

OFFICE OF THE SUPERINTENDENT OF SCHOOLS
Peterborough, New Hampshire
CONTOOCH VALLEY SCHOOL DISTRICT
Applied Technology Center (ATC) Committee

December 14, 2017

SAU Office
7:00 PM

Minutes

Committee Members:

- Dick Dunning
- Jim Fredrickson
- Stephan Morrissey
- Pierce Rigrod

Committee Members Present: Dick Dunning, Jim Fredrickson, Stephan Morrissey, Pierce Rigrod

Others Present: John Reitnauer, Michelle Voto, Myron Steere, Kimberly Saunders, Dr. Ann Forrest, Rich Cahoon

Stephan Morrissey called the meeting to order at 7:09 p.m.

1. Accept Minutes of October 12, 2017

Dick Dunning moved to accept the minutes of October 12, 2016. Second. Jim Fredrickson abstained. All else in favor. Motion carried.

2. ATC Sub-Committee Board members to meet with:

- Val Zanchuk, CEO Graphiccast – Jaffrey, NH
- Bill Peterson, Vice President Human Resources at Monadnock Paper Mills, Inc. – Peterborough, NH
- Tim Sullivan, Vice President Corporate Affairs and Services Hitchiner Manufacturing Co Inc – Milford, NH

To discuss the commitment from local industry with the ConVal School District and their students in offering a CTE – Manufacturing Program at ConVal Regional High School's CTE Center.

John Reitnauer said that the question of what is the commitment toward manufacturing at the ATC has been under discussion.

Val Zanchuk distributed a publication which highlighted items manufactured in New Hampshire. In addition, he distributed information out of the Georgetown University Center on Education related to jobs associated with manufacturing and the educational requirements associated as well as salary data that one might anticipate in these positions.

Mr. Zanchuk shared information about the employees that he staffs at Graphiccast.

Jobs and the skills needed were shared.

Maturity level is a factor. Ages range from 19 to 63 in manufacturing.

Kimberly Saunders spoke about the recognition that providing manufacturers with workers who can earn a livable wage is important to the community and our students. What we need to say

is that if students follow a manufacturing program at ConVal, that they will have a "leg up" over someone walking in off of the street.

Tim Sullivan spoke about options available to people at Hitchiner; working a one day or two day weekend shift to gain manufacturing experience was just one of them.

Manufacturers present shared that they all offer tuition reimbursement.

How do we get the word out? We need to get the word out to parents; it is not the students, it is a parent issue. Manufacturing is a way to college.

Making classroom teachers aware of these possibilities is important.

Pierce Rigrod suggested that the word could be shared with students such as those on our robotics teams.

Affordable housing was discussed as both an issue for manufacturers and for the school district.

Getting students interested in manufacturing; how do we tap into the resource of teachers sharing this knowledge and possibility?

Rich Cahoon spoke about the awareness in manufacturing that does exist and still, the lack of interest.

Manufacturers shared that offering money doesn't often work; but offering an extra week of vacation, which equates to fun, is more likely get candidates to sign on.

Mr. Zanchuk said that manufacturers have had a relationship with ConVal for eight years and just can't seem to get traction.

Rich Cahoon spoke about how many times an offer has to be made and not taken up before the offer has to be changed.

Michelle Voto spoke about a recent TASC talk with a recent ConVal graduate several weeks ago who now works for Hitchiner. He spoke about the path that he took to find the job of his dreams there and the salary he now earns.

A greater discussion took place about how to gain the interest of students in manufacturing.

How do we help each other?

Invite manufacturers to financial aid night was one suggestion.

Have a discussion about the soft skills required for employment.

Parents, students, and teachers are needed to further the communication.

3. Other

Next steps include solidifying the program and identifying the curriculum. What are the opportunities for parents, students, and teachers?

Hitchiner needs invites to the various forums and a copy of the curriculum.

Michelle Voto will be working with manufacturers.

Deadlines with the state to get the application in might allow flexibility.

Dick Dunning moved that this committee bring a request for support of this to the board. Second. Unanimous.

A one page proposal of cost information will be developed and brought to the board.

Jim Fredrickson motioned to adjourn at 8:23 p.m. Dick Dunning second. Unanimous.

Respectfully submitted,

Brenda Marschok

Jobs by educational attainment

Educational attainment	Number of workers	Workers with good jobs	Median earnings	Median earnings of workers with good jobs
Non-BA Workers				
Less than high school	21,000	6,000	\$30,000	\$52,000
High school graduate	145,000	57,000	\$34,000	\$56,000
Some college	113,000	53,000	\$37,000	\$59,000
Associate's degree	61,000	35,000	\$44,000	\$62,000
All non-BA workers	339,000	151,000	\$36,000	\$58,000
BA+ Workers				
Bachelor's or higher	224,000	160,000	\$60,000	\$75,000
All workers	563,000	310,000	\$43,000	\$65,000

NON-BA GOOD JOBS**Top five industries**

Industry	Number of non-BA good jobs	Share of non-BA good jobs	Share of non-BA workers with good jobs	Median earnings
Manufacturing	31,000	20%	55%	\$61,000
Construction	18,000	12%	54%	\$60,000
Health services	17,000	12%	35%	\$57,000
Retail trade	16,000	11%	35%	\$53,000
Information, financial activities, and real estate	14,000	9%	60%	\$64,000

Top five occupations

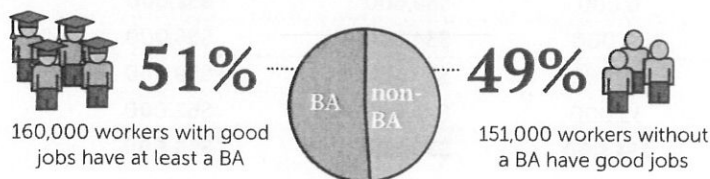
Occupation	Number of non-BA good jobs	Share of non-BA good jobs	Share of non-BA workers with good jobs	Median earnings
Office and administrative support	20,000	13%	35%	\$51,000
Management	19,000	13%	69%	\$71,000
Production	15,000	10%	45%	\$52,000
Sales and related	14,000	9%	41%	\$61,000
Construction and extraction	13,000	9%	52%	\$57,000

Source: Georgetown University Center on Education and the Workforce analysis of Bureau of the Census, *American Community Survey* microdata 2013-2015.

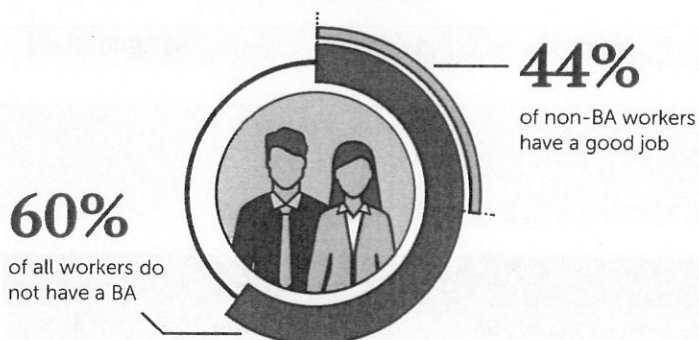
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New Hampshire

Who has the good jobs? BA vs. non-BA

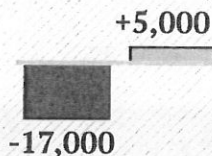


How big is the non-BA workforce?

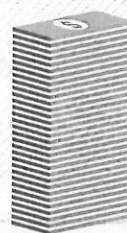


Change in number of non-BA good jobs 1991-2015

Between 1991 and 2015 New Hampshire lost **17,000 blue-collar** non-BA good jobs, but gained **5,000 skilled-services** good jobs for workers without BAs.

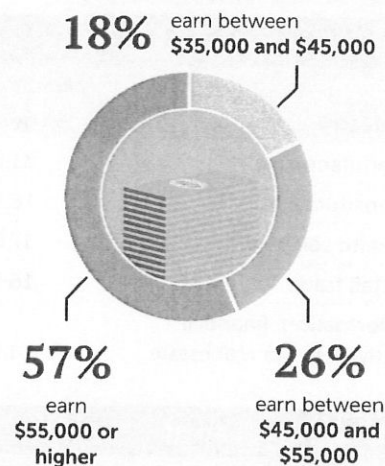


\$58,000



Median earnings of non-BA workers with good jobs in 2015

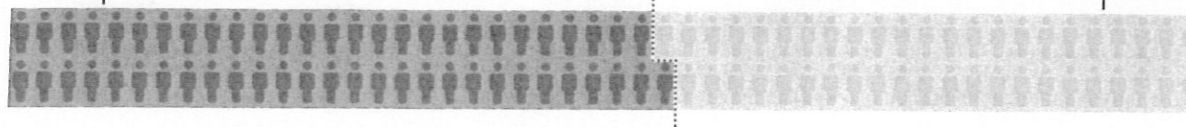
Earnings distribution of non-BA good jobs



Non-BA good jobs in blue-collar vs. skilled-services industries

55% 83,000 workers are employed in **blue-collar** industries

67,000 workers are employed in **skilled-services** industries **45%**



Source: Georgetown University Center on Education and the Workforce analysis of Bureau of the Census, *American Community Survey* microdata 2013-2015, US Census Bureau and Bureau of Labor Statistics, *Current Population Survey (CPS)* March Supplement data, 1992-2016.
Note: Figures in charts and tables may not sum due to rounding.

Jobs in Manufacturing at Graphicast

1. Strategic planning and business analysis
2. Sales – Inside and Outside
3. Marketing and Advertising
4. Human Resources
5. Customer Relations/ERP Software Coordination
6. Accounting and Financial Analysis
7. Manufacturing Engineering/IT Management
8. Product Designer - CAD
9. Quality Control – Planning and CMM Operator
10. Plant Operations Management
11. Metal Casting Machine Operators
12. Mold Maker/Machinist
13. CNC Programmers
14. CNC Operators
15. Shipping/Receiving

Soft Skills Required – Any Job

1. Show up for work – Attendance is important. **This is the main reason we fire people.**
2. Be on time
3. Share your knowledge
4. Be interested in what you do
5. Do quality work
6. Make suggestions for improvement
7. Communicate
8. Accept people for who they are
9. Be personable, friendly, caring

Hard Skills

1. Math – basic skills are important – arithmetic, fractions, decimals, measurements (English, metric) – higher levels for some jobs (algebra, trig, statistics)
2. Writing – clarity, spelling, grammar
3. Reading – you need to understand written instructions and procedures
4. General education to give you perspective on business – history, culture, science, current events
5. Job specific skills always help. Previous employment or training will impact your wages and your rate of advancement.