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## Cover Letter

November 16, 2016

Dear Business Partners and Educators:

On behalf of the Career Technical Education Team from Mt. Shasta and Yreka High Schools, we would like to thank you for your attendance and input at our October 26th Industry and Faculty night. Please find attached the results from the brief survey that everyone took that night. The results show the expectations and qualities that employers look for the most in prospective employees.

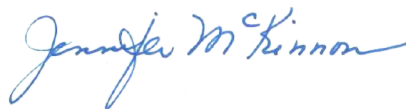
As we move forward this year, Mt. Shasta and Yreka High Schools (along with their feeder elementary schools) will be developing and hanging posters throughout classrooms that highlight these chosen expectations. In addition, your businesses will be listed as partners on this poster, so that the public can see the clear collaboration between educators and employers in selecting and promoting these expectations for students. The posters will serve as touchstones for teachers as they teach both the soft and academic skills expected of our students. If you prefer not to have your business included, please let us know at [mcaldwell@yuhd.net](mailto:mcaldwell@yuhd.net) or [jmckinnon@sisuhd.net](mailto:jmckinnon@sisuhd.net)

In addition to the posters, we will be moving forward with establishing work experience, internship, job shadowing, externship programs, and other activities with business and industry partners. The action plans that many of the business sectors discussed at their table groups are areas that we will work together to implement.

Again, we thank you for your participation in the collaborative meeting on October 26th as well as your continued partnership to grow our own workforce here in Siskiyou County. We look forward to continuing this work together.



Marie Caldwell  
Principal, Yreka High School



Jennifer McKinnon  
Principal, Mt. Shasta High School

## Summary

The goal of the Career Technical Education Industry Advisory Night was to bring together Siskiyou County educators and advisors from business and industry to “Grow Our Own” workforce by:

- 1) Determining the 4 most important soft skills needed in business and industry; and
- 2) Brainstorming, by industry sector, ways that education and business and industry can collaborate to prepare students for jobs and careers in Siskiyou County; and
- 3) Creating a plan to implement one activity – education and business and industry together – that provides students soft and industry skills as determined by the survey and table discussion to complete by May, 2017.

## Themes and Recommendations

### COUNTYWIDE “GROW OUR OWN WORKFORCE”

This theme recommended collaboration between K-14 education and business and industry to:

- Prepare students for College and Careers based on their interests, goals, and passions through promoting ALL post-secondary options (CTE Certifications and competencies, community college, trade school, job market, 4-year university and military).
- Strengthen partnership “Bridge the Gap” between Business/Industry and education.
- Promote/Advertise business and industry that provide job shadow, paid/unpaid internships, externships, guest speakers, work experience and mentoring opportunities.
- Business and industry need employees with strong soft skills; Business and industry can teach workplace skills.
- Provide countywide and/or local student competitions within Pathways/Industry sector(s).
- Strengthen community college pathways.

### WORK-BASED LEARNING AND SKILL ATTAINMENT FOR STUDENTS

This theme recommended:

- Offering K-14 work-based curriculum for K-14 and include business and industry in determining/achieving expected certifications/competencies. (Currently K-12 is implementing Career Cruising)
- Providing job shadow, paid/unpaid internships, externships, guest speakers, work experience and mentoring, to include alumni, for K-14 educators and students.
- Connecting educators with business and industry professionals through networking opportunities.

### SOFT-SKILLS ATTAINMENT FOR STUDENTS

This theme recommended:

- Developing and implement soft-skills based curriculum beginning pre-K through 14.
- Increasing parental involvement and provide training to promote soft-skill development at home.

## Agriculture

Participants: Mark Peacemaker, Mark Klever, Mike Duchi, Kim Peacemaker, Roi Crouch, Harry Sampson, Larry Brown, Keri Luiz

*PROMPT: Using survey results and industry skill requirements, brainstorm ways that education and industry can collaborate to prepare students for jobs and careers in Siskiyou County. Include in your discussion possible ways business and education can integrate such as job shadows, paid/unpaid internships, teacher externships, work experience and/or field trips.*

- Try to develop work-based curriculum with job shadowing opportunities that mimic the real work environment. How do we get work experience back? How do we get businesses to buy-in?
- Can we emphasize work ethic and attitude in lower level of schooling? Offer parenting classes to help parents teach these valuable skills?
- Avoid once a week “career week” and instead emphasize career areas through presentations, speakers and demonstrations. (include Government and non-profit grant opportunities to make this happen). This needs to happen from an early age and reinforced through high school.
- How do we connect teachers with professionals to provide these opportunities? Networking opportunities to meet these people together might be a solution.
- Fair booth to help facilitate internships between businesses and students using high schools as the middle man.
- Grant opportunities to help fund field trips to explore more businesses and career areas

*PROMPT: Create a plan to implement one activity – education and industry together – that provides students soft and industry skills as determined by the survey and table discussion tonight. Completion deadline for the activity is May, 2017.*

Network at Ag Day with local agriculture professionals and facilitate opportunities for these professionals to speak to high school students to engage and educate them in career options and opportunities.

## Business and Finance

Participants: Hud Oates, Pam Neronha, Josh Oates, Kevin Charter, Leslie Holland, Mike Matheson, Jennifer McKinnon, and Bright Nichols-Stock.

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- Guest speakers, taught real estate at Shasta College, understanding the real estate market, job shadow, unpaid internships.
- Strong science skills (biology and chemistry, environmental science or environmental studies), exposure to natural resource, sustainability, social and environmental sustainability, field trip in the future, hub zone certified (hire employees in Siskiyou County), job shadow, guest speaker
- Water and waste water certificate program – focus on fresh drinking water.
- Long term unemployed and laid off from jobs, serial job seekers (hop job to job), EOA, understanding the value of work and a reason why you should go to work. Find a job that speaks to you. Realization of instant gratification – not going to be happy every minute of every day. Don't have a work ethic evidenced by work history; don't know how to communicate because they haven't valued it. All ages.
- Can't fill jobs we have here – health care industry – begging to come to work – x-ray techs, nurses, food service workers – basic math and science knowledge – students not making it through program- acute need
- Economic Development Council for county. Challenge: technical knowledge base of county lacking...employee or employer. Introduce opportunities in k-12. Competition is fierce. College is not the end all, be all for students. Welder
- County challenged – go where jobs are. Graduate high school go to where the jobs are...
- No large airport – Genetech in Vacaville – growth that would allow construction jobs
- We can teach skill sets. Need employees
- Natural Resources or preservation of that – Entrepreneurship ideas – STEM related – technical skills – sustainability

## Culinary

Participants: *Caroline Emerick, Cheri Yates, Bradley Rennock, Sofia Emerick, Tamy Howerton, Ray Keller, Jeff Capps, and Cheyenne Washington*

*PROMPT: Using survey results and industry skill requirements, brainstorm ways that education and industry can collaborate to prepare students for jobs and careers in Siskiyou County. Include in your discussion possible ways business and education can integrate such as job shadows, paid/unpaid internships, teacher externships, work experience and/or field trips*

- Industry needs employees who are willing to work and good communication skills. How do we get the students in our programs to develop these qualities?
- Students could spend some time in a job shadow experience after school or during school observing in restaurants and other hospitality industry. The problem with that is that our students are already so very busy and it would be difficult to give them another requirement.
- Students from the three schools could come together to compete in a Culinary competition similar to “Chopped” or “Iron Chef”. One of the students at the table agreed to take this on as a Senior Project. We would ask people from the industry to come and judge the competitions.

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### Industry Sector Activities:

<u>Entities Involved</u>	<u>Activity</u>	<u>Time Frame</u>
Yreka High School Etna High School Dunsmuir Judges from industry	Cooking Competition: Teams from each school will compete in a culinary competition similar to chopped	February 2018



## Government/Non-profit

Participants: Tim Sterns, Joan Smith-Freeman, Crystal Aston, Kathy Morter, Bruce Pope, Eileen Pope, Logan Smith, Nancy Swift, Jim Underwood, Phyllis Gibbons, Jennifer Truttman

*PROMPT: Using survey results and industry skill requirements, brainstorm ways that education and industry can collaborate to prepare students for jobs and careers in Siskiyou County. Include in your discussion possible ways business and education can integrate such as job shadows, paid/unpaid internships, teacher externships, work experience and/or field trips*

- Internships could help develop those traits (must be paid jobs),
- Exposure of business and students to local elected leaders (brownbag lunch),
- Career days to learn how to transition to workforce (talk to employers)
- Getting students to serve on volunteer boards, how to make decisions beyond themselves to introduce them to community leadership. Examples include the fair board, FFA, church youth groups.
- Want to set expectations between students and employers to limit bad first impressions (time management, dress code) and foster greater patience and training from employers. Perhaps starting early like 7th and 8th grade students. Examples California Career Zone (<https://www.cacareerzone.org>)
- Group asked how we give parents tools to help teach character traits or foster survey highlights. Maybe do co-training with both parents and children. Examples are “take your kid to work day.”
- Improve child appreciation for the value of work.
- Foster alumni of local schools to come back to schools and share their work experience. What alumni did after they left. Tell stories, motivate students through positive stories, identify as peers.
- City could ask or promote businesses that can volunteer to do mentorships and internships.

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Since parents are the traditional role models, the group offer more role models that embody the qualities highlighted in the survey. For example, connect current students with alumni or near-peers (that to inspire and expose students to good qualities.) \*

- Create a network of alumni of local high school (supply of speakers/mentors).
- Send out questionnaire to alumni/business owners to recruit mentors
- Recruit alumni as a peer to peer or leadership example that embodies these top survey traits. Perhaps 10 years after graduation. For example, Rotary top 100. (e.g. Jack Harris, class of 1995, employed at CIA came to speak at graduation).
- Mentors or inspiring speakers telling students what they would have done differently.
- Get teachers to connect with former students to update with life milestones.
- Create mentoring program by expanding the senior project to freshman and applying it over more than one year
- Expose students to a variety of career fields.
- Can track alumni/students through an “ETS clearinghouse” – Jennifer Truttman

\*one problem with this approach. The students that need the most help may not be able to take advantage of these opportunities.

## Manufacturing

Participants: Tanya, Timber Products, Steve Baker, City of Yreka, John Underwood, Tom, Taylor, COS, Doug, YHS, Tonya, EDC, Jill Harris, Crystal Geyer, Thad Wallace, Mt Shasta Wood and Welding, Damon, Dunsmuir Welding, Doug Blaney.

*PROMPT: Review and discuss survey results:*

- Work ethic is my #1.
- Anything else can be taught
- Students now do not know how to work.
- Effort = advancement
- How do you teach soft skills? How do you do that in education?
- Students need to understand consequences
- How can we help students take feedback constructively?
- Students don't understand putting your time in
- We should talk about what education and industry can do to prepare kids.
- Internship, externships, job shadowing, work experience, field trips, careers and gears.
- Trades: There's a stigma. Shop, we are not trying to steer our best students towards that. Why?
- Everyone is afraid of hurting these kid's feelings, and they get to me as a boss, and they think I am tough.
- Internships do not work for us because of workman's comp.
- One way around that is through tours.
- We have brought teachers in the spring to see our facilities.
- At NorCal, innovation and creativity but communication and collaboration is lacking (right brain, left brain). Here at NorCal, how do we stay ahead. In other countries, creativity and collaboration are being fostered. We have a hard time finding engineers who can actually produce rather than analyze.

- We need employees with real life experience, those who are creative.
- Strengthen the pathways at our local community colleges, so our students buy in.
- We need more jobs in our area.
- Where is the partnership between the industries and the schools?
- Partnerships with Express, *Personnel Preference*.
- We want the school to commit to the *curriculum* to prepare our students in these soft skills.
- Build a case for the curriculum.
- This is a problem across the united states. They system is broken.
- I think the strongest programs are in our community colleges. The programs are there.
- Elementary School, High School, College...they need to know that you want it, and support it.
- We can't attract skilled workers to our area.

PROMPT: *Using survey results and industry skill requirements, brainstorm ways that education and industry can collaborate to prepare students for jobs and careers in Siskiyou County. Include in your discussion possible ways business and education can integrate such as job shadows, paid/unpaid internships, teacher externships, work experience and/or field trips*

- Fund a full time person to implement college and career curriculum.
- Board members need to get into our doors and see what industry is like, that way they see that it is important to put money to these programs.
- There needs to be a collation of industry leaders who speak out and have a voice to talk to the educators, to tell them what we need.
- Kids don't know what they are good at. Help them know what they are good at. Then you bring in those business owners who say, we have those jobs here.
- John Underwood and the Timber Products folks need to be at the central of the movement. They have seen the effects of the Rouge Workforce Council and Careers and Gears in Medford. They have experience and have seen and been part of models that have worked.

- Industry needs to communicate with a sense of urgency to our schools our needs.
- The Careers and Gears event and model out of Southern Oregon is an amazing tool to pair industry and students.
- What is a project we can do?
- Create a strategy, create an advocacy group. Set goals. Meet them. Take action.
- Find out how these kids are wired and help show them a career path. The high schools don't put a lot of effort on what the kids are good at.
- We need to make sure educators understand what we need, in industry.
- Is there another idea: establish a collation of industry leaders to lead efforts to connect our students to career pathways in our area?
- We have to start with one thing, then it snowballs and really changes in 4-6 years. We are telling students how we are going to have more jobs open than ever.
- Our Rogue Workforce Council offers a soft skills class. Career and College Coordinator, John Young came out of Canby and revolutionized our schools. His job is to implement what the board and superintendents have decided will happen, which is that every sophomore student must complete soft skills curriculum to graduate. How are you wired, what are you good at, what is your gift? They go through soft skills training. Communication, teamwork, interviews, ethical studies with business people at the table, these are hard questions. Resume writing, interview skills, careers and gears, kids have to interview employers, it's a college and career fair.
- Perhaps more business owners and large employers should run for the school board to help bridge educational and vocational gaps.
- We are supposed to come up with here one idea, and that is fund one full time position that we would call a career and college coordinator. It's a requirement that all students go through this curriculum.

## Media, Design, and Graphics

Participants: David Smith, Cindi Menne, Megan Menne, Lynn Karpinski, Lance Banks, Bryce Cummings

*PROMPT: Review and discuss survey results:*

- Attitude is a huge proponent/asset when dealing with future clients.
- Guiding students in a way that gives a student a larger view of the world. Make them realize that they aren't the best at what they are doing. They may be good at what they do but making them realize that the world is bigger than your hometown.
- Accepting the things that you don't have control over.
- Get out into the community and do things that aren't necessarily fun, but open their eyes to the benefits that they have as students.
- Reflection based projects. Use real world scenarios.
- Work ethic is something that is we deal with *every day*.
- Take responsibility and own your consequences.
- Deadlines are important, but depends on the subject. News media and graphic design has deadlines, no late work or the company pays the price for late work.

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Siskiyou Daily News: Work on writing for a newspaper. Write a piece and send it in the Daily news to be reviewed at the Daily by their writers or sent to higher-industry writers to be reviewed. The Daily then will work with student to polish the piece to be published in the newspaper.

*PROMPT: Create a plan to implement one activity – education and industry together – that provides students soft and industry skills as determined by the survey and table discussion tonight. Completion deadline for the activity is May, 2017.*

Create a Collaboration Workshop:

Two separate days spread a couple weeks apart. With each school being given a task to work-on

between workshops. First workshop groups will be given a task to work-on. Some sort of package including advertising, Writing, and Graphic Design. They will work alongside industry professionals to kick start their assigned task. Students will be encouraged to reach out via email or phone to contact their mentor/industry professional during the process of creating their project. At the second workshop we meet back up and have closure; and how-to's on finishing projects. Once projects are complete they will be judged by local professionals. Include different forms of media [News, Graphics, and Media].

The goal is to allow Industry professionals a way to discover students who may be interested in technical careers but don't necessarily know who to contact regarding technical jobs.

## Medical/Health

Participants: Amy Gaither, Kristi Apodaca, Deborah Howell, Robert Cobo, Cora Brownell

PROMPT: Review and discuss survey results:

There is collaboration in the health sector presently but members agree there must be a connection with a student. The biggest obstacle for nursing is students getting through the licensed vocational nursing (LVN) program and bridging to the registered nursing (RN) program. There is a federal loan forgiveness program for nurses and physicians. Fairchild Medical Center (FMC) is piloting a scholarship program for upcoming physicians and nurse practitioner and Physician Assistants (PA) to assist with Medical College Admission Test (MCAT) prep class, med school applications, and interview. FMC comes to Yreka High School (YHS) to expose students about all positions at FMC and how to navigate to those careers. The team agrees we need to “grow our own.” FMC is looking at creating a program for high schoolers to possibly have a certification of job skill. Cora stated she would look into bringing a phlebotomy course for entry level. College of the Siskiyous (COS) is looking to create a Certified Home Health Aide program. The Scribe program is starting up at FMC. This is a possibility for high school seniors. Students need basic terminology. Two months full training with a 2-year commitment. Maybe set up a connection with Scribe. Kristi to provide YHS with Scribe contact.

PROMPT: Using survey results and industry skill requirements, brainstorm ways that education and industry can collaborate to prepare students for jobs and careers in Siskiyou County. Include in your discussion possible ways business and education can integrate such as job shadows, paid/unpaid internships, teacher externships, work experience and/or field trips

The college and high schools are seeing many students that have poor study skills and feel “entitled.”

High Schools will incorporate these soft skills in the Clinical Summary students complete during their time at FMC. FMC will create a training program for managers to discuss soft skills with employees in turn will discuss with high school students.



## Natural Resources

Participants: Alison Howard, George Jennings, Emily Acord, Rich Klug, Randy Baker, Cassie Hansen, Sam Lanier, & Brenda Sisk, Note Taker: Mickey Sanchez

*PROMPT: Review and discuss survey results:*

The group identified work ethic, attitude, communication, problem solving, initiative, integrity, and professionalism as the most valuable attributes found in education and employment.

*PROMPT: Using survey results and industry skill requirements, brainstorm ways that education and industry can collaborate to prepare students for jobs and careers in Siskiyou County. Include in your discussion possible ways business and education can integrate such as job shadows, paid/unpaid internships, teacher externships, work experience and/or field trips*

- What is worth ethic?
- Skill Sets depend on the job at task.
- Improve help with building resumes.
- Better communication skills. Face to face skills need improved.
- Soft skills needed for any type of job.
- ACT program that is web (can be taught at a high school level) based teaches a lot of soft skills.
- Learn more about surrounding areas jobs/skills.

*PROMPT: Create a plan to implement one activity – education and industry together – that provides students soft and industry skills as determined by the survey and table discussion tonight. Completion deadline for the activity is May, 2017.*

Relationship with schools and Geographic Information System (GIS) education. \*Shared across curriculum.

### Industry Sector Activities

Entities Involved	Activity	Time Frame
FireWhat, Inc.	GIS Day	Throughout the year.
Dunsmuir High School	4 Training with teachers	Throughout the year

## Public Safety

Participants: Michele Korkowski, COS, Administration of Justice; Dr. Todd Scott, COS, Vice President of Instruction; Larry Glenn, COS, Computer Technology; Mark Beaulieu, COS, Welding; Joann Bicego, Siskiyou County Superior Court Commissioner; Rob Bicego, Attorney; Christina Van Althan, COS, Dual Enrollment Specialist.

*PROMPT: Review and discuss survey results:*

Our group believed that the category rankings were quite different than what we prioritized. For example, we believed that integrity, work ethic, and professionalism should have ranked higher than they did. (See Figures 1, 2, and 3)

*PROMPT: Using survey results and industry skill requirements, brainstorm ways that education and industry can collaborate to prepare students for jobs and careers in Siskiyou County. Include in your discussion possible ways business and education can integrate such as job shadows, paid/unpaid internships, teacher externships, work experience and/or field trips*

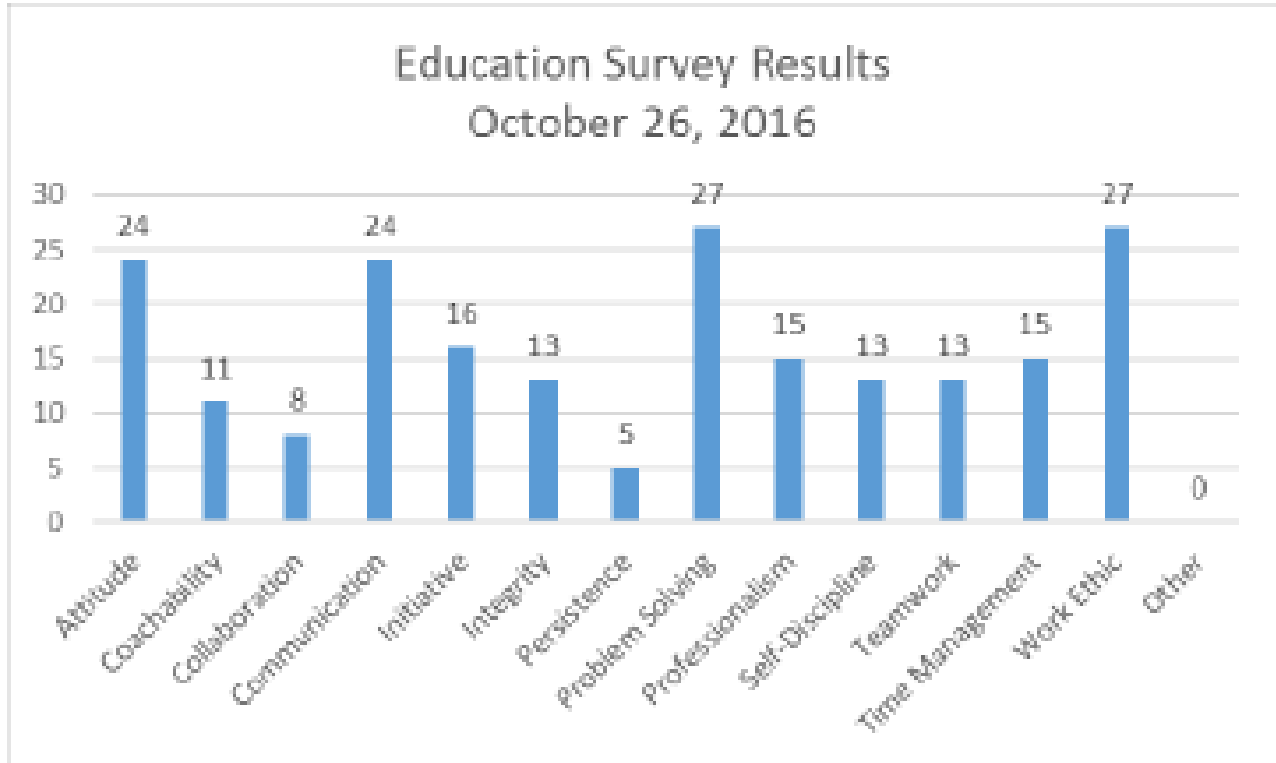
Students are unprepared to enter the work force. Mentoring, and a county-wide effort to assist students with skill development at an early age – before high school, preferably. Students are distracted by access to too much information. Nationwide pathway of early soft skill development is necessary to prepare students for employment and successful careers. Student choices can lead to welfare, unemployment, and can be a burden to a community, or, conversely, can choose to be successful contributors to their community and careers. Selected high school students should be present to present to us what they think they need as far as job skill development and career choices.

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Students need mentoring from junior high school or an earlier age. Student/Industry involvement could include job shadowing and mentoring on a consistent basis to bring students along and teach them the importance of skill development and career selection so that they are prepared to apply for jobs, interview well, and conduct themselves professionally.

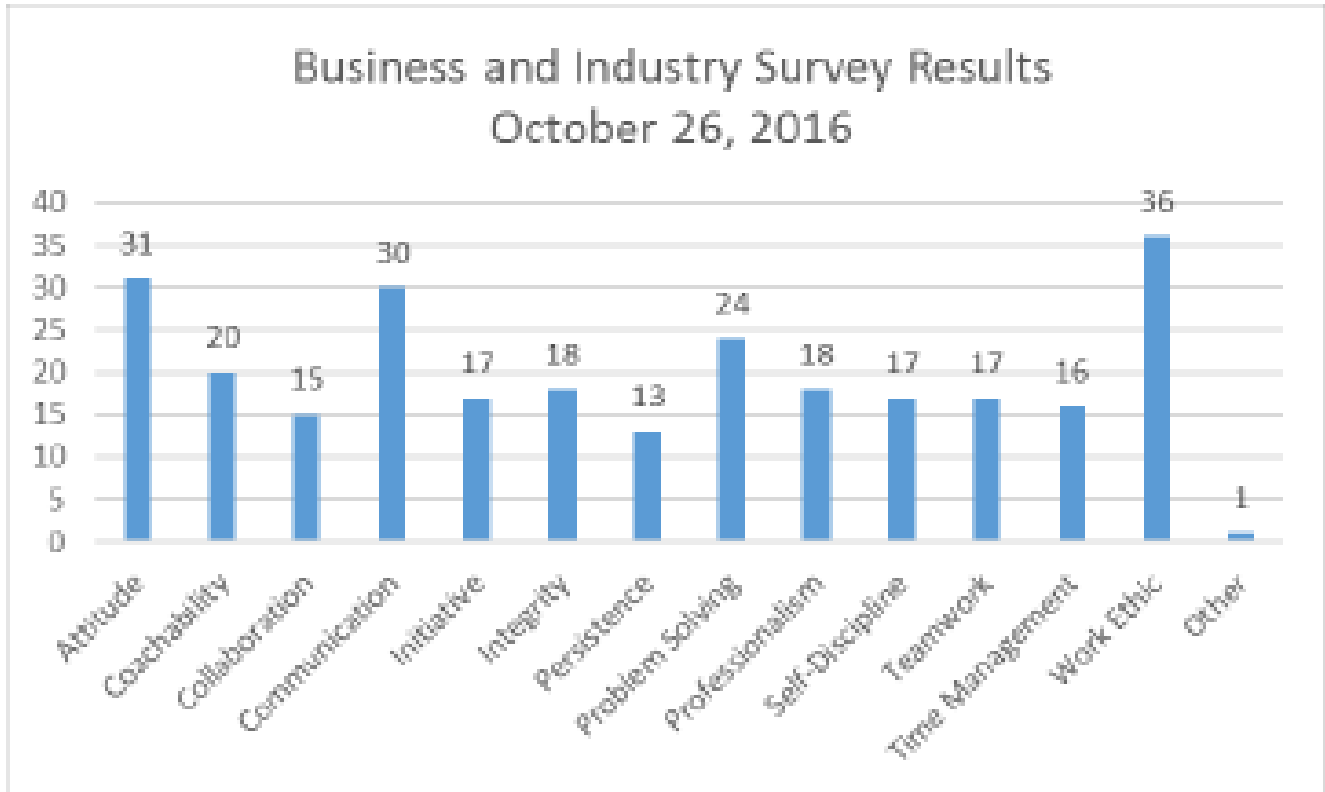
## Figures

Figure 1. Educational Behaviors and Skills Priority Survey



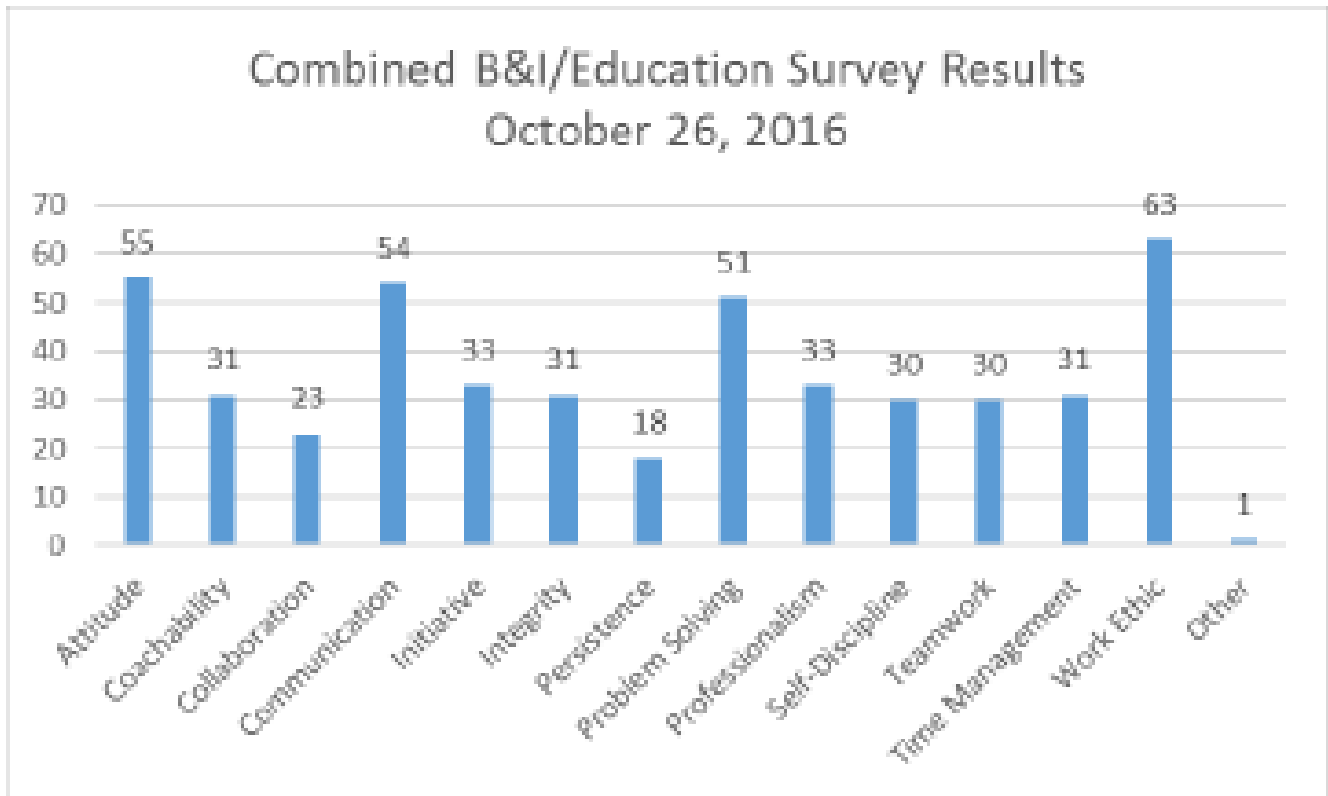
The goal of the Education Survey was to assess the most important behaviors and skills industry advisors believe should be addressed in the education system.

Figure 2 Business and Industry Behaviors and Skills Workforce Priority Survey



The goal of the Business and Industry Survey was to assess the most important behaviors and skills industry advisors believe should be present in employees.

Figure 3 Combined Education, Business, and Industry Behaviors and Skills Workforce Priority Survey



The goal of combining the Education and Business and Industry Survey results were to demonstrate that there is a lot of complementarity between student and employee success regarding important behaviors and skills.

## Acknowledgements

Marie Caldwell, Yreka High School

Jennifer McKinnon, Ed.D., Mount Shasta High School

Bright Nichols-Stock, Ed.D., Mount Shasta High School

Dr. Todd Scott, College of the Siskiyous

Tonya Dowse and Logan Smith, Siskiyou Economic Development Council

Josephine Wyatt and Joanie Zarzynski, Siskiyou Training and Employment Program

George Jennings and Joan Smith-Freeman, Ore-Cal RC&D

Roi Crouch, Community Systems

Yreka High School Culinary Arts

Dunsmuir High School Culinary Arts

Yreka High School Graphic Designs

Yreka High School FFA

And all participants that contributed to the surveys and table discussion prompts.