Meeting Agenda
September 14, 2018
Rogue Community College – Table Rock Campus – Room 206
8:00-10:00 a.m.

A. Welcome & Introductions *(15-25m)* · Mike Donnelly

- 1-minute check-in question:

  What is the biggest unanswered question that you have at this time regarding manufacturing?

B. Summer Workgroups Report-Outs *(60m)*

- **Certified Production Technician and Mechatronics Training** · Brian Mattingly, Paula Lawson, Lynn Black, Dana Thorp-Patterson, and RCC Faculty
  - ‣ The Ask
  - ‣ The Response
  - ‣ Potential for Funding
- **Millwright/Pre-Apprenticeship Training** · Jim Fong and John Underwood

C. Employability Skills Rubric 📄 *(15-25m)* · Dana Shumate, John & RAMP Members

- Review content
- Discuss how to support implementation

D. Summarize Agreements & Next Steps *(5-10m)* · Mike, Tami & All

- Next / Regular Meetings

ACTION PLAN

GOAL 1
Expand the talent pipeline through increased skill-building opportunities, education & workforce readiness for current workers

A ◐ *Endorse industry essential skills expectations* through providing interviews to individuals who earn a regionally recognized soft-skills report card.

    A1 ✓ *Programmable Logic Controller Training: February 12-15, 2018*

    A2 ◐ *Develop Mechatronics training* for incumbent workers to increase their skill level and productivity on the job.

    A3 ◐ *Integrate the Certified Production Technician (CPT) program and certification* into short-term training to ensure workers have the foundational safety and quality skills for entry-level jobs.

B ◐ *Increase business competitiveness* by offering just-in-time incumbent worker trainings.

GOAL 2
Workforce Development for emerging workers who are still completing their education

A ◐ *Provide information to develop school and college curriculum and programming* to align knowledge and skills taught with employer needs

    A1 ✓ *Career Highlights at Timber Products and CareStream Health May 2, 2018*

    A2 ✓ *Teachers Externships at Croman Corporation, Timber Products, Amy's Kitchen 7/31-8/3/17*

    A3 ◐ *Increase work-based learning opportunities* like career highlight events, job shadows, internships, summer job opportunities and pre-apprenticeships.

    A4 ◐ *Support project based learning in the Rogue Valley* by expanding teacher externship opportunities at manufacturing companies.

B ◐ *Advocate to expand manufacturing offerings* and to help build strong CTE programs regionally.

C ◐ *Incorporate plant tours* into the short-term training so students better understand the working environment.

D ••• *Provide short-term, non-traditional (e.g., boot camp) training options* for returning veterans, women, unemployed, under-employed and out-of-school youth populations to increase the number of work-ready applicants for high-demand jobs.

E ◐ *Development of an employability skills rubric* to identify expectations and competencies needed to perform effectively on the job.

GOAL 3
Increase awareness of manufacturing careers in the Rogue Valley

A ◐ *Endorse industry employability skills rubric* by providing support and feedback to students and teachers during any and all RAMP/school experiences.

B ••• *Launch an outreach campaign* that targets all available pools of workers to inform them of short-term training and immediate job opportunities in manufacturing

C ◐ *Increase awareness among students, parents, teachers and administrators about career opportunities in manufacturing.*

    C1 ✓ *Manufacturing Careers in the Rogue Valley video completed June 2016*

    C2 ✓ *Knowledge & Skills Transfer Program video completed March 2018*

    C3 ✓ *Careers in Gear February 2018*

RAMP Leadership Companies

Diode Laser Concepts	Medford Fabrication	Timber Products Company
Rogue Valley Microdevices	Linde Group	Quantum Innovations
Carestream Health, Inc.	Linx Technology	

Meeting Summary ◆ Rogue Advanced Manufacturing Partnership ◆ **June 8, 2018**

Present: Paula Lawson, Norm Kester, Shawn Hogan, Joann Linville, Aurora King, Colleen Padilla, John Underwood, Dana Shumate, Dana Thorp Patterson, Kenton Gould, Mike Donnelly, Ann Trausch, Jessica Gomez, Sherri Stratton

The group did introductions and was asked to share, *"What's happening in your world of manufacturing?"*

- Colleen Padilla, Executive Director of SOREDI, announced their upcoming Manufacturing summit on October 5, 2018 featuring Steve Brown, The Bald Futurist, as their keynote speaker.

- Kenton Gould, Coordinator of Workforce Training and Continuing Education announced that a new registration program will be up and running fall term that will allow easier access for employers to monitor student (employee) progress, ability to obtain a record of training, as well as an automated invoice feature.

- Mike Donnelly, CareStream indicated that the coding business is "booming" in the medical field and they are looking at other formulations and new technologies.

- Jessica Gomez, Rogue Valley Microdevices reported that they are really struggling with workforce – "can't staff enough people on the manufacturing floor". "Lead times are being pushed out while focusing on recruitment. Projects are backed up 8-12 weeks; however, it is also good that the economy is doing well and our companies are bringing in the business," Jessica stated.

Mechatronics Incumbent Worker Training

Update from RCC

Dana Thorp Patterson and Aurora King met earlier this week and discussed how to move forward that is the most beneficial for business. A survey monkey was created that Aurora distributed to the group for their review.

Ann Trausch, RCC, presented an information packet that included "how to get started with RCC", as well as a list of what she understands are the high demand Electronics / Manufacturing Courses from Mechatronics Program, and a list of employers who hire RCC graduates. Ann commented that there are currently several students in the pipeline and hoping that part of this overall discussion is how to get individuals "through the process." Ann added that labs are currently open 11 a.m. to 7 p.m. and can be flexible to adjust to other times as needed. Remote classes are set up, as well, for businesses out of the

area. The entire term is open and students can work at their own pace (depends on the student's schedule and what they can accomplish).

Ann indicated that RCC is having their current second year degree students present their capstone projects on June 14, 2018 Noon – 2 p.m. in Room 174 at Table Rock Campus. A video will be available for those who cannot attend, but would like to view.

Much discussion took place about different courses, the costs, whether it is online, and the length of the training modules. Ann indicated that businesses would not need to indicate the number of employees they are sending, "they can just be plugged into classes."

John Underwood acknowledged Ann and RCC in general for responding to the business input received. John added that the training list appears to have a number of classes that he would use at Timber Products and will also use in negotiations with union for a pre-apprenticeship opportunity.

Ann went on to say that businesses can contact the department chair when looking to hire 2-year degree electronics graduates, as well as the students can do a Cooperative Work Experience (CWE) in their 6th term. There is no obligation for the employer to hire the student; however, it is great experience and if it works out can be a great fit. If students do not choose to do a CWE or are not ready, there is a capstone project that they can do. Shawn Hogan added that he has hired three people through the CWE program in the last three years and feels that they are successful because of the level of pre-screening that is provided by RCC. Joann Linville, RCC, suggested that employers also ask for a copy of student's transcript to help vet their employability.

The discussion moved on to employability skills rubrics. While Norm and Dana S. indicated that the BEP (Business and Education Partnership) is currently working to create a rubric, Ann indicated that RCC has flipped their classroom and reached out to industry to create a rubric that is already embedded in coursework. In fact, two rubrics were created with one delving to the course level for the electronics department only. While members of the group agreed that having a flipped classroom with the employability rubric in place is helpful, they indicated that it doesn't fix everything and that they still struggle with high maintenance students. "Although there are plenty of students", Ann stated, "there are not plenty of graduates." The group discussed retention, relevance and engagement and that students need to be able to connect what they are doing in class to the job at the end of the line.

Norm circled back to the personal enrichment versus the incumbent worker training program and is not sure that the survey is necessary because incumbent workers can be placed right into existing programs. Some discussion took place about whether personal enrichment is credit or non-credit. Joann suggested the possibility of co-numbering the courses where classes are mirrored with one being credit and none being non-credit.

Next Steps:
- BEP will share the employability rubric when it is developed
- Find a rubric that we feels work and have the RAMP group vet it

Review Action Plan

The group reviewed the action plan and was asked feedback on display, content, and whether or not it works for the group. The consensus of the group is that methodology works for the group. Revisions were suggested by RAMP members.

K-20 CTE Education / Workforce Prep & Alignment with RAMP's MSSC – Certified Production Technician Priority

Jim Fong and Scott Beveridge both joined by phone. Scott reported that SOESD (Southern Oregon Education Service District) is talking to schools about producing an enhanced CTE experience aligned with industry needs and to include a work readiness report card that creates pathways that are feeding our economic development plan. Scott added that this effort could be aligned with RCC or not; however, "we want to bring resources together in a central location," Scott added. The group indicated that they agreed with the central location as there are concerns with the synergy that is lost in having multiple locations. RCC indicated that in order to run something like this at Table Rock Campus, they would need to look at the current facility and how to continue to run the adult programs as well.

Norm shared his experience at the recent site visit to Cascadia Tech Academy which is a cooperative career and technical learning experience created in partnership with ten school districts in southwest Washington. Students are bussed from various areas to participate in one of the 15 in-demand programs that are offered. Members of the group who are familiar with this school, indicate that programs in Washington state have been doing this work for years and "we need something local – find your passion, find your purpose."

Joann Linville, RCC, talked about the RCC Career and Technical Academy that will begin in the Fall of 2018. Joann stated that her direction from President Kemper-Pelle was to look at a CTE high school program that could be launched until a Cascadia-type model could be launched a year or two down the road.

Joann added that she worked in the CTE field in Washington from 1982-2001 and knows the system very well, including the skill centers and indicated that the state doesn't have the money to build CTE at every high school but can build and support regional centers with some funding coming from the different schools.

Scott indicated that the business model has been developed, and conversations are happening with legislators as this is a priority focus for the Governor.

The meeting adjourned at 10:12 a.m.

ROGUE VALLEY EMPLOYABILITY SKILLS RUBRIC

	Beginning (1)	Developing (2)	Progressing (3)	Advanced (4)
Reliability	Regularly misses class and/or deadlines. He/she cannot be relied upon to follow-through on commitments.	He/she is inconsistently reliable. Attendance can be sporadic. At times, he/she shows potential and initiative.	Attendance and follow-through is consistent. He/she 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. He/she 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. Student is beginning to develop organized and appropriate verbal and nonverbal responses.	Communicates effectively (both verbally and nonverbally). Actively listens to others without interruption. Student 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 of 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.

6/12/18 9:14:00 AM

ROGUE VALLEY EMPLOYABILITY SKILLS RUBRIC

	Beginning (1)	Developing (2)	Progressing (3)	Advanced (4)
Professionalism	Student 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.	Student takes personal responsibility for their appearance, verbal communication, behavior or actions.	Accepts full responsibility for own appearance, behavior and actions. Student 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	Student 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.	Student is a leader that can plan and organize work, reason and make objective judgments, and keep their mind on several parts of their job.