OER OPEN EDUCATIONAL RESOURCES INITIATIVE

ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

Toolkit for Inclusive Workforce Education
Embedding Foundational Workplace Skills into Your Courses

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Description

- This webinar introduces the Toolkit for Inclusive Workforce Education, an openly licensed, Universal Design for Learning (UDL)-aligned set of adaptable templates, guides, and tools for embedding foundational workplace skills into existing coursework without changing course objectives, discipline focus, or modality.

- Participants will preview five adaptable skill templates, student reflection and check-in tools, a faculty implementation checklist, and editable resources that help make workplace skills more explicit within preexisting lessons, assignments, and course routines.

- The session also includes structured feedback to help inform future refinement and where this resource may best live within ASCCC OERI and beyond.

Presenter

- Alli Stanojković, Ed.D.
  - Disability Support Services (DSS), North Orange Continuing Education (NOCE)
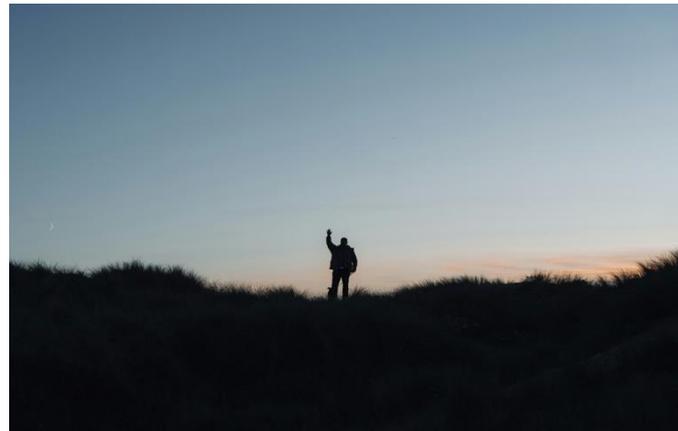

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Overview

- What the toolkit is

- Why it was created

- What is included

- One foundational workplace skill in action

- Feedback on first use and placement

Housekeeping

- Questions in chat anytime

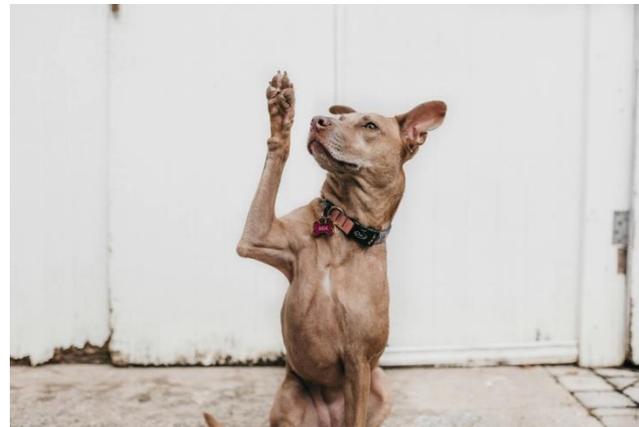- Slides will be posted after session

- Feedback questions planned at close

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Universal Design for Learning (UDL) in Plain Language

- UDL means designing access from the start, less retrofitting later.

- The goal stays the same. The path can vary.

- Faculty often hear that UDL is doable, but the practical "how" is harder to find.

- This toolkit was built to make that "how" more usable inside real course content.
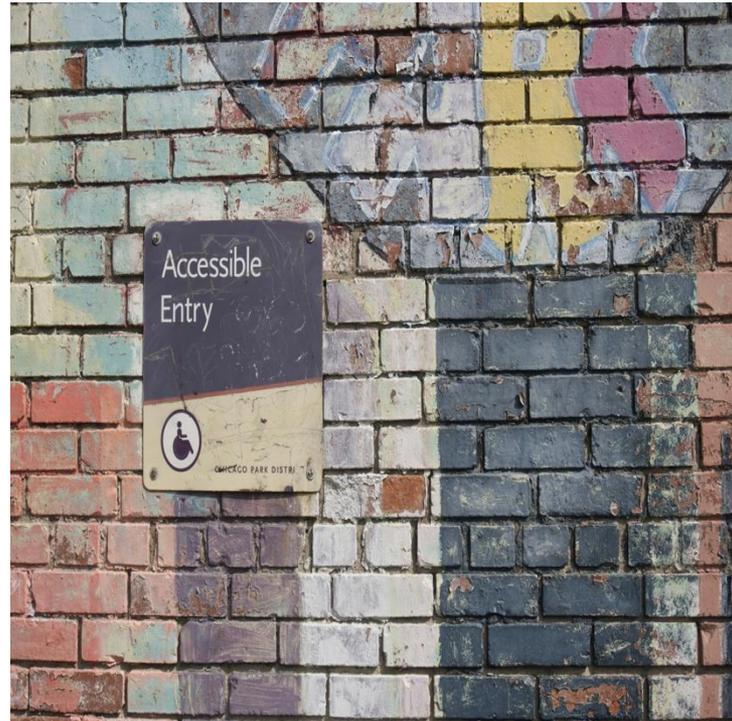

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Why and Data Snapshot

Why the "how" matters

- Feedback works best when it is specific, actionable, and growth-focused.
- Today is not a UDL audit. It is a practical approach:
  - notice what is working
  - try one small move
  - check in
  - refine

Research-informed toolkit

- Developed from a quantitative study using de-identified secondary data (2011–2024) from an inclusive community college workforce preparation pathway.
- Headline from the findings: sustained engagement predicted certificate attainment. The per-hour effect is modest, but it adds up over time.

What this toolkit is

- Not a new curriculum

- Not a compliance tool

- A set of adaptable templates and quick-check tools

- Designed to help faculty make foundational workplace skills explicit within existing coursework

- Flexible for use across disciplines and modalities

What is in the Toolkit

Five adaptable templates

- Foundational workplace skills
    - Professional Communication
    - Time Management and Task Completion
    - Teamwork and Conflict Resolution
    - Self-Advocacy and Goal Setting
    - Adaptability and Problem-Solving

Shared support tools

- Universal student check-in
- Faculty quick-start and implementation checklist
- Optional reflection log and fidelity tracker
- Editable lesson-plan shell/resource repository

How to Start

☐ Pick one workplace skill to focus on this week

☐ Choose one support from the toolkit

☐ Try it in a lesson you already teach

Photo by Steven Lelham on Unsplash

Examples: lesson template, student check-in, or faculty checklist

How the toolkit works

- Keep the same course objective

- Choose one foundational workplace skill to make explicit

- Add a short sequence: hook, model, practice

- Use a quick reflection or check-in

- Use a simple assessment or observation to see what worked

Communication assignment without UDL

What is already in the course

- Communicating with families and site staff
- Professional expectations in early childhood settings
- Written communication for workplace readiness

What the current assignment asks

Demonstrate professional written communication in a workplace setting.

What could be more explicit

- Purpose
- Audience and context
- Expectations for tone and structure

Applied example in practice

Already in the course

- Communicating with families and site staff
- Professional expectations in early childhood settings
- Written communication for workplace readiness

Toolkit makes visible

- Clear workplace scenario
- Grounded in something realistic
- Reduces guesswork
- Self check-in

Applied Example

You are assigned to lead a small-group activity, but you are not sure which materials to use or how long it should last. Write a professional email or message to your supervisor asking for clarification and confirming your next steps.

Student check-in

- **Before practice**: How ready do I feel?

- **After practice**: What worked? What is my next step?

- Faculty *may* use the response to make one small adjustment

Sample universal check-in

What does feeling safe mean?

"Feeling safe means being able to say what I need, even if I need help using the words."

Respond
- Write or type a few sentences
- Draw or use symbols
- Record a short audio or video message

Reflect
- What does feeling safe mean to you?
- How do you know w*hen someone respects your boundaries?*

Without Student Check-In

What the instructor sees

- The assignment seems clear
- The directions seem easy to follow
- The activity appears straightforward
- The lesson plan seems to be working
- No questions are asked

What the student sees

- Unsure where to start
- Not understanding the goal
- Confused about expectations
- Stuck but staying quiet
- Moving forward without clarity

Outcome

Some students may rely on office hours if they feel safe asking questions, while others may complete the assignment without fully understanding expectations. This is where a quick check-in helps make expectations visible before students move too far forward. Without check-ins, confusion can grow into frustration.

Faculty checklist

Sample faculty checklist

Quick baseline for planning or reflection

- Goal is clear
- Skill is named explicitly
- Students get a practice opportunity
- There is a quick check-in
- There is a way to see if it worked

Already doing: _____   Want to try next: _____

Adapted from *Toolkit for Inclusive Workforce Education* (Stanojković, 2025, Appendix A-1, pp. 20–21), CC BY 4.0.

Optional team/program use

Shared reflection and documentation, without standardizing teaching

Reflection log

Notice what worked, what barriers came up, and one next step.

Fidelity tracker

Document which strategy was used and what student engagement looked like.

Can support

- Program review or accreditation evidence
- Shared course sequences or department conversations
- Professional learning or grant documentation

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Feedback questions

- **First-use:** If you tried one-piece next week, where would you start?

  ☐ Review one example lesson template

  ☐ Student check-in

  ☐ Faculty checklist

- **Placement:** Where would you expect to find a resource like this through ASCCC OERI?
  ☐ LibreTexts

  ☐ OER Commons under?

  ☐ Toolkit hub/collection

  ☐ Other: _____

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Resources and Notes

Notes

- Start small: pick one workplace skill and try one toolkit support.
- Not an evaluation: the checklist is a planning/reflection tool, not a scorecard.
- Same course content: the toolkit helps make workplace skills explicit without changing course objectives, discipline focus, or modality.

Resources

- Academic Senate for California Community Colleges Open Educational Resources Initiative. (n.d.). ASCCC Open Educational Resources Initiative (OERI).
- CAST. (2024). Universal Design for Learning guidelines (Version 3.0). CAST.
- Tucker-Stanojković, A. M. (2025). Toolkit for Inclusive Workforce Education (Version 1.0) [Open educational resource]. Creative Commons Attribution 4.0 International License (CC BY 4.0).
- Tucker-Stanojković, A. M. (2025). Transforming Adult Education: Practical Tools for Workforce Readiness and Inclusion (Doctoral dissertation).

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