

A collage of grayscale images showing various workers in industrial and forestry settings. On the left, a worker in a hard hat and safety glasses is working with a large piece of machinery. In the center, a worker is using a chainsaw. On the right, a worker is using a chainsaw to cut a tree. Below, a worker is using a chainsaw to cut a tree. A "TREE WORK AHEAD" sign is visible in the bottom right.

ISA INDUSTRY WORKFORCE SUMMIT

May 22-24, 2018
Hosted by: Bartlett Tree Research Laboratories
Charlotte, NC

The Welcome



Caitlyn
Pollihan



Beatra
Wilson



Kelby
Fite

Caitlyn welcomed participants to this inaugural Industry Summit. Workforce Development is an important issue for the International Society of Arboriculture (ISA), promoting the professional practice of Arboriculture. ISA, with a grant from the US Forest Service, was charged with convening this group to begin a conversation around potential solutions to the industry workforce challenges we all face.

Caitlyn thanked and introduced the steering committee members:

Alan Jones, Bartlett Tree Experts
Brigitte Orrick, Tree Care Industry Association
Chris Ahlum, Ahlum and Arbor Tree Preservation
Susan Day, Virginia Tech University
Beatra Wilson, USDA Forest Service
Caitlyn Pollihan, International Society of Arboriculture
Sheilah Trail, International Society of Arboriculture

Caitlyn indicated that the steering committee welcomed this group very intentionally, anticipating the unique perspectives from academia, large employers, small employers and the non-profits that support our industry. A big thank you went out to Bartlett Tree Experts for their gracious donation of the use of the beautiful conference space at the Bartlett Tree Research Laboratory in Charlotte, NC.

Beatra thanked ISA, the steering committee, and Bartlett Tree Research Laboratories. Beatra shared that the only way to ensure the future of the industry's workforce is to intentionally influence its development. As a federal partner, the USFS would like to see the participants build and invest in the outcomes of the discussion.

Kelby welcomed participants to the Bartlett Tree Research Laboratories facilities and shared that part of Bartlett Tree Research Laboratories' mission is to research and vet products for arboriculture techniques before they are used on clients' properties. As a large employer, Bartlett was honored to host this inaugural summit.

The Agenda

- 1 Introductions
- 2 The Challenges
- 3 Who's Doing What Now
- 4 Getting to the Six Key Challenges
- 5 Options for Addressing the Six Key Challenges
- 6 Prioritization Exercise
- 7 Investing in our Best Ideas
- 8 Closing Comments

The Participants

<u>Name</u>	<u>Organization</u>
Phil Allen	Brigham Young University
Cindy Blain	California ReLeaf
Nadine Block	Sustainable Forestry Initiative
Chuck Bowen	Outdoor Power Equipment Institute
Holly Campbell	Southern Regional Extension Forestry
Keith Cline	Fairfax County VA Urban Forest Management Division
Greg Dahle	West Virginia University
Sara Davis	ISA-RMC / City & County of Denver / NUCFAC
Susan Day	Virginia Tech
Kelby Fite	Bartlett Tree Research Laboratories
Sam Hill	Sam Hill Tree Care
Greg Ina	The Davey Tree Expert Co.
Alan Jones	Bartlett Tree Experts
Skip Kincaid	Hansen's Tree Service
Richard Kobe	MSU College of Agriculture and Natural Resources
Ian Leahy	American Forests
Valerie Maziarz	SavATree
Robert Mead	Mead Tree & Turf Care, Inc.
Josh Morin	Taddiken Tree Company
Brigitte Orrick	Tree Care Industry Association
Caitlyn Pollihan	International Society of Arboriculture
Meagan Pukhtiar	Tree Care Industry Association
Alex Smith	Baltimore Tree Trust
Peter Sortwell	Arborwell
AJ Thibodeaux	Preservation Tree Services
Sheilah Trail	International Society of Arboriculture
Andrew Trotter	West Coast Arborists
Chris Walsh	Tree Tech Inc.
Timothy Walsh	The Davey Tree Expert Co.
Danielle Watson	Society of American Foresters
Les Werner	University of Wisconsin – Steven's Point
David White	Tree Care Industry Association
Beattra Wilson	USDA Forest Service
Dr. De'Etra Young	Tennessee State University
Ronald Zillmer	Mid-State Technical College



Introductions: What Was Your Road?

Participants were asked to share their journey into the field of arboriculture so that we could identify any trends among the group. We identified four general themes:

- Love of the outdoors, environmental preservation
- Family, friends, and connections
- Education, scholarships, and classes
- Word of mouth and fate



Reflections

While reflecting on the conversation, the group also noted:

- First jobs in the industry often come from core connections.
- Historical documents, such as agendas from Tree Care Industry Association meetings from both 1909 and 1945 cited finding, training, and retaining qualified employees as key industry workforce issues at that time. It's time to solve this ongoing issue.
- Years ago, tree care companies and the industry at large did not have a vision for career paths, as most companies were smaller operations than today. Now, a lot of companies provide opportunities for growth and the industry has matured.

What Are the Challenges We Face?

Participants worked together to identify the challenges to developing and sustaining a skilled arboriculture workforce.

- Arboriculture is not viewed as a career or skilled trade
- The industry does not sufficiently value and promote itself
- There is a lack of cohesive messaging about careers with partners
- The industry does not have the structure it needs for development
- Competition with other industries
- Youth and the general population are unaware of the profession
- Retention: Managing careers and keeping professionals connected
- Trees and landscapes are not valued
- Lack of diversity and inclusion
- Lack of interest in doing this type of work
- Effects of technology
- Candidate attrition during pre-screening process
- Budget constraints
- Lack of clarity about the requirements for entry into the industry
- Need for consistent, national high school programs

Key challenges

Considering the list of challenges discussed in great detail, participants agreed to focused their efforts on six key challenges:

- 1 Marketing the industry/career path
- 2 K-12 Outreach
- 3 Apprenticeships and College Programs
- 4 Diversity and Inclusion
- 5 Retention
- 6 Structure development

Leveraging the Talent in the Room

Panel: Learning From Each Other

Our three panelists kicked off discussions about what each of the participants in the room are already doing within their own organizations to address these challenges.



Greg Dahle, West Virginia University



Chris Walsh, Tree Tech



Phil Allen, NALP

Greg Dahle, West Virginia University (WVU)

- Nine years ago, WVU developed an Arboriculture track within the Forestry Degree program
- There is a summer camp for students that is required for the school to maintain their Society of American Foresters accreditation.
- Structured internships are incredibly beneficial for students. Students gain on-the-ground experience. Some internships are credit-bearing. Many organizations do not have internship programs. It would be helpful if higher education institutions could get together to develop a model for an internship program that can be used by different organizations. The Society of Municipal Arborists has an internship program; they match students with municipalities.

Chris Walsh, TreeTech Tree Specialists, Inc.

- For 15 years, Walsh has run an apprenticeship program, mostly for recent high school graduates, that allows apprentices to earn while they learn.
- Walsh developed unit standards in collaboration with the New Zealand government. The unit standards offer national qualifications. In the US, there are certifications, which makes it difficult to translate to international qualifications.
- Tree Tech employs ten apprentices per year. They attract students mostly through radio campaigns. Apprentices take a three-week foundation course (health and safety, chainsaw handling, first aid, etc.), then they join a utilities, landscaping, or consultancy crew. They rotate throughout the crews to learn different parts of the business. They get paid and appraised every four months; if apprentices do not meet the unit standards, they do not progress. There are in-house trainers who conduct the training, as well as a full-time training coach
- The New Zealand government has stopped funding trades, so the apprenticeship program is funded by Tree Tech Inc. Apprentices are signed up for three years and sign an agreement to work for two years. (combined five year commitment)
- Walsh typically talks to career advisors and principals in high schools to attract students. However, Tree Tech Inc. does not only hire through the apprenticeship program; they also bring in senior arborists and conduct succession planning to prepare new leadership. Tree Tech Inc. also conducts yearly competency revalidation to ensure that everyone's skills are up-to-date.

Phil Allen, NALP and Brigham Young University

- The National Association of Landscape Professionals (NALP) has been going through the same workforce discussion as the arboriculture industry.
- The NALP Foundation developed a “meet a landscape profession” video campaign to attract more people into different areas of horticulture (<https://www.youtube.com/watch?v=m0v1ce0FoM4>). www.landscapeindustrycareers.org also has helpful information (career path information, compensation information, etc.).
- At BYU, Allen was hired to teach and reinvent their horticulture program. The program got rid of their production horticulture program and replaced it with the current business model that requires two internships. Enrollment increased significantly.

Great Ideas From the Group

Participants discussed what they and their respective entities are doing to address the key challenges that were identified, and then each group reported out on common lessons learned from these efforts.

- | | |
|---|--|
| ● Outdoor Power Equipment Institute (OPEI)

OPEI has addressed the identified challenges by engaging with allied partners to find common ground and creating job boards for members. | ● Hansen's Tree Services

Creating an in-house training program that utilizes Tree Care Industry Association (TCIA) materials and partnering with local community colleges and FFA. |
| ● Midstate Technical College
Mid-State Technical College has addressed the identified challenges by creating the Arborist Apprenticeship Program to complete the career pathway, curating dual credit agreements to high schools, developing an indoor training facility/lab to facilitate competency-based skill development, curating a 2+2 articulation agreement in partnership with UW Steven's Point, building relationships with K-12 faculty and industry partners, and instituting “Prune the Schools” in middle and high schools on a three to five-year rotation so that all K-12 students in the region see arborists working. | ● Sam Hill Tree Care

Participating in NALP National Collegiate Landscape Competition, developing relationships with three regional 4-year colleges, and developing a relationship with a local high school horticulture program |
| | ● Society of American Foresters

Developing an Urban Forestry Body of Knowledge |

● Brigham Young University

Brigham Young University has addressed the identified challenges by enlisting young people to redo their website, making 100-level courses “general education,” spending money on marketing and advertising (mailings, t-shirt giveaways, food events), and making a lot of appearances through different media outlets: newspaper, television, and twitter.

● Michigan State University, Department of Forestry

Michigan State University, Department of Forestry has addressed the identified challenges by creating a new academic minor in Urban and Community Forestry, hiring new faculty in Urban and Community Forestry, creating a wood recovery program, explicitly focusing on creating a welcoming and inclusive environment, creating more effective messaging for student recruitment and general image, and integrating educational programs (cert., A.S., B.S.)

● University of Wisconsin Steven's Point

University of Wisconsin Steven's Point has addressed the identified challenges by revising their webpage, using graduates of the program to demonstrate career paths, creating short course/training sessions in tree felling, climbing, and rigging with the option to earn certificates or credentials.

● Virginia Tech

Virginia Tech has addressed the identified challenges by creating classes to reach a broader audience, inserting exposure to concepts earlier in curricula, and creating partnerships with other disciplines.

● Fairfax County, VA Urban Forestry Management Division

Fairfax County, VA Urban Forest Management Division has addressed the identified challenges by advertising job opportunities to a wide variety of organizations and universities (not just the usual partners), participating in summits/workshops to share ideas and promote diversity, and recognizing the value of diversity in an organization and consider that in hiring and building teams.

● Southern Regional Extension Forestry

Southern Regional Extension Forestry has addressed the identified challenges by providing public awareness and knowledge of urban trees and forests and providing resources (websites, publications, webinars, online courses, etc.) that increase Extension personnel knowledge so that they can increase public awareness and understanding of the value and importance of urban trees and forests.

● SavATree

SavATree has addressed the identified challenges by encouraging company branches to make a commitment to partner at schools and build a referral network.

● West Virginia University

West Virginia University has addressed the identified challenges by creating an arboriculture program, developing 2+2 articulations, and recruiting to bring in new students.

● The Davey Tree Expert Company

The Davey Tree Expert Company has addressed the identified challenges by establishing regional recruiting and hiring manager hubs, investing in enterprise talent management SW and online marketing and recruiting functions, developing and implementing global recruiting metrics, revamping the recruiting process and team, and using external and internal marketing.

● West Cast Arborists

West Coast Arborists has addressed the identified challenges by increasing advertising, offering career advancements, conducting more outreach to students.

● Tree Care Industry Association

Tree Care Industry Association has addressed the identified challenges by launching outsidecareers.org (the site is currently informational and markets to careers in the tree care industry), filing for the National apprenticeship standards, instituting Certified Treecare Safety Professional (CTSP), TCA, other programs, building relationships between employers and colleges, building pre-employment training programs for opportunity youth, building a webpage and collateral to attract people to the industry, and offering free print materials for employers to use as they recruit.

● USDA Forest Service National Urban and Community Forestry Program

The USFS has addressed the identified challenges by sponsoring workforce training tree care, assisting in urban forestry degree program establishment, retention, and expansion, providing diversity scholarships, internships, hiring initiatives, contributing to research and data collection, and developing partnerships with ISA, SMA, SAF, SUFC, Job Corps Urban Forestry Track, MSI, Arbor Day, and ACTrees.

● Taddiken Tree Company

Taddiken has addressed the identified challenges by instituting an internship program, engaging with a workforce development program, sharing their story as news on our company intranet, established monthly check ins, networking/outreaching to organizations and colleges, and placed fun ads on Craigslist.

● Bartlett Tree Experts

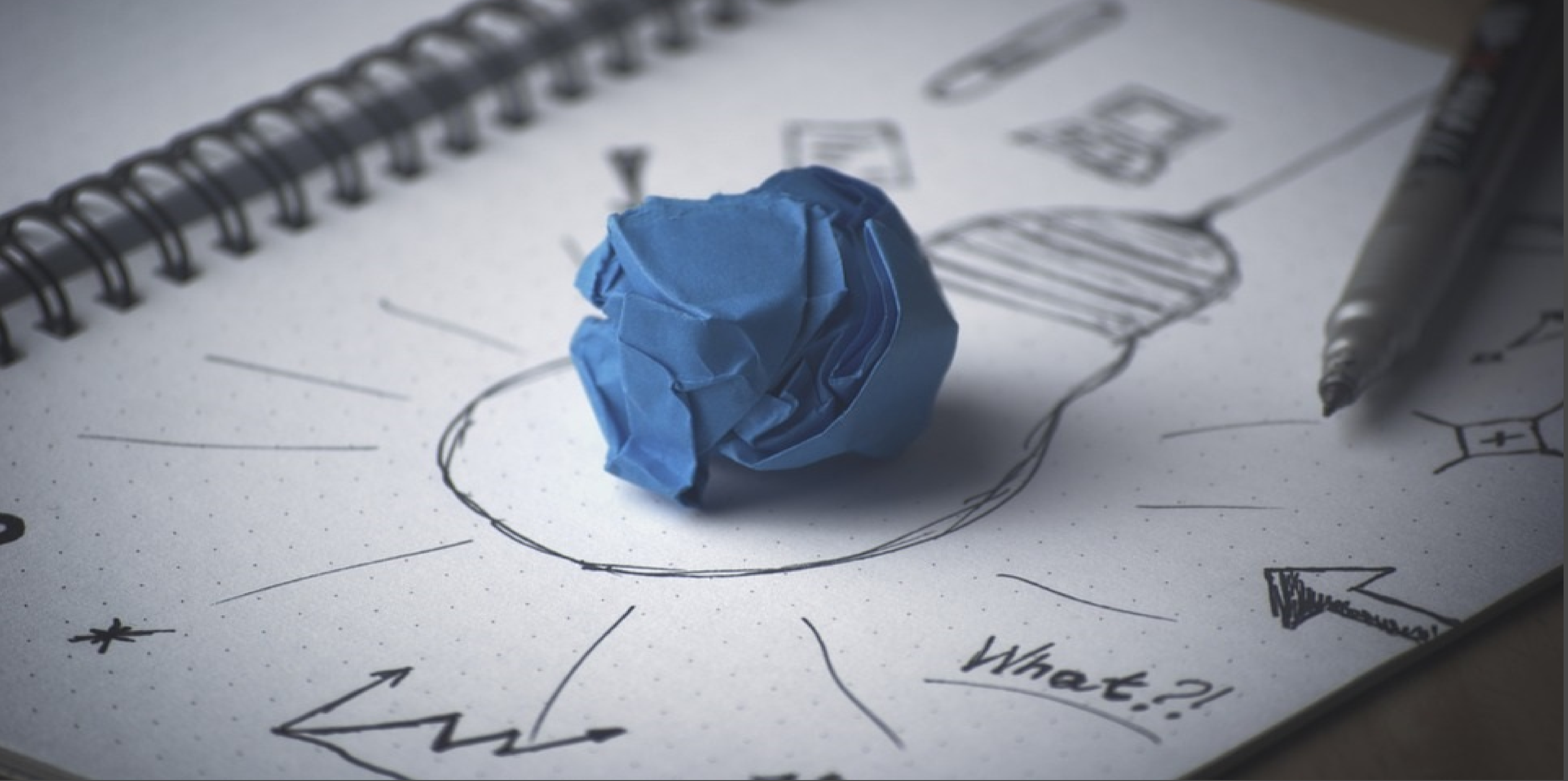
Bartlett Tree Experts has addressed the identified challenges by having the Bartlett Foundation provide scholarships for two- and four-year schools, working closely with middle school on Arbor Day and Earth Day programs, working on promoting career to military veterans and at-risk youth, developing seedling programs, and supporting TCIA workforce initiatives.

● Baltimore Tree Trust

Baltimore Tree Trust has addressed the identified challenges by working on the creation of a formal workforce development program specifically designed to funnel men and women into tree care and landscaping, with an emphasis on those in need of second chances.

● Tennessee State University

Tennessee State University has addressed the identified challenges by developing a summer apprenticeship program (SAP) (a five-week experiential learning program that introduces students to the concepts and career opportunities in agriculture, natural resources, forestry and ecosystems management), instituting a dean's scholars program, providing internships with local businesses/extension programs, providing service learning opportunities, and creating a leadership development program.



Brainstorm: How do we best address the six key challenges?

Participants worked in small groups to discuss what success looks like for each challenge and brainstormed ideas for addressing them. Below are the ideas recorded by the groups.

1 K-12 Outreach

- Establish a service learning program: “Prune the schools.”
- Create a sustainability science fair.
- Create a sustainability mobile lab (a lab with one aspect focusing on ecological services and the other focusing on urban forestry).
- Partner with urban forestry college students (ambassadors) to teach middle schoolers about urban forestry.
- Encourage teachers to act as “talent scouts.”
- Establish high school “dual credit” classes (providing credit for high school and college).
- Develop a “summer bridge program” to get more high schoolers interested in research and careers in agriculture and natural resources.
- Foster awareness of arboriculture as a recreational activity and sport by speaking at after school programs, visiting homeschoools, and creating a “tree circus.”
- Maximize partnerships with similar programs that already exist in schools (e.g., Project Learning Tree, Junior Achievement, Boy Scouts, Girl Scouts, Future Farmers of America (FFA), 4-H, Minorities in Agriculture, Natural Resources, Related Sciences, etc.).
- Develop online curricula for agricultural programs and high schools.
- Create a Career Technical Education (CTE) program for the Department of Education.
- Explore possible ways to “gamify” arboricultural education.
- Produce educational materials for “educational ambassadors” to use in schools.
- Distribute arboriculture activity sheets to local restaurants, doctors’ offices, etc.
- Establish role-modeling programs for students from diverse backgrounds.

2

Retention

- Use “smart hiring” (i.e., good interviewing and screening process and assessments).
- Establish baseline scorecards for new employees and provide feedback to employees at specific intervals.
- Create visual charts of career paths for new employees and other individuals to use for planning their careers.
- Create tasks and goals for people in career development and compensation advancement.
- Develop strategies for employee recruitment, including a retention resource guide and training opportunities for TCIA and ISA members.
- Measure the rate of turnover within the industry.
- Provide recommendations for increasing retention based on company size.
- Create an online “coaching playbook” for retention.
- Establish a baseline for best practices in retention, perhaps by using a case study.
- Use intangibles (e.g., picnics, competition, uniforms) to create a sense of family.
- Identify why people leave the industry.
- Provide advancement opportunities and training.
- Train field managers and mentors.
- Establish clear expectations between employers and employees; engage and provide continuous feedback.
- Recognize cultural and generational differences.
- Acknowledge that workforce issues are a symptom of the organization; create a business where people want to work.

3

Diversity and Inclusion

- Work groups should feature a good mix of people of different races, ethnicities, genders, and life experiences so that the “crew” is not perceived as different.
- Ensure that inclusion is present at all levels of the industry: labor, skilled specialists, contractors, and owners.
- See that workforce development includes showing workers a future and a path.
- Solve the “bathroom issue” of not having bathrooms for women on sites.
- Tailor messaging to diverse audiences.
- Work on improving organizational culture and developing social contracts and values.
- Take on coaching roles.
- Determine what is causing exclusion and inequity.
- Build partnerships with groups that will impact inclusion.
- Prepare those entering the industry to make a connection on a personal level.

4 Marketing the Industry & Career Path

- Tailor the message to a specific audience (e.g., high school, community college, youth work programs, and four-year colleges).
- Promote [Outsidecareers.org](https://www.outsidecareers.org).
- Deliver cool helmets and gear to people's doorsteps.
- Create factsheets comparing careers and salaries.
- Use professional organizations to fund outreach to kids, parents, and future workers.
- Create a scalable messaging platform.
- Use credible messengers.
- Engage with the Department of Labor and local workforce groups.
- Highlight tree climbing champions.
- Hire industry spokespeople.
- Sponsor an athlete as an industry.
- Buy commercials during outdoor sports events.
- Televise tree climbing events. Market workplace perks (e.g., a weight room, dogs, being outside, tree culture, gear, technology, training).
- Produce cool t-shirts.
- Develop a signature marketing theme and symbol.

5 Apprenticeships & College Education

- Create an Integrated educational pathways program.
- Incorporate more online delivery.
- Include an apprenticeship component.
- Use badging to provide credentials for elements of the program.
- Create a network of training and education, both in the US and globally.

6 Structure Development & Badging

- Create different levels of certification.
- Ensure the certifications have oversight or a secretariat.
- Clarify the level of certifications required for different jobs.
- Refine and collect existing skills and badges.
- Create unified oversight of badges and fit them into a process or system.
- Make connections between badges and job descriptions.
- Address "unqualified companies."
- Use "developing a curriculum" (DACUM) process to solidify the skills needed.



Prioritization

After the conclusion of day one, Peak Facilitation compiled the ideas from the breakout sessions and identified common themes. 25 distinct ideas for collaborative actions emerged. Participants used dots to prioritize these 25 ideas. The goal of the prioritization exercise is to collect data about where participants see the most value, not to determine what will/will not be done. From there, the participants discussed factors related to the implementation of the six highest-priority ideas, which were:

1

Maximizing partnerships with programs already in schools

4

Develop online training/materials for supervisors, managers, and recruiters to focus on smart hiring and retention

2

Develop online curriculum for arboriculture in high schools

5

Develop standardized apprenticeship structure and a standardized certification/badging program

3

Develop, publish, and share best practices for creating and sustaining a welcoming and diverse workplace

6

Develop a messaging campaign for the industry to highlight the career path

From here, participants focused on creating recommended strategies for how the group could begin to implement each of the six prioritized ideas. The implementation exercise examined each priority answering the following questions:

1. Who would benefit from the strategy?
2. Who is the target audience?
3. Who should implement the strategy?
4. Estimations on how long it would take to implement the strategy/action.
5. Estimations on cost of implementation.
6. Who could or should invest in the strategy?
7. Any other considerations



Maximizing partnerships with programs already in schools

Who would benefit?

- Industry
- Youth
- Educators
- Higher education
- Public/communities

Who is the target audience?

- Youth, if we are proposing developing trainings
- Target organizations (4-H Extension and Boy Scouts) if organizations create the curricula/activity

Who should implement this?

- Step one: Holly Campbell (Southern Regional Extension Forestry) takes the lead with support from USFS and others
- Step two: Individual companies in industry implement the strategy
- Step three: University and extension folks take the lead on program development, if needed

What are the obstacles to implementation?

- Marketing
- Getting people involved
- Not knowing what is out there
- Funding
- Lack of clarity about which organizations to focus on
- Lack of clarity about where the impact would come from
- Challenges surrounding impact evaluation

What would it cost?

It depends on associated program development costs and committee time

Who are the potential investors?

- USFS
- Department of Education
- Industry representatives
- NGOs (Arbor Day Foundations, SFI)

How long would it take to implement?

1 - 2 Years



Develop online curriculum for arboriculture in high schools

Who would benefit?

- Business owners
- Urban forestry professionals
- Students
- Parents
- Educators

Who is the target audience?

- High school students
- Instructors with an out-of-box comprehensive educational program

Who should implement this?

Grad students working through ISA

What are the obstacles to implementation?

- Funding
- Buy-in
- Marketing and exposure to agriculture/tech education teachers

What would it cost?

Estimated
\$200,000

Who are the potential investors?

- Tree Fund
- ISA
- USFS
- Private companies

How long would it take to implement?

1 - 2 years, depending on funding

Other considerations?

- This would be a module program that could be accessed by educators
- There needs to be a searchable database to access the practical support network
- It may be possible to use the certified arborist guide as a tool for module development

3

Develop, publish, and share best practices for creating and sustaining a welcoming and diverse workplace

Who would benefit?

- Employers
- Underemployed
- Unemployed
- All communities
- Industry

Who is the target audience?

- Owners
- Hiring managers
- Municipalities
- Immigrant support groups
- Second chance/re-entry programs
- USFS Job Corps

Who should implement this?

TCIA and ISA should create a workgroup, then begin with three pilot cities

What are the obstacles to implementation?

- Personal experience or predispositions
- The idea of trying something that is unknown/uncomfortable
- Buy-in

What would it cost?

- A lot of the cost will come from people's time, travel, and/or support (e.g., facilitation)
- Estimated \$10,000 over 18 months

Who are the potential investors?

- Arborist companies (preferably larger ones)
- Municipalities
- TCIA
- ISA
- All local/regionally based organizations

How long would it take to implement?

There will need to be a phased approach that includes a six-month deadline, a one-year deadline, and an 18-month deadline

Other considerations?

- Next steps should include follow-up conversations about potential training and webinars
- A workgroup should be created

4

Develop online training/materials for supervisors, managers, and recruiters to focus on smart hiring and retention

Who would benefit?

- Tree care companies
- City/county agencies
- Non-profits
- Employees
- Anyone who hires arborists

Who is the target audience?

- Hiring managers for arborists and HR departments
- Small company managers

Who should implement this?

- TCIA (tree care perspective)
- Non-profits
- ACT
- SMA

What are the obstacles to implementation?

- Team commitment / buy-in

What would it cost?

- The technology component will be used to house information
- Most content will in-kind investment

Who are the potential investors?

- ISA, TCIA, UAA, SUFC
- All the organizations represented here and their members
- NADF, ACT
- Federal and state agencies
- Department of labor
- FFA type organizations
- USFS
- Regional labor and employment organization
- Department of Education
- Industry representatives
- NGOs (Arbor Day Foundation, SFI)
- Private companies

How long would it take to implement?

Within
one year



Develop standardized apprenticeship structure and a standardized certification/badging program

Who would benefit?

- Employers
- Students
- Arborists
- Public
- Customers
- Non-profits
- Trees
- Two- and four-year college/university programs

Who is the target audience?

- Diverse groups of people looking for a career
- Employers looking for an entry-level, trainable workforce
- Non-profits

Who should implement this?

- A new committee similar in structure to A-300 and Z-133 committees should be formed to oversee implementation
- The new committee should include a range of stakeholders: two- and four-year programs, topical experts, organization representatives, utilities, and current Z-133 members

What are the obstacles to implementation?

- Organizational cooperation (ISA, TCIA, SAF, AFF, NADF, ACT, TreeFund)
- Funding and organizational commitment
- Start-up timing issues to implement the apprenticeship regionally

What would it cost?

- Estimated \$500,000 or more
- It may be possible to solicit grant / Department of Labor dollars
- This effort may fit into TreeFund's mission

Who are the potential investors?

- Organizations represented at this summit
- Federal/state agencies
- Regional labor organizations (e.g., Acorn, etc.)

How long would it take to implement?

- A lot of this is already being created/implemented
- Network should begin within 12 months
- A shell group should meet in Columbus
- It will take 2-5 years to get everything started

Other considerations?

- Implementation will need a strong information-sharing and marketing (buy-in) program
- Next Step: Representative organizations need to meet to develop a launch strategy



Develop a messaging campaign for the industry to highlight the career path

Who would benefit?

- Consumers
- Municipalities
- Associations
- Tree care companies

Who is the target audience?

- General public/potential customers
- Parents/students
- Job seekers (not just unemployed, but people who are underemployed)

Who should implement this?

- Everyone
- ISA, TCIA, UAA, SUFC
- Environmental NGOs
- OSHA partnership should be used as a model; they worked with industries, utility companies, and big contractors to set overall goals
- We could form an executive committee and assign specific task groups

What are the obstacles to implementation?

- Funding
- There are too many cooks in the kitchen; everyone wants their flag to be flown the highest

What would it cost?

- Estimated \$5 million
- A request for proposals would need to be issued to figure out what could be done and what the real costs could be
- The cost of other industries' campaign costs should be assessed

Who are the potential investors?

- The associations
- See above: who should implement the strategy

How long would it take to implement?

Building the structure will take approximately about three years.

At this stage, the participants voted on the top two priorities that they felt were the most important to the group collectively.



Caitlyn Pollihan thanked the group for the amazing work that was accomplished in such a short time, sharing that this group has set the stage for future follow-up work, in which various participants will be tapped to re-engage as we determine how, as an industry, we can partner to move these initiatives forward. In future conversations, additional stakeholders will also be tapped to partner as appropriate.

Beattra Wilson also thanked the group, indicating that this summit exceeded expectations and is excited about the next steps.

Important Note: The output and recommendations from this group will help to inform continued conversations between key organizations that will aim to provide necessary data to inform to each organizations internal decision making process, with the primary goal to work together as an industry to make strides towards relieving the impacts of the workforce challenges we face today. We will continue to keep this group informed on our progress, drawing in other key stakeholders where appropriate.

Stay tuned!