



Takeaways from the Manufacturing Partner Town Hall Meeting on 7/19/17.

How to Read: the red text are the **Gaps / Needs Improvements** identified by the businesses, the green text are the **Possible Solutions / Recommendations** identified by the community partners. Black text are the general comments that apply to the section.

1. Increase mentorships and internships.

- a. There are mentorships and internships, but there isn't anything out there about connecting to apprenticeships. It seems like a very important thing that shouldn't be left out.
- b. Job shadowing could help.
- c. There is an untapped "English as a Second Language" population.
 - i. Due to language barriers, they have difficulty expressing what they are thinking in interview.
 - ii. Employers should use them as an option though since they have great skills
- d. If employers are going to provide these opportunities, then the employers will also need to create the capacity. Training providers can't create something (e.g. a program, pipeline) when there isn't a high demand for it. It's the businesses that should be more engaged in hiring and bringing on the mentees and interns.
 - i. The businesses could open the number of vacancies for the internships that can be filled by the workforce partners.
- e. Can workforce and Department of Labor create a program to help them both?
- f. There is always a college program to work with interns and this is beneficial in the long run for employers.
- g. In Charleston South Carolina there is Siemens who connected with a community college to create an apprenticeship with high school students.
 - i. 2 year program to work at Siemens and finish with an Associate's degree by the time they are done.
- h. Connecting the employers with feeder programs within the community to get those mentees and interns.
- i. Pg 2b in the employer feedback notes say that graduates from colleges look good on paper, but don't have the ability to do the job.
 - i. It can't just be the school that creates it on their own.
 - ii. Businesses need to work with schools on creating the training and building out programs, if they don't think it is providing prepped workers.
 1. Is there a grant program of some kind?



- j. Do the college interns get paid?
 - i. The interns get credit or a degree. Apprenticeships pay.
 - ii. Internships can sometimes offer stipends.
- k. AJAC has many 4-year programs.
 - i. They are about to launch an 18-week program.
 - 1. It's affiliated with the local schools. AJAC trainees graduate at a journey level and are only missing a couple of electives in order to get their Associate's Degree.
 - ii. AJAC also has incumbent worker program. They have current employees that they do the training for to make more well-rounded employees.
 - iii. AJAC, is a very low cost to the employer (e.g., \$250) depending if they pay wages or not.
- l. Seattle U has an engineering program and has 26 sponsors for the projects from industry. It goes all the way from civil to mechanical engineering.
 - i. The teams bring a product forward by working with corporations or the community and bring a project to fruition in one year that is innovative.
 - ii. Companies are using it for R & D or product development.
 - iii. This is perceived as an investment. It's sponsored by the corporations and they have skin in the game.
 - iv. Paccar has been with this program for 18 years. They see this as an investment from corporations.
 - v. Now let's talk about investing in High Schools and school districts to encourage that track.
 - 1. This is in place, but mainly through large, established companies. There is a bit of a challenge for the small and mid-sized companies. There are probably different narratives depending on size of company.
- m. Community colleges offer contract services for business training services. If a business is having trouble offering internships, the business services team can give training on implementing and offering a better work place environment. Small businesses can use this.
 - i. Small companies do not have the man power or resources to do that. How much does it cost? How can we be more practical?
 - ii. Colleges can create programs, but business would have to adopt and support the programs.
 - iii. Finding internships via colleges is important. We need direct lines between education programs and employers.



- n. To just focus on being satisfied with the students coming from schools and Community based organizations
 - i. If companies engage with the system, the system can work with them. But how well situated are we to actively find the different challenges that are being faced by smaller employers?
 - 1. Good question. That's the relationship with the Workforce Development Councils (WDC's). The relationship with the business community is formally to the WDC's, but the public sector doesn't have as good of an information flow to the WDC's. How do we leverage what is already in existence within the WDC's.
 - a. All the different resources area available. It's huge and fragmented.
 - o. A lot of this falls on potential employees not communicating what they can offer. Are employers adequately communicating what their needs are?
 - p. What is the local capacity for apprenticeships?
 - i. Goal is 400 plus per quarter. Employees are incumbent-based, so it is a matter of the employers signing on.
 - ii. There is a new 18-month Industrial Man apprenticeship for High Schools coming up.
 - iii. There is an incredible amount of apprentices.
 - 1. Try to incentivize the employers to say, "If you support your employee, they will want to stay with you."
 - q. L & I has a regional apprenticeship coordinator who can identify all the apprenticeship programs in the region.
 - r. Paid internships from the Tech Hire / MECWA grant for machining programs and robotics.
 - i. Mechatronics has an intern making \$22 per hour as an example of success.
 - s. Most local business do not know of the value of internships.
 - t. Southern states do a pretty good job with Internships and Mentorships, so they could serve as an example.
 - i. It is unknown why paid internships in the state lag behind many states. But it is possible because labor unions have always taken on this role.
 - 1. Such as in South Carolina there is a model of a business supported model of 3 days of work and 2 days go to school.
 - a. Businesses get workers, workers get training, relationships are built between both and they recruited people after knowing their work ethic and dedication exists.



- u. **Everett Public schools needs help to enhance how we do internships. We cannot do it ourselves.**
 - i. Public schools can provide school credits mentorships/internships
 - v. Workforce Snohomish Apprenticeship Navigator does this type of work.
 - w. Cafe Works is an apprenticeship program.
 - x. Habitat for Humanity has programs.
 - y. Grow Washington also has programs.
 - z. Provide information ways to connect to the community and connect to programs; link together.
 - i. A packet is made for Center of Aerospace ready to go and to help businesses.
 - 1. Contact them for paid internships. Mary Kaye Bredeson.
 - aa. Compass Point based in Seattle are a national organization. It brings internships to current students within 6 years of graduating.
 - bb. Boeing has their own model that they use.
 - i. This summer, Boeing opened up to 18 year olds for their cohorts and internships.
 - 1. **But there was not enough interest.**
 - a. **A disconnect exists between the School District's, career counselors on how they spend time developing the kids and getting them ready for college. They need to help them to be more aware.**
 - ii. Edmonds Community College have some connections in Boeing.
 - 1. But students from community colleges sometimes can't compete with university students.
 - 2. However, students from community colleges stay around more often than university students after the internship.
 - cc. We need to start earlier in the K-12 system.
 - i. Marysville School Districts have a program with navy. Perhaps we can start adding internships into high school graduation requirements.
 - dd. Trade-UP is a good way for students to get involved in workforce.
 - ee. Marysville Scholl District actually have workshop, woodshop and auto shop class.
 - ff. Youth Center at WorkSource/ ResCare currently has program to connect young customers with Mentors.
 - gg. Edmonds Community College Professional Technical Programs have internships / externships built into their curriculum as a requirement.
 - i. For many of the programs with required externships such as Allied Health, the Departments directly set-up students with externship sites.



1. For Internship opportunities at Edmonds, good contacts would be Anne Penny apenny@edcc.edu 425.640.1649.
 2. Additional contacts for Internships at Edmonds CC are Chuck Loomis and Brea Armbruster.
- hh. Career Connected Learning Funds STEM program access with Microsoft money. Contact is:
- i. Nova Gattman, Legislative Director, 360.709.4612.
 - ii. ANEW is recruiting Journeyman Mentors to work with new Apprenticeship participants. Contact is:
 - i. Vernal Nicholas, 206.381.1384 www.ANEWaop.org
- jj. Cocoon House connects customers with Workforce Development Center. Contact is Carmela Morelli.
- i. Carmela Morelli – Dir. Of HR & Student Services – 425.349.1800 ext. 205.
- kk. ORION provides training aimed at connecting at-risk youth with employment in Manufacturing.
- ll. ORIA (Office of Immigrant and Refugee Affairs), City of Seattle.
- i. Glenn Scott Davis, Ready to Work Program and Policy Specialist, is the contact. ESL to work-prep.
- mm. Need a “Clearinghouse” to connect Employers to Internship seekers. A one-stop option could solve the problem of companies bowing out due to too many service providers and not knowing who to utilize.
- i. Industry needs to be educated on how to increase and create the internships. Small-mid size employers need assistance. They are unaware of resources, subsidized funding, and Work Study programs.
 - ii. Best practice is to have Employers Intern Booklets, and possibly EASC encouraging employers to become more engaged.
 - iii. Small- mid-sized companies need to have information. This information needs to be unified. The staff at EvCC and other colleges whose jobs are to reach out to get employers to participate need to coordinate this.
- nn. Some employers are not comfortable having youth on their work site.
- i. Employers want mentorships for younger youth, but they are not open or unable to have 16-17 years of age in their workplace. How do we make this work?
 - ii. Internship barriers are due to the age limit set in worker laws and regulations.
 - iii. People should not be paid if they don't have experience. cannot be paid during an internship. This is why internships may not work for businesses.



- oo. “Jobs for the Future” has a model to build a successful apprenticeship program.
 - pp. Had a timber program that hired right out of high school.
 - i. They typically moved up within the company.
 - ii. Are those jobs available? The local mill is offering really good entry wage jobs at \$18 per hour.
 - 1. But if they aren’t moving into a better job in three months they are gone and an entirely new group is coming in. This helps them get a crew to perform at a high level.
- 2. K-12 and specifically high schools need to teach life skills again, e.g., home economics, balancing a checkbook, and work culture. Specifically aligning it with what industry requires and work expectations, such as attitude, enthusiasm, and attendance.**
- a. Parenting classes
 - i. The parents today are coming in and doing all the work for the students and parents will even answer questions for the students.
 - 1. The student needs to do the work. At the college when the student is on their own, they don’t know where to go to learn these soft skills, get involved in a club, go to the center, learn how to shake hands, etc. There are resources out there and alumni that will help them out.
 - b. Learning the value of employment will help figure things out in life.
 - i. Give people the easiest track to become employees. If you aren’t employed you are out of luck.
 - 1. People must have some means of income in order to be able to effectively exist in the US. We can provide basic needs, but they aren’t going to make it without a job. If you aren’t employed, you aren’t a participant in what the country has to offer.
 - c. The common path of this country is the 4-year degree. This generation is just seeking the next degree. How do we change a societal norm to be “the kid out of high school who has a job and is contributing to the community is a success?”
 - i. Need to bring the parents in the loop and market to the parents. They are the ones pushing the kids into college.
 - ii. Same with academic advisors. They are pushing kids into college to help the school metrics. Also, bring in non-traditional success stories into the high-schools.



- d. School counselors focus on college ready and not job ready. They prep kids for college; not jobs.
 - i. But in Mill Creek only 42% go to college, so what do we do with the rest of the 58%.
- e. Hands on training and workshops funding has dropped, and there are attempts to bring that back.
- f. The Goodwill Youth Aerospace Program.
 - i. They have volunteer programs that do life skills, budgeting, and healthy living. Covers all of these life skills and pays for the first year of college as long as they are in manufacturing aerospace program.
 - 1. It's for low-income, which the majority of the students are Hispanic. English isn't the first language. There's also ADHD and behavior problems that they address. But they can't continue because the business wants the internship or unpaid training.
- g. EduPloyment has life skills training that can be tailored to meet the employers' needs. This is offered by Housing Hope. Contact Haley.
- h. Everett Public Schools are working on a college-life-career model of six-21 century skills to be on the report cards. They still need to contextual this idea. It is still very focused on college readiness; not career readiness. Contact Dana Black.
- i. Cultural change is needed on the school boards to focus on careers and not the four-year route.
 - i. Everett has brought in a CEO to explain why a change needs to happen.
 - ii. We need to put industry in front of principals and teachers. Not just in Everett but multiple other schools.
 - iii. Last year in Everett during the annual 16 hour retreat, they had two hours of the annual training focus on industry needs.
- j. Sno-isle has had to focus on changing the mind about career technical mindset.
 - i. They have focused on targeting partners.
- k. Career and Technical Education (CTE's) need to teach life skills, attitude, employment skills, etc. These are all necessary.
- l. Partner and organization perceptions need to help lead these change as educators have no idea about industry needs and cannot lead the charge.
- m. A benefit of businesses becoming more engaged is that they have first dibs for prime employees coming out of training.
 - i. ATS engages and they can see the benefit of a long term partnership.
- n. Youthbuild- creates training around industry lead training.



- o. There are classes in high school that focus on soft skills.
 - i. Everyone grade 7 -12 have to attend job-readiness courses. It is already in place but employers may see it from different angle.
 - ii. It is required for high school students to take job-readiness courses but certainly the requirement isn't meeting the needs of the employers.
 - p. United way and Edmonds Community College have classes on job readiness.
 - q. Manufacturing employers seem to have the most complaints about job seekers over other industries. One reason could be that they are reluctant to adapt to the new workforce environment for whatever the reason.
 - i. Communication is important. Employers need to understand the change of workforce.
 - ii. Students who are interested in manufacturing have different demographics. Manufacturing employers are not looking for 4-year path students.
 - iii. Millennials are actually not that different from previous generations.
 - r. Community-based learning and research. Instructors design the class and should partner with business to incorporate their needs into the courses ahead of time.
 - s. K-12 should have life skills and home economics. Attitude and attendance are lacking according to the employers (soft skills).
 - i. K-12 world. All students require taking classes versus electives. Edmonds School District offers Personal Finance Class, Career Tech Education Program and Industry Advisors to help them. Optional classes that teach attitude, follow through, communication, team work are elective programs. Not all kids choose to take these elective classes.
- 3. Career exploration days in K-12 (Manufacturing Day), have businesses go out to expose career opportunities to the students.**
- a. CTE and Career Specialists need to have a target outreach to focus on experience and broad skills. This needs to go beyond the single touch by one annual fair. Need multiple fairs for the same career types and follow-up on contacts. Everett Public schools.
 - i. Everett Public Schools wish to build more interest in sending pupils to Sno-Isle Tech Center.
 - ii. To have Cascade to focus on advance manufacturing, but need industry feedback and leadership if it is to succeed.



- b. Sno-Isle Tech Center wishes to change the perception of manufacturing. They are specifically trying to do this with their upcoming aerospace and diesel programs.
- c. There is not just one solution. Outreach and events can't be overdone. There needs to be multiple and consistent outreach, which is not a bad thing. It is necessary and highly needed.
- d. Joyce Walter who was at Boeing started a company that is focused on corporate education strategies and works to coordinate with schools and businesses.
- e. EASC will be a great place to help. Perhaps an industry tour day.
- f. Industry tour day exists but the employers are not available..
- g. Trade up – Trade fair at Arlington.
- h. EvCC – Big Fair STEM Expose.
- i. UW Bothell – Inspire STEM.
- j. EDCC – Expanding Your Horizon.
- k. Edmonds School Dist. – STEM Ambassador, Engineering focus projects.
- l. EDCC has a Non-Four-Year Option Fair and Employment Apprentice Fair. Mark Madison/Edmonds School District.

4. Large scale connection with students from trade schools and community colleges to companies.

- a. Employers should be participating on school district advisory committees to better understand the school operations.
- b. We need to get employers to approach the students. The two sides need to find a common ground.
- c. Most high school graduates will not go into two-year associate's degree immediately after graduation. They are told to go to a four-year university.
- d. A program called Opportunity Expo allows students to take a tour at Everett Community College. It's part of an all-day event.
- e. Cascade Job Corps reaches out to Tech Companies located directly behind Janicki Industries in Sedro-Woolley.
- f. Amazon "Career Choice" Program. Glass-walled classroom in Amazon Warehouse. It pays for their employees to pursue college-level curriculums on-site.

5. Cost effective ways to incentivize youth and existing workers.

- a. State of Washington's Incumbent Employees Program.
- b. New generations want to know how much they will make before they apply.



- i. Includes Millennial “money talk” and communicates with kids and employers about what is going on. Kids talk to each other how much they make. Manufacturing should provide mentorships for high school kids about career paths and wage progression.
 - ii. New generation is wanting to be promoted fast.
- c. Youth center to share about the career pathways.
- d. Youth access to America job act. Office of Congressman Larson sponsors that program.

6. Other

- a. What employers are describing is a supply and demand problem. They have a demand for the system (including apprenticeships, workforce and community colleges) but they can't meet that supply right now.
 - i. They view it as a huge gap. So, what are the mechanisms that need to be put in place to help ramp-up that supply in order to meet that demand? There is the stigma that the community colleges must take two years to prepare and meet the supply. How do you create the network and everything to meet that demand?
- b. The reason WorkSource exists today is because there was a huge shift back in 1996 and certain needs were identified. The skillsets of the workforce was inadequate to meet the demand. We are better prepared in WA state, but it's still bad.
 - i. Some of the business communities did not articulate that. They aren't ready for the changes in the workforce today.
- c. The fact that the business sector is asking for the public to help with solutions means there is more than just what can be solved with ROI. It's positive that the business community is saying, “Help us!”
 - i. We are seeing the outreach from their side and how do we meet those needs?
 - ii. We need to become better consultants and be more collaborative. We need to recognize that businesses are the center of the objective and goals. We need to stop doing our own thing and look at the best interest of the client (business) and know the strengths of our partnerships.
 - 1. It is difficult for the workforce system because there are two customers; job seeker/student and employer.
 - a. Issue is, where is the demand? If we don't know where the demand is we can't help the job seekers
- d. The problem is that the unemployment rate is fairly low. Besides that, we also have a huge number of people who are part of different programs that all have sizable challenges.



- i. One partner has been dealing with people with challenges for decades. It's not a new experience for employers. We can provide employers people that meet their basic needs.
- ii. There are programs that help people with significant barriers.
 - 1. The bottom line is that low unemployment is good for everybody. Now there is opportunity for high barrier folks to have opportunities. If we don't take the time and resources for them to leverage this, then that's the community and system's fault.
 - a. But employers need to be ready to hire them.
 - b. Employers are saying "give me some bodies." That's all the employers are saying. They just need somebody and then they will train them. The supply and demand exists so there is a window that we aren't fully taking advantage of.
 - c. Of those employers saying that, do most of them have in house training? Or do they look outside?
 - d. They look all over the best candidates. They just don't need warm bodies. If they are trainable and have some degree of work ethic, they are at least looking to interview them.
 - e. Childcare & Transportation has potential changes coming as Intel is taking progressive measures, such as offering childcare onsite and locating facilities in areas with access to housing.
 - f. Having an idea the percentage of small, medium and large companies (e.g., manufacturing) in Snohomish County would be helpful.
 - i. There is a large mix and manufacturing is a diverse sector. Many are located here because the relationship with the huge companies.

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