

1 **CCAM**

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3 **COMMONWEALTH CENTER FOR**
4 **ADVANCED MANUFACTURING**

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10 **WORKFORCE STUDY – MARKETING MEETING**

11 Tuesday, August 13, 2013

12 10:00 o'clock a.m.

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14 Hotel Roanoke & Conference Center

15 Roanoke, Virginia

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CRANE-SNEAD & ASSOCIATES, INC.
4914 Fitzhugh Avenue, Suite 203
Richmond, Virginia 23230
Tel. No. (804) 355-4335

1 **APPEARANCES:**

2 Mr. Hugh Keogh

3 Ms. Betty Adams, Southern Virginia Higher Education Center

4 Ms. Katherine A. DeRosear, VA Manufacturers Assoc.

5 Ms. Gayle Barts, Virginia Tobacco Commission

6 Dr. Charlie White, Wytheville Community College

7 The Honorable Kathy J. Byron

8 Mr. Glen Wood, RTI International

9 Mr. Allen Dougherty, Joy Mining Machinery

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13 COMMISSION STAFF:

14 Mr. Timothy S. Pfohl – Interim Executive Director & Grants

15 Program Manager

16 Mr. Neal Noyes

17 Ms. Stacy Richardson – Executive Assistant

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1 MR. NOYES: Ladies and gentlemen, good
2 morning. We all have our coffee or whatever it is we're having
3 so let's get started. For those who I have not met, I'm Neal
4 Noyes, I used to be somebody, why are you so happy, I was
5 the Executive Director of the Commission for the past seven
6 years and I've agreed to stay on and be involved in this effort,
7 the Virginia Manufacturing Workforce Program; I'm very
8 happy to do. One of the things I did at the first meeting and
9 that was the Curriculum Committee was on the 8th. I asked
10 the group to select someone to report to the Education
11 Committee at the appropriate time when the Education
12 Committee meets in September and we may not have reached
13 all the decisions on the recommendations by then. I'm sure
14 the Education Committee, which Senator Ruff chairs and is
15 with us today and anxious to hear. I didn't at the first
16 meeting go around and do the introduction, so I won't make
17 that statement again. So why don't we start with you.

18 MR. WOOD: Good morning, I'm Glen
19 Wood and I'm the HR Manager at RTI International Metals in
20 Martinsville. That was a little over a year ago.

21 MS. ADAMS: I'm Betty Adams, I'm the
22 Executive Director of the Southern Virginia Higher Education
23 Center in South Boston, Virginia.

24 MS. BARTS: I'm Gayle Barts, I work for
25 Delegate Don Merricks and I'm a member of the Tobacco

1 Commission.

2 MR. WHITE: I'm Charlie White, President
3 of Wytheville Community College.

4 MS. DEROSEAR: I'm Kathy DeRosear
5 and I'm the Director of Workforce Development at the Virginia
6 Manufacturers Association here with the Virginia Network.

7 MR. DOUGHERTY: I'm Allen Dougherty,
8 I'm the acting director of Joy Mining and Underground
9 Operations.

10 MR. KEOGH: I'm Hugh Keogh, talk
11 about past occupation, formerly with the Virginia Chamber of
12 Commerce and I work as a consultant.

13 MR. PFOHL: I'm Tim Pfohl, Interim
14 Executive Director of the Virginia Tobacco Commission.

15 MR. NOYES: Hugh, do you want to
16 volunteer?

17 MR. KEOGH: To do what?

18 MR. NOYES: To report to the Education
19 Committee for this panel. What I thought I would do is go
20 over what was decided at the Curriculum Meeting and this is
21 different because we're talking about Marketing information
22 on this program out to relevant folks. To give you an idea of
23 where we were and I'm sure that Senator Wampler will correct
24 me if I miss on emphasis because he participated in that.
25 That was August 8th in South Boston and the Higher

1 Education Center; I thank Betty for hosting that.

2 Credentials will determine the curriculum. The
3 panel will assess the credentials in relation to levels of training
4 using NIMS and/or NAM credentials for machine operators
5 and machine maintenance AWS American Welding Association
6 maintenance training. AWS, American Welding Society
7 credentials will be the focus for welding. There will be an
8 assessment of the existing community colleges and other
9 workforce training curricula in relationship to the NIMS, NAM
10 or AWS curriculum. Commission resources could be available
11 where conformity exists.

12 Instructors are expected to be certified to teach
13 using equipment that will be part of this program.
14 Presumably, this could involve vendors, other certifications,
15 incidents where the business provided expensive piece of
16 equipment, a person offering instructions was not qualified to
17 teach using that, could only handle about fifteen percent of
18 the machine's capacity. It's not a mistake that the curriculum
19 wants repeated. Metalworking and metal forming curricula
20 are to be offered non-destructive testing curricula would be
21 offered for machine operators and welding programs. The
22 credential itself will determine both the curriculum and
23 equipment requirements so we're going to work from
24 credentials down to equipment. The curriculum panel or sub-
25 committee, however you want to characterize it has the

1 responsibility for making recommendations for specific
2 equipment that will be at the Centers of Excellence or satellite
3 operations. COEs are to offer standardized curriculum so
4 there can be flexibility to reflect existing employer needs
5 within the framework of machine operations, maintenance
6 and welding disciplines. That is to say all of these are
7 continuum with multiple credentials. We're not going to do
8 truck driver training with this program and it's going to be
9 focused within these three areas per the Boston Consulting
10 Group report and I hope everybody's had a chance to look at
11 that.

12 The panel devoted considerable discussion to dual
13 enrollment. There was a consensus that this effort should
14 reach back at least as far as eighth grade and the cost
15 associated with occupational and technical education to
16 include testing should be eligible for Commission financial
17 support. Again, with the focus on machine operator,
18 maintenance and welding, not any technical program.
19 Reports from panelists there were really encouraging.
20 Multiple school districts have already made commitments to
21 dual enrollment and Southside Community College reported
22 that last year 1100 high school students earned community
23 college credentials at the point of high school graduation.
24 That was impressive. Senator Wampler also mentioned that
25 the New College Institute has developed or is developing

1 relationships with local school districts. So that's where we
2 are. There will be a second meeting and we're working on
3 what that array of credentials are with those three entities.
4 The NIMS, NAM and AWS. That subcommittee will then make
5 recommendations on which credential and what the
6 curriculum needs to look like. That's how the Commission
7 resources in this program will be used. We have three areas
8 aligning with other campaigns. We have Virginia
9 Manufacturing Association represented here, a group here
10 today, and the first one starts with aligning with the Dream It,
11 Do It Virginia campaign. There is no agenda. This is not a
12 Commission meeting; this is your meeting. What I'm hoping
13 for is that there will be a round table discussion and we'll
14 come up with as we did with the curriculum committee the
15 next steps that need to be done in order to come up with a
16 final report to the education committee. Now, do you want to
17 talk about Dream It, Do It?

18 MS. DEROSEAR: Absolutely, thank you.
19 Dream It, Do It Virginia is a part of the National Association
20 for Manufacturers, the Manufacturing Institute National
21 Brand, which is Dream It, Do It. In Virginia we have the
22 Dream It, Do It partners. It began as a marketing campaign
23 around increasing awareness including the advanced
24 technology industries such as manufacturing. As a result of a
25 2007 study commission by the VMA and in partnership with

1 then-secretary Schule, understanding that there's still gaps in
2 manufacturing and issues impacting individual desire to
3 pursue careers in manufacturing. We've researched different
4 models and selected to participate in the national Dream It,
5 Do It campaign implemented in 2010 statewide in Virginia.
6 The Virginia Manufacturers Association has statewide license.
7 We are working to establish a network of partners throughout
8 the Commonwealth aligned with the Workforce Investment
9 Board of Regents.

10 The cornerstone of the campaign is a marketing
11 campaign around so what do you do. I did bring notebooks
12 for everyone. The response is I make various things, I make
13 more powerful, I make more steel and this is for the Virginia
14 Beach Commission. These are creative and we also have I
15 make life with medicine. So again, it's just an a-hah moment
16 for individuals when you think about what does it mean to
17 work in manufacturing. It means that most everything you
18 touch, wear or sitting on or sleeping in is manufactured and
19 oftentimes people don't understand that the societal
20 connection manufacturing has to our community. In addition
21 to the "I make" piece that was launched in May, the
22 partnership with the National Association of Manufacturers
23 and the first career information system totally dedicated to
24 marketing the manufacturing industry. It's a very robust
25 clear information system and I encourage you to take a look at

1 it. It allows individuals to first explore the industry and those
2 occupations employed by the industry, the type of wage
3 opportunity and it begins with a budget for your lifestyle. It
4 creates a hope early on in the system that you think about the
5 lifestyle you desire and we'll create a budget for you taking
6 you through the questions and then return jobs to you in
7 manufacturing to help you to obtain that lifestyle. There's a
8 lot of assessment tools around interest, aptitude, to create a
9 resume, the career portfolio, it tracks what you're doing in the
10 system. Then recommend jobs to you with specific
11 occupations. There's compatibility ratings embedded in the
12 system and does lead to real time job opportunities.

13 As an example, an individual taking a look at
14 becoming a chemical engineer. You can click through to the
15 occupational profile and a video of someone actually
16 performing that job, the work and skill level required for that
17 occupation to links to the certified work ready communities
18 initiative and all other workforce programs that use the
19 National Career Readiness Certificate, skills development
20 tools, that information is contained in there and contains a job
21 description and you can then post a resume directly to real
22 time job opportunities that have been assigned to that job or
23 you can explore educational and training providers in the
24 community that offer the programs necessary to obtain the
25 skills and credentials. The only system nationally that you

1 can obtain more than 500 credentials through the
2 Credentialing Institute is how often you need to take the
3 credential and again to which job it's allotted. That's one
4 aspect of Dream It, Do It Virginia. This is an online tool by the
5 way.

6 MR. NOYES: There's no outreach, high
7 schools?

8 MS. DEROSEAR: There's outreach and
9 we can working with career and technical education, career
10 coaches and we're partnering with the Virginia Community
11 College system, become part of the career coaches academy,
12 more than sixty career coaches have access to this tool and
13 promote it in the high school. We're also working with the
14 Department of Education, Ms. Hall with CTE and takes all
15 CTE instructors through a summer camp and that exposes
16 them to career information system. So it's intended to work
17 with a variety of target populations. We did a third party
18 research on the development of both the "I make" statements
19 as well as the career information system to ensure that we're
20 reaching older users, transitioning military, career switchers
21 and changers and just a variety of folks. It's a one-stop tool
22 without creating multiple websites for the information system
23 targeting different audiences.

24 MR. NOYES: Which community colleges
25 within the Tobacco Commission footprint are currently

1 involved with this effort?

2 MS. DEROSEAR: Southside Community
3 College launched this fall or this past spring and also
4 Development Workforce Investment Board, Southern Virginia
5 Higher Education Center has been a partner. We're beginning
6 discussions with the Abingdon Higher Ed Center, replicating
7 the model in Southwest, exploring it with the community
8 colleges. We haven't had a chance yet to move across the
9 Tobacco Commission footprint in large part because we are a
10 small special staff. So it's a matter of human power behind it
11 and we're trying to build a grass roots network for that.

12 MR. NOYES: What would it take to
13 expand across the footprint to all eight, how long?

14 MS. DEROSEAR: When we put together,
15 it would really depend on this committee and you would want
16 to recommend. It's really a lot of human resources that would
17 be necessary to go out and work with continually with the
18 career coaches, the high schools, community colleges and that
19 would be a human resource and then the ongoing support
20 around the technology deployment. We pay an annual fee and
21 our partnership, regional partnership pay a three year fee to
22 belong in the Dream It, Do It Virginia network and that's
23 fifteen thousand dollars for a three-year subscription. So it
24 could be five thousand per year per region. So it would just
25 be a matter of how you want to use the region and provide it.

1 MR. NOYES: Who pays?

2 MS. DEROSEAR: Who pays, a variety of
3 partners. Sometimes it's the Workforce Investment Board,
4 sometimes it's the community college in Northern Virginia and
5 Thomas Nelson Community College have paid for it. We've
6 had some private manufacturers to make that investment at
7 the regional level. In addition to the career information
8 system and the technology information system, we have a
9 manufacturing technology camp curriculum and we make
10 available a four day camp that's run with youth and
11 traditional workers, military, manufacturing, to expose people
12 to interactive environment around raw materials and finished
13 goods. There's a whole host of tools that are available with
14 Dream It, Do It Virginia and not just the career information
15 system or the manufacturing technology camp, there's also
16 military, manufacturing aspects as well.

17 MR. NOYES: What type of technology not
18 currently available at community colleges would be involved?

19 MS. DEROSEAR: As long as you have
20 access to the computer and internet, it would require
21 additional –

22 MR. PFOHL: Except for the Southwest
23 manufacturers, are they using the Dream It, Do It training to
24 some extent and they've been doing it for several years. Can
25 you talk about where they're at with that?

1 MS. DEROSEAR: When NAM the
2 National Association of Manufacturers were implementing the
3 Dream It, Do It campaign, they first sold subscriptions at a
4 regional, sub-state regional. They quit doing that about two
5 years ago so the southwest alliance rolled into the VMA
6 statewide license. We're in the process of working with those
7 partners to relaunch the southwest and it's just a matter of
8 the lack of human resources in part, we're a staff of four and a
9 half individuals.

10 MS. ADAMS: Could someone share with
11 us more information about the career coaches, the career
12 coach academy at the community college systems what is
13 covered?

14 DR. WHITE: We have career coaches at
15 each of the high schools and some of the elementary schools
16 in our area. What they try to do is work with the students,
17 they come through and work with them early and try to get a
18 program of development where they want to do that to help
19 them get there. We're lucky enough to have nine high schools
20 in our region so we want to get them started.

21 MS. ADAMS: Is that the case with all 23
22 colleges?

23 DR. WHITE: I can't speak to the others, I
24 don't know. I know what mine is, I know what Virginia
25 Highlands and what they have but I don't know about the

1 others.

2 MS. ADAMS: That, to me, would seem
3 like a natural link for marketing to that group anyway.

4 MR. NOYES: That does make sense. I'm
5 not familiar with that.

6 MS. DEROSEAR: The career coaches,
7 there are more than seventy career coaches statewide and the
8 Virginia community college system's office has an annual
9 career coach academy in September and it's usually a two or
10 three day event. This year over in Hampton Roads, which I
11 believe is September 17th through 19th. It's an opportunity to
12 promote best practices and educate the career coaches on
13 best practices. I will say that Dream It, Do It Virginia we are
14 partnering with them because nationally what we've done in
15 Virginia it's the best practices and we have several other states
16 looking at modeling what we have done with Dream It, Do It
17 and promoting it nationally as being world class and what
18 we're doing. That's why I believe the VCCS, they've
19 approached through career coaching, leadership and has
20 approached the VMA, how do we make this available to them
21 at the jumping off point and the academy to support them
22 year round as well. That discussion has been developing.

23 MR. NOYES: Professional development
24 for the career coach?

25 MS. DEROSEAR: Correct.

1 MR. NOYES: Is this something that the
2 panel think you might want to recommend as an eligible
3 activity for the community college system or through the
4 Virginia Manufacturers Association? Who actually is the
5 applicant, as long as we're getting people through the academy
6 at the eight community colleges that serve our population in
7 the Tobacco Commission footprint?

8 SENATOR RUFF: Before you open that
9 can of worms, we should find out who's already doing it and
10 the cost to it.

11 MR. NOYES: This is quite a task and we
12 can speak to it.

13 MR. PFOHL: Is there a component of
14 that academy for advanced manufacturing and the career
15 paths incorporated or a side session at their annual academy
16 or something?

17 MS. DEROSEAR: Yes.

18 DR. WHITE: These career coaches and
19 they work with all students in careers in technical education.
20 You try to get them focused and they have some credentials
21 beyond high school, they have to have that beyond high school
22 to make a living and whether they go to a four year technical
23 school or, overall it would be a good fit.

24 MR. KEOGH: Katherine, will you make a
25 presentation or –

1 MS. DEROSEAR: Yes. It would be three
2 presentations to the career coaches hiring workers in
3 manufacturing as well as the career information system, and
4 the technology camp, and the third area is the military
5 manufacturing initiative. Three of those components of
6 Dream It, Do It Virginia at this year's academy.

7 MR. NOYES: Well, we've talked about
8 Dream It, Do It and the career coaches academy. There are
9 many programs and we would coordinate with other
10 programs. What programs do we know about? Do you think
11 it's sufficient at this point anyway to go through the Virginia
12 Manufacturers Association efforts or do we need to go out and
13 research what other camps there are and come up with a
14 coordination plan?

15 MS. DEROSEAR: I'd be happy to provide
16 the notebooks to everyone. We have laid out a process from
17 explore to employees, education and training, certification,
18 employment. And we have identified both public and private
19 organizations that will align with this mission workforce
20 development and technology industries including
21 manufacturing. We've laid out where they fall into and we
22 don't want to be duplicative in our efforts but rather we weight
23 our resources and leverage. So we've identified industries,
24 internship programs, we have FIRST robotics, we have the
25 Virginia Community Colleges with their career coaches and

1 other partners. Identifying the Higher Ed Center, so I'd be
2 happy to share this with anyone, with members of this
3 committee and you can review it. I hope it identifies other
4 communities and partnerships, state partnerships that can be
5 considered as part of the Dream It, Do It Virginia network. We
6 very much tried to go through the process that we don't
7 duplicate in the delivery of services but rather we create a
8 coordinated effort and coordinated front so we don't confuse
9 manufacturers and we don't confuse job seekers.

10 MS. ADAMS: I'm not aware of any other
11 camps and I'm completely confident with the Dream It, Do It,
12 a very comprehensive program. It's an award winning
13 program but I don't know if anyone is aware of any other but
14 I'm not.

15 MR. NOYES: Katherine identified other
16 programs. What the task is coordinating between the
17 programs. Are you suggesting coordinating? That's different
18 than having a plan that has to be executed. It just is. Are we
19 saying we should look to Virginia Manufacturers Association
20 and have that plan in place within the footprint? We're not
21 interested in supporting your efforts statewide. The Tobacco
22 Commission has a specific mission to coordinate this with the
23 Virginia Community College system with STEM and the others
24 you mentioned. Is that what we're going to do?

25 MS. ADAMS: I'm supportive of that.

1 MR. KEOGH: We have professional
2 people that have carved out what it is, a niche and we don't
3 need to reinvent the wheel.

4 MR. NOYES: Maybe in the next several
5 weeks you can develop something that can be reviewed by this
6 panel that says there is a plan that says something more than
7 we're going to coordinate something. What are the
8 deliverables, who's going to deliver what?

9 MS. DEROSEAR: What's included in
10 here and perhaps this could be reviewed. It has a scorecard
11 for industries that have limited participation, it has
12 deliverables of the regional partnership. And there are
13 deliverables and there are well-stated goals. Certainly we
14 could review it and make any modifications that would make
15 it more specific to the Tobacco Commission footprint and also
16 recognizing –

17 MR. NOYES: - This is an advance
18 manufacturing program.

19 MS. DEROSEAR: Correct.

20 MR. NOYES: For the footprint generally,
21 but to this program.

22 MS. DEROSEAR: Yes, I think that in its
23 current draft it would be suitable for members of this
24 committee to review before doing at a redraft and I have a plan
25 here that we are executing.

1 MR. NOYES: How is that financed?

2 MS. DEROSEAR: The regional
3 partnership through a three year subscription. And we also
4 do fundraising. We submit for grants and the opportunity to
5 work with the community college system currently exploring.
6 So manufacturers when they commit, when they commission
7 a piece of creative, there's a fee associated with that. Again,
8 we just launched in 2010 and we're building the program and
9 implementing at the same time as well as improving it along
10 the way. We haven't reached all of our goals and we don't
11 have partnership in every workplace and every workforce
12 investment region, which is our goal. I don't know what I
13 would change without your feedback at this point.

14 MS. ADAMS: Would it be appropriate for
15 Katherine to give us a presentation. I know she does a terrific
16 presentation. She walks through the Dream It, Do It process.
17 Would it be appropriate maybe at the next meeting that she
18 do that for us and we can get the books and read them but I
19 think it would be more beneficial for the people to be able to
20 hear her explain it and see how it works. I think what you're
21 asking for is in that book right there.

22 MR. NOYES: Before we get to that, what
23 this panel needs to do is present recommendations that are
24 actionable. That means there has to be a full understanding
25 of how much something is going to cost to get it across the

1 footprint, what it's going to cover, who's going to cover it,
2 who's going to coordinate it. Simply listing all of these things
3 is fine that everybody knows about and that's not a plan. It
4 may be a continuum of effort once we read this. Until we have
5 specific information on which we can recommend to the
6 education committee that says this is the next step and we
7 estimate it's going to cost this and this is the timetable and
8 these are the deliverables for advance manufacturing within
9 the Tobacco Commission footprint. Obviously this document
10 is designed for statewide audience. This program is not
11 designed for, it's not intended for a statewide audience. We all
12 want to have a chance to review it but actionable
13 recommendations need to be provided to education committee
14 and that's what we're about as a group here. Not aspirational
15 things, not things we might do if we had enough money. How
16 much, what's first, who's going to be involved, what are the
17 responsibilities and what are the outcomes. Did you say you
18 had copies of this available?

19 MS. DEROSEAR: Yes. I'd be happy to
20 pass this out for the committee to review based on what you
21 said as far as costs and timeline, efforts that would be specific
22 to the Boston Consulting Group report as well as how it ties
23 into that specific region. I didn't draft any such document for
24 today but I'd certainly be happy to do that as an addendum to
25 what you would receive in this notebook today.

1 MR. NOYES: Please. Once we have it, we
2 can see consensus about that. I'd like to have the
3 presentation and I'd like to have it focus on what the purpose
4 of this group is and what program the Commission was
5 intending to support rather than a broader array that's
6 designed for a statewide audience.

7 MR. PFOHL: That's one of the challenges
8 of a statewide program looking at a broad range of careers
9 with Dream It, Do It but our charge is a very narrow range of
10 careers to a portion of Virginia and we want to see those
11 opportunities align over time.

12 MR. KEOGH: Do you have any idea what
13 percentage of the membership lies within the footprint?

14 MS. DEROSEAR: I don't know.

15 MR. KEOGH: Do you have any idea of
16 the numbers of actual manufacturers?

17 MS. DEROSEAR: I have it but I'll
18 research it.

19 MR. NOYES: Just describe what the
20 second element marketing plan for each target group or the
21 partner groups. This is somewhat ambiguous in this report.
22 A lot of discussion on the Boston Consulting Group report
23 was, the target groups, are the target groups better or are the
24 target groups K-12. What I hear regularly is a target group of
25 parents and parents that have a notion is dangerous, fairly

1 low paid and uncertain future and discourage their children
2 from looking seriously at those opportunities. The marketing
3 plan is the second of the three groups.

4 Who are the partner groups that we need to talk
5 about in terms of information about what the Commission is
6 going to offer in partnership with the community colleges, the
7 Virginia Manufacturers, the private sector, who are these
8 groups? Who are these groups that we need to be thinking
9 about?

10 MR. DOUGHERTY: I'm not sure I
11 understand the question to start with this type worker in the
12 target group, I haven't heard that really what it says here but
13 the type of workers we have in southwest Virginia I think
14 they're our high priority item. I do think there's a disconnect
15 in our high schools between what we're getting into the
16 workforce and what we're teaching. I think the, we have to
17 target these high school students and what I can read in the
18 report, we have to make manufacturing a desirable career
19 instead of one where people go into it if they can't go to college
20 and that's the problem you run into.

21 MR. NOYES: Do we market using life
22 materials to approach that group or how do we approach it?

23 MR. DOUGHERTY: I think you have to
24 get into the high schools to reach that group. When we talk
25 about career paths, what we don't do is map out an

1 educational path. A career path if you can get there and the
2 resources and if you've trained but that first job and the
3 experience is not there and it's hard to get there. I think we
4 need to focus on the educational and training path as much
5 as the career path.

6 MR. NOYES: On the materials you have,
7 you'll see a position description and Betty, I think you did
8 interviews.

9 MS. ADAMS: Yes, she shared with me.

10 MR. NOYES: This is a position
11 description and that person will report to the CCAM. It's the
12 final innings of selection of this individual and the reason I
13 wanted you to see this is this is for a qualified person, unlike
14 myself. This person should be on board at some point this
15 month although it could be longer than that. One of the two
16 candidates emphasized in my interview of that candidate how
17 important social media is in getting information out about
18 manufacturing careers and opportunities to a certain age
19 group. I don't use social media and I'm old so that's never
20 occurred to me. Do you think that needs to be part of the
21 marketing effort to develop an application deliverable through
22 Twitter or Facebook or those sorts of things as far as getting
23 those eighth graders or ninth graders? It won't work for
24 grandparents I promise you.

25 MR. WOOD: Under age 25.

1 MR. NOYES: It's different. That same
2 individual and the way you approach the post 25 put up a
3 billboard. That person has done this at a different location
4 and people see those things and drive the same route every
5 day, sooner or later they'll begin to get it. There's different
6 ways to market what it is that the Commission is hoping to
7 achieve. One is social media, the other is billboards, are there
8 other things? We've got three groups of displaced workers and
9 I think that's really a good way to identify who those
10 individuals are within the footprint. I think we have a pretty
11 good idea how to approach the private sector and folks your
12 age are important.

13 MR. DEROSEAR: Last time people used
14 Google and also websites and people sign up for those things.

15 MR. NOYES: Would RTI put on its
16 website career readiness thing and what the Commission is
17 doing and what it's looking to hire?

18 MR. WOOD: That's not something that,
19 that's a hard thing to answer but specifically in Martinsville
20 and our area but not necessarily southwest or I don't know
21 what it would be like throughout the rest of the country, in
22 Canada or the U.K, it takes more, I think.

23 DR. WHITE: I found that using local TV,
24 that seems to work. It depends on how you go about it but I
25 found that's an effective way to getting students and parents.

1 Also, local news in addition to Facebook, too. But you have to
2 have, you have to use these things because that's what they're
3 doing. But the biggest groups and the targets are going to be,
4 the target audience are going to be career changing people and
5 some dislocated workers.

6 MS. ADAMS: The military.

7 DR. WHITE: That hasn't been that big for
8 us but we do have a pretty, we do have a good veteran's
9 program and we haven't really seen an increased enrollment
10 that much in that area. We keep expecting them but so far
11 they haven't come.

12 MS. ADAMS: It's just my opinion but
13 once we identify and agree on a target group, I think for each
14 of those target groups, we have to be careful to develop the
15 message and get the media to get that message based on
16 those particular groups. This group may not know what the
17 appropriate media is for each of those groups.

18 MR. NOYES: We have to be careful who,
19 we have to have some oversight as to who does this because
20 you're right. In this room, we don't know how to go about
21 this. And it may be different messages to different groups and
22 certainly a different delivery mechanism.

23 MS. ADAMS: Who are the marketing
24 experts?

25 MR. KEOGH: It appears to me that

1 maybe we need a high profile person and that may be the next
2 governor of Virginia, it may be somebody else, but a highly
3 recognizable and highly regarded champion through the
4 course of PSAs might find several localities or even print. I
5 speak to this in a very respectful and forceful way. I don't
6 think that person is sitting at this table but I think we need a
7 high profile person to lead the charge. It may be a politician,
8 it may not be and you might scratch your head about that in
9 the current climate but the natural person would be the next
10 governor of Virginia to put his face on this effort.

11 SENATOR RUFF: I would say a peer
12 would be a better source of information. When I talk who
13 work in advance manufacturing, why did they get into it,
14 because their friend got into it and the cousin got into it and
15 they got a great job and that's why they're there. The same
16 thing with veterans. They left one world here and it's a
17 revolving world and they don't fully understand it. They could
18 recognize somebody that looks like them and somebody who's
19 coming back from Afghanistan, people coming out and then
20 they respond to that far more than they are like a public
21 person.

22 MR. KEOGH: I don't think one rules out
23 the other.

24 SENATOR RUFF: No, you're right.

25 MR. NOYES: I would agree with Senator

1 Ruff but I would ask one other group. We have to engage the
2 existing business community and the leadership in the
3 existing business community to describe what it is they
4 produce and why they need people trained in certain skill level
5 and what it looks like. I made a trip over to the Paris air show
6 and there was a discussion at the RTI pavilion. You had a
7 video and it showed certain of the operations at the
8 Martinsville facility. There was one person operating it and
9 showing, operating the very sophisticated piece of equipment
10 and that sort of thing in a 30 second ad.

11 MR. WOOD: It's interesting about and
12 the number of companies participating in the video.

13 MS. DEROSEAR: I think we have several
14 versions of that, three minutes or thirty seconds.

15 MR. WOOD: And we participate along
16 with three other manufacturers, people seem to like that and
17 show interest in it. The emphasis was more on younger
18 people and you can capture their imagination or they could
19 say I could be running that press or I could be making an
20 airplane tire or this or that. People talking about it, the people
21 who look like each other. As I understood it, but pinpointing
22 this for youth, you can have a theme of saying like there are
23 alternatives to going to college and you can do this or that and
24 I could be the person making that airplane tire or I'm fixing
25 this machine if you haven't had an opportunity go out and see

1 this but I think when you think about something like that you
2 want them to think these are people just like me.

3 MR. NOYES: Where do you use the
4 video?

5 MS. DEROSEAR: We use it on the
6 website and the commonwealth center internships. We do
7 have these and we can make more. I make this and I make
8 the trip smoother and we would have a company logo on it.
9 We find these are effective pieces and more of these were made
10 for additional companies and can educate the community
11 about what manufacturing is like and what they make and
12 connect them to a website where a person can see all the
13 training programs that are available, occupations and
14 certifications and job postings in real time. We try to use
15 different pieces to get people to the Dream It, Do It website.
16 We do have the video and that's available for presentations.

17 MR. NOYES: This is almost exclusively
18 an online effort VMA is doing.

19 MS. DEROSEAR: It's not, it's "I make"
20 pieces, the new technology camp, there's best practices in
21 Virginia and additional resources can be implemented in the
22 region. Over in the Hampton Roads area they have
23 exploration Saturday where you can go on site and have a
24 tour and there's career coaches and parents and teachers
25 through the manufacturing technology camp and I think it's a

1 two-day experience and you get some hands-on experience
2 about what manufacturing is. There's a whole host of things
3 that could be done and it's a matter of human resources why
4 these things require individuals to coordinate them and
5 execute them so it's just a resource issue. It's an online
6 portion of the career information system, which is very robust
7 but there's also other things that are done face to face about
8 careers in manufacturing so people can get exposed to it.

9 MR. WOOD: But getting parents to get
10 children interested like starting in the eighth grade to try to
11 capture their imagination and there's an alternative to college
12 that there are good things in jobs like this and good paying
13 jobs. There's various messages in that. But you don't get it
14 into the public school system and that could be handled
15 through career counseling. Waiting for somebody to go out
16 there and Google something and you have all these eighth
17 graders and what I'm saying is that maybe somebody, I was
18 like you so many years ago, I didn't know and now I'm making
19 airplane tires or I'm making this and you can do that, too. I
20 think that's the message.

21 MR. NOYES: What about career
22 counselors going out into high school?

23 DR. WHITE: It still would have to be
24 through the career counseling to try to get their attention.
25 Career coaches and career counseling.

1 MR. NOYES: This is an actionable point
2 and this is a recommendation, videos through K-12 audience
3 delivered by a career counselor. Today is a sort of a plenary
4 session to get an idea of what we need to get our arms around.
5 At the end of the day, very specific recommendations that
6 need to go to the education committee when attached funding
7 levels and that's one of the things that resources committee
8 will talk about. We need to know what the wrap up periods
9 are. Katherine saying this is a human resources issue for
10 VMA so how does it get fixed. That's the issue and that's what
11 we have to be able to tell Senator Ruff's committee.

12 MS. BARTS: My son teaches in the
13 middle school in Pittsylvania County in a three year period
14 rotating classes and I don't know how many there are in
15 Virginia.

16 MR. NOYES: How does it work?

17 MS. BARTS: They rotate the students
18 from either six or eight weeks and then they move to a
19 different career and they're exposed to six different career
20 possibilities during that year, that school year. I think the
21 seventh grade is eight weeks and the eighth grade is a little
22 longer to focus on three. You get to choose from the areas
23 that you want to participate in and there's a lot of career
24 training with this background. They don't know what they
25 want to do at that stage and they can look into these things

1 and whether they go to a college preparatory school for a year.
2 There are some videos.

3 MR. NOYES: Is this in the footprint?

4 SENATOR RUFF: There are various
5 programs out there that some systems use and I know in
6 Buckingham several years ago I think this was in the sixth
7 grade or the eighth grade, the location is in the same
8 classroom. One was bridge building and one was electrical
9 and they worked on one project and then they go to the next
10 one for two or three weeks and then the next one for two or
11 three weeks and that kind of gave them a flavor of what that
12 involved. Then as you went to the next level in seventh grade
13 where you could follow one of those tracks.

14 MS. BARTS: They have welding and I
15 know one of those projects they developed a roller coaster and
16 they had a competition and they won it at the state fair. They
17 enjoyed that a lot more than they did the textbooks. They do
18 show a lot of videos and things along that line.

19 MR. NOYES: Where those programs
20 exist, Dr. White, how about in your service area, middle
21 schools or high schools having some type of vocational
22 training, do you know?

23 DR. WHITE: I don't know about that but
24 they are all the schools in the service region and they
25 emphasize career and technical education but the two

1 problems are the hardest ones that I just mentioned and one
2 of them of course is the parents.

3 MR. DOUGHERTY: When I decided I
4 wanted to be a doctor and that never materialized and I went
5 into the guidance officer and showed me the resources and go
6 to college here and so forth. I had a plan laid out. Right now
7 in Southwest Virginia, you take one to three targeted jobs like
8 welding and I had a student come in and say I want to get
9 AWS certified to go to work for a company and be a welder
10 would the resources be there to guide that student on how to
11 do that. Are they available locally and then whether they go
12 for post high school education, I don't know that we're linking
13 that together and I don't know that the resources are available
14 across the state, especially in these three areas. The skills we
15 tried to treat at our facility, the machine welding and heavy
16 equipment, we really struggle finding skilled people.

17 DR. WHITE: First thing that happens
18 with the student talks to the teacher or the counselor, well,
19 the first thing the teacher would say you're a good student,
20 you don't need to go to work.

21 MR. DOUGHERTY: That's exactly right.

22 DR. WHITE: That's exactly what
23 happens. We could change that. My son's in manufacturing
24 and makes a good living and he got a two year degree and
25 that's where he went and I encouraged him to go but not a lot

1 of people do that. Somehow if we could come up with a plan
2 for resources and I think career coaches is a good place for
3 that to happen because they're the ones that will interact with
4 that student and you need to do this or that.

5 MR. NOYES: That's part of what career
6 coaches do now?

7 MS. DEROSEAR: Absolutely.

8 MR. NOYES: Is that happening in the
9 Wytheville area?

10 DR. WHITE: One of the students was an
11 excellent student in one of the local high schools and said
12 here's what I want to do, and I want to go to WCC and do this
13 and someone said my son, go to UVA or William and Mary,
14 you're brighter than WCC. We fight that at our level. That's
15 just an attitude thing.

16 MR. NOYES: Sounds like a diversion.

17 DR. WHITE: It is. It happens more in
18 career and technical education. We need good students to go
19 in there at those areas, too, and career coaches, advisors and
20 counselors are the ones that can make that happen. If we
21 could figure out some way to get resources in there. It's a
22 little better than it used to be.

23 MS. DEROSEAR: I know the last year
24 we've hosted 25 or 30 teachers coming in and touring the
25 facility. Is there a program in place right now that's doing

1 this? We've hosted that the last couple of years.

2 DR. WHITE: The only thing we do at my
3 place, we encourage our machine technology people to go out
4 in the areas where and the nurses always train in the
5 hospitals, so yes, some of it but not en masse. Each
6 individual teacher or individual departments will go out and
7 visit areas and we do that but no, we don't have a group where
8 we say we've got all these career and technical education
9 teachers and taking a day or two and going and visiting
10 facilities.

11 MR. NOYES: That's really a good idea.

12 MS. DEROSEAR: We do have the
13 performance metrics agreement due at Virginia Network.
14 There's a number of tours that are made available for target
15 audiences that are coordinated by the Dream It, Do It
16 partnership, so there's a performance metric.

17 MR. DOUGHERTY: I think that's very
18 good and that kind of breaks that stereotype and the
19 manufacturing environment. I think it's important we work
20 the high schools and some type of brochure or, we've been
21 successful in treating engineers, we've put a brochure together
22 that talks about the engineering profession and it would make
23 sense to do that in these professions and I think the high
24 school guidance counselor plays an important role. If they
25 have a nice looking brochure that's tailored to their area that

1 shows what's available and here's where you can get your
2 education and here's the companies that need these skills.
3 Not necessarily here are the companies with jobs but here's a
4 company where you can apply and where you can pick up
5 your machinist's training.

6 MR. NOYES: Maybe we need to add a
7 new group to our target group, adding displaced workers,
8 veterans, high school students and down from middle school,
9 career changers and teachers. That needs to be a focus or
10 recommendation to the commission, education committee and
11 get those people maybe separate from the career counselors,
12 get them to Joy, RTI. I think in the discussion of the
13 curriculum either ABD or Rolls Royce who are private sector
14 participants in that and routinely groups of different kinds,
15 maybe hosting teachers, folks like you need to get Gayle's son
16 to organize something in Pittsylvania County so his colleagues
17 go to an area, an advanced manufacturing site. We've been at
18 this for an hour so let's take a ten minute break.

19

20 NOTE: A BREAK IS HAD.

21

22 MR. NOYES: I'm going to welcome
23 Delegate Byron. Let's talk about internships and
24 apprenticeships. The third thing that we need to begin to talk
25 about are internships and apprenticeships. What is it that the

1 education committee and full Commission ought to be
2 thinking about in terms of internships and apprenticeships,
3 particularly to Glen and Allen on this and others obviously.

4 DELEGATE BYRON: Are you referring to
5 encouraging that or dollars investing in it?

6 MR. NOYES: All of that. We're not going
7 to identify the resource amount, that belongs to a different
8 committee. What should be our thinking in terms of support
9 for apprenticeships and internships? How do they fit within
10 what Boston Consulting Group would have us do?

11 MR. WOOD: I'll speak to our example of
12 what happened this year. I think we've been there three
13 years, partnership and Senator Wampler and four interns this
14 year and they all were second and third year college students
15 and specifically materials engineering and mechanical
16 engineering and electrical. This is different for us and we're a
17 small staff that was a very good example and the interns
18 seemed to feel confident in their field of learning. They were
19 exposed to factual applications. As an example, the
20 mechanical engineer had any type of design work and going
21 into the senior year and we had him doing some design work
22 and the electrical engineer last year worked for the utility
23 company and we had him updating electrical drawings and
24 going out on the floor and working with some of the controls.
25 On the materials side, we had a young lady. She wowed

1 everybody. She did some studies for us and she learned
2 about the actual manufacturing process and we gave her
3 some practical applications in the materials side of it. This
4 involved a lot of practical applications, setting up programs
5 and writing programs. But after everything was said and at
6 the end of the day we surveyed them, it was outstanding.
7 We're hoping to get these guys next year. With the intern
8 program, you get out of it what you put into it. We want them
9 to do the work, they did contribute something. But I also will
10 say we're a small sized facility and our reach for profitability
11 and as we grow and expand and if the new college had a
12 program and could subsidize $\frac{3}{4}$ of the salary, we only had so
13 many positions.

14 MR. NOYES: So there was cost-sharing?

15 MR. WOOD: Yes, by all accounts it was
16 worth it.

17 MR. NOYES: How many did you
18 ultimately hire?

19 MR. WOOD: They're still in school. We
20 had one last year, if we were at a point where we needed a
21 staff position, we would have hired one of them and I think
22 she was, we helped her get a position. Had we had one, we
23 would have hired her.

24 MR. NOYES: How common is internships
25 in the private sector?

1 MR. WOOD: Pretty common.

2 MR. DOUGHERTY: Yes, are you talking
3 internships or apprenticeships? An internship is essentially a
4 summer experience, usually offered to professional areas. We
5 had numerous engineering interns. We have an
6 apprenticeship program in southwest Virginia at our facility.
7 An apprenticeship program is a program that you work
8 through the state apprenticeship training division, I guess
9 that's the name now, and you scope out the program, it's a
10 three or four year program and consists of two elements,
11 related instruction and on the job training. I think the
12 industry needs help in and I speak primarily for southwest
13 Virginia.

14 MR. NOYES: It's always extreme in
15 southwest Virginia.

16 MR. DOUGHERTY: You're exactly right.
17 The related instruction piece of it is where we struggle. We
18 can put a program together and teach a person all they need
19 to know but there's some related educational instructions that
20 go with it. What we struggle with is finding related, education
21 and training specific enough for the job. If we're going to focus
22 on these three manufacturing areas, we need to make sure
23 we've got related instruction available if you want to push the
24 apprenticeship program.

25 MS. DEROSEAR: I think as we look at

1 some of these and having information available and some of
2 the programs that were mentioned here. I know last year
3 there was a bill that passed that came through the
4 Department of Education to develop guidelines for
5 establishing apprenticeship and internship programs through
6 a variety of trades and skills at our school. Depending on
7 what level we're talking about, we had some areas and I know
8 for a fact Bedford County has been doing this for several years
9 in Region 2000 that it might be good to hear from a group like
10 that. They've got data where I think this past year they had
11 thousands of students over the last couple of years that had
12 toured different businesses and had done apprenticeships and
13 probably internships as well and created this program.
14 Students have come back and commented about it; that's a
15 big marketing tool and a great opportunity for students.

16 MR. NOYES: That's in Bedford County?

17 MS. DEROSEAR: Yes. The Department
18 of Labor I know Linda Walker from our area travels around
19 Danville in the southside area working her apprenticeship
20 program. I'm not that involved in what they're doing.

21 MR. NOYES: This is the Department of
22 Labor?

23 MS. DEROSEAR: The state department.
24 As a member of the Workforce Council, I think it would be
25 important for us being involved in some way once we find out

1 the answers to these questions and partnering with some of
2 these businesses to get something going and see what the
3 results are of doing this.

4 MR. DOUGHERTY: The apprenticeship
5 programs, we've done that, too.

6 MR. NOYES: The apprenticeship
7 programs, these are shop core programs?

8 MR. DOUGHERTY: Yes. And have a
9 component of related instruction but shop core program.

10 MR. NOYES: Is there a role that you
11 identify? What I'm hearing from you're really dealing with a
12 four year student?

13 MR. WOOD: So far.

14 MR. NOYES: With the internship so far.
15 What we read in the Boston Consulting Group report, we're
16 not going to focus resources on the four year program and not
17 focusing resources only in the middle skills area. I hope I'm
18 not hearing that you don't need that and what you need is a
19 Commission to focus differently. A related instruction, is
20 there a role for the Centers of Excellence or community college
21 or other training providers?

22 MR. DOUGHERTY: If you're going to
23 focus on these three critical skilled areas, then there has to be
24 some way to have this related instruction.

25 MR. NOYES: Only if the related

1 instruction is going to lead to hands on.

2 MR. DOUGHERTY: The hands on will be
3 handled through and the state apprenticeships and groups
4 will come in and work with the company on developing hands
5 on. That's controlled primarily in house. Related instruction
6 is where you're sending them out to colleges in the evenings
7 whenever's appropriate to finish up that piece of their training.
8 Each apprenticeship has a different amount of educational
9 training that needs to go with it. The problem you may run
10 into is about the resources availability of related instruction.
11 We can provide the shop education but when it comes to
12 specific instruction like precision measuring instruments or a
13 certain kind of program, that's what you might run into.
14 Where do you go to get that related instruction that's not on
15 the shop floor and more effectively done in the classroom?

16 DR. WHITE: That could be done at the
17 Centers of Excellence and I haven't seen the curriculum.

18 MR. DOUGHERTY: Here's the problem
19 with that. If we want to do a machinist apprenticeship, a
20 three year apprenticeship training by machinists, we can put
21 related instruction together but where do we go to get CNC
22 training? So right now you'd have to go to Wytheville. How do
23 you deliver that training in Southwest Virginia? I guess we
24 have a van that goes around or that can take training out to
25 the locations. How do we get the training where it's needed?

1 It's not practical for a person that works eight or nine hours a
2 day in the apprenticeship program and then have to drive to
3 Wytheville to get this CNC training of the precision
4 measurements. It might be available at Mountain Empire or
5 Virginia Highlands.

6 MR. NOYES: We're going to look at when
7 we talk about credentials in one of these three organizations.
8 Related instruction CNC or certain type of something that we
9 had envisioned for the Centers of Excellence, is that the same
10 as shop floor? What would be different at shop floor?

11 MR. DOUGHERTY: Shop floor is where
12 you actually run the machinery and start at a very simple
13 level.

14 MR. NOYES: I would think they do that
15 at the Centers of Excellence for sure. Maybe not that specific
16 piece of equipment that Joy Manufacturing uses.

17 MR. DOUGHERTY: That's where the
18 linkage has to occur. You have to go back to the shop floor. It
19 doesn't do any good for, let's talk about the welder's training
20 and you teach them how to weld on a quarter inch pipe and
21 when you get out on the shop floor all you weld is one to one
22 and a half inch pipe. You have to go back to the shop floor at
23 some time. The training centers will provide the basic skill.
24 You cannot eliminate that linkage back, at least in my
25 opinion.

1 MR. NOYES: I'm sure that's true.

2 MR. DOUGHERTY: That's really the
3 point I'm raising; are resources available to do all that in the
4 areas that you need because if you're in Scott County and
5 you're going through an apprenticeship company and you're
6 working five or six days a week it would be hard to get up to
7 Wytheville so how do we deliver that? How do you deliver that
8 resource?

9 MR. WOOD: This would be, our needs
10 are a little bit different than yours, I'll try to address it. I
11 understand where Allen is coming from. You have working
12 adults and you're trying to improve their skills and they're
13 working eight or nine hours a day, it's unreasonable to expect
14 them to drive a long way. If there could be some kind of
15 platform training and I think if some of the small community
16 hospitals there are MRI machines and the tractor trailer's over
17 here this week to get some of that training and that may be
18 one day a week or whatever to get that training to a
19 manufacturing center, by the time they get that training and
20 everything, twelve or thirteen hours a day, you can't get much
21 longer than that especially when you consider all day working
22 and then the traveling and the time for training. People just
23 wouldn't sign up for it.

24 DELEGATE BYRON: I'm not sure of the
25 understanding, I want someone to help me understand.

1 You're coming at different levels here. You're talking about
2 people that are already, you're talking about improving the
3 skills that the employee already has, correct? That sounds
4 like where there's a different discussion. If you're talking
5 about the people that are on the job training that need to go
6 get this additional information.

7 MR. WOOD: I can't speak for Allen but
8 as far as the apprenticeship program and trying to improve
9 the skill level.

10 DELEGATE BYRON: But there are also
11 apprenticeships with people that are not already employed.

12 MR. WOOD: That's correct.

13 MR. DOUGHERTY: That's where you
14 cannot lose that linkage back to the company. At one point
15 you have to get your hands on the machine and you have to
16 figure out a way.

17 DELEGATE BYRON: What about
18 certification and certified to national standards and the only
19 experience you have is through whatever brings you to that
20 certification point, right?

21 MR. DOUGHERTY: Yes.

22 DELEGATE BYRON: Then they are
23 hireable, aren't they?

24 MR. DOUGHERTY: Sometimes they are
25 and sometimes they are not. You could have a person coming

1 in with AWS certification that's never actually bent a piece of
2 metal and can't fabricate but maybe they're not. There's more
3 to it than just –

4 MR. NOYES: At a level two AWS
5 certification because there's testing associated with that, you
6 have to be able to bend the metal.

7 MR. DOUGHERTY: The point I'm trying
8 to make, you have to keep in touch with the customer.
9 Ultimately the customer is going to be one that's going to
10 employ these people and it's pretty easy to lose touch with
11 what the customer needs and there has to be some
12 mechanism to do that. You have to make sure that they
13 understand what the customer's needs are whether they are
14 welder or machinist. All I'm saying is that there has to be a
15 linkage between related instruction, you can't just do it all,
16 you're doing in house training and training new people and
17 you have to establish that linkage.

18 DELEGATE BYRON: My question is a lot
19 of them get the training and you're talking about job demand,
20 and I understand what you're talking about, the needs that a
21 certain employer has, the ones that are still unemployed are
22 getting training to go into those positions is the majority I
23 think of what I think we've been talking about today.

24 MR. DOUGHERTY: How do you get that
25 first job?

1 DELEGATE BYRON: That first job you
2 get through training as opposed to these Centers of Excellence
3 and maybe the last year you turn out the apprenticeship
4 program, that's part of the training, that's the employer –

5 MR. DOUGHERTY: I'm sorry.

6 DELEGATE BYRON: Your last segment
7 of training can be right at the business.

8 MR. DOUGHERTY: Yes, it can be.

9 DELEGATE BYRON: It's an example, we
10 talk about this model, these are different things you look at.

11 MR. DOUGHERTY: One of the most
12 effective models occurred years ago and trying to identify
13 these workers. The employment commission and the training
14 coordinator Mr. Smith and he would come out and work with
15 the program and put them together. Potential employees
16 would attend the program through and interview them and
17 then select but they all got the benefit of the training. Certain
18 people in that group knew that they were going to get jobs and
19 that was pretty effective. But we would be focusing on the
20 core curriculum and that works all right but I don't know that
21 that is still in effect or not or if it's still being used.

22 MS. ADAMS: Let's go back to thirty
23 thousand feet. You're talking about here what you're, or
24 you're advocating there is utility in hands on experience.
25 That's where we all are. We've been charged with coordinating

1 with the curriculum committee on this. It seems to me there's
2 two categories of this hands on that we're talking about. One
3 is hands on within the curriculum that will happen at the
4 Centers of Excellence. Then also to have hands on within the
5 industry, which is the internship component, is that correct?

6 MR. DOUGHERTY: Well, internships,
7 yes, you're right. Not apprenticeship, internship.

8 MS. ADAMS: Our instructions here
9 indicate that we should meet with employers and who talk
10 about the capacity of internship and apprenticeship. Do we
11 have a feel for that or are there others we should be talking
12 with? This committee is considered to be that?

13 MR. NOYES: That's correct. It doesn't
14 mean that Glen and Allen don't communicate with one
15 another, with other manufacturers and while that might suit
16 us, that's not generic enough to meet the objective of
17 producing 225 people annually training at the three Centers of
18 Excellence for these particular skills and disciplines. Nothing
19 in the Boston Consulting Group report precludes customized
20 training be provided at the Centers of Excellence or at
21 community colleges and in a particular welding course.
22 Credentials has to support that credential rather than
23 something else.

24 MS. ADAMS: What I've heard with regard
25 to the internships from you guys, you wouldn't be able to

1 afford to do it without the support from NCI. Would your
2 interns be paid?

3 MR. DOUGHERTY: Yes.

4 MS. ADAMS: Did you pay them?

5 MR. DOUGHERTY: We did.

6 MS. ADAMS: You carried the full cost?

7 MR. DOUGHERTY: Yes. The previous
8 state program, part of it was supplemented and that's been
9 years ago.

10 MS. ADAMS: What are the barriers to
11 the internship?

12 MR. DOUGHERTY: The barriers, you've
13 got to locate something and have the need. You get an intern
14 in, they've got to fit that job and it depends on experience.
15 The problem educational wise is we don't have enough with
16 first hand experience. Went to a company and went to the
17 safety training and the internship is linked to the
18 apprenticeship program because the next is an
19 apprenticeship, you're mapping out an educational program is
20 what you're doing.

21 MR. WOOD: For us it's more about
22 participating in the partnership and we seem to be in an area
23 where every time we look for an engineer, we can't find them
24 locally. We presented this opportunity to those three young
25 engineers in Pittsylvania County and one's in Chesapeake.

1 They perceived here's an opportunity to finish my education
2 and I might be able to move back here or go somewhere else.
3 Some of these kids get good experience doing this and they
4 see that there's good jobs that exist in the community.
5 Senator Wampler, how many are outside the area, is it 51?

6 SENATOR WAMPLER: It would be
7 probably half of that that came from the external to the local
8 community.

9 MR. WOOD: Here's a bunch of kids that
10 came in and experienced our community and thought it was a
11 pretty good place to live and they created opportunities for
12 them to interact. It wasn't so much for what they were going
13 to do for RTI, probably in the next two years we probably won't
14 need them if there's an opportunity they got a good
15 experience.

16 MR. NOYES: Some of the larger
17 manufacturers unless you put something, some type of
18 program in place and capacity to yield a certain number,
19 you're not having, you're not on the grid but as we make
20 expansion decisions or location decisions. It's not to supply
21 the four, we need to be able to do that for the interns that
22 came to Joy, we put in place a system that produces two
23 hundred plus people trained in these three specialties and
24 that's what this is really about. Nothing precludes customized
25 training but the objective is larger.

1 DELEGATE BYRON: I would say that
2 perhaps at the next meeting we should invite Fred Kahn and
3 review of Bedford County since they hired, maybe cut to the
4 chase on some of these educational concerns. On a larger
5 level, the costs and problems it had, that might be helpful.
6 The apprenticeship programs I've always supported great
7 opportunity for people to work on things. One of the things
8 you talked about was looking at the demands of all the
9 employers if there are other needs within the communities
10 and not just looking at certain skill sets, a report could
11 include that as well looking at demands from pre-existing
12 business that we have.

13 MR. NOYES: There's a report?

14 DELEGATE BYRON: I thought it was,
15 part of them and what information's available and do we talk
16 to employers as part of the study?

17 MR. KEOGH: Yes.

18 DELEGATE BYRON: So we have
19 identified employers that would be interested in the
20 apprenticeship program and it would be helpful to get some
21 needed employees.

22 MR. KEOGH: The other source is the
23 CCAM member would have the potential to expand in the
24 footprint and who could be in a position to be very helpful.

25 MR. NOYES: There's no tabulation of any

1 number of individuals with that skill set, there's no report like
2 that. The Commission always seeks to be responsive to
3 existing employers and there's a lot of mechanisms to do that.
4 There's the competitive program and within the education
5 department there's TROF and all the other tools that we have.
6 This program is about setting up three Centers of Excellence
7 and deliver X number of people with X skill sets. It's not
8 about doing something specific for RTI or Joy at this point.
9 The capacity to do that exists today and it always has. We
10 haven't focused on it as much as perhaps we should have.
11 There's no tabulation of employers and say we're going to do
12 this that and the other.

13 MR. KEOGH: Where are the Centers of
14 Excellence that –

15 MR. NOYES: We're not going to be in a
16 position hoping to purchase million dollar pieces of equipment
17 for each industry that needs five employees trained to use
18 that. There is a role for the community colleges where we
19 don't have all three disciplines as we would in each of these
20 Centers of Excellence. There's welding programs at multiple
21 locations and machine operator programs at the community
22 colleges but not at the Center of Excellence because they
23 won't have all three disciplines and able to produce 75
24 graduates on an annual basis. Their cohorts will be smaller
25 and specifically aligned with local industry.

1 DELEGATE BYRON: Can we circle back
2 around to what we're trying to –

3 MR. NOYES: What is the sense of this
4 committee and we'll have to meet again. There's any number
5 of things to do. What's the sense of this group, Commission
6 support for an apprenticeship and internship programs. How
7 should we organize it and we're down to three or four minutes
8 before we have to stop. And we'll poll again for when we can
9 get together and Stacy will do that.

10 MR. DOUGHERTY: I take it you said the
11 objective is three skill sets. I'm not sure at this point we need
12 to focus on the apprenticeship program or maybe rather the
13 internship program as a way of moving these people from the
14 program into the industries. I think the apprenticeship
15 program is too far down the stream to stay focused on the goal
16 personally. I think there's some opportunity for the internship
17 especially if you can incentivize an industry.

18 DELEGATE BYRON: Would we have the
19 jobs for the apprenticeship trade now?

20 MR. NOYES: I haven't seen them.
21 There's summer internships that's a step.

22 DR. WHITE: That's very important I
23 think.

24 MR. PFOHL: The Center of Excellence be
25 a clearinghouse for apprenticeship and internship

1 opportunities for manufacturers within a two hour radius of
2 these Centers. Students that are in the COE curriculum have
3 access to a range of opportunities or information about a
4 range of opportunities. They can take their own initiative.

5 MR. NOYES: In southwest, I met with
6 the manufacturing sectors from companies. They said you set
7 these things up we will provide our workers to come down and
8 access faculty on, I suspect we'll discover over time the private
9 sector partners will be more and more and more interested to
10 participate directly whether it's an internship type of program
11 or not simply because they didn't get a good look at who is in
12 there. I'm going to consolidate some of my notes here and I'll
13 give a report at the Commission meeting at two o'clock.

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15 PROCEEDINGS CONCLUDED.

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