

RAMP Meeting Agenda

March 15, 2019 ♦ 8:00-10:00 a.m.

RCC Table Rock Campus - Room 206

☐ **Welcome & Introductions** (5m)

Mike Donnelly

☐ **Action Plan** – Review Assignments, Provide Updates & Coordinate on Next Steps Action 📄

Goal 1 Expand the Talent Pipeline	Goal 2 Workforce Dev. for Emerging Workers
A2 Mechatronics training	D Provide short-term boot camp training
A3 Certified Production Technician	
B Incumbent worker training	

A. Certified Production Technician & Mechatronics / Plant Systems Technician Training Coordination (45-60m)

- ▶ **Status Report on Winter Term Trainees** Anthony, Lynn & Juliet
 - Incumbent Worker Trainees
 - Career Tech Academy High School Students
- ▶ **Enrollment for RCC Spring Term** [April 1st – June 14th] Lynn, Juliet & Jill
 - Current Enrollment
 - Reminder of Placement Test deadline
- ▶ **February Industry & RCC Tour for Transitioning Workers** Jill
- ▶ **Identifying Other Implementation Opportunities** Jill
 - CPT Green Production Module
 - CPT Module Testing Retake
 - Higher Level Supervisory Training
 - Other
- ▶ **Meet & Greet with Trainees** - May 31, 2019 Jill & All
- ▶ **New Policy Development + On-the-Job Training for Incumbent Workers** Jill, Jim & All

Goal 3 Increase Awareness of Manufacturing Careers
B Launch outreach campaign
C Increase awareness - among students, parents, teachers & administrators about career opportunities in manufacturing

B. Outreach / Awareness Campaign (10-15m) 📄

- ▶ **Other Manufacturing Industry Leaders**
 - Wood Products Industry Outreach John Underwood
 - Timing on Prepping Handout Materials Jim & Jill
- ▶ **Transitioning & Emerging Workers** Jill & Juliet

C. Assignments / Ideas from Prior Meeting (15-20m)

- ▶ **Co-Bots into High Schools** - *any update?* Mike & Juliet
- ▶ **CTE Electronics in High Schools** - *what next steps/assignment?* Hal
- ▶ **Scheduling joint RAMP & RCC Advisory Groups Meeting** Tami & Juliet
- ▶ **Demand Survey** - *from Business-Education Partnership* 📄 Jim, Norm

D. Action Plan Update (15-20m)

- ▶ **Check-off Completed Items** Mike, Jill & All
- ▶ **Kick-Starter Conversation: Modifying Action Plan – Adopt Objectives & Key Results** Jim, Norm & All
<https://www.whatmatters.com/>

☐ **Review Agreements, Assignments & Next Steps** (5m)

Mike

RAMP Meeting Notes

February 15, 2019 ♦ RCC Table Rock Campus

☐ Participants

Industry Leaders:

Mike Donnelly: Carestream
Matthew Hackbarth: Linde
Michele Laird – Quantum Innovations
LauRena Gallegos, Jeff Geddings: Boise
Jimmy Swanson: Swanson Group
Shawn Hogan: Linx Technologies
Drew Runberg: Diode Laser Concepts

Workforce & Education Partners:

BBSI: Suz Montemayor
Rogue Community College: Juliet Long, Ann Trausch, Lynn Black
Medford School District: Hal Jones
WorkSource Rogue Valley: Andrea Cole, Josh Morell
Business Oregon: Marta Tarantsey
BOLI: Ree Ayres
Rogue Workforce Partnership: Jim Fong, Jill teVelde, Tami Allison,

☐ Welcome & Introductions

The group did introductions.

☐ Certified Production Technician & Mechatronics / Plant Systems Technician

○ **Overview of efforts to Date for New Members**

This topic was not covered in today's meeting.

○ **Update on Prior Assignments**

This topic was not covered in today's meeting.

○ **Coordination on CPT Spring Term**

▪ ***Configuration to serve incumbent & transitional workers***

RWP sent out the email with registration information for Spring Term. Please let Tami know if you did not receive it. Fifty percent of tuition and books are covered by the grant. Unlike the first training, where we were targeting incumbent workers to pilot the program, we are now looking to open the training up to transitioning workers as well.

It was decided in the last small group meeting with RWP and RCC after the last RAMP meeting that:

- Incumbent workers will keep access training Monday thru Friday 8:00 AM to 12 PM;
- Transitioning workers will be access training 8 AM to 12 PM Monday & Tuesday.

Jill reported that she connected Rogue Creamery to Lynn Black after receiving an email from them indicating their interest in higher level supervisory training. Swanson Group indicates that they send

their employees to Umpqua Community College, while others do internal training with a consultant. Mike indicated that he will send the consultant's name to Lynn. Lynn added that something could possibly be offered in the off hours and to connect with her if there is a need and she will look into bringing something to the valley.

▪ **Mechanical Aptitude & Other Screening**

Jill talked about the mechanical aptitude screening tool following-up on the suggestion that trainees get vetted prior to registering for CPT. Prove It and Talent Link were both reviewed. John Underwood and Norm Kester aren't sure if these are appropriate assessments.

Shawn offered that they use Indeed Assessments to assess for basic excel, basic business math, critical thinking and data reasoning. He noted that for non-manufacturing staff, Lynx runs a full screen that includes industrial psychologist test.

Jim noted that for transitioning workers, we'll be looking for applicant to have at least a Silver level National Career Readiness Certificate (*equivalent math and reading test scores from other testing (e.g., RCC – adult basic skills test)*). NCRC tests work-related levels of math, reading and locating information.

Hal added that within Medford School District, they have career readiness and require NCRC to self-assess. Hal also indicated that he feels that we don't want to make a certain score a pre-requisite for kids coming directly from high school due to the developmental nature of where they are coming from; however, over time, maybe we can see if there is a correlation between their performance and their score. "We don't want to over test but do want to do some screening so people know where they're at. Pre and post tests were also suggested as a tool. Jim said he'd call Audrey Theis to see if she has any suggestions.

Lynn thought it would be helpful if Anthony could come to the next meeting. Lynn will invite Anthony.

For any additional mechanical aptitude screening, the core issues is figuring out what additional screening we want applicants to go through, and at what point of an application or training process. The group agreed that we don't want to screen out interested applicants with too much testing too soon, especially high school students. The whole point is to draw more people into the talent pipeline, and use any additional test to help people to be more aware of their aptitude levels, and their areas of fit and growth. We'll have to find a way to balance this objective with the goal of adequately screening folks with mechanical aptitude or other testing, as we work to make smart \$2,000 training investment decisions for each individual.

○ **Meet & Greet with Trainees - May 31st**

Jill indicated that she will be sending out a save the date for the meet and greet on May 31st. She noted that this is not a job fair; however, will allow employers to meet who has gone through the training. Hal indicated that students (average age 17-18) are excited to show what they have learned in CPT.

○ **Employer Contribution – Revolving Tuition Fund**

▪ **Clarifying Federal Policy & Our Options**

In a prior meeting the group had conversation around employer contributions and had agreed to an across-the-board 50% employer match for all employers, as a means up building up the entire manufacturing talent pipeline for all small, medium and large companies in the region. There are

different federal and state public workforce training funds that can be used to match-up with these private-sector funds to continue our “Skill-Up & Backfill” strategy.

The RWP needs to create additional policies for Incumbent Worker Training and have it approved by the Local Workforce Board to support these on-going co-investment efforts. RWP staff has done additional research on the U.S. Department of Labor policies with regard to Incumbent Worker Training. Jim handed out a DOL Desk Reference document for review. RWP staff wanted to make sure industry leaders are aware of the following sets of new information, and affirm that the higher minimum threshold they had previously provided guidance on. New information included:

- The wages paid to incumbent workers while in training may be considered as a source of matching funds
- The minimum amount of employer share depends on the size of employer:
 - At least 10% of the cost, for employers 50 or fewer employees;
 - At least 25% of the cost, for employers 51 to 100 employees;
 - At least 50% of the cost, for employers with more than 100 employees.

RWP staff is drafting additional local policy that would keep a 50% employer cash contribution as a minimum starting point for all employers, but that would include flexibility to for RWP or WorkSource Rogue Valley staff to negotiate this amount down to a lower level with smaller employers – down to the federal minimums, if necessary, to promote participation.

▪ ***Fulfilling Our Common Goal of Up-Skilling the Valley – Next Steps?***

RAMP industry leaders were in consensus in affirming their prior guidance, and expressed support the direction RWP staff were headed in crafting this new local policy. They affirmed the RAMP goal to build the pool of additional private-sector funds to complement the public funds, in order to provide additional and more flexible funds to build up the entirety of the region’s manufacturing talent pool.

□ **Outreach / Awareness Campaign**

○ **Outreach to Other Manufacturing Industry Leaders**

- Business Peer-to-Peer
- Coordinated Business Outreach – WSRV, Business Oregon, SOREDI

○ **Outreach to Transitioning & Emerging Workers**

In covering the two discussion points above, Jim walked through the **Careers Rogue** website (<http://careersrogue.com/>). It’s a site we imported recently from Portland that we’re customizing for our region. RWP proposes using it as a landing page for all our emerging outreach work to all career seekers, as well as industry leaders. It provides places for a lot of detailed information on specific occupations, career pathways, and training/education opportunities – including RCC’s Career Tech Academy, the CPT Training, Mechatronics and Plant Systems Tech training for incumbent workers, etc. We’d also want to connect it to the SOREDI’s work, especially QUEST work. There’s also places to post videos on company’s and highlight which companies in the region make what kind of products that might end up in the household, garage, etc. Industry leaders and other partners provided positive feedback on using the page and agreed we should use it moving forward.

RWP is also just kicking-off meetings with the WorkSource Oregon – Business Services Team to start a coordinated business outreach and messaging campaign that would incorporate the core RAMP offerings.

They will also be including Business Oregon and SOREDI in getting this coordinated message out to industry leaders.

- **Reveil Marketing Connection & Creative Marketing & Design Resource**

Jim updated the group about a recent meeting RWP had with Alex Poythress from REVEIL Agency. Alex is doing a lot of pro bono work on workforce issues in the community, working with construction industry leaders, and other projects. He also serves on the Medford City Council, and has just been appointed to the Workforce Board. Alex will be available to work with us in outreach work, alongside the work we're currently doing with Laurel Briggs of Creative Marketing & Design. The goal is to come up with a Comprehensive Communications Plan that target multiple audiences - other businesses, students and their parents, transitioning workers, etc. The group agreed that it makes sense to head down this path.

RCC indicated that outreach is not really an issue for them as most businesses call the department head and ask for graduating students – the issue is the throughput. It was noted that there are only five electronic programs in the state of Oregon with Portland being the closest. RCC has a very active advisory group and yearly they meet to adjust the program as needed. Because there are so many places where electronics apply, it is hard to market every nook. With the conversation leaning more towards electronic programs, RCC noted that they have placed every student from their programs and they are still working. Shawn commented that the students from this program are very good. RCC also has a one year renewal electronics certificate where Math 60 is the prerequisite.

□ **Updates from Other Assignments / Other Business**

- **Co-Bots in High Schools**

No update to report

- **Action Plan**

Jill reviewed the action plan with the group. We've been working on implementing a number of priorities and it was suggested that we review the document at our next meeting and check-off some of the completed tasks. It would also be beneficial to simplify, refine and adjust the plan as necessary.

We'll review, check-off and discuss any refinements to the Action plan at the next meeting.

- **Careers in Gear Debrief**

Michele Laird indicated that this Careers in Gear has been the largest one yet with 1800 students (mostly freshmen) attending. Over 200 business people also participated. Michele stated that the greatest success story was the advanced manufacturing lab (first year) where 8 employers had exhibits. Michele did a survey monkey and will gather feedback from the students as well as the adult chaperones who attended. Michele also recognized Quantum Innovations for their leadership in developing the advanced manufacturing lab experience.

Hal added that 1000 of the students attending Careers in Gear were Medford freshmen and prior to Careers in Gear were participating in SOREDI's Quest program which allowed them to come in with increased knowledge and exposure.

Jim added that we may want to think about expanding the tech tour to include engineering as well to expose this opportunity to college students.

- **Youth Apprenticeship Opportunity**

Jim was recently alerted to youth apprenticeship opportunity grant and asked for the group's guidance and opinion on whether to pursue applying. It is a one year \$200,000 grant to promote youth

apprenticeship. Jim stated that we are already doing a lot of what this grant's scope of work is, but wonders if we have the bandwidth to take on another project. Feedback from the group is as follows:

- Concerns about it being an unpaid internship
- Exploratory internship BEP is promoting that is 40 hours to help students get a little dive into the job – trying a small launch to see how it goes
- Worked with unpaid internships and feels it is a good way for employers to vet
- Can set up programs where the pay is optional
- The credit received covered the insurance liability
- Non-paid piece was exploratory – unsure of the caliber of the student coming in
- One being more of a shadow and the other being more hands on

Ree Ayres indicated that it would be great to learn more about Youth Apprenticeship programs. Hal added that he has been doing some research where employers can offer flat stipends for internships as students cannot be on a payroll, and it has proven to be a powerful incentive.

Jim feels there are simpler ways to reach the end goal and we have been doing it with stipends through WSRV – ResCare.

There was not enough consensus from industry leaders to support applying for the grant.

○ **Identifying & Developing Other In-Demand Skills**

The conversation morphed to business internships and the opportunity in this area. Business members indicated that they can currently go to SOU and get business interns without a problem, the bigger barrier is getting skilled technicians as well as entry level workers. Boise Cascade indicated that they do not have an issue with their entry level workers, and grow their own with internal apprenticeship programs. Swanson noted that they have internal apprenticeship programs as well and they are starting to consider CPT as their entry level.

Jim noted that as a collective of the leading edge manufacturers of the industry, how can we partner to build and fill the pipeline? Perhaps we should do follow-up work with the companies around the table to find out specific skill needs and internal career pathways. Norm, Jim, Kathy and Marta had started doing some of this work last year as part of the Business-Education Partnership Demand Work Group. **RWP will bring this BEP Demand survey to review with RAMP at next meeting.**

○ **Stemcathalon**

Juliet announced Stemcathalon happening on March 7. Employers previously indicated donations to be used as giveaways at the event. Please contact Julia if you have items to donate.

Juliet will send a reminder to Tami to email out to the RAMP group.

○ **RCC – CTE Signing Day**

Second annual RCC - CTE Signing Day is happening on February 21, 2019.

Update information was requested back on the event so we can share and celebrate the success.

○ **RCC Truck Drive Kickoff Career Day**

Another announcement was the RCC Truck Driver Kickoff Career Day taking place on March 21, 2019. Information will be sent out to the group at a later date.

☐ **Review Agreement, Assignments & Next Steps**

- **Next Meeting:** The next meeting will be held on March 15, 2019 at RCC Table Rock Campus Room 206.

ACTION PLAN

⋯ Pending ◯ In-Progress ✓ Complete

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
Rogue Valley Microdevices
Carestream Health, Inc.

Medford Fabrication
Linde Group
Linx Technology

Timber Products Company
Quantum Innovations



WIOA Desk Reference

Incumbent Worker Training

About WIOA

The Workforce Innovation and Opportunity Act (WIOA) (Pub. L. 113-128) is a transformative law designed to strengthen our nation's public workforce system, helping Americans, particularly youth and those with barriers to employment, access the education, training, and support services they need to obtain and advance in quality jobs and careers, and to help businesses hire and retain the skilled workers they need to succeed in a global economy. WIOA ensures that the needs of businesses and workers drive workforce solutions and it increases and aligns coordination among key employment, education, and training programs.

What is Incumbent Worker Training?

Incumbent worker training (IWT) under WIOA provides both workers and employers with the opportunity to build and maintain a quality workforce and increase both participants' and companies' competitiveness. It is a type of work-based training and upskilling designed to ensure that employees of a company can acquire the skills necessary to retain employment and advance within the company, or to acquire the skills necessary to avert a layoff. Incumbent worker training is responsive to the special requirements of an employer or a group of employers in partnership with other entities for the purposes of delivering training to:

- ◆ Help avert potential layoffs of employees, or
- ◆ Increase the skill levels of employees so they can be promoted within the company and create backfill opportunities for the employers.

HOW CAN INCUMBENT WORKER TRAINING BE USED UNDER WIOA?

Local workforce development boards (WDBs) can use up to 20 percent of their adult and dislocated worker allocations to provide for the federal share of the cost of providing Incumbent Worker training (see WIOA section 134(d)(4)). Generally, the employer selects and procures the training provider, although LWDBs may help identify training providers, such as those on the Eligible Training Provider List (ETPL).

Example: A local area that receives \$1.5 million in Adult funds and \$1.0 million in Dislocated Worker funds may use up to \$500,000 (20% of the total -- \$300,000 Adult and \$200,000 Dislocated Worker) for IWT.

The portion of adult and dislocated worker funding for IWT can be used for IWT activities that are programmatic in nature. Related administrative activities are paid out of the Boards' administrative funds.

The Local WDBs must determine an employer's eligibility for participating in IWT based on the following factors which help to evaluate whether training would increase the competitiveness of the employees and/or employers:

- ◆ The characteristics of the individuals in the program (e.g. "individuals with barriers to employment"(WIOA section 3(24)));
- ◆ The relationship of the training to the competitiveness of the individual and employer;
- ◆ Other factors the state or local boards may determine appropriate which may include:
 - ◇ the number of employees participating in the training;
 - ◇ the employees' advancement opportunities along with wages and benefits (both pre- and post-training earnings);

Learn More About WIOA

Information and **guidance** for WIOA can be found at doleta.gov/WIOA

ION, the technical assistance initiative for WIOA, can be accessed by visiting

WorkforceGPS: ion.workforcegps.org



WIOA Desk Reference

- ◇ the existence of other training and advancement opportunities provided by the employer;
- ◇ credentials and skills gained as a result of the training;
- ◇ layoffs averted as a result of the training;
- ◇ utilization as part of a larger sector and/or career pathway strategy; or
- ◇ employer size.

For an employer to receive Incumbent Worker Training funds, individual(s) receiving training must be:

- ◆ Employed;
- ◆ Meet the Fair Labor Standards Act requirements for an employer-employee relationship; and
- ◆ Have an established employment history with the employer for 6 months or more (which may include time spent as a temporary or contract worker performing work for the employer receiving IWT funds).
- ◆ If IWT is being provided to a cohort of employees, not every employee in the cohort must have an established employment history with the employer for 6 months or more, if the majority of employees being trained meets the employment history requirement.

EMPLOYER MATCHING REQUIREMENT

Local WDBs are required to establish policies regarding the non-federal share of the cost of IWT. Employers are required to pay for a significant cost of the training for those individuals in incumbent worker training. This can be done through both cash payments and fairly evaluated in-kind contributions. The wages paid to individuals while in training may be considered as a source of matching funds.

The Local WDB must consider the number of employees participating in the training, the wage and benefit levels of the employees (at the beginning and anticipated upon completion of the training), the relationship of the training to the competitiveness of the employer and employees, and the availability of other employer-provided training and advancement opportunities. The minimum amount of employer share in the Incumbent Worker Training depends on the size of the employer:

- ◆ At least 10 percent of the cost, for employers with 50 or fewer employees;
- ◆ At least 25 percent of the cost, for employers with 51 to 100 employees; and
- ◆ At least 50 percent of the cost, for employers with more than 100 employees.

PERFORMANCE ACCOUNTABILITY: DOES IWT = PARTICIPATION?

To receive IWT, an incumbent worker does not have to meet the eligibility requirements for participation in career and training services for adults and dislocated workers under WIOA, unless they are also enrolled as a participant in the WIOA adult or dislocated worker program.

WIOA Implementation Technical Assistance

The Innovation and Opportunity Network (ION) is a community of practitioners, program staff, partners, planners, industry leaders, and stakeholders that strive for system improvement, capacity building, and excellence in the public workforce system. ION is a national, regional, state, and local alliance that makes available the technical assistance, information sharing, and training needed to implement the vision of WIOA. Visit ION at: <https://ion.workforcegps.org>.



Business Education Partnership ♦ Assessing Industry Workforce Demand

Our Goal: We're working to paint a picture of any common career paths in the Rogue Valley so that we can better link all of our region's K-12, post-secondary education and training efforts to align with business and industry needs.

Key Question for Business Leaders

1. What are the high wage and/or high-skill positions in your organization – beyond your executive team?

- ▶ *High wage = 150% average county wage – JxCo: \$57,008; JoCo: \$49,257 (used for Enterprise Zone)*
- ▶ *For smaller companies of 10-15 people, up to ½ of your positions may be high wage*
- ▶ *Examples of High Wage/High Skill positions:*
 - *Machinist, Mechanical Engineer, Chemical Engineer, Electrical Engineer, CNC Programmers, Millwright, Electrician, PLC Programmer*
 - *Software Developers, Computer Programmers, Network Support or Administrators, etc.*
 - *Civil Engineer, Architect,*
 - *Healthcare: LPN, RN, Nurse Practitioners, Pharmacists, Doctors*

2. Do you have other positions in these career fields within your company?

- ▶ *For example:*
 - *Draftsperson → Modeler → Mechanical Engineer → Design Engineer*
 - *Caregiver → CNA → Medical Assistant → LPN → RN*
 - *QuickBooks → MRP / MSIS*
- ▶ *Your company may not be thinking of this or calling this a path*
- ▶ *We need to learn your company's language – the titles of what you call your folks, and then figure out what their actual work is. For example:*
 - *Different companies may call folks machinist, but: 1) some may be cleaning molds 2) others doing trim work on molds 3) others doing mold design 5) others as senior machinist*

3. For each of the positions you've identified - How Many Do You Have?

- *Of the high wage or other positions in that career field*

4. What pieces of software are you using to support your business?

- *e.g., MRP, CRM, ERP, Purchasing, Inventory Management, CAD, etc.*

Are there training needs you have on any of these?

5. Would it be okay for us to send you a recap of this conversation to see if it's an accurate reflection of what you just told us?

- We'll show our interpretation back to you to check if it accurately reflects your organization

Business-Education Partnership

Mapping the Rogue Valley's Skills Demand Needs

▶ ***What's the problem we're trying to solve?***

Biggest problem we have in the Rogue Valley is that we really don't understand the companies that are here, the skill that are here, and the knowledge gaps we have.

So, our education and workforce training systems don't really have the information they need to really meet the region's demands. We want to see if we can gather this information, and find the knowledge and skill areas common across any particular industry sector so that we can build better "stepping stones" and "career paths," and deliver to businesses doorstep, the workers they need with the right set of passion, knowledge and skills they need to thrive.

▶ ***Our businesses doesn't have formal "Career Paths," so can you give me some examples of ones?***

- Draftsperson → Modeler → Mechanical Engineer → Design Engineer
- Caregiver → CNA → Medical Assistant → LPN → RN
- QuickBooks → MRP / MSIS

▶ ***So, what's the "ask"? What do you want me to do?***

- Let's sit down and fill out this short survey together
- Let's identify a few folks in your company and the path they took in gaining knowledge and skills to get where they are today, and capture their story.
 - Interview them
 - Take notes, photos & video.
 - Get a resume if possible
 - Get release form