

ROGUE VALLEY ESSENTIAL EMPLOYABILITY SKILLS

PRESENTATION TO THE WTDB - ESSENTIAL EMPLOYABILITY SKILLS TASKFORCE

JUNE 30, 2020



	Beginning (1)	Developing (2)	Progressing (3)	Advanced (4)
Reliability	Regularly misses class and/or deadlines. Individual cannot be relied upon to follow-through on commitments.	Individual is inconsistently reliable. Attendance can be sporadic. At times, individual shows potential and initiative.	Attendance and follow-through is consistent. Individual is self-motivated and can be relied upon regularly.	Contributes substantially to learning process both by "showing up" and by encouraging and challenging others to fully participate.
Collaboration	Rarely exhibits a cooperative interested attitude towards teamwork.	Is a cooperative team member but requires motivation to collaborate and function at a higher level.	Actively participates well in a team environment. Individual shows initiative and develops win-win solutions.	Functions at a very high level as a team player. Is very skilled as team leader in collaboration and handling team conflict/ disagreement.
Communication	Does not listen and or unable to summarize key elements of verbal and nonverbal communication. Does not clearly express thoughts verbally and nonverbally.	Offers "safe" answers to simple questions and occasionally volunteers a response. Individual is beginning to develop organized and appropriate verbal and nonverbal responses.	Communicates effectively (both verbally and nonverbally). Actively listens to others without interruption. Individual contributes to class discussion by offering thoughts, opinions and asking appropriate questions.	Skilled at creating an open environment that encourages the flow of information. Verbal and nonverbal communication conveys both substance and intent with high accuracy.
Respect	Does not respect other's rights, ideas, opinions and diversity of others.	Developing respect of other's rights, ideas, opinions and diversity of others.	Demonstrates respect of other's rights, ideas, opinions and diversity of others.	Respects the rights, ideas, opinions and diversity of others. Encourages others to express viewpoint without judgement.

	Beginning (1)	Developing (2)	Progressing (3)	Advanced (4)
Professionalism	Individual does not take personal responsibility for appearance, behavior, actions, or verbal communication.	Shows inconsistent evidence ability to manage their behavior or actions, appearance, or verbal communication.	Individual takes personal responsibility for their appearance, verbal communication, behavior or actions.	Accepts full responsibility for own appearance, behavior and actions. Individual is a leader and role model in opportunities in helping classmates monitor and progress in their behavior, communication, and behavior skills.
Attitude	Regularly displays a negative attitude. Is often perceived as pessimistic, self-centered and/or discouraging.	Attitude occasionally fluctuates between positive/encouraging to negative/pessimistic.	Makes a positive impression to those around them. Creates and sustains an attitude that encourages others to do their best.	Demonstrates a positive and encouraging attitude even in the face of adversity. Leads as a role model in shows empathy and compassion towards others.
Problem Solving	Does not attempt to identify, describe, or solve the problem	Individual primarily depends on others to solve problems and identify possible solutions.	Find multiple ways to solve a problem and share the strengths and weaknesses of a solution with a variety of audiences.	Individual is a leader that can plan and organize work, reason and make objective judgments, and keep their mind on several parts of their job.



CREATING A “DEMAND / PULL” SYSTEM FOR ESSENTIAL EMPLOYABILITY SKILLS

Students & Job/Career-Seekers

- High-School Students
- College Students
- Post Secondary Trainees
- Job/Career Seekers

Education & Workforce Partners

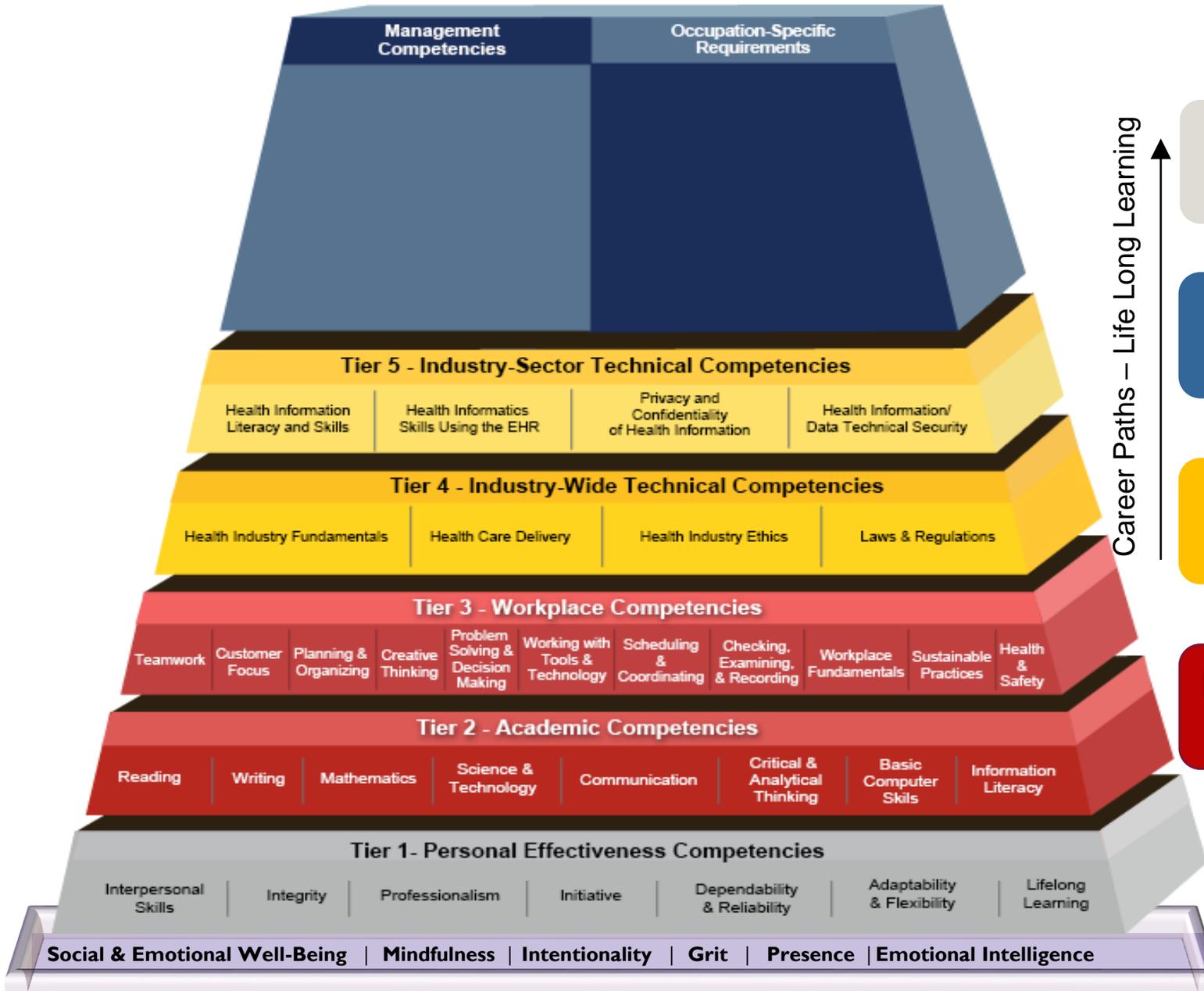
- All K-12 School Districts
- Rogue Community College
- Southern Oregon University
- Private Post-Secondary Trainers
- WorkSource Rogue Valley

Targeted Industry Sector Companies

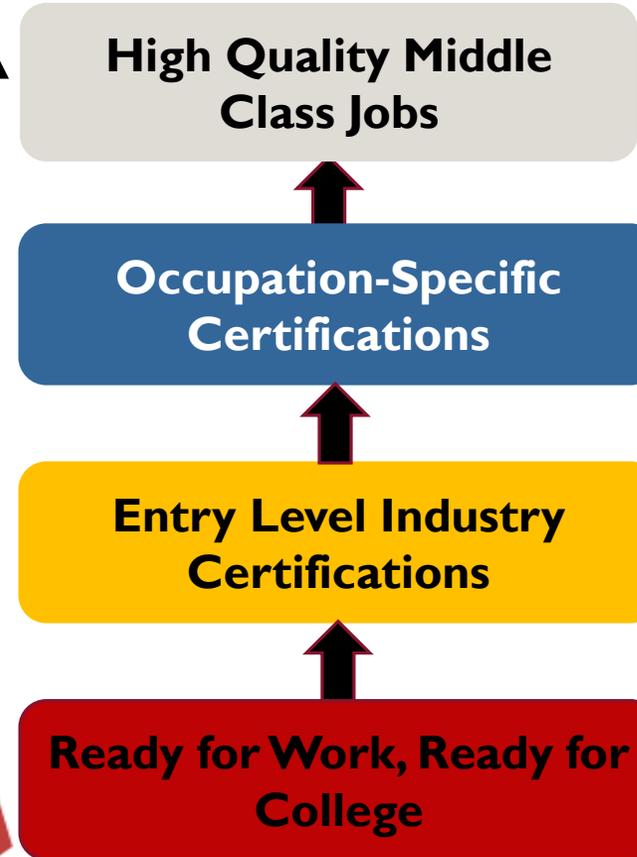
- Advanced Manufacturing
- Healthcare
- Construction
- Information Technology
- Transportation & Logistic
- Forestry / Woodland Firefighting

Business - Education Partnership

HEALTHCARE SKILLS PYRAMID



Career Paths – Life Long Learning



Modified from USDOL Career One Stop
<https://www.careeronestop.org/CompetencyModel/competency-models/electronic-health-records.aspx>

DEVELOPMENTAL ASSETS & RESILIENCE TOOLS HAVE BEEN WITH US SINCE THE 1990'S



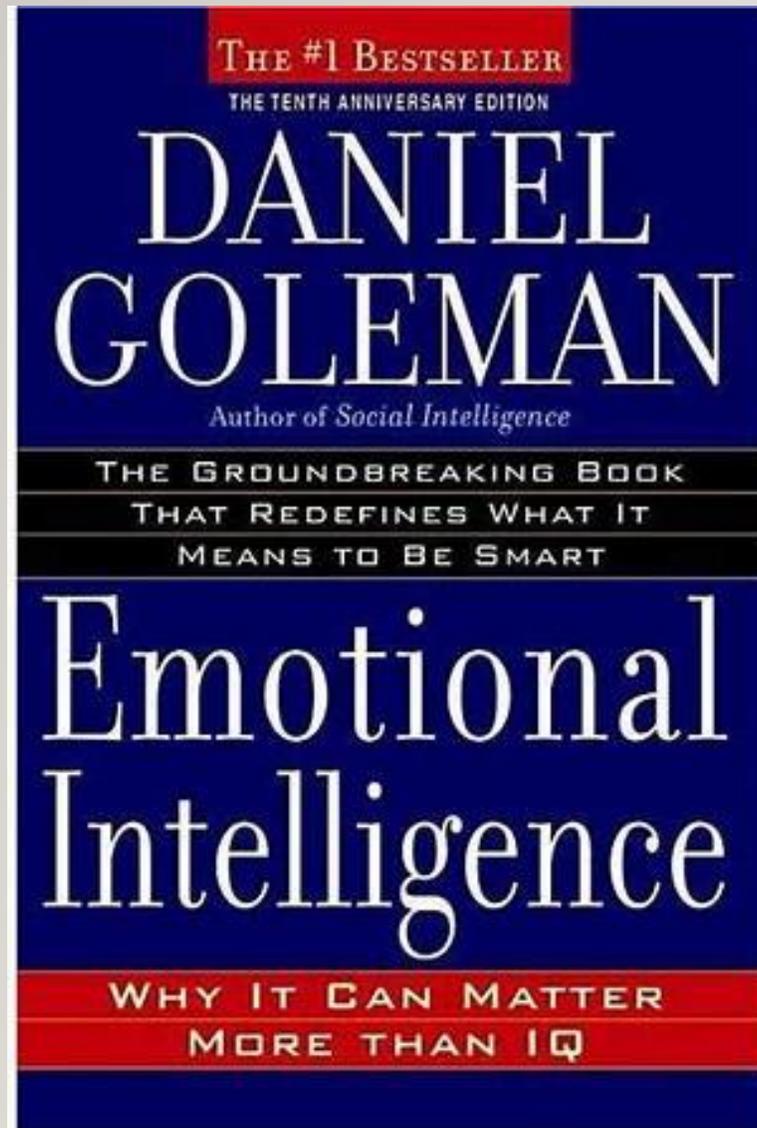
Developmental Assets

Since 1990, Search Institute's research-based Developmental Assets® framework has become one of the foundational frameworks in positive youth development and the most frequently cited and widely utilized in the world.

www.fosteringresilience.com

Fostering
Resilience, Building
Resilience in
Children and
Teens--Dr. Kenneth
Ginsburg





EMOTIONAL
INTELLIGENCE
WENT
MAINSTREAM IN 1995

Applying the understanding of
Adverse Childhood Experience &
Trauma Informed Communities
first started in 2011

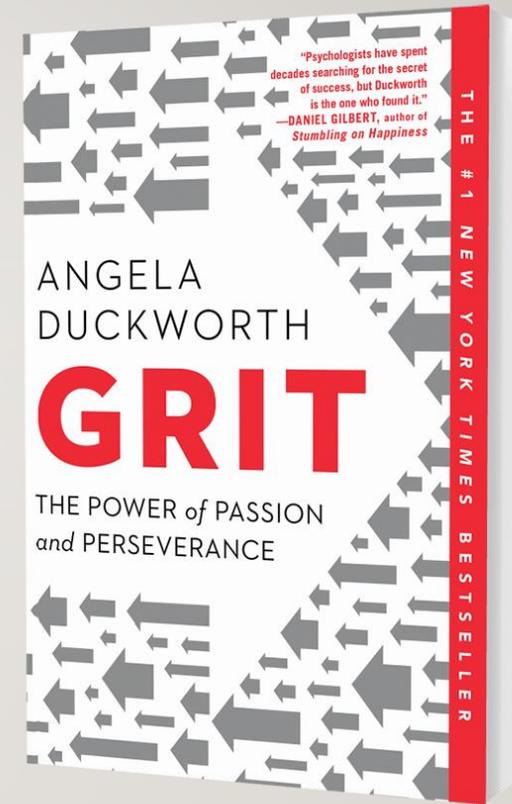


The ACE Pyramid represents the conceptual framework for the ACE Study, which has uncovered how adverse childhood experiences are strongly related to various risk factors for disease throughout the lifespan, according to the [Centers for Disease Control and Prevention](#).^{[5][6]}

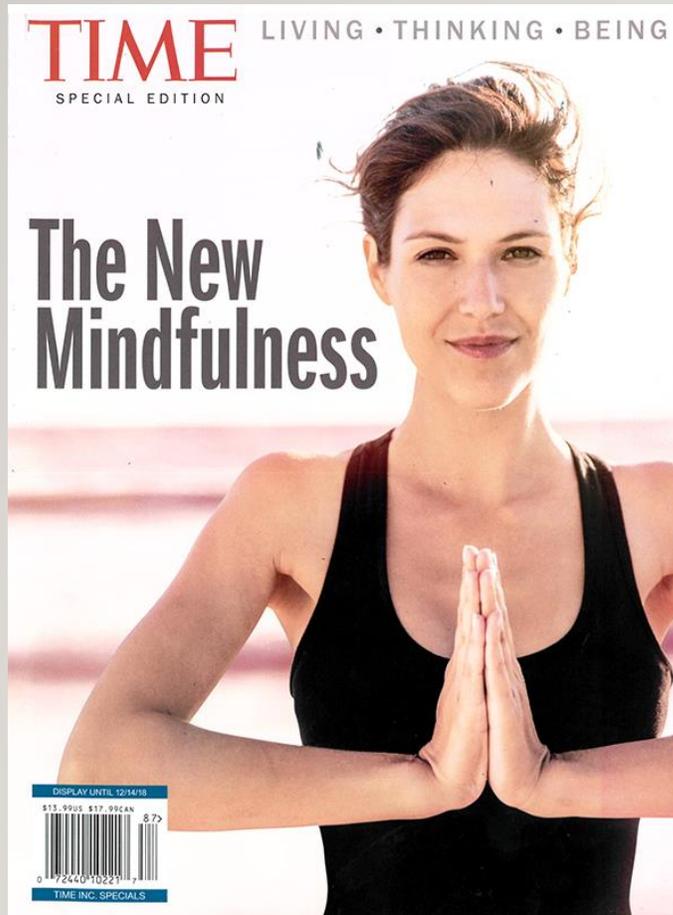


Grit: the power of passion and perseverance
Angela Lee Duckworth

6,625,167 views • May 9, 2013



GRIT WENT MAINSTREAM IN 2013-2016



MINDFULNESS WENT MAINSTREAM IN 2014 & 2018

NOW OFFERING INNOVATIVE OPPORTUNITIES TO GROW PERSONAL EFFECTIVENESS SKILLS

- Mindfulness Coaching & Seminars / Webinars - [Evolutionary Consulting](#)
- Personal Effectiveness Seminars - [Wings](#)
- Accessing Self-Awareness, EQ, Compassion, Curiosity & Confidence - [Inner Guide Expeditions](#)
- Using [Adverse Childhood Experiences](#) and [Resilience](#) tools with our Southern Oregon Success cradle-to-career initiative partners to foster personal growth & well-being

PRESENTATION TEAM

- [Dana Shumate](#) - Business/Education Partnership Coordinator, Rogue Workforce Partnership - dana@rogueworkforce.org
- [Jeannette Trumm](#) - Director of Human Resources, Dutch Bros Coffee - jeannette.trumm@dutchbros.com
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- [Jim Fong](#) - Executive Director, Rogue Workforce Partnership - jim@rogueworkforce.org

Oregon High School Graduation Requirements

To earn a diploma¹, high school students will need to:

1. Successfully complete the credit requirements.
2. Demonstrate proficiency in the Essential Skills.
3. Meet the personalized learning requirements.

Credit Requirements²

SUBJECT AREAS*	GRADUATION REQUIREMENTS	NOTES
English Language Arts	4	
Mathematics	3	Algebra I and above*
Science	3	Scientific Inquiry and Lab Experience*, **
Second Language The Arts Career and Technical Education	3	
Health	1	
Physical Education	1	
Electives	6	
Social Sciences	3	
TOTAL CREDITS	24	

*Applied and integrated courses aligned to standards can meet credit requirements.

**Lab experiences can take place outside of the school in field-based experiences.

Essential Skills³

The Essential Skills are cross-disciplinary skills that students should be developing across grades K- 12. Only three of the Essential Skills are currently graduation requirements.

ESSENTIAL SKILL	GRADUATION REQUIREMENT
Read and comprehend a variety of text	YES
Write clearly and accurately	YES
Apply mathematics in a variety of settings	YES

¹ [Oregon Department of Education, Oregon Diploma, High School Graduation Requirements](#)

² [Oregon Department of Education, Oregon Diploma, Credit Requirements](#)

³ [Oregon Department of Education, Essential Skills Graduation Requirement](#)

Listen actively and speak clearly and coherently	NO
Think critically and analytically	NO
Use technology to learn, live, and work	NO
Demonstrate civic and community engagement	NO
Demonstrate global literacy	NO
Demonstrate personal management and teamwork skills	NO

Personalized Learning Requirements⁴

An education plan and profile is required for each student. The education plan and profile assists students in pursuing their personal, educational, and career interests and post-high school goals. The *education plan* serves as a “road map” to guide students’ learning throughout school and prepare them for next steps after high school. The *education profile* serves as a “compass” that documents students’ progress and achievement toward their goals and helps them to stay on course.

The student is responsible, with guidance, to develop and manage his or her personal plan and profile. The school is responsible for providing a process and guidance to students. The process should begin no later than 7th grade and continue through 12th grade, with regular reviews and updates. The process should be designed with flexibility to allow students to change their plans as their personal and career interests and goals evolve along the way.

Personalized Learning Requirements are identified, reviewed, and tracked in the education plan and profile. These address how the credit requirements will be fulfilled for each student. These may include:

- Career-related learning experiences are structured educational experiences that connect learning to the world beyond the classroom. They are planned in the student’s education plan in relation to his/her career interests and post-high school goals. Experiences provide opportunities in which students apply academic, career-related, and technical knowledge and skills and may also help students to clarify career goals.
- Extended application is the application of knowledge and skills in the context of the student’s personal and career interests and post-high school goals. Students use knowledge and skills to solve problems, create products, and make presentations in new and complex situations. Extended application is based upon the principles of contextual teaching and learning and brain-based research. Extended application engages students in significant activities that help them connect academic studies to their context in real life situations. By making these connections students see meaning and relevance in their schoolwork.

It should be noted that Oregon’s high school graduation requirements have been modified somewhat due to the COVID-19 pandemic⁵, but these are likely temporary modifications.

⁴ [Oregon Department of Education, Oregon Diploma, Personalized Learning Requirements](#)

⁵ [Oregon Department of Education, Oregon’s Extended School Closure Guidance, Spring 2020](#)