

**SHORELINE COMMUNITY COLLEGE
DOL/ETA – High Growth Initiative Grant
Automotive Training & Career Opportunities Project**

Skill Panel Meeting Notes

DATE: January 25, 2006
PLACE: Shoreline Community College – Professional Automotive Training Center
TIME: 9:30 a.m. – 1:30 p.m.

PRESENT: Skill Panel Members
Bob Austin, Seattle Unified School District
John Backes, Shoreline Community College
Moe Broom, Office of Superintendent of Public Instruction
Ben Castilla, WorkSource
John Choulochas, USCPAA
Keith Dyson, Clover Park Technical College
Dan Flanagan, Automotive Service Excellence (ASE)
Mark Gardner, Seattle Jobs Initiative
Norma Goldstein, Shoreline Community College
Mark Hankins, Shoreline Community College
Gloria Hatcher-Mays, Seattle Jobs Initiative
Shakti Hawkins, Office of Senator Maria Cantwell
Carla Hogan, Shoreline Community College
Mark Keitges, Renton Technical College
Steve Lemnah, Seattle Automotive Distributors
Berta Lloyd, Shoreline Community College
Mike Marchese, Bellevue Cadillac
Gary Neill, Renton Technical College
John Nelson, Yakima Valley Community College
Ron Olson, AYES
Linda Rider, Seattle Jobs Initiative
Don Schultz, PSADA
Shane Stafford, Renton Technical College
Joan Weiss, Worker Center, AFL-CIO
Ann Wetmore, US Department of Labor

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
Joanne Warner, Shoreline Community College

Tom Mackin welcomed everyone to the 6th Skill Panel meeting and facilitated introductions. *Madhuri Hosford* distributed Skill Panel binders and updates.

Tom introduced Cameron Hightower, Project Director, who gave special recognition to John Chouloucas, former Automotive Curricula Development Director at GM and developer of the GM ASEP training program.

Cameron also introduced Walter Liang, who reports directly to the U.S. Secretary of Labor, and who has expressed an interest in helping the ATCO project flourish and continue its work.

Walter addressed the group and saluted the ATCO program for its excellent accomplishments. Even though the U.S. Department of Labor's Seattle office has closed, our new Federal Project Officer, Karen Connor, will continue to serve us closely and will continue to be a strong supporter.

101,000 new jobs in the automotive industry are forecasted to be available between 2010 and 2012. The Department of Labor (DOL) promotes training for such jobs that are not 4-year college programs.

Anne Wetmore of the US Department of Labor/Employment Training Administration was introduced. She manages an apprenticeship program in this area.

Cameron introduced Karen Connor from SFO. *Karen* recounted how services have been consolidated in the SFO office. They are our first point of contact for activities. She thanked all members for participating in the Skill Panel to further the Presidential initiative for getting more people in this particular high wage, high skill.

Automotive “High Wage, High Skill, High Growth” Industry

Tom introduced Ellen O'Brien Saunders, Executive Director of the State Workforce Board. What does the State need to do to address workforce issues?

Ellen is retiring summer 2006. She was hired in fall 1992 and attended an SCC board meeting on campus that year, so it's fitting that she's back at SCC for completion. Ellen has a short list of things to get done before leaving and these are her focus:

1. Work Readiness Credential
2. Industry Skill Panels
3. Legislative Agenda

Demand for Soft Skills

Every two years the State conducts a workforce needs analysis of what employers experience in finding and training skilled workers. Since 1994 the State has been publishing this analysis every year. Each time the analysis shows that soft skills, such as team work and problem solving skills are the hardest thing for employers to find. (Every survey since 1994 says the same thing.)

The biggest gap is in technical skills, then soft skills, then English and Mathematics. We need to have some way of teaching and credentialing those skills.

Work Readiness Credential

Employers hiring high school and four-year degree college graduates have the same complaint. There have been small attempts to establish those skills, but not much headway has been made. The State has now joined with other states to get a credentialing process in place. This is allowing the State to finally “wrap our arms” around a solution for a problem we’ve had for quite some time. This training will be portable (like apprenticeships) to certify that new hires have those skills. This will be a tremendous benefit to employers.

Soft skills training will be delivered online. Content will be English, Math, Situational Ethics (Judgment), and Oral Communications. (This is the only assessment of entry level skills that will have an oral component.)

People guiding these students will need to think, “How can we be sure our students are ready?” Testing might be a solution to evaluate student comprehension.

Field Tests of the Credential

Field tests will be conducted in February 2006 to see how this Work Readiness Credential will work. Twenty-four sites across the nation will train approximately 800 participants. Four are in Eastern/Western Washington – a range of industries and company sizes, specified demographics and non-native English speakers. Ninety percent of test takers were entry-level. Employee skills are independently validated by supervisors. Full roll-out of the program should be ready by mid-June 2006. Additional counties such as Snohomish, Pierce, Vancouver/Clark County, also counties in the north central area will be included. Four local areas put their money into it and are ready to implement. The test site could be a workforce center or GED test site. Pricing is being determined and will typically be around \$50.

The team implementing this Credential did a thorough analysis of other systems out there. This set of criteria to measure basic workplace skills was designed to fill in where other testing systems don’t.

Procedures will be determined for situations where someone doesn’t pass the test. Those who don’t succeed will be able to take it again, but will have a waiting period.

K-12 Requirements

Initially, *Ellen* doesn’t think K-12 will be part of the requirement for all students. If employers remain frustrated with work readiness skills, they may want K-12 requirements applied at all

levels. It's currently optional at all levels. The program fits well with K-12 because students and employers are attuned to getting ready for the workplace.

Workplace Credential Q&A

Q: How will employers use the test outcomes? It seems there would be a negative outcome if someone doesn't pass the test. Where can a student go to get ready if they don't pass?

A: The credential is focused on trying to tease out what skills employers really do need and then get employees focused on those important areas they may need to hone. These outcomes will tend to tell the truth, and that will impact the low income, disadvantaged population.

Q: If it's a true certification, how will they be issued and tracked?

A: A whole system of data "machinery" will be behind this. We'll need to track certifications and also address whether or not the program is working, and whether employers are more satisfied and less frustrated.

Other Q&A

Q: Why hasn't the State blessed the auto sales and service industry as one of the 18 clusters the State focuses on as high wage, high skill clusters (key sectors of the economy) so we can use scarce resources across the state and partner with SBCTC to address the highest needs? (Ellen's slides showed six clusters in each region of King/Snohomish, Northwest, Southwest, Pierce, Spokane and Eastern Balance counties.)

A: The State Board addressed important industry clusters in the region and key sectors of the State's economy, encouraging industry leaders in those sectors to have Skill Panels. For example, we have 12 Health Care Skill Panels in WA (the only industry with Statewide Skill Panels) because the shortages of employees are so critical and widespread. The Workforce Board is about fostering partnerships, so a database was used to identify cross ties between sectors and that influenced which sectors were recommended for Skill Panels.

Q: Where does automotive fit? Is it within the manufacturing cluster as a supplier to major industry or in the transportation cluster?

A: Shoreline Community College (SCC) has put its stake in the ground as a Manufacturing Skill Panel. Can we see ourselves as a supplier to the Manufacturing sector? SCC has a long history of working in partnership with industry. The history of the SCC facility has a reputation of success that others should follow.

Legislative Agenda

Washington State Government is not willing to make an investment in Skill Panels right now. The Workforce Board is very worried about the dropout rate, as is the Legislature. State Representatives are working on how to make high school attractive to kids. Several bills are

being proposed on that topic. The general figure for average dropout rates in 1st, 2nd and 3rd year is about 50% who don't reach "completion."

Many decision makers in industry and State policy makers have a BA themselves and think that's what the world needs; however, the Workforce Board is constantly advocating for highly paid technical jobs that people can get access to without a BA.

As the President looks at the total budget available and compares the number of students willing to sign up for English/Psychology versus those signing up for technology, monies tend to go to the most popular, economical programs. Technical courses need more budget money for labs and equipment. The Workforce Board is advocating funding such solutions.

Community Colleges' Role

About 25% of those enrolled in a two-year community college have a previous degree. However, in Biotech about 70% already have a BA. This means that the community colleges are serving a real need in our communities to help people move up the career ladder. You can discover where opportunity is after you graduate with a BA and get out in the real world.

Ellen was a medieval history major. She did a labor market survey and then decided to get a Master's degree. That opened the door to getting a job in an area to help people.

Automotive Program Structure

Mark Hankins doesn't agree that automotive is part of Mfg. It's a service industry (and retail) part of the economy. A case can be made for automotive to be part of manufacturing from a workforce perspective. But largely this industry is selling and servicing vehicles. If Skill Panels are funded again, there a chance Automotive could be funded too since it's not clear whether or not it is part of Manufacturing. The difficult case for the State Board to direct monies toward this Skill Panel is that it's already so successful. Some industries around the state are struggling and so far from having the conversation about cooperation that funding tends to go to them.

K-12 Programs

The outreach to K-12 is key. The State Board desperately wants to get that pipeline conversation going to increase foundation competencies at those levels.

Steve L pointed out that we need to go back to K-12 and 3rd, 4th, 5th and 6th grade to build those competencies in, not at the HS level.

Ellen pointed out that the Work Readiness Credential will demonstrate a set of skills that are not in any part of our educational system – areas that 4th and 7th grade tests don't assess. From a reform standpoint, the Board has started with the areas most easily measurable. Again, the State is targeting the fact that the dropout rate is so high and that we must get middle school and high school counselors on board in guiding students to more marketable fields than psychology.

“Navigation 101” is a program to let students choose what they want in their future, but the school has to be willing to staff up and change what is taught (such as math and science).

Don S pointed out the AYES program is a college/high school partnership. The ASSET test measures their math and English in their sophomore/junior year so they can take more courses tied to a career (gives them a reason to dig in and do it).

Ellen suggested that Skill Panel members look at the three subcommittees of Washington Learns and contact them about recommendations for changes.

GST Update

Tom introduced *Matt H* to provide a GST update. SCC is up and running with 15 students in the ABE course and 10 in the ESL session. Renton Technical College is starting their GST Training course 1/30/06. Yakima is offering it this fall 2006.

Job Corps requires these locations nationwide to have curriculum certified by NATEF and that curriculum will probably be GST. Internships in the ABE Class will have graduates ready for work June 15th.

Matt introduced *Gloria Hatcher-Mayes* of Seattle Jobs Initiative. *Gloria* has long history of helping non traditional students get into the workforce.

SJI started as part of city government under Rice NEEA foundation blended with the Casey Foundation. They formed a strategy for bringing low income workers into the job force. After three years, the program spun out from city government. They placed 3,000 workers in the local workforce. They used the same strategy that EOS was talking about. SJI continues that support after the student is placed on the job.

Cameron also acknowledged *Moe Broom* who passed up the opportunity to brief the legislature to meet with the Project team about the GST program following the Skill Panel general session.

Internships: Creating Successful Technicians

There is a need for demographics information to learn about what it takes to hire and keep different ethnic groups and non traditional populations in the workforce. This internship program provides a leg up and an entry into the automotive industry.

What are reasons people don't stay in the program? This at risk population sometimes has a family problem or they get another opportunity for a higher wage in another industry. Carefully monitored internships help participants build loyalty and partner with companies early on to cut losses of people who leave the program. Such programs provide meaningful work (such as

automotive work) tied to what they're learning (such as the GST Training). Gloria's slide "Keys to Ignition" lists things that make internships successful.

Mike Marchese

(Bellevue Cadillac) said this program is exactly what he's looking for and that Bellevue Cadillac would be very interested in having interns from this program. He started his career in a similar way and really believes in this process. SJI has a waiting list of employers lined up to get their interns because they're so successful. They hope to build the same success in this pilot program for the GST Training.

Tim Sim and Shane Stafford (Jiffy Lube representatives) indicated they're especially satisfied with SJI's programs. *Shane* said it's important to recognize the ESL population's tendency to build and depend on community among their own type. This builds loyalty to the shop because of having at least one person from their own group.

Internship Starting Age

What is the starting age for internships? *Matt* said this program can allow people under 18. *Mike Marchese* said his insurance won't allow under age 18. *Ron Olson* indicated under AYES (through L&I) the state has allowed under age 18 to participate in internships as long as they don't drive. An exception to this is through AYES' mentor program where they can move cars with their mentor. Last year, 70 students in Washington were placed – most of them were under the age of 18. AYES got a variance on the ruling that says employees under the age of 18 can't work near forklifts by identifying that hoists are different from lifts.

Dan Flanagan is checking on school district programs being able to insure interns. They can't drive and do road tests, but can do many other things in the dealerships.

Anne Wetmore volunteered that DOL has an apprenticeship program in Ft. Lewis through the SKOOKUM Corporation to help place them.

Career Pathways Chart Development

Terryll is developing some sections of the Career Ladder chart to put on the ATCO website and in a tri-fold brochure to describe positions, salary ranges, training required. With the help of Skill Panel members, selections will be made for a pilot (certain "silos" on the chart will have this detailed information provided).

Marketing Outreach: New Automotive Training Video and Brochure

Madhuri introduced the topic of marketing outreach and developing materials to use when we go to high school events, counselors' meetings, etc. She showed the test pages of the ATCO (Automotive Training & Career Opportunities) project website and asked for volunteers to help

edit and provide ideas to reach the appropriate audience. *Norma Goldstein* and *Anne Wetmore* volunteered to help edit contents for such publications. *Dan Flanagan* said he'd write a story about the launch of the ATCO website for Parts & People when the site has been launched.

Madhuri then introduced the ASA video ("Career Encounters: Automobile Technician") Skill Panel members provided the following feedback to help improve the video's effectiveness with target audiences:

- Need to include both traditional and computer-based technician work
- Need to produce the video using multiple languages
- Needs diversity—more women, people of color (should show Hispanic students because of the high numbers employed in automotive field)
- For high school kids, show more computer technology
- Variety of hair styles – really need updating!
- Music is circa 1985 – very dated
- Seems to be made for an adult audience, not kids
- Needs more young people who demonstrate why they are training to work in automotive
- Show hip, cool cars and/or vintage cars
- Show a new facility like Bellevue Cadillac
- Video is too long – should have shorter scenes and should last no more than 12 minutes
- Need to tailor video to students, parents, counselors and high level instructors
- Start with a quick scene from NASCAR; other racing groups (NHRA, Monster Trucks)
- Show tuners (get a cheap Honda and trick it out)
- Get additional feedback from our target audience

Hispanic Outreach

Benjamin Castilla, WorkSource Renton, has produced four workshops in Spanish to help students learn how to look for a job on the Internet in both Spanish and English. He said it's challenging to get Latinos to look for a job on the Internet. Ben's career began in LaConnor traveling to pick produce. At that time he didn't care about education. He just cared about getting work today. His motto was "Give me the job and I'll do it!"

He teaches young Latinos that looking for a job is not like it used to be when you looked for work in the fields. In his workshops, he asks them "How many of you want a better job?" "How many of you are qualified?" They all raised their hands even though they don't have enough training. He tells them, "People pay more for up here" (pointing to the head for knowledge) "than for here (pointing to the arm for brawn)."

He helps people who speak Spanish, Russian, Armenian, and English. He has worked with L&I, DSHS, L&R to help the Hispanic population integrate into the workforce. They need more Case Managers to work with these populations. He said there are two underground networks where these populations spread – Sea Mar and Centro de la Raza.

Benjamin wants to meet with WorkSource Centers and be invited to speak at their meetings to spread word of the GST Training. He said to call him for more information (206) 779-4319 and hopes we will all work as a team.

NAFTC Training Center

Cameron announced that the National Alternative Fuels Training Consortium (NAFTC) has invited SCC to join the 27-member consortium of colleges and become Washington State's only National Training Center offering NAFTC's standardized curriculum to train and certify technicians in alternative fuels and advanced technology vehicles, and to offer consumer awareness training in these areas. The NAFTC heard about the SCC Automotive Training Program and the ATCO project's focus of getting at risk populations into the workforce and felt SCC would make a great addition to the consortium. The ATCO project was presenting the types of services ATCO provides at a Vehicle Training Managers' Conference, and the NAFTC came over to see our booth and approached ATCO project members about joining the consortium.

Twenty-three states are National Training Centers (NTC's) for alternative fuel and advanced technology (mostly in eastern and Midwestern US). Being designated as a NTC requires a strong commitment from the SCC administration. SCC will formally join the consortium at the February 2006 NAFTC business meeting in Washington, D.C. Lee Lambert, President of SCC along with Mark Hankins, Gary Main and Madhuri Hosford will be at that meeting. This group will also be meeting with both of Washington's Senators Cantwell and Murray and with our two Representatives McDermott and Inslee for their support in this effort.

Part of becoming a member in the NAFTC involves hosting *National Alternative Fuel Vehicle Odyssey Day* each two years on campus, a national biennial event held in 50+ U.S. cities on or about October 12 every other year, to raise public awareness about the importance of the use of alternative fuel vehicles and advanced technology vehicles as part of our nation's strategy to achieve energy independence and clean air. Shoreline's version of this national event will occur on Friday and Saturday, October 13 – 14, 2006. There is already a lot of excitement about offering such an event on campus because of the timeliness of these issues, gas prices, and other initiatives for Shoreline to "go green."

Any Skill Panel members who want more information about participating in Odyssey Days should contact Madhuri Hosford, Odyssey Days Coordinator at (206) 478-6621 or madhuri@oz.net.

Adjournment

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