

RISING TO THE CDL DRIVER SHORTAGE CHALLENGE – EMPLOYER ROUNDTABLE DISCUSSIONS AND RECOMMENDATIONS

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for
Construction Center of Excellence
Center of Excellence for Global Trade & Supply Chain Management
Agriculture & Natural Resource Center of Excellence

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ISSUES BRIEF



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OVERVIEW

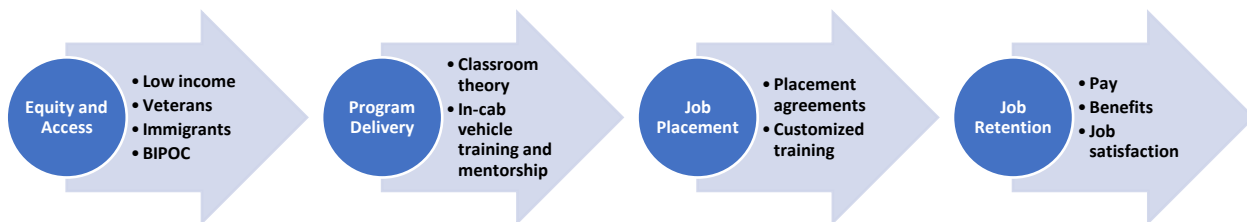
[Washington State Centers of Excellence](#) serve as statewide liaisons to business, industry, labor, and the education system, providing support for economic and workforce development. A key focus is examining how the colleges may respond to labor market demand for critical skills and occupations.

Washington state community and technical colleges (CTCs) face [multiple enrollment challenges](#) arising from the COVID-19 pandemic and supply chain constraints as the economy recovers. Centers of Excellence stakeholders have identified a critical need for CDL drivers across multiple industries that the Centers represent. Of the 34 community and technical colleges, seven colleges – Bates Technical College, Big Bend Community College, Centralia College, Grays Harbor College, Lower Columbia College, Spokane Community College, and Walla Walla Community College – are registered by the Washington State Department of Licensing (DOL) to offer CDL training through workforce and contract training programs. (Currently not all programs are providing training at this time.) An additional 47 private schools are registered by the DOL to offer CDL training.²

Project Objective

The project objective is to outline Washington state labor market demand for CDL training programs and identify opportunities and issues associated with the talent pipeline (Figure 1) – equity and access, program delivery, job placement, and job retention. The goal is to identify near and long-term opportunities to increase CDL and related training program delivery at Washington’s CTCs.

Figure 1. CDL Career Pathway Considerations



The critical question is: What role should Washington’s community and technical colleges play in CDL training? Colleges in addition to those listed above have supported CDL training in the past but have cited logistic and financial barriers, including difficulties in finding qualified faculty, prohibitive costs of owning and maintaining training vehicles and equipment, and difficulty in generating sufficient ongoing revenue to offset program costs. To address these and related concerns, the Consultant, in consultation with the Centers of Excellence, provided a labor market review and convened two employer roundtables with employer, college and stakeholder representation.

In addition to the review of labor market demand and current CTC training program inventory, the report presents the summary of two roundtables sponsored by the Centers of Excellence on March 2, 2022, and April 15, 2022, with employers, college representatives and stakeholders to determine employer needs, and CTC initiatives underway to increase CDL training program capacity. Roundtable recommendations identified college training opportunities, challenges and potential

² Peninsula College offers CDL training through a contract with a private school, Commercial Driving School.

next steps. The first roundtable was a virtual online meeting held on March 2, 2022. The second roundtable was a virtual and in person meeting held on April 15, 2022, at the Community Colleges of Spokane. Appendix 1 lists the meeting registrants at each of the two roundtables.³

This report provides a brief and limited snapshot in time of CDL programs at Washington CTCs, followed by a labor market review highlighting the demand for CDL drivers and associated grant funding opportunities, continuing challenges and employer roundtable recommendations.

CDL PROGRAMS AT WASHINGTON COMMUNITY AND TECHNICAL COLLEGES

According to the Washington State Board for Community and Technical Colleges (SBCTC),⁴ CDL programs at the CTCs are typically short in length of training (one quarter or less) and not eligible for federal financial aid. Student cost to attend ranges from \$3,500- \$7,500, with a cost of median \$5,500. This includes tuition and fees, including fuel, required physicals, drug tests, permit tests, and course materials. Some grant-based aid is available to eligible students through workforce student support programs but such aid covers a fraction of total student costs.

The CDL programs are primarily credit-bearing training programs ranging from less than one quarter to three quarters in duration. At least two colleges are currently not registering students due to faculty shortage, and one is offered only once per year due to faculty availability and costs. Aside from those seven active programs, another four moved to longer-term inactive status, and one permanently closed in recent years. Non-credit offerings vary, and are minimal in availability at this time. Deans from colleges with inactive programs are interested in restarting programs. As of the 2019-20 academic year, the CTCs produced a total of 119 awards.

According to the SBCTC, colleges readily admit to the operational realities they face in offering CDL training programs, including:

- Physical limitations on student to instructor ratios per tractor-trailer, usually three to four students maximum to one instructor.
- High program start-up costs due to the cost of tractor-trailers and vehicle maintenance – Purchases for a single tractor-trailer fit for CDL Class A training can range from \$65,000 to \$125,000 per vehicle. Most programs need a minimum of three tractor-trailers to be viable.
- Leasing tractor-trailers from a large company is potentially a cost-effective strategy; however, state insurance rules will not allow colleges to cover leased vehicles under self-insured policies.
- Talent is extremely hard to find right now due to the high demand for CDL Class A drivers; this means before a program starts a college is looking at hiring two to three full-time instructors and technicians with benefits at roughly \$65,000 - \$75,000 each to teach CDL.
- A particularly difficult issue is instructor retention, a challenge in any good labor market and especially difficult now due to the part-time or adjunct nature of employment in some programs and strong financial incentives to return to or stay with industry. This however may be offset by retiring drivers who may be attracted to training positions as they transition out of full time driving positions.

³ Special thanks to Nolan Gruver and Gordon Grove for hosting and supporting the April 15, 2022, roundtable at Spokane Community College.

⁴ Presented at Washington State Legislature House College and Workforce Development Committee, January 31st, 2022, and Senate Higher Education and Workforce Committee, January 27th, 2022.

Bottom line: CDL programs may be among the most expensive programs that colleges operate, factoring in the purchase, maintenance, insurance, repair and fuel costs for tractor-trailers. Space requirements for parking and driving off of public roadways in training may also be logistically difficult. Arguably, CTCs can and must explore innovative solutions through grant funding opportunities in partnership with employers and other organizations to overcome these hurdles.

Table 1 shows the CDL certificates by college.

Table 1. CDL Certificate Awards by College

Schools	Certs & 2yr Awards ¹
Big Bend Community College	34
Bates Technical College	26
Walla Walla Community College	26
Centralia College	14
Grays Harbor College	10
Spokane Community College	5
Columbia Basin College	4
Total	119

Source: Chmura/Data EQ

INDUSTRYWIDE SHORTAGES OF SKILLED CDL EMPLOYEES

The United States is experiencing a truck driver shortage. According to the [American Trucking Association](#):

- At the end of 2018, the trucking industry was short 60,800 drivers and will need to hire over 1.1 million drivers in the next decade.
- The industry is also short of heavy-duty service technicians. The industry will need 67,000 technicians by 2022 due to growth or replacement.

According to some experts, the notion that there are not enough drivers ignores a significant driver retention issue. According to the [New York Times](#), “The average trucking company has a turnover rate of roughly 95 percent, meaning that it must replace nearly all of its work force in the course of a year.” In other words, [“The low supply of drivers is driven by high turnover and low job quality.”](#) This is due to unpaid time waiting to load and unload goods, independent contracting requirements, and low pay.⁵ Another issue is workforce composition: drivers – primarily white males – are aging out and retiring in greater numbers than are coming into the industry.

According to the American Trucking Association, more than 70 percent of the nation’s freight is carried by commercial trucks. In Washington state, 80 percent of communities depend exclusively on trucks to move their goods. The industry employs 1 in 20 Washingtonians in roles including compliance experts, safety and risk management experts, fleet maintenance, dispatch, sales, administrative and support staff.⁶

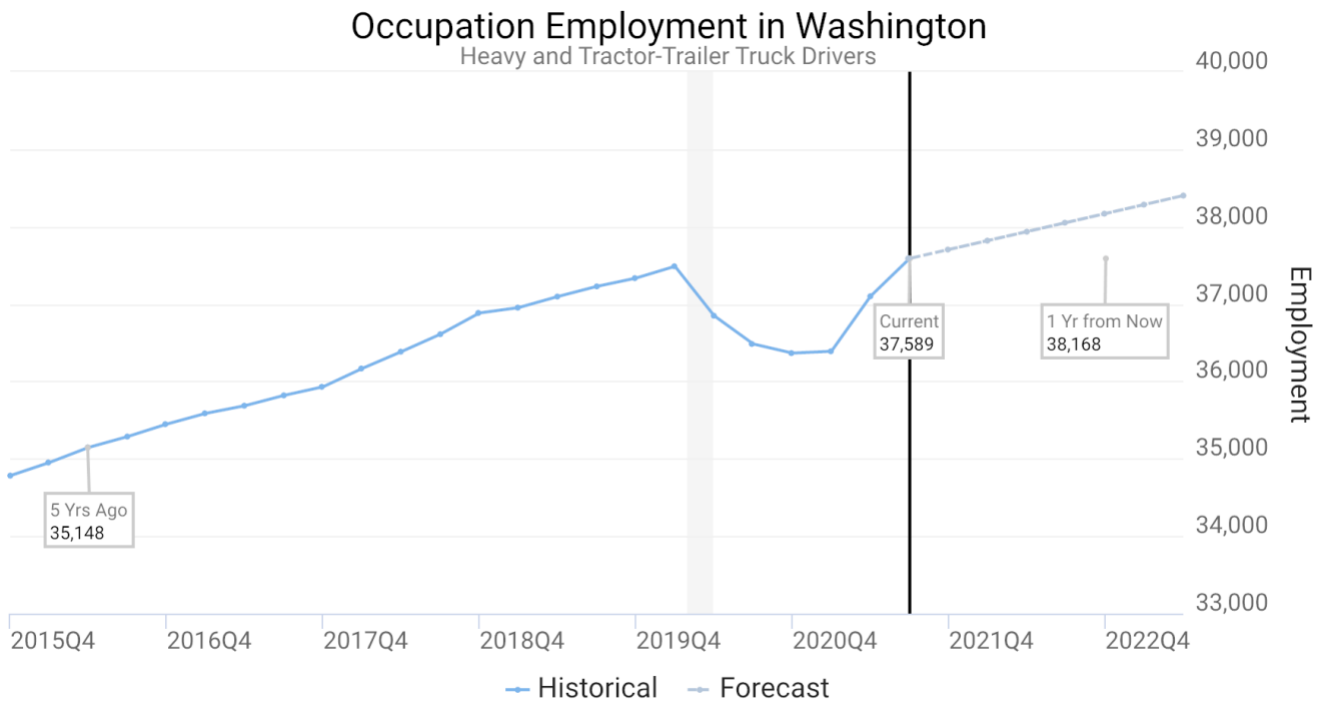
⁵ Short haul driver retention, especially those drivers who are able to return home from work at the end of a shift, is significantly lower, but a significant concern. For instance, in 2019 [the National Ready Mixed Concrete Association](#) found that driver turnover remained an issue, with about one third of the mixer driver workforce quitting or being released.

⁶ Source: Washington Trucking Association.

As shown above, the number of CDL awards at Washington state CTCs pales in comparison with statewide employment demand. As shown in Figure 2, there are approximately 38,000 heavy and tractor-trailer truck drivers employed in Washington state with annual average wages of \$54,300.⁷ There was a total of 2,859 active online job ads in the past month from March 18, 2022, to April 16, 2022.⁸ A six percent annual growth rate of tractor-trailer truck drivers is projected in Washington state from 2018-2028, with an additional 4,840 projected annual job openings.⁹

Not surprisingly, many industries and employers are reportedly struggling to find qualified CDL drivers as the state economy recovers from the COVID-19 pandemic with the attendant supply chain shortages. As shown in Figure 3, the greatest need is in the larger Puget Sound metropolitan area, Spokane, and southwest Washington.

Figure 2. Heavy and Tractor-Trailer Truck Driver Employment Projections



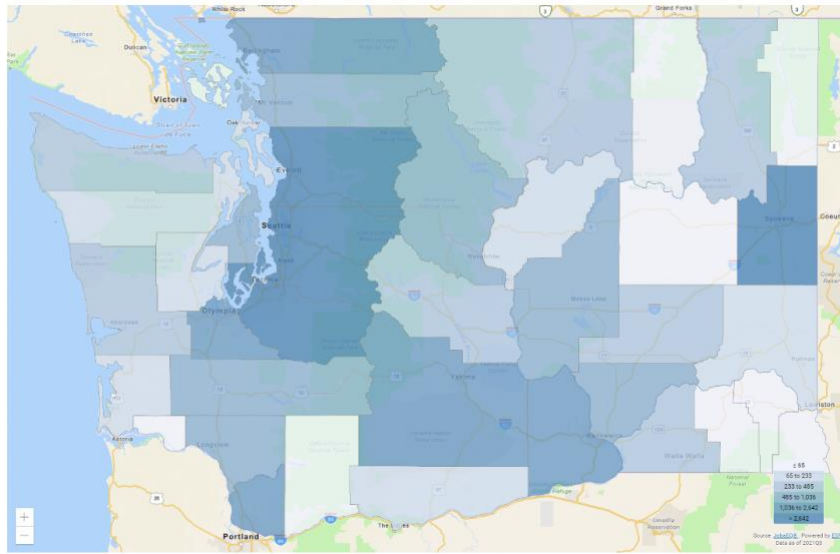
Source: JobsEQ®, Data as of 2021Q3, The shaded areas of the graph represent national recessions.

⁷ Heavy and Tractor-Trailer Truck Drivers, Standard Occupational Code (SOC) 53-3032.

⁸ Sources: Chmura / Data EQ; Washington Trucking Association; American Trucking Association, Washington State Department of Commerce.

⁹ Ibid.

Figure 3. Widespread Statewide Demand for Truck Drivers



Top Counties by Place of Work for Heavy and Tractor-Trailer Truck Drivers, 2021Q3

Region	Employment
King County, Washington	11,568
Pierce County, Washington	5,077
Spokane County, Washington	2,946
Snohomish County, Washington	2,642
Clark County, Washington	2,267
Yakima County, Washington	1,797
Whatcom County, Washington	1,143
Benton County, Washington	1,125
Thurston County, Washington	1,037
Franklin County, Washington	907

Source: Chmura/Data EQ

As employer roundtable participants noted, many occupations requiring a CDL are not necessarily focused on general or specialized freight trucking (Figure 4), for instance, Boeing workers transporting goods at manufacturing locations.

Figure 4. Employment by Industry

Industry Title	% of Occ Empl	Empl	10-Year Separations	10-Year Empl Growth	10-Year Total Demand
General Freight Trucking	30.2%	11,349	13,574	1,211	14,785
Specialized Freight Trucking	13.2%	4,961	5,969	594	6,563
Grocery and Related Product Merchant Wholesalers	4.9%	1,856	2,231	220	2,451
Support Activities for Road Transportation	3.4%	1,292	1,626	292	1,919
Other Specialty Trade Contractors	2.8%	1,053	1,257	107	1,364
Warehousing and Storage	2.7%	1,020	1,277	218	1,495
Waste Collection	2.3%	861	1,077	181	1,259
Couriers and Express Delivery Services	2.1%	773	967	162	1,129
Cement and Concrete Product Manufacturing	1.9%	701	811	24	835
Waste Treatment and Disposal	1.6%	608	754	116	870
Miscellaneous Nondurable Goods Merchant Wholesalers	1.5%	573	668	28	696
Remediation and Other Waste Management Services	1.4%	513	651	126	777
Highway, Street, and Bridge Construction	1.2%	467	561	54	614
Logging	1.2%	460	537	26	563
Fruit and Tree Nut Farming	1.2%	456	556	69	625
Support Activities for Crop Production	1.1%	420	579	194	773
Beer, Wine, and Distilled Alcoholic Beverage Merchant Wholesalers	1.1%	407	490	50	540
Employment Services	0.9%	342	427	71	497
Glass and Glass Product Manufacturing	0.9%	338	391	10	401
Freight Transportation Arrangement	0.9%	328	395	39	434
All Others	23.4%	8,810	10,615	1,094	11,709

Source: Chmura/Data EQ

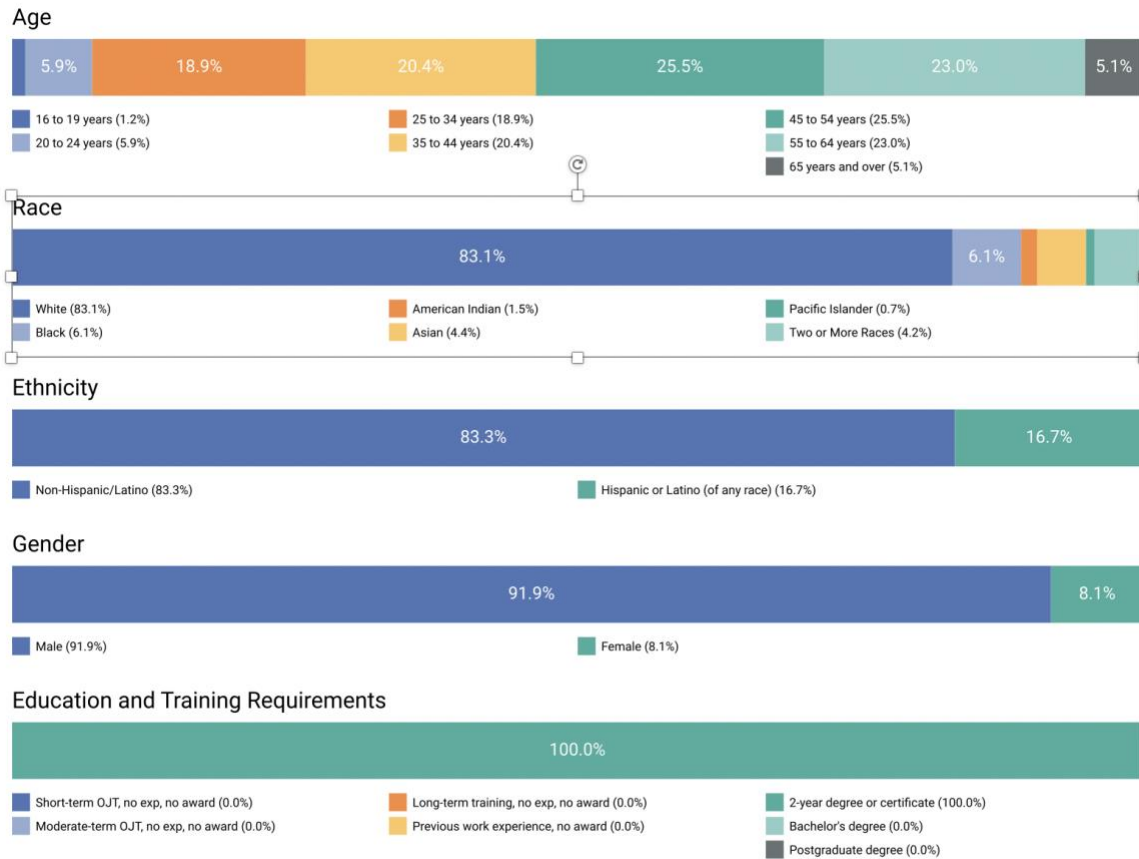
Lack of Trucker Diversity – A Challenge and Opportunity

Given their historical mission to increase access and diversity, the CTCs are well positioned to address the critical need to provide diverse CDL drivers. Figure 5 underscores the lack of diversity in the trucking industry and points to a significant opportunity for the CTCs to increase the driver diversity in trucking and related occupations. In fact, increasing diversity may be the greatest strength that CTCs provide, given the core mission of colleges to increase access and workforce diversity. Not surprisingly, the commercial trucking industry is primarily white, older (35 years and older), and male.

Other organizations have taken notice. The [Next Generation in Trucking Association](#) promotes training young people in the trucking industry by creating CDL driver and diesel tech programs and promoting trucking careers in high school career and technical education (CTE) programs, among other related goals.

The CDL driver shortage however is not just an issue of supply; as noted above, there are many CDL training providers in Washington and neighboring states. Industry job retention is also a critical issue, with high turnover rates, particularly for long haul operators. On the other end of the recruitment pipeline, attracting diverse and underserved populations to replace an aging and largely white male workforce – for example, attracting, training and hiring naturalized immigrants, women, and people of color – is a key hiring priority for CDL industry groups like the American Trucking Association and the Washington Trucking Association, as well as the Next Generation in Trucking Association.

Figure 5. An Aging Workforce in Need of Diverse New Talent



Source: Chmura/Data EQ

EMPLOYER ROUNDTABLE RECOMMENDATIONS

Employer roundtable recommendations focused on two primary objectives: 1) increase the supply of CTC CDL program training opportunities; and 2) increase access to CDL training and job opportunities.

Objective 1: Increase Supply of CTC CDL Program Training Opportunities

Expand existing or start new programs

Grant funding

Current grant opportunities provide individual college or consortia opportunities. Specifically, the federal [Department of Labor Strengthening Community Colleges \(SCC2\) Training Grants Program Round 2](#) will award \$40 million in program grants to workforce training consortia. The anticipated funding for consortia grants is between \$1.5 and \$5 million. Proposals are due June 2, 2022.

In the 2022 Washington legislative session the Legislature appropriated \$2.5 million in support of workforce development in trucking and school bus transportation. CTCs, K-12 school districts, and other institutions may apply. The SBCTC is developing grant program guidelines with a target funding date of July 2022. There will be a total of \$2.5 million in state-funded grants to promote workforce development in trucking and the school bus driving industry.

Once the grant program is developed, SBCTC will notify the system through a variety of channels, including the WEC and CEC listservs, Vice Presidents of Instruction, and Centers of Excellence. Information about how to apply for the grant will be linked to the [SBCTC Grants for Colleges webpage](#). Funding will be made available as soon as possible on or after July 1, 2022, depending on the time required to develop and deploy this new grant program.

Develop new college-industry partnerships

Partnerships with employers

Employers at both roundtables also expressed interest in directly supporting CTC CDL programs, specifically with specialized training, equipment (vehicles), and mentor instructors who could possibly serve as adjunct instructors through a college CDL program. See Appendix 1 for a list of roundtable employer participants.¹⁰

Employers agreed that the CDL in and of itself is insufficient without on the job training to understand the specific required skills for a CDL occupation at their company, including pre-orientation on company standards, and post-CDL training on specific aspects of the job. Employers offered several partnership models with the colleges, including:

- Recruiting potential candidates from job fairs for paid company positions with paid CDL training upon successful completion
- Mentorship from experienced drivers for CDL students
- Promoting retiring drivers to adjunct CTC instructor positions
- Promoting retiring drivers to licensing examiner positions
- Orientation to prospective students on potential CDL career opportunities in various operations, including long-haul trucking, day trucking, local trucking, and occupations requiring CDL as one of several components of the job.

Employers also expressed concerns about the long term viability of related college programs, specifically diesel mechanic programs, and expressed interest in supporting specific college initiatives to maintaining program viability.

Partnerships with private driving schools

Private training partnerships with colleges, e.g., the Commercial Driving School (CDS) partnership with Peninsula College, offer additional opportunity for program development and expansion. In this model, the college enrolls interested program participants and builds a training cohort. Under contract with CDS, CDS provides the instruction, training, and related supports for students to successfully earn their CDL. In other words, CDS addresses the major capital and operational barriers that colleges have cited in not starting, expanding, or terminating CDL training programs. Other private school participants at the roundtables expressed similar interest in partnering with the CTCs to expand training program capacity.

Develop new K-12 – college partnerships

The Patterson High School CDL program in California is a model for replication in Washington. One high school in Washington (Connell, North Franklin School District) has adopted the program. The program has potential application for multiple K-12 and college partnerships throughout Washington. More information:

[Current PHS Program](#)

[Multi-Year Program Overview](#)

[Year 1: Trucking](#)

[Year 2: Trucking](#)

[Vendor Contact](#)

[Student Testimonial Video](#)

¹⁰ Contact Bruce Chatten for additional information on industry-college partnership models: bchatten@washingtonconcrete.org.

Contact:

Dave Dein

CDL Coordinator/Instructor

Patterson High School

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Patterson, CA 95363

209-892-4750 ext. 27209

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Website: <https://sites.google.com/patterson.k12.ca.us/truckdrivingschool/home>

Facebook: <https://www.facebook.com/CDLPatterson/>

Objective 2: Increase Access to CTC CDL Program Training Opportunities

Target specific populations of interest and provide appropriate supports

Roundtable participants identified transitioning veterans, currently and formerly incarcerated individuals, Department of Vocational Rehabilitation clients, and K-12 students as target populations of interest. For instance, Washington State Penitentiary has a diesel mechanic program through Walla Walla Community College provided at the prison. One roundtable participant was also interested if Spokane Community College would be interested in working with Correctional Industries at Airway Heights Correction Center for CDL training during incarceration. Contact [Washington's College in Prisons Program](#) for additional information.

Develop specialized CDL employment opportunities

The CTCs can offer specialized CDL training through a variety of grant and contract opportunities, including worker retraining, Job Skills Program, and customized corporate and continuing education contracts with specific employers. As shown previously in Figure 4, many occupations require a CDL as one component – but not the primary job duty – of the occupation. For instance, many employers require a CDL for occupations moving material around enclosed facility yards involving no on the road driving, only onsite. Or a Redi Mix concrete truck driver must know a variety of operations in addition to having a CDL in order to successfully deliver and pour concrete at a job site.

Another option discussed by roundtable participants is the addition of CDL licenses to diesel mechanic and welding programs. The stackable CDL credential would complement the underlying training program and student career prospects in a credit-bearing (degree) program.

Provide related and supplemental training

The CTCs are highly capable of providing specialized training and support services that complement CDL training. Roundtable participants frequently mentioned that the CDL certificate is a necessary but insufficient training component for many occupations requiring a CDL. They cited several examples of training that would complement the CDL:

- Professional skills development – customer service, teamwork
- Industry-specific skills certification, e.g., concrete truck driving
- CDL workplace ESL classes – e.g., [College of Southern Idaho](#)

CONCLUSIONS & RECOMMENDATIONS

Washington state CTCs have multiple opportunities and resources to provide CDL training and related training supports. The CTCs are well positioned to attract diverse students who want to earn their CDL. In a competitive market for CDL drivers in many industries and occupations, CTCs can access federal and state funding to develop many different programs that meet local and regional employer needs. As evidenced by stated participant interest at both roundtables, employers, industry associations, and workforce development intermediaries are supportive of CTC solutions to the CDL shortage, especially given the historic mission of Washington colleges to increase access and opportunities for workforce training in demand.

The CTCs also have an opportunity – as demonstrated by the partnership between Peninsula College and Commercial Driver School – to form innovative partnerships to address their local CDL needs while recognizing some of the substantial capital and operating expenses associated with CDL programs. Several employers at the roundtables expressed strong willingness to pursue joint training opportunities that will address challenges identified with offering CDL programs; they also offer a direct pathway to employment for students who successfully earn their CDL.

Colleges are currently pursuing federal and state grant related opportunities to increase CDL capacity. Federal and state grants described above provide multiple opportunities to form consortia designed to provide CDL training across multiple colleges and campuses. There are also opportunities for CTCs – either individually or in partnership with other colleges, employers or agencies - to provide specialized training for specific populations of interest, for example, for incarcerated individuals prior to release, transitioning veterans, high school students, and diverse populations.

Roundtable participants also raised longer term concerns. Transforce, a truck driving school highlighted the shortage of examiners and proposed several solutions. Another participant stated that they are scheduling five weeks in advance to schedule examiners for their CDL students. The Transforce recommendation? Increase CDL testing capacity and reform Workforce Training and Education Coordinating Board (WTECB) and DOL program delivery rules.¹¹ Another participant qualified this concern by stating that the examiner shortage is more of an issue on the west side of the state versus the east side of the state. Regardless, the CDL examiner shortage issue needs further examination.

Additional recommendations include:

- Lowering legal ages for drivers with revised insurance providers' liability requirements
- Easing insurance restrictions by DES for colleges with self-insured policies preventing rental agreements with CDL maintenance providers.
- Increasing OSPI approved high school programs DOL approved conditional upon lowering legal age for drivers
- Adopting drug testing standards for marijuana that establishes impairment cutoff level rather than measuring for presence of THC
- Lowering legal age limit for interstate trucking allowing those 18 years or older to receive CDL and drive interstate
- Evaluating required hours of training.

Appendix 1 provides a list of the employer roundtable registrations. Given the interest and level of participation expressed at both roundtables, the CTCs should continue pursuing opportunities to develop partnerships with participating employers, training providers, workforce development agencies, and other stakeholders.

¹¹ For additional information contact: Al Hanley, III, Division President Transforce Group, Training & Education Division, avhiii@cdlschool.com

APPENDIX 1.

MARCH 2, 2022, EMPLOYER ROUNDTABLE REGISTRATION LIST

Company	First Name	Last Name	Title	Email Address
ABCD Adult ESOL Program South Side	Maryalice	Guilford	Education & Career Advisor	maryalice.guilford@bostonabcd.org
Acceleration Academy	David	Krause	College Career Coach	dkrause@accelerationacademy.org
American Rock Products	Larry	Schmits	Transportation Mgr	larry.schmits@americanrockproducts.com
Career Path Services	Heather	Woodruff	Program Operator	heather.woodruff@esd.wa.gov
Cement Distributors Inc	Larry	Holliday	Safety & Driver Supervisor	larry@cementdistributors.com
Central Pre-Mix	Ken	Paul	Area Manager	ken.paul@centralpremix.com
Central premix	Kyle	Schmits	Driver supervisor	kyle.schmits@centralpremix.com
Challenger High School	Jessie	Blocker	Career Specialist.	jblocker@bethelsd.org
Charter College	Shane	Reeder	Director of New Business and Innovative Program development	shane.reeder@chartercollege.edu
City of Seattle	Jon	Bersche	Job and Training Advisor	jon.bersche@seattle.gov
Colorado Department of Labor and Employment	Melissa	Robinson	Grant Coordinator	melissa.robinson@state.co.us
Columbia Basin College	Jesus	Mota	Dean for CTE	jmota@columbiabasin.edu
Commercial Driver School	Jody	Armstrong	Vice President of Operations	jody@cdstruckschool.com
Commercial Driver School	Ashley	Layton	Vice President	ashley@cdstruckschool.com
Community Colleges of Spokane	Nolan	Gruver	Executive Director, Corporate Training & Continuing Education	nolan.gruver@ccs.spokane.edu
Community Colleges of Spokane	Alissa	Munoz	Director of Operations	alissa.munoz@ccs.spokane.edu
Connell High School	Marcie	Koch	School Counselor	marciekoch@gmail.com
Corliss	Richard	Criss	lead driver	richardc@corlissresources.com
Corliss Resources	Richard	Criss	Lead Driver	richardc@corlissresouces.com
Cowlitz-Wahkiakum Council of Governments	Robert	Stevens	Transportation Planner	rstevens@cwkog.org
CPM Development Corporation	Alexis	MacLaren	Corporate Recruiter	alexis.maclaren@na.crh.com
Delaware Dept. of Labor	Ciera	Daniels	Apprenticeship Navigator	ciera.daniels@delaware.gov
Dept. of Corrections/Correctional Industries	Rachel	Powell	Workforce Development Specialist	rrpowell@doc1.wa.gov
DSHS/DVR	Sara	Elkins	Business Specialist	sara.elkins@dshs.wa.gov
Edmonds College	Lance	Grob	Director, Business Development, WDT	lance.grob@edcc.edu
Edmonds College	Vernon	Hawkins	Dean-Business & Continuing Education	vernon.hawkins@edmonds.edu

Company	First Name	Last Name	Title	Email Address
Edmonds College	Kristi	Lagrutta	Director of Workforce Development and Training	kristi.lagrutta@edmonds.edu
Educational Service District #123	Jim	Kindle	Regional Career Connected Learning Coordinator	jkindle@esd123.org
ESD123	Keeley	Gant	Director of CTE	kgant@esd123.org
Evergreen school district	Marcus	Eby	Skilled Trades Center Coordinator	marcus.eby@evergreenps.org
Finishing trades institute nw	Eric	Palmer	Assistant Director of Training	ericp@ftinw.org
Gary Merlino Construction Co., Inc.	Jim	Wilde	Human Resource Manager	jimw@gmccinc.com
Grays Harbor College	Nicole	Lacroix	Vice President for Instruction	nicole.lacroix@ghc.edu
Green River College	Papa	Diop	STUDENT	diop.papa@student.greenriver.edu
ICON Materials	Phillip	Castro	Transportation Manager	phillip.castro@iconmaterials.com
Joe	Joseph	Hauth	Project consultant	chelanconsult@gmail.com
King County	Ellrol	Gartrell	Apprenticeship Coordinator	egartrell@kingcounty.gov
King County Metro Transit Division	Kenny	Montana	Transit Maintenance Analyst	kenny.montana@kingcounty.gov
King County Water District 90	Joshua	Drummond	Operations Manager	jdummond@kcwd90.com
Labor & Industries	Peter	Guzman	Management Analyst L&I Apprenticeship	guzp235@lni.wa.gov
Lane Community College	Christopher	Rehn	Senior Instructional Dean	rehnc@lanec.edu
Lower Columbia College	Jennie	Bergman	Workforce Education Manager	jbergman@lowercolumbia.edu
Machinists Institute	Shana	Peschek	Executive Director	shana.peschek@machinistsinstitute.org
Miles Sand & Gravel	John	Ashworth	Recruiting Coordinator	careers@mile.rocks
Neighborhood House	Ali	Scego	Manager	alis@nhwa.org
North Franklin School Dist	Charlie	Dansie	CTE teacher	cdansie@nfsd.org
Northwest Career & Technical Academy	Lynette	Brower	Director	lbrower@nwtech.k12.wa.us
Northwest Career Colleges Foundation	Maryann	Brathwaite	Executive Director	maryann0813@hotmail.com
NWCCF	Maryann	Brathwaite	executive director	maryann@nwcareercolleges.org
Orting High School	Penny	Nelson	Counselor	nelsonschlegelp@orting.wednet.edu
Pacific Northwest Regional Council of Carpenters	Kwanna	Wise	Community Outreach Rep	kwise@nwcarpenters.org
Pima Community College	Missy	Blair	Advanced Program Manager	mlblair@pima.edu
RENTON DISTRICT OFFICE	Terry	Derrig	Apprenticeship/Internship/WSL Coordinator	terry.derrig@rentonschools.us
Renton Technical College	Doug	Medbury	Dean	dmedbury@rtc.edu
REVO	Spencer	Hirst	VP	spencer@therevo.com
RTC	Shannon	Matson	Dean	smatson@rtc.edu

Company	First Name	Last Name	Title	Email Address
RTC	Jean	Munro	WorkFirst Service Delivery Coordinator	jmunro@rtc.edu
SBCTC	Carolyn	McKinnon	Policy Associate	cmckinnon@sbctc.edu
SBCTC	Pat	Seibert-Love	Policy Associate, Corrections Education	pseibert-love@sbctc.edu
SCC	Mark	Ramos	Workforce Transitions Coordinator	mark.ramos@scc.spokane.edu
Sno-Isle TECH Skills Center	Trudy	Swain	Partnership Coordinator	swaintl@mukilteo.wednet.edu
South Central Workforce Council	Meranda	Smith	Program Director	meranda.smith@co.yakima.wa.us
sunnyside cdl school	Jorge	Galvan	owner	sunnysidecdlschool@gmail.com
The CDL School	Nick	Sprague	Sales Enablement Coordinator	nicholas@cdlschool.com
The McGregor Company	Leslie	Druffel	Outreach Coordinator	leslie.druffel@mcgregor.com
Transforce Group	Al	Hanley	Division President	al.hanley@transforce.com
Transforce Group	Nicolas	Sprague	CDL policy coordinator	nicolas@cdlschool.com
Tyree Oil Company	Billy	Dover	Director of Lubricants	billy.dover@tyreeoil.com
Urban League of Metropolitan Seattle	Amesha	Lawton	Senior Program Manager of Workforce and Education Department	alawton@urbanleague.org
WA Aggregates & Concrete	Bruce	Chattin	Exec. Director	bchattin@washingtonconcrete.org
WA Department of Veterans Affairs	Peter	Lahmann	Apprenticeship Specialist 5	peter.lahmann@dva.wa.gov
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APRIL 15, 2022, EMPLOYER ROUNDTABLE REGISTRATION LIST

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