

**SHORELINE COMMUNITY COLLEGE
DOL/ETA – High Growth Initiative Grant
Automotive Sales & Service Training Pathways Project**

Skill Panel Meeting Notes

DATE: November 17, 2005
PLACE: Shoreline Community College - Shoreline, Washington
TIME: 9:30 a.m. – 1:30 p.m.

PRESENT: Skill Panel Members
Bob Austin, Seattle Unified School District
Moe Broom, Office of Superintendent of Public Instruction
Garry Burke, Jiffy Lube International (Shell Lubricants)
Rob Clements, Goodwill – Seattle
Jack Devine, Renton Technical College
Jim Elliott, Poulsbo RV
Dan Fey, Seattle/King County Workforce Development Council
Dan Flanagan, Automotive Service Excellence (ASE)
Mark Gardner, Seattle Jobs Initiative
Mike Gerber, Eastside Chrysler-Jeep
Gloria Hatcher-Mays, Seattle Jobs Initiative
Shakti Hawkins, Office of Senator Maria Cantwell
Karen Johnson, Renton Technical College
Steve Lemnah, Seattle Automotive Distributors
Berta Lloyd, Shoreline Community College
John Nelson, Yakima Valley Community College
Leo Rancour, Leo's Auto Clinic
Frank Rus, SNAP-On Tool
Jerry Smith, *Parts and People* Magazine

Automotive Project Team

Terryll Bailey, Skill Panel Research Consultant
Cameron Hightower, Project Director
Madhuri Hosford, Skill Panel Consultant
Matt Houghton, Pilot Project Manager
Tom Mackin, Skill Panel Facilitator
Gary Main, Curricula Development Manager

NEXT SKILL PANEL MEETINGS:

Tuesday, January 24, 2006 @ Korum Ford in Puyallup
Wednesday, January 25, 2006 @ Shoreline Community College

Tom Mackin welcomed everyone and facilitated introductions. *Madhuri Hosford* distributed Skill Panel binders and updates.

ASA Presentation

“Automotive Service-Industry Relationships”

Tom introduced the guest speaker *Bill Haas*, Vice President of Education and Training for the Automotive Service Association (ASA), who spoke on the topic of “Automotive Service-Industry Relationships.”

Bill described how the relationships between Independents and Dealers have been changing as both realize “We’re all in this together.” As an example, he pointed out the value of the Skill Panel members working together to identify career pathways and develop the Automotive Project’s GST (General Service Technician) Program – both of which really make a lot of sense.

Bill said his experiences and observations are based on his own career of over three decades of working in the automotive industry in both education/training (teaching within the Community College system and as a contract trainer for GM) and as an employer (with both Dealers and Independents). He started out at a Lincoln Mercury Dealership, where as a service technician he was very focused on Ford Motor training. When he needed parts, he just went to parts counter and got whatever parts the dealer supplied. That’s all he understood; he never realized how huge the scope of the parts industry was.

Industry Diversity

Later when he worked for Independent shops, *Bill* learned that technicians use a really wide system of manufacturers to acquire the parts that support their automotive repair work. He also discovered the lack of any training system for the Independents.

He noticed how very different the businesses were (Independent shops vs. Dealers vs. Parts Suppliers). He learned about Community College Advisory Councils and that regional employers actually guide the creation of school curricula—a factor he appreciates because of the “real world” industry guidance.

Factory Warranty vs. Maintenance Work

In years past Dealers used to stay very busy repairing new cars under warranty. There was no gap in the flow of business through their service departments. They had great customers and a great deal of business under factory warranties, while Independent shops stayed busy fixing cars not under warranty.

Today, cars are built so much better and last longer – in fact the worst car on the road today is better than the best car 10 years ago. Broken cars don’t keep the shops open any longer. When service bays at Dealerships started standing idle, the focus changed to more

maintenance work and less repair work. Dealers – who used to concentrate only on factory warranty work – had to start thinking about customer-paid maintenance work.

Customer Service Expectations

Dealers and Independents started competing for the same customers and the same amount of work. Today, customers have much greater expectations beyond repairing their cars, and both Independent shops and Dealerships must provide really good customer service as well as excellent vehicular maintenance.

When new car Dealers first started trying to recruit business that normally went to Independent shops and Independents couldn't get the same parts and information from OEMs as Dealers, the result was sour, adversarial relationships. This tension continued for a number of years. Meanwhile new car quality and engineering continued to improve.

Manufacturers to OEMs – More Free Flowing Information

Now there is more information than ever before flowing from automotive manufacturers to OEMs and Independent shops. The technology of how we address repair problems has completely evolved to pinpoint issues to be solved. The industry knows that Independent shops – not just Dealers – must be able to fix new cars well and keep owners happy or car sales will drop. For Dealers and for Independents, Service and Parts sales drive a larger percentage of profits than in the past. Aftermarket tooling equipment companies (such as Snap-On Tools) have offered incredible support.

Congressional Lobbying

Bill wanted Skill Panel members to know that in spite of all the bridge-building and cooperation, some Parts Distributors have taken the position that Independent shops don't have the same abilities as Dealers to keep customers (consumers) satisfied. Some manufacturers/distributors are telling customers, "If you want to keep your car totally serviced you must return to Dealerships for maintenance." They're lobbying Congress with the message that the Independents' system isn't strong and that these shops don't have the repair information they need to fix the cars. Although this issue has not been resolved and things are in transition, *Bill* pointed out other measures that show relationships are improving within the industry.

Programs and Solutions in Progress

Bill stated, for example, that this Project's GST (General Service Technician) program and similar automotive programs in the works are what's needed to keep the entire industry flowing and to keep customers satisfied whether they go to an Independent or Dealer for service. If someone buys a car and takes it in for service and has a bad experience that affects the entire industry. That customer is not likely to buy the product (vehicle) again just because a technician didn't have the required level of skill to service it after the sale.

Building Strength Together

Bill reiterated that the industry is comprised of a diverse group, and that we have to continue to realize we're all in this together. Forecasts for shortages of 60,000 technicians

mean one thing to Independent shops and something else to large Dealers – but the question remains the same: “What do we need to do to bring others into the industry?”

ASA’s Role in Education and Training

As ASA’s VP of Education and Training, *Bill*’s new position requires him to do a better job of helping young people and workers in Independent shops explore automotive careers. ASA also delivers technical training on a local level to reach teachers, students, and counselors.

OEMs and car manufacturers have a stake in making sure technicians in both Dealers and Independents are well trained to service cars – in fact Dealers and Independents must share the market that services and sustains new car sales. The last thing we want today is for customers to feel they made a bad decision in purchasing a certain car because they can’t get it repaired.

15 yrs ago *Bill* would never have thought the Independents could have the relationship with OEMs that they have today. Recently at NAPEX in Las Vegas, Honda announced they’re now considering a way to make training available to Independent shops – who would have thought?

Future Trends

Where is the automotive repair business going? Higher quality vehicles mean longer cycles between repairs. That will make the good shops better while some of the other shops won’t survive if they’re not up to speed and if they don’t invest in their people and technologies to use diagnostic equipment that’s really high tech.

Shops will tend to develop some specialization working on different models or by specialty in the aspects of the vehicle they service. Autobody and Collision Shop owners have to decide whether to invest in training their people and buying the equipment and keeping up to date.

Advertising and Creative Approaches

Everyone in the industry has to advertise if they want to stick around. Today most Independent shops have a low cost advertising program called “Word of Mouth,” and Dealers advertise themselves as “One Stop Shops.” Both are trying new things to sustain a constant flow of business. Import shops offer 10% off labor for “mature” Toyotas (over 100,000 miles), yet some are still not flush with business. Up to 50% of Independent shops have closed down, and Dealers are selling tires and quick lubes to keep things moving.

The “new” alternative fuel cars are being serviced by Independents as well as Dealers. The earliest Prius cars are coming out of warranty now; it remains to be seen who will get all the business servicing them.

Success = Working Side by Side

Only by working together to service the market well can both Independents and Dealers continue to raise the bar for customer satisfaction and help build repeat sales. ASA supports both Independents and Dealers and offers a range of services to make sure both feel supported. For more information, Bill invited all to contact him at billh@asashop.org or (682) 465-4662.

GST Program

GST Graduates' Capabilities

Gary Main introduced the subject of the GST (General Service Technician) program and distributed copies of the "GST Can Do List" which includes book learning and hands-on training GST students learn in the lab. Gary has been assembling curriculum for several months and the Skill Panel has been discussing the program during the last several meetings. GST graduates will be well prepared beginners with the skills on the Can Do List ready to go to work as entry level technicians. They'll have a good foundation to move up and get more training. The GST course is intended to provide a base level of technical skills for these entry-level workers in the industry.

GST Program Definition

The GST program is a 500-hour, two college course program. Like the Rio Grande River – "a mile wide and an inch deep" – the GST program is intended to give participants a broad exposure to the many different subjects automotive workers would at least need to be familiar with. GST offers an introduction so that students will know something – even if not in-depth – about all parts of the car's basic systems and how they operate.

The GST is not intended to produce a fully qualified ASE (Automotive Service Excellence) technician, since the GST covers only about 20% of the eight ASE skill areas required for in-depth training of a fully certified technician.

Matt Houghton announced that in addition to technical training another GST course component will be the soft skills (How to communicate well, etc., embedded in the GST course, not separate classes) applied as students learn the automotive piece.

GST Target Audience(s)

Panel members asked if the GST is recruiting for non traditional students. *Matt* said the Pilot Program is charged with teaching 50 ESL students and 50 non traditional students (women, refugees, etc.). Some schools will be given extra credits for those non traditional and ESL audiences to take this course. *Matt* is working with Community-Based Organizations to recruit such students, and the course is posted at the Workforce Development Council for their referrals.

Dan Flanagan added that there should be a screening test in place to qualify students before they can get into the GST program. *Matt* answered that yes, prospective students

must complete a competency test that establishes 8th grade reading level proficiency in order to qualify for the GST program.

Garry Burke said he sits on a Board for a non traditional school that offers 12 vocations (including automotive) as an alternative to prison for people in Texas. Could this school offer the GST? *Matt* said yes, let's talk.

GST Class Composition

Cameron Hightower added that now that the GST course has been licensed from the University of Missouri, it will soon be posted on websites of the DOL, U of Missouri, through WorkSource and WorkFirst programs, etc. The course is designed for 10 to 12 students per class and any institution that can offer it would be open to use the curriculum. SCC's GST Pilot Program will be team taught with an Automotive Instructor and an Adult Basic Education (ESL) instructor.

Certification for GST Course Sponsors

Mark Hankins asked if GST sponsoring facilities are required to be NATEF-certified. *Gary Main* answered the program won't be restricted to only those facilities who are NATEF certified. It could be that offering the GST program could help propel a facility to be certified by ASE. *Cameron* countered that a facility won't be certified by ASE if they don't have the tools, equipment and infrastructure required by ASE (for secondary and post-secondary institutions). *Jerry Smith* added that some programs across the country have miserable facilities (even if they have great instructors). The situation just varies and that variety won't be going away soon.

MVACs (Motor Vehicle Air Conditioning Systems) and Other Questions

Garry Burke stated that GST students will need to go through an EPA approval process to work on air conditioning systems (<http://www.epa.gov/ozone/title6/609/justfax.html>). To be legally licensed to work on cars' and trucks' AC systems (even just for a recharge), technicians must be certified and materials describing steps in the process have to be submitted to the EPA for approval beforehand.

Mark Hankins added that in his experience a 50-question open book test has been what students took to be certified in such areas as HVAC work.

Dan Flanagan stated there are three ways to take the HVAC test: Open book test or online on the web or instructor-led courses and testing. Mobile Air Conditioning Society (MACS) (<http://www.macsw.org/>) provides the online test for \$15. (See EPA's list of additional organizations offering technician certification programs at <http://www.epa.gov/ozone/title6/609/technicians/609certs.html>.)

Gary Main suggested that having students take the online AC technician certification course could be the answer, instead of having each independent program such as the GST address this.

Leo Rancour suggested that we can't cover certification at every level for all the content of the GST course. If this is meant to be an awareness course, maybe it doesn't need to include so much high level content. At a maintenance level, GST technicians will need to be aware of a lot they won't actually do; instead they'll need an understanding of what's "beyond" and why. The GST is for entry level people. The Independent shop owner is constantly hunting for technicians and has to go thru a tremendous amount of testing and qualifying. At least with the GST technician that shop owner would know the basics were covered and the beginning technician should be able to recognize a wide area of problems and refer them "up."

Jack Devine agreed if the GST curriculum covers a broad number of topics, then the technician can recognize when something doesn't look right and can refer the problem to others who can handle it. Give the technicians basic information and some may be inspired to continue to train and advance in certain areas.

Moe Broom asked to add under *Electrical Systems* the hydraulic safety aspects of maintaining cars. *Gary Main* said teaching that topic at an awareness level is part of the program, so he'll make sure it's spelled out in the GST Can Do list.

Gloria Hatcher-Mays asked if the exhaust system is embedded in the training. *Gary Main* responded that yes, exhaust systems are part of the engine training.

GST "Certificates of Proficiency" vs. Certification

Dan Flanagan cautioned that Independent shop owners hiring GST graduates shouldn't advertise "We've got certified technicians," when really all they have are GST certified technicians.

Matt Houghton said GST graduates will have a Certificate of Proficiency from the school, but they won't be certified (as with ASE). There will be a checklist of all the things the person has accomplished in the class.

Frank Rus asked if some of the content in the GST program could be labeled to illustrate whether the student will be competent at a certain level for certain tasks (such as electrical work) or whether he/she will have just an awareness. *Gary Main* answered that GST graduates will have a long checklist (competency portfolio) detailing what level of competency he/she has acquired.

GST Entry Job Levels and Pay Scales

Gloria Hatcher-Mays asked the Panel "How does the group feel about hiring these GST graduates and what would you call them?"

Terryll added, "Do you currently have beginning positions for new GST graduates?" Several Panel members agreed that they do. *Terryll* listed the beginning jobs employers said they'd hire the GST graduate for:

- Entry Level Technician
- Maintenance Technician
- Oil/Lube Technician

The salary range would be \$8 to \$14 for a GST graduate. Some businesses will add more to that depending on what their benefit package adds.

Leo offered that there seems to be a trend for even new employees to have a title so they can identify the next step in their career progression. The GST might be equivalent to what used to be called a Lube Tech.

Mike Gerber's dealership (Eastside Chrysler-Jeep) operates as teams. The team gets credit for whatever knowledge the new person – such as a GST Apprentice – brings. The team leader works with the team members so they all mentor the new person and each other.

Continuation Training for GST Graduates

Steve Lemnah asked where does the graduate/new hire go after completing the GST? How will he/she progress? Is it the shop owners' responsibility to present whatever training should be next? Has this Project considered producing a career track showing what additional training could be next?

Steve asked if the GST covers the content in the SCC Automotive program. *Gary* answered that it won't skip anything. *Cameron* added that the GST is required to be an articulated program so that a post secondary school must give some credit to the student who completes the GST curriculum in high school.

John Nelson has a Skill Center co-located at Yakima Valley Community College so that students can take courses in high school at the CC and be ready to articulate on a very easy-to-identify pathway into the CC.

Mark Gardner asked if the GST student who takes the course at SCC will get credit at the Community College level. *Gary Main* answered that sometimes it's a transferable credit, sometimes it's actual credit (such as 36 hrs at SCC), and sometimes it's a tie-breaker to help a student get into a full course taught by an automotive manufacturer.

Cameron reported that NATEF has changed their standards so that post secondary schools can have a GST certified training program.

Karen Johnson said Renton Technical College offers the ITEC program so that the GST graduate can move into that program using the credit acquired in the GST program.

Moe Broom said at the State level they look at the GST as a way to move the automotive shops away from old, outdated automotive programs instead toward the GST program which raises the level of outcomes and has more up-to-date equipment. He hopes at a secondary level eventually a Tech Prep course can be offered statewide.

Mentorships and Internships

Matt reminded all that apprenticeships and internships would give employers a chance to try out GST graduates. While completing the GST course and before getting an entry level job, the GST student with an internship or apprenticeship would give the employer better raw material and give the student an early look at what he/she might want to pursue to advance.

Matt asked if looking at internships would interest the Panel at the January Skill Panel meeting? The group answered yes; let's cover how internships will work and how accountable such programs could make workers during the trial program.

Gloria added that an internship would help a lot of Seattle Jobs Initiatives' job applicants get sponsorships. She also suggested developing a database with more detail describing training requirements and earning potential associated with the career progression shown on the Career Ladders chart.

Moe Broom suggested contacting the State Apprenticeship Council for any information about successful apprenticeships.

Skill Panel Endorses GST

Gary Main stated that the Skill Panel needs to approve the GST program before it's really rolled out and taught widely. GST Pilot Programs are now underway, but in January 2006 the first full-fledged offering of the course will occur.

Terryll asked if the group approved the GST curriculum. A motion was made, seconded and unanimously approved to endorse the program. *Matt* asked the Skill Panel to keep feedback coming, as this is not the end of the discussion. The GST curriculum exists and is in the Pilot Project stage, during which the Project Team remains ready for more input.

Career Ladders and Lattices

Terryll reviewed the Career Ladders and Lattices chart from past meetings. She also stated that she's working with Doug Angell to incorporate Joel Baxter's aging information to the charts to show progressions along the various pathways.

The suggestion was made to use time instead of age to associate the progress of GST technicians on the Career Lattices chart, and to put a "You are here" red mark to show where GST students/graduates start.

Ongoing Training for Employees

Terryll referred everyone to the Ongoing Training for Employees skill list produced at the September Skill Panel meeting. The list includes three categories of training – Automotive Technical Topics, Business Topics and Workplace Skills – for which Panel members had previously indicated a need. Yet *Gary Main* had received feedback from employers who said they would not send any of their current employees to any of the trainings listed on this list. *Terryll* asked the group to name the courses to which they would actually send employees.

Specific Ongoing Trainings for Incumbent Workers

Mike Gerber suggested he'd send someone to the Parts training listed.

Frank Rus suggested it would be more effective to offer specific topics within one of the general topics in order to get a wider response. Instead of Diagnostics, break it down to specific areas such as Component Testing, Systems Testing, etc., offered at three levels:

- > Entry
- > Line Technician
- > Master Technician

Karen Johnson said it would be better to look at **time frame** required for each course:

- > How long would a Technician need to be out of the shop?
- > How much curriculum can successfully be taught in that amount of time?

Jerry Smith asked who's doing these trainings and where will they be taught?

Cameron described how the grant covers training conducted before 11/30/06 to 75 incumbent workers already in the industry on topics Skill Panel employers identify as required for their employees to advance. These trainings will be paid for by the grant's funding and can be **whatever employers require**. Trainings can be:

- > Onsite or at a training facility
- > Soft skills or technical training topics
- > Basic, introductory level or really advanced specific types of training.

Cameron stated that the Skill Panel simply needs to name the training; the Project staff will find the trainer and the facility.

Dan Flanagan says *Joel Baxter* at ASA is already continuously offering these types of training programs, as are Snap-On, AC Delco and NAPA and Car Quest. Why are we re-inventing the wheel?

Jerry Smith, Steve Lemnah, Leo Rancour, Frank Rus and Gloria Hatcher-Mays agreed that other groups already have this covered.

Terryll stated that instead of reinventing the wheel, Skill Panel members are simply being asked to name the types and places offering training so that the Project Team can pull those pieces together. The intent is to “sub” out the training to be conducted by existing vendors by September 2006.

Gary Main agreed to contact the Panel members who spoke up about existing trainings (*Jerry Smith, Steve Lemnah, Leo Rancour, Frank Rus and Gloria Hatcher-Mays and Joel Baxter*) to get the details about other organizations offering trainings employers would be interested in. Anyone with ideas for training topics should get with *Gary Main* or *Cameron* to offer specific details about what trainings are needed.

Gloria Hatcher-Mays suggested two training topics for employers:

1. What is a GST graduate and how can you use them in your business?
2. How can you effectively supervise and work with non traditional employees?

Scholarships and Training Priorities

Terryll asked the group, “Where should our grant funds go? Should we subsidize instructors, give scholarships?” These funds are available to train all types of employees, not just ESL or non traditional employees. Courses can be two hours at night or all day on a Saturday or whatever. We’d like to subsidize some training that already is available.

Steve Lemnah recommended that we offer soft skills to people who don’t usually go to class. *Karen Johnson* suggested a good use of the grant funds would be for scholarships for those who don’t normally go to trainings.

Ongoing Training Next Steps

Gary Main will follow up with specific members to clarify and get details for types of trainings to pursue offering through this Project.

Next Steps for the Skill Panel

Marketing Outreach Activities

Using examples from the “Next Steps for Automotive Skill Panel” list created at the September meeting, Panel members formed small groups over a working lunch. Each group brainstormed ways to begin raising targeted segments of the general public’s awareness that automotive careers offer viable options for advancement and success.

Working Groups

As the small groups reported their prioritized projects, *Terryll* introduced the need for **Working Groups** (two or more people): Panel members willing to do some work at Skill Panel meetings and some outside the meetings to create a flow into this industry from key sources.

Each Working Group should identify a point person whom *Madhuri* will contact on or before December 16 and January 14 to support accomplishing whatever next steps the group identifies. These Working Groups would then report on activities and next steps at the January 24th (South Sound) and January 25th (North Sound) Skill Panel meetings.

North Sound (SCC) Skill Panel Working Groups and Action Items

Panel members named the following high priority action items and Working Groups.

Project: Get the word out about Ongoing Training for Employees offered through this program.

Goal: Enroll 75+ incumbent workers in “next steps” trainings identified by their employers.

Ongoing Training Skill Panel Leads: Frank Rus, Leo Rancour, Dan Fey, and Garry Burke (in Houston)

Point Person: Leo Rancour

Automotive Project Team Contact: Gary Main

Outreach Targets:

1. Groups such as ASA, ASE, Training Associations, etc.
2. Jobbers and Parts Suppliers
3. Tool and Equipment Suppliers

Project: Contact High School students, parents and counselors to get the word out about automotive career opportunities, salaries, etc.

Goal: Bring entry level technicians in the automotive workforce.

High School Skill Panel Leads: Mike Gerber, Jim Elliott, Moe Broom

Point Person: Mike Gerber (He is already working with Lake Washington High School and plans to work with Bellevue and Cascade High Schools.)

Automotive Project Team Contact: Matt Houghton

Outreach Targets:

1. PTA meetings – Develop the message to appeal to good (bright, achiever) students to explore what automotive training programs and careers offer.
2. Compare Washington State Auto Dealers Association’s salary ranges with other careers available and then get the word out.

Project: Reach the Adult Learner Community about enrolling in the GST program.

Goal: Increase non traditional populations entering the automotive workforce.

Adult Learner Skill Panel Leads: Karen Johnson and John Chadwick (RTC), John Nelson, Gloria Hatcher-Mays

Point Person: Karen Johnson

Automotive Project Team Contact: Matt Houghton

Outreach Targets:

1. Community-Based Organizations, churches, civic events, United Way sponsored programs (contact them early to get GST program publicity through them), etc.
2. Multi-lingual populations – Develop marketing materials in multiple languages.

Karen stated that she and *John Chadwick* both have a high percentage of ESL students at Renton Technical College. They help recruit these students to enroll them in the next steps in RTC's programs. This population needs extra attention and some hand holding because they've been beaten down in life and don't have the confidence for tackling "the system." This Project needs to appeal to ABE/ESL instructors with this insight about working with these populations.

Portfolio Provides Successful Model

Moe Broom and *Bob Austin* said offering a portfolio is the best way to get word out into secondary system (High Schools and Skill Centers). We should produce a Peachee type folder with printed information about types of lessons covered in automotive programs, PowerPoints with career information, and contact information for the next step. *Moe* said Lincoln Welding (a private company) paid for materials to develop such a portfolio promoting a series of welding programs. The programs have been adopted across the State (and even some teachers out of state are now inquiring about the folder).

Garry Burke offered that DOL has recently completed a video on automotive careers.. He will send information on these materials when he gets back to Texas. *Cameron* said those materials promote jobs (salary compensation figures from an industry wide view) and that we may also need to develop more regionally focused outreach materials to effectively attract local audiences.

South Sound (Korum Ford) Skill Panel Outreach Action Items

Terryll reviewed the South Sound Skill Panel group's action items identified at the Puyallup meeting earlier in the week. The South Sound Panel members formed one Working Group to address the following:

1. Project: Develop a brochure and CD with information on automotive career opportunities.
Goal: Have quality materials to take to High Schools and Community Organizations.
2. Project: Form a Planning Team to create an initial plan for action items, resources required and potential training issues.
Goal: Identify solutions for printing costs, production resource requirements, sponsorships, training issues and logistical challenges.

Brochure and CD Skill Panel Leads: Tim Sim, Joel Baxter (Point Person) and Veronica Garaycoa

Terryll suggested that the Point Person for all the North Sound and South Sound Skill Panel Working Groups may want to contact each other to share information and resources as both are developed.

Gloria pointed out that the SCC “North Sound” group focused more on the process and strategy and avenues to get the word out through outreach, while the Puyallup “South Sound” group focused on the materials to use during that outreach.

Hispanic Outreach Events

Cameron reported on recent Automotive Project outreach activities. In October five counties invited high school boys and girls to an empowerment session hosted in Olympia and conducted in Spanish. Over 300 students attended the event which had exhibitors and sessions designed to help the students take charge of their lives. The Automotive Project sponsored and staffed a table, met with students, and distributed literature about the GST, AYES and other automotive training programs.

ASE has received a federal “Hispanic Outreach Grant” and is partnering with Statewide Chambers of Commerce to sponsor educational events in various U.S. cities. These events will be conducted entirely in Spanish to attract interested workers. Within the Hispanic-Latino community there are estimates that 85,000 linguistically-isolated individuals work in the automotive industry today.

ASE – Washington State Chamber of Commerce Hispanic Outreach Event

Saturday, December 10, 2005 - 4:30 pm to 7:30pm
Location: The Salvation Army Seattle White Center
9050 16th Ave. SW - Seattle, WA 98106
Contacts:

Dan Flanagan
(206) 325-2100
flanadm@msn.com

J.D. Sampedro
(703) 669-6621
jd@asecert.org

Cameron asked for help in reaching and inviting Spanish-speaking automotive service technicians to this event. Anyone who speaks Spanish and who already is working in the automotive industry would be the target audience.

Adjournment

Tom thanked everyone for their contributions to the meeting and the Panel adjourned at 1:30 pm.