, job shadows, internships, and career fairs
- I dont work directly with youth in my current position.
- We are starting internally within our current staff by up training everyone.
- Skills to pay the bills, Hey get a job!, Person Centered Planning, MEGI, CIS, TFOLIO,
- n/a
- n/a
- New World of Work

- na
- Trying to provide materials that provide facts rather than emotional interpretations opinions disguised as "facts." Teaching students how to gather information (aka, research) and what true research involves. Teaching students to analyze whether information is subjective (as in opinions) or objective (providing facts and citing where the facts came from). Information literacy --- what it means, how it is used, and how it can be manipulated
- Non at this time
- I am teaching young people to see and capture the world in a personal and authentic way through the art of photography
- We are trying to build resilience, critical thinking, and kindness
- 21st century skills. I use them as my grading standards and the only thing that matters in my courses.
- Math and financial literacy, writing abs speaking skills
- Apprenticeship
- N/A
- Mike Rowe Works NC3 certification; Oregon Employability Skills (New World of Work)
- I am in a trade that if you dont work hard and grasp quickly what you are learning from On The Job Training you will be cut loose. Our Trade believes in the Do as I do type of training.
- Staying on touch with local high schools
- For students with disabilities, there are Pre-Employment Transition Services offered by Vocational Rehabilitation. Paying teachers more and administrators less can help to assure high quality teachers...so many are leaving the field as it is too hard now.
- I talk to them and tell them the truth, the truth about themselves, life, money... that one is HUGE, and how to grow up and meet the challenges of life head-on.
- Chores
- Current essential skills/learning standards from state of Oregon; Career and College Pathways work; job shadows, internships, mock interviews, etc.
- Oregon Employability Skills
- I help any way I can. They just have to ask.
- qualityinfo.org, Oregon Employment Department, Education Pays and other wage description posters, bls.gov, reality check at jumpstart.org, careerbuilder.com, indeed.com
- I provide work experience and internships for high schooler and youth who do not have work experience for their resume. I also assist with assessing their work readiness using the CASIS tests. I help prepare youth for interviews and work with them on their resumes. I also refer to other agencies when they have a need that is outside of the scope of resources I can provide.
- Strength Finders for self awareness
- TedTalks, Brene Brown books, lectures and podcasts, LinkedIn
- Direct internship program pairing high school students with business mentors.
- Being resilient, recognizing that change is inevitable, having the ability to think analytically, and putting one's work ethic on display.
- My Next Move: My Skills, My Future: websites from other states such as Future Ready Iowa, etc. My partner and I are constantly researching new and updated changes in the workforce so that students are getting the latest information. There is a wealth of information out there, but most students have no idea where to look for it. One of the first things we talk about is the student's learning style, then tailor their education on employment to that style. We have the discussion about the learning style and ask lots of questions to see if that seems correct with the participant. We follow that up with how to talk with an employer about how they best receive instructions and feedback. This has been very helpful.
- I like the PPS graduate portrait as a guide for what I think students should prepare for:
https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/219/PPS_Vision_Final.pdf
- COLORS temperament and personality. 7 Smarts + One, Problems solving figure 8
- o*net online: My next Move and occupation profiles Hiration CareerScope Internships

- N/A
- Our facility doesn't employ a lot of minors, however we do have a fairly thorough orientation they attend prior to starting in their position.
- We share links on current resources around basic job skills, schooling such as vocational training/trades, and any higher education as well as interviewing and discussing their resume skills for their first jobs.
- Being Positive
- Helping parents not bulldoze on behalf of their children. Helping youth learn how to fail when the cost is manageable and helping them learn and grow from their mistakes.
- Business management, computer applications, professional communications, career readiness (resume, interviews, etc), personal financial skills
- My Career, ONet & Career Success
- Oregon Employability Skills,
- Providing students a thoughtful process of where their talents and desires are for their future. We need to be listening to students more and helping them find meaningful employment post high school if they are not ready to attend college.
- Learning that Transfers by Julie Stern, Krista Ferraro, Kayla Duncan, and Trevor Aleo. Culturally Responsive Teaching and the Brain Relationship, Responsibility, and Regulation (trauma informed teaching)
- Project based learning, hands on experiences, coding, engineering, drones, robotics.
- insurance plans, ethical issues in medicine
- <https://www.ngpf.org/>, Cengage Aplia General Journal Accounting Online, https://opb.pbslearningmedia.org/subjects/social-studies/economics/personal-finance/?selected_facet=grades:9-12, <https://wealthtrack.com>
- NCRC, WIN, CASAS and CIS Testing, Resume writing, On the Job Training and Scholarships
- COVID has demanded our attention, as our students and Staff are currently adjusting to in person instruction with COVID protocol and tracing. This has been a very difficult time for us.
- We primarily utilize on the ground real life training and always include a feedback loop where young people can see a benefit to the environment around them and their fellow workers who helped make those improvements.
- We still use Career Related Learning standards, hold mock interviews, practice filling out job applications, have students write resumes, etc.
- eowb.org
- Targeted anti-racist lessons; empathy; restorative practices
- Student Teacher here. I'm looking forward to using resources found on the Classroom Law Project website, as well as any others devoted to critical thinking skills, especially.
- We are a rural K-8 school. We focus on growth mindset, mindfulness practices, SEL skills, environmental ethics, community
- All kinds of resources sent to me thru Oregon colleges. materials, etc
- Registered apprenticeship standards and clear, definitive rules and policies with consequences for not meeting minimum requirements, that are enforced consistently and that fact is publicly well known.
- We are using LOTS of resources to meet the needs of our students. I cannot really single out any one particular source.
- modeling mutual respect
- NextGen Personal Finance Daniels Fund Ethics Center "On Course" I have developed much of my own materials in these areas as it is difficult to find curricular materials that is authentically culturally sensitive.
- Collaboration, having students know routine and be self driven, time management, preserving
- <https://roadtriplnation.com/>
- Youth Transition (YTP) materials, work internships, Voc. Rehab. Pre-ETS, Self advocacy curriculum, job Shadowing, job readiness/soft skill development lessons
- Not much....
- New World Of Work
- Mikeroweworks.org

- Communication, research, and adaptive thinking skills. A learning environment more appropriate to a student's learning style or needs.
- None specific. It is a process that is learned - how to be curious, resourceful, and engaged, with the ability to wonder and question information that may not seem correct or even suspect. It is about teaching how to access, not the specifics of a website or link.
- We are using hands-on work practicum experiences to teach students on the job.
- Connecting academic learning to the bigger picture. Trying to break down academic silos. Aptitude assessment, time management, accountability f
- soft skills, leadership, financial preparedness, participating in CTSO's (like FBLA, FFA...). Using current software to teach how to interpret and create data. Public speaking experience. Helping students create resumes and prepare for interviews. Using guest speakers to share experiences about their real life professions and experiences.
- on-site work experiences is main "employability" skills
- We have developed an employability skills evaluation sheet that we fill out on the students to go over what they need to work on and etc., based on feedback from our Advisory committee members and business and industry partners. In our CTE programs, we try and provide them with work-based learning with several school enterprises and partnerships with our industry partners. We also have internships that we can provide to our upper level students, so they can go out and gain more skills in a potential job site.
- Resiliency
- I use a One-Page-Snap shot -- which is very similar to a Person Center Planning final document. This process started for students and young adults with I/DD, Intellectual and/or Developmental Disabilities. I share this process with all interested students and families, to let each student learn and discover more about themselves - for college or employment. Then students may consult high school staff on classes' best to take and future opportunities after leaving the K- 12th grade institution.
- I don't use any specific lists.
- Oregon CIS is really helpful, but having students work on resumes in class, and watch webinars from Connected Lane County about employability skills is even more useful.
- Too big of a question to answer.
- As a counselor, I have daily conversations with kids that emphasize responsibility and wise life choices.
- Empathy, patience teaching hands on and by example. Teaching usable skills.
- Erickson's developmental milestones The gift of failure and problem solving Celebrating accomplishments
- ??
- On the job training.
- regional career-connected learning experiences tied to YouScience aptitude assessment
- We are moving to all classwork and homework to be completed on a computer and turned in via a variety of electronic methods, email, google drive, google classroom, canvas.
- I work with youth who need help with knowing what legal documents they need as an adult. We talk a lot about how to pay bills, how to pay taxes, how to open bank accounts. They need help with knowing how to get a job-filling out job application and how to create resumes.
- Next Gen Personal Finance at <https://www.ngpf.org/>
- Communication skills
- Business partners
- Problem solving, taking initiative, creative thinking. I use printed materials, discussion and problem solving activities during instruction.
- Oregon Employability Standards, Oregon EDI web page: <https://www.oregon.gov/ode/students-and-family/equity/Pages/default.aspx>
- My children are 20 and 22, both attending college. We have done our best to make our children aware of their strengths and work on identifying and owning their weaknesses. Collaboration with opposing opinions, keeping some opinions to yourself instead of putting them on social medias. If you believe it you live it not post it.
- CTE Courses, more real-world experiences, student driver learning

- none
- Basics: phone etiquette, correspondence etiquette, respectful communication and open learning vs. fear of retaliation
- just in time knowledge and skill building based on competency measures
- I have spent more than 20 years in business working with large corporations. I feel that the things we teach high school students need to be more applied skills and not just theoretical. For example I feel it is more important that students take an applied statistics course than calculus, more important to use applied algebra (perhaps through accounting) than to progress further along in more advanced algebra. Good professional communication skills (written and spoken) will always be in high demand not matter how much the technology changes. In my business courses I teach these things. If you really want to improve employability I would allow more teachers to come into the teaching profession through CTE or other ways that already have significant industry experience and value that experience above a general teaching degree.
- Social-Emotional Learning Restorative Justice
- This is taking up too much time of my prep.
- CharacterStrong Advisory Curriculum (SEL program)
- Finding a subject that student is interested in and help them find resources, many of them available online. But remember these students have not had the hands on experiences that prior generations have had
- I heavily emphasize problem-solving, critical thinking, and personal resilience in my Computer Science classes. I rely on many of the CSTA standards for this, but we also use a lot of CTE standards around career skills, too.
- I'm supervising student teachers (OSU and U of P)-- urging them to incorporate many of these skills in their processes and expectations as they take on the vocation of teaching.
- adaptability and resilience
- Work ethic, rigor, professionalism
- accountability
- I do not have direct contact with students.
- Xello ACTE WBL Standards CTE Standards
- communication skills
- We have plenty of resources used in our programs at SSC. We are always willing to assist others.
- CTSO, using the class as an operating business rather than just an "advanced" course.
- n/a
- Oregon Employability Skills Framework (grassroots group out of the WESD) has created a phenomenal curriculum connecting academics/industry with real, relevant instruction. I have been using this curriculum for a year now and my students are loving it. I also use the Gallup-Strengthsfinder For Students curriculum to take a deep dive into strengths training. As I run a CTE Business pathway, we focus on the Entrepreneurship trait using real life Oregon examples of business including (Nike-Shoe Dog, Columbia-One Tough Mother), etc.
- Strengths and interest education Guest speakers in specific fields Trade school and internship education
- Google Employability Skills (Google education)
- ASPIRE, NAVIANCE, Arbinger: Outward Mindset
- Working and partnering with STEM Hubs, CTE teachers, Workforce Investment Boards
- Professionalism, resiliency, time management, critical thinking, work ethic
- CIS, CTE course standards
- Social networks are the most valuable resources, particularly for students from lower SES families. So, internships, mentoring, career-focused enrichment programs, etc.
- Real world employability skills and practice; mock interviews, presentations, public speaking, and job applications. Resumes, taxes, checking and savings and credit lessons.
- ODE teaching CTE standards
- We search a lot of data bases to find schools are jobs that meet the needs of each individual student. Our Success 101 class as 9th graders using My 10 year plan and this is great.
- High school educator - I use all of them!
- <https://www.naviance.com/>

- Equity in the workplace needs to start with our students.
- NA
- work-based-learning (internships)
- N/A
- Leadership training - working as a team - speaking up
- Personal Development Plan. Career ladders. Forklift simulator.
- Adaptability, Empathy, and Time Management are the most important skills in an increasingly automated world. Financial literacy is another important aspect that enables sound decision making.
- Making time to ask them what they enjoy doing and connecting it to what their passionate about.
- Online collaboration, distance learning, personal brand awareness, relationship building