



HiTECC
Recruitment Plan
2017 - 2018 Academic Year
Clark College



Overall Objective

To supply trained entry-level HiTECC graduates to the maximum number of Dick Hannah dealerships within the Clark College defined market area.

The Recruiting Process

The recruiting process will be a collaborated effort between the Clark College Automotive Department Student Recruitment and Retention Specialist (ASRRS) and the Dick Hannah Recruiting Manager as well as the dealership service managers/directors.

Recruitment Process Overview

Student candidates undergo a full interview and screening process as outlined below:

1. Candidates will be identified at the high school or college level, or are current employees of a Dick Hannah dealership.
2. All student candidates will undergo a screening interview with the ASRRS.
3. In addition to a screening interview with the ASRRS, students will also interview with the Dick Hannah Recruiting Manager. Following that, students will undergo standard pre-employment screening and an interview with the service director in order to become an employee of the identified dealership.
4. Students must earn the recommendation of their sponsoring dealership in order to participate in HiTECC program.
5. Students will apply for admission to Clark College and pay the application fee. In addition, students will complete other Clark College enrollment processes including applying for financial aid and scholarships, completing placement testing, and completing a new student orientation.

Specific high schools have been designated to fulfill the needs of Dick Hannah dealerships near Clark College. Some schools have an existing automotive technology programs, while others do not. As a general rule, the ASRRS will target classes with high percentage of seniors and juniors. The ASRRS will also recruit from STEM-related classes in schools that do not have existing automotive programs such as robotics, and principles of engineering. Recruiting students from the local community will form a stronger relationship with the Dick Hannah dealership. This targeted recruiting model also relieves stress on the student/dealership relationship related to commuting issues during the internship quarters.

Service Managers and other dealership personnel are encouraged to accompany the ASRRS and/or Internship Manager on visits to high schools. There are several benefits to this collaboration:

1. Dealership personnel's presence and ability to answer questions will help strengthen the relationship between the high school and the dealership.
2. Dealership personnel can meet potential HiTECC students before the interview process begins.
3. If the school has an automotive program, the dealership personnel's experience can enhance the program curriculum and create community connections.

Service Managers and other dealership personnel are strongly encouraged to identify current dealership entry-level employees who would benefit from the HiTECC program. This is a

successful strategy because those candidates already have dealership sponsorship and have completed pre-employment screening. This also encourages internal promotion and offers opportunities for entry-level employees to reach higher certification levels accompanied with higher pay.

Each dealer has a specific number of students that they will add to their service departments each year based on stall count. Dealerships should:

1. Maintain normal dealership hiring procedures in regards to background checks, pre-employment screening, drug tests, and physical policies.
2. Each Dick Hannah dealership should maintain normal dealership hiring procedures in regards to acceptable driving records for insurability.
3. Each dealer should inform the ASRRS of potential HiTECC students as soon as possible so the college screening process can begin.
4. Dealerships should treat HiTECC students as normal employees. We would recommend dealers have students spend as much time as possible in or near the shop paired with a mentor technician.
5. Following interview with ASRRS, allow HiTECC candidates to complete job shadow at dealership prior to employment.
6. Observe how students become accustomed to dealership life and can observe the student's attitude and work ethic.
7. No student will be admitted into the HiTECC program without his/her dealership's recommendation. Termination from the dealership will mean termination from the HiTECC program. Termination from the HiTECC program will mean termination at the dealership. Students should be highly discouraged from leaving the HiTECC program to work full-time at the dealership, as that is not the purpose of the partnership.

Specific Objectives

1. To build and maintain a long lasting relationship with the Dick Hannah family of dealerships.
2. Collaborate with Dick Hannah dealerships to identify entry-level technicians who would benefit from completing the HiTECC program to advance their career and potential.
3. Train top level HiTECC students that meet all standards of the National Institute for Automotive Service Excellence (ASE).
4. Become an effective community partner by training future automotive technicians in the Portland and Vancouver communities, and preparing those technicians for challenges in today's automotive service industry.
5. To create a model partnership for other dealership groups.

The Targeted Recruiting Process

1. Survey dealerships.
2. Build recruiting calendar based on dealership surveys.
3. Schedule high school visits.
4. Follow up with last year's junior leads.
5. Prepare high school recruiting presentation for each high school.
6. Deliver recruiting presentation.
7. Ask instructor to provide feedback regarding student leads.
8. Process interest cards.
9. Phone qualify interested students and schedule screening interview.
10. Complete qualifying interview – student signs agreement forms.
11. ASRRS forwards student to Dick Hannah Recruiting Manager who begins pre-employment process.
12. ASRRS and Recruiting Manager assist students in scheduling and completing job shadow at prospective dealership.
13. ASRRS mails acceptance letter to students.
14. Student begins Clark College Enrollment Process with assistance of ASRRS: Admissions application, FAFSA, Financial Aid Portal Documents, Placement Testing, Orientation, Transcript evaluation, etc.
15. ASRRS checks in bi-weekly via text, call or email to ensure college deadlines are met and to keep students engaged.
16. First day of Introduction class.
17. Assess tracked recruiting results.
18. Begin marketing outreach to leads for following year's cohort.
19. Repeat of cycle.

Surveying Dealerships

Clark College's targeted recruiting process starts each August or September by visiting and interacting with every dealer in the market area. Clark College's primary market area is defined by the map on page eight. Generally, ASRRS will visit about three-five dealerships in a day to determine the dealership's needs for the next two years. On page six is an example of a dealer survey Clark College staff will use. The individual surveys will be compiled on a dealer staffing needs summary similar to the example on page seven. During these surveying visits, the Clark College representative may also work to schedule recruiting activities with the Service Manager/Director.

Dealership Survey

Dealership: _____

Date: _____

Service Manager Info: _____

Where do you currently hire from?	
How knowledgeable is this dealer with HiTECC?	I.e. Very involved, somewhat involved, more persuasion needed, totally opposed
How many bays does this dealership have?	
How many technicians does the dealership employ?	
How many bays will be added in the next two years?	
How many technicians have been permanently added in the past four years?	
Does the dealership have enough techs to cover service campaigns and recalls?	
Do you want me to recruit at a local high school for you this fall?	Yes/No. If yes, which high school(s)?
Would you be available to come recruit at the local high school(s) with me?	
Does the dealer have a qualified person who would serve as a mentor?	Yes/No. If yes, ask: "Would it be alright if I spoke to him / her before I leave?"
How many interns would you be interested in for 2017?	
How many interns would you be interested in for 2018?	
How many interns would you be interested in for 2019?	
Does the dealership have HiTECC graduates employed?	We should know this.
How many certified techs would you like to add in the next two years?	
What can I do for you? What can I tell you about?	

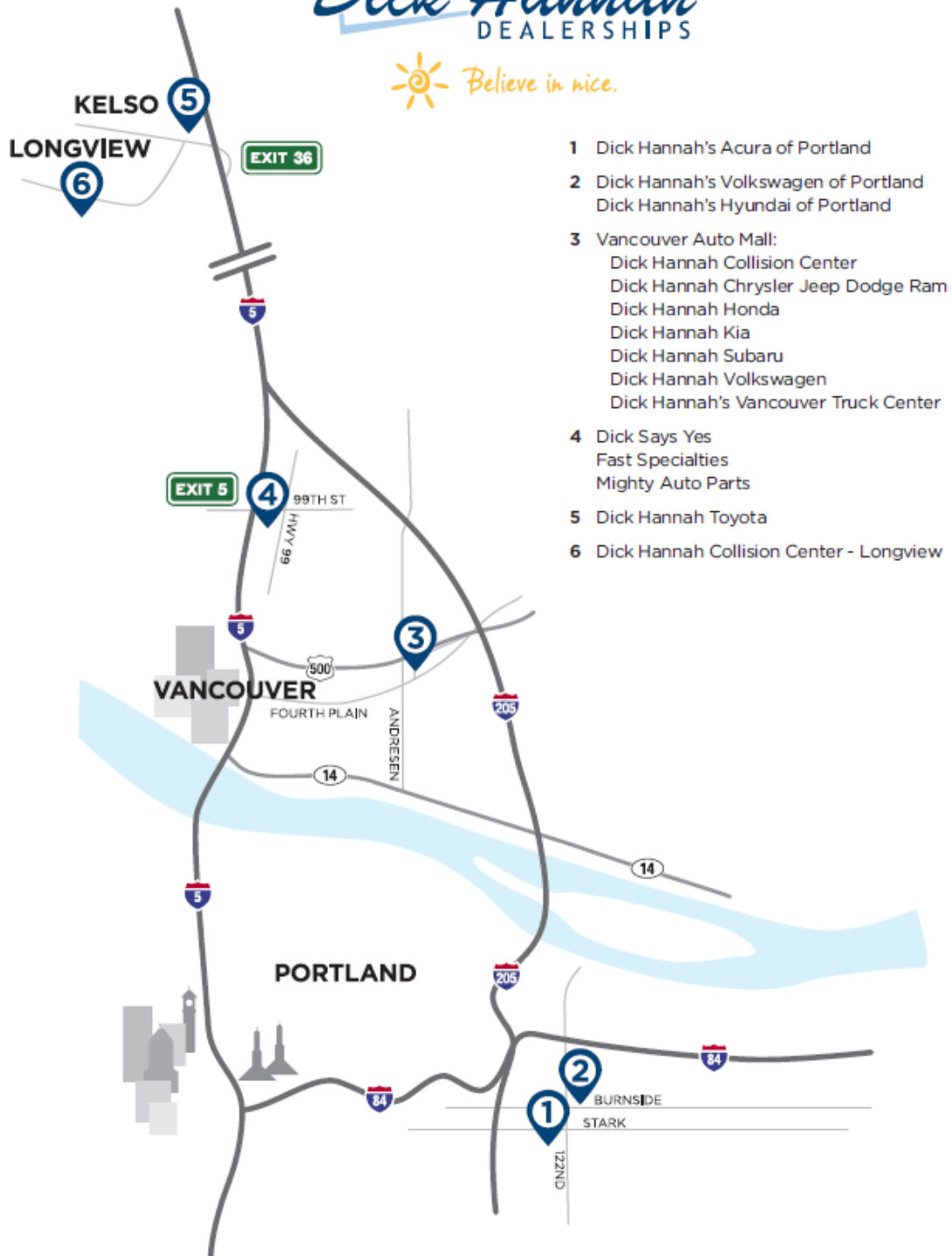
2016 Dealer Technician Needs Summary

Dealer Name	Distance from Clark	Stall Count	Interns Needed	Local Feeding High School(s)
Acura of Portland	15.2 mi / 22 min	21	4	David Douglas High School – 4 min, Madison High School – 10 min, Benson High School – 15 min, Reynolds High School – 17 min, Vancouver High Schools – 20 min, Sabin Schellenberg – 20 min
Volkswagen/Hyundai of Portland	15 mi / 22 min	16	4	David Douglas High School – 4 min, Madison High School – 10 min, Benson High School – 15 min, Reynolds High School – 17 min, Vancouver High Schools – 20 min, Sabin Schellenberg – 20 min
Chrysler Jeep Dodge Ram	~3 mi / 10 min	27	10	Vancouver High Schools – 5-15 min
Honda	~3 mi / 10 min	23	4	Vancouver High Schools – 5-15 min
Kia	~3 mi / 10 min	10	3	Vancouver High Schools – 5-15 min
Subaru	~3 mi / 10 min	20	4	Vancouver High Schools – 5-15 min
Volkswagen – Auto Mall	~3 mi / 10 min	9	3	Vancouver High Schools – 5-15 min
Nissan	26.1 mi / 33 min		4	Sabin Schellenberg – 10 min
Toyota	37.0 mi / 35 min	14	4	Kelso High School – 8 min, Mark Morris High School – 14 min, Ridgefield High School – 26 min, Battle Ground High School – 35 min, Vancouver High Schools – 35-40 min
Total			40	

Market Area Map



 Believe in nice.



- 1 Dick Hannah's Acura of Portland
- 2 Dick Hannah's Volkswagen of Portland
Dick Hannah's Hyundai of Portland
- 3 Vancouver Auto Mall:
Dick Hannah Collision Center
Dick Hannah Chrysler Jeep Dodge Ram
Dick Hannah Honda
Dick Hannah Kia
Dick Hannah Subaru
Dick Hannah Volkswagen
Dick Hannah's Vancouver Truck Center
- 4 Dick Says Yes
Fast Specialties
Mighty Auto Parts
- 5 Dick Hannah Toyota
- 6 Dick Hannah Collision Center - Longview

Recruiting Calendar

Once dealerships and high schools are identified, Clark College will prioritize recruiting efforts based on needs of the dealerships. Clark College will develop a plan to visit enough high schools and generate enough leads to satisfy need of the dealerships. The school may employ multiple methods to generate sufficient interested prospects in the HiTECC program. As an estimate, to enroll 20 students, the ASRRS will need to generate approximately 200-250 interested leads for prospects 18 years or older.

The ASRRS will use Clark College's recruiting calendar template as a guide when scheduling recruiting activities. The calendar that follows is the plan for the 2016-2017 academic year. Each new recruiting season will always begin with dealer surveys. These surveys will drive all recruiting activities for that year.

Recruiting Calendar

The calendars below are a tentative plan for the 2016-2017 school year. The ASRRS will use this calendar as a general rule when scheduling recruiting activities.

August 2016				
Mon	Tue	Wed	Thu	Fri
1 Travel to National T-TEN Event	2 Recruiting Training at National T-TEN Event	3 Recruiting Training at National T-TEN Event	4 Recruiting Training at National T-TEN Event	5 Travel to PDX
8	9 Clark County Fair	10	11 Weekly Facebook management/update	12 Office work (flex day)
15 Auto 150 begins	16	17	18 Weekly Facebook management/update	19 Office work (flex day)
22	23	24 Visit from ASE	25	26 Auto 150 ends
29	30	31	Notes:	

September 2016				
Mon	Tue	Wed	Thu	Fri
			1 Weekly Facebook management/update	2
5 Labor Day	6 Prepare high school presentations and marketing materials	7 Prepare high school presentations and marketing materials	8 Weekly Facebook management/update	9 Office work (flex day)
12 Prepare high school presentations and marketing materials	13	14	15 Weekly Facebook management/update	16 Office work (flex day)
19 Prepare high school presentations and marketing materials	20	21	22 Dealership visits Weekly Facebook management/update	23 Office work (flex day)
26 Follow up with last year's juniors	27 High School visit?	28 High School visit?	29 High School visit? Weekly Facebook management/update	30 Office work (flex day)

October 2016				
Mon	Tue	Wed	Thu	Fri
3 Kelso High School Auto Shop	4 Follow up with last year's juniors	5 Clark County Skills Center Auto Shop	6 Follow up with last year's juniors Weekly Facebook management/update	7 Office work (flex day)
10 Follow up with last year's juniors	11 Prairie High School Auto Shop	12 Weekly Facebook management/update Lead follow up	13	14
17	18	19	20	21 Office work (flex day)
24 Follow up with last year's juniors via email, call or text	25 Follow up with last year's juniors Lead follow up Student interview	26 Hillsboro High School Auto Shop Student interview	27 Weekly Facebook management/update Lead follow up	28 Office work (flex day)
31 Lead follow up	Notes: Begin high school visits in October to give instructors time to evaluate students and get to know them.			

November 2016				
Mon	Tue	Wed	Thu	Fri
	1 Lead follow up Student interview	2 Sabin Schellenberg Prof/Tech Center Student interview	3 Weekly Facebook management/update Lead follow up Student interview	4 Office work (flex day) Check FAFSA status
7 Lead follow up	8 Follow up with last year's juniors via email, call or text Student interview	9 Battle Ground High School Auto Shop Student interview	10 Weekly Facebook management/update Student interview	11 Veteran's Day
14 Lead follow up	15 Mark Morris Robotics Student interview	16 Tigard High School Auto Shop Lead follow up	17 Weekly Facebook management/update Student interview	18 Office work (flex day)
21 Lead follow up	22 Follow up with last year's juniors via email, call or text Student interview	23 Aloha High School Auto Shop Student interview	24 Weekly Facebook management/update	25 Office work (flex day)
28 Lead follow up	29 Student interview	30 David Douglas High School Auto Shop	Notes:	

December 2016				
Mon	Tue	Wed	Thu	Fri
			1 Weekly Facebook management/update	2 Office work (flex day) Check FAFSA status
5 Lead follow up	6 Lead follow up Student interview	7 Heritage High School Small Engines	8 Weekly Facebook management/update	9 Office work (flex day)
12 Lead follow up	13 Lead follow up Student interview	14 Evergreen High School Small Engines Lead follow up Student interview	15 Weekly Facebook management/update	16 Office work (flex day)
19 Lead follow up	20 Lead follow up Student interview	21 Stevenson High School Automotive	22 Holiday break Office work	23 Holiday break Office work
26 Holiday break Office work	27 Holiday break Office work	28 Holiday break Office work	29 Holiday break Office work	30 Holiday break Office work

January 2017				
Mon	Tue	Wed	Thu	Fri
2 Holiday break Office work	3 Lead follow up Student interview	4 Lead follow up Student interview	5 Weekly Facebook management/update	6 Office work (flex day)
9	10 Lead follow up Student interview	11 Lead follow up Student interview	12 Weekly Facebook management/update	13 Office work (flex day) Check FAFSA status
16	17 Lead follow up Student interview	18 Lead follow up Student interview	19 Weekly Facebook management/update	20 Office work (flex day)
23	24 Lead follow up Student interview	25 Lead follow up Student interview	26 Weekly Facebook management/update	27 Office work (flex day) Check FAFSA status
30	31			

February 2017				
Mon	Tue	Wed	Thu	Fri
		1	2	3 Office work (flex day) Check Admissions status
6 Remind students about upcoming scholarships	7 Lead follow up Student interview	8 Lead follow up Student interview	9 Weekly Facebook management/update Lead follow up Student interview	10 Office work (flex day) Check FAFSA status
13	14 NW Youth Careers Expo 2017	15 Automotive workgroup meeting Lead follow up Student interview	16 Weekly Facebook management/update Lead follow up Student interview	17 Office work (flex day) Check Admissions status
20 President's Day	21 Recruitment Task Force meeting Student interview	22 Lead follow up Student interview	23 Professional Technical Day at Clark College	24 Office work (flex day) Check FAFSA status
27	28 Lead follow up Student interview	Notes:		

March 2017				
Mon	Tue	Wed	Thu	Fri
		1 Second visit to some high schools?	2 Weekly Facebook management/update Lead follow up Student interview	3 Mail acceptance letters to all students Check FAFSA status
6 Remind students about upcoming scholarships	7	8 Second visit to some high schools?	9 Weekly Facebook management/update Lead follow up Student interview	10
13	14 Automotive workgroup meeting	15 Second visit to some high schools?	16 Weekly Facebook management/update Lead follow up Student interview	17
20	21 Recruitment Task Force meeting	22 Second visit to some high schools?	23 Weekly Facebook management/update Lead follow up Student interview	24
27	28	29 Second visit to some high schools?	30 Weekly Facebook management/update Lead follow up Student interview	31

April 2017				
Mon	Tue	Wed	Thu	Fri
3 Remind students about upcoming scholarships	4	5	6 Potential open house for Juniors?	7 Office work (flex day) Mail acceptance letters to all students
10 Financial aid status check in Job shadow coordination	11 Financial aid status check in Automotive workgroup meeting	12 Financial aid status check in Job shadow coordination	13 Financial aid status check in Job shadow coordination	14 Office work (flex day) Check Admissions status
17 Job shadow coordination	18 Recruitment Task Force meeting	19 Job shadow coordination	20 Job shadow coordination	21 Office work (flex day) Check Admissions status
24 Job shadow coordination	25 Job shadow coordination	26 Job shadow coordination	27 Job shadow coordination	28 Office work (flex day)
Notes: Clark College Foundation Scholarship deadline is in mid-April.				

May 2017				
Mon	Tue	Wed	Thu	Fri
1 Financial aid status check in	2 Financial aid status check in	3 Financial aid status check in	4 Financial aid status check in	5 Mail acceptance letters to all students Office work (flex day)
8	9 Follow up with other interested students (lower recs from teachers)	10 Follow up with other interested students (lower recs from teachers)	11 Follow up with other interested students (lower recs from teachers)	12 Office work (flex day)
15	16 Automotive workgroup meeting	17 Follow up with other interested students (lower recs from teachers)	18 Follow up with other interested students (lower recs from teachers)	19 Office work (flex day)
22 Send out registration codes for classes	23 Send out registration codes for classes Recruitment Task Force meeting	24 Send out registration codes for classes	25 Send out registration codes for classes	26 Office work (flex day)
29	30	31	Notes: Clark College Financial Aid priority processing date is typically in mid-May.	

June 2017				
Mon	Tue	Wed	Thu	Fri
			1	2 Mail acceptance letters to all students
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

July 2017				
Mon	Tue	Wed	Thu	Fri
3	4	5	6	7
10	11	12	13	14
17 Follow up with enrolled students (retention)	18 Follow up with enrolled students (retention)	19 Follow up with enrolled students (retention)	20 Follow up with enrolled students (retention)	21 Last day of student interviews
24 Follow up with enrolled students (retention)	25 Follow up with enrolled students (retention)	26 Follow up with enrolled students (retention)	27 Follow up with enrolled students (retention)	28 Follow up with enrolled students (retention)
31 Follow up with enrolled students (retention)	Notes: June and July can be reserved for following up with students who did not check the Yes box on the lead cards, as they will be out of school and still may not have a plan for after high school.			

Prospecting and Lead Generation

The ASRRS will focus the majority of recruiting efforts in high school automotive technology classes. Other relatable courses include small engines, alternative energy, and engineering-centered courses. Other places or events where recruiting efforts may be targeting include on-campus visitations/open houses, high school automotive competitions, career fairs, and the high school guidance office. Here's a brief explanation about where recruiting efforts may be focused:

Career Center & Office Staff: If a school does not have an automotive program, the ASRRS will contact the career counselor(s) to connect with CTE teachers who would be interested in a presentation or to conduct a general interest session. These courses include metallurgy, welding, robotics, etc. In addition, the ASRRS will use school district contacts from advisory meetings and community outreach events to spread the word about what is available at Clark College.

Following these presentations, the ASRRS will follow up with the career counselor to reflect on how the presentations went and what the interest level was in order to encourage future partnerships.

Large events/conventions: For the last few years, the T-TEN Coordinator has attended the NW Youth Careers Expo. This expo brings in hundreds of high school students from as far as Salem, which supports our dealerships outside of the Portland/Vancouver area (i.e. those in McMinnville and Wilsonville). When attending larger events like this Expo, the ASRRS and related Clark personnel will set up a hands-on activity that attracts students to come to our table. While getting quality conversations with students can be challenging at these types of events due to size and noise, having an interactive table display does generate leads which could become potential students.

Special career day for automotive students only: Last year, we had a high school bring in a group of juniors and seniors who were interested in pursuing an automotive program. During their two hour visit, the ASRRS conducted a shop talk presentation, collected lead cards, and then lead the students on a tour of our facilities where instructors did some hands on demonstrations including deploying an airbag and demonstrating the power of the Toyota TechStream.

Similarly, Clark College hosts an annual Professional Technical Day where students from local high schools come explore professional technical programs that they are interested in. This event is somewhat unpredictable in that attendance can vary – even though students pre-select which prof/tech programs they want to tour, they don't always stick with what they originally selected and the college makes accommodations for them. Regardless of attendance, this annual campus event is structured similarly to the high school visit described above – shop talk presentation and program overview, collect lead cards, and then a tour of the facilities with some hands-on demonstrations.

High School Auto Shop Classes: Last year, we had a high school bring in a group of juniors and seniors who were interested in pursuing an automotive program. During their two hour visit, the ASRRS conducted a shop talk presentation, collected lead cards, and then lead the students on a tour of our facilities where instructors did some hands on demonstrations including deploying an airbag and demonstrating the power of the Toyota TechStream.

Similarly, Clark College hosts an annual Professional Technical Day where students from local high schools come explore professional technical programs that they are interested in. This event is somewhat unpredictable in that attendance can vary – even though students pre-select which prof/tech programs they want to tour, they don't always stick with what they originally selected and the college makes accommodations for them. Regardless of attendance, this annual campus event is structured similarly to the high school visit described above – shop talk presentation and program overview, collect lead cards, and then a tour of the facilities with some hands-on demonstrations.

Dealership open house day/night

Hosting an open house event at a dealership is a great way to get high school students of all ages excited about working at a dealership by showcasing the facility, technology available, and career growth potential. This event type would be organized collaboratively by Dick Hannah and Clark College personnel.

Project Lead the Way (PLTW) classes

PLTW is a 501(c) (3) nonprofit organization providing science, technology, engineering, and math (STEM) curriculum to over 8,000 elementary, middle, and high schools in all 50 states. PLTW schools can be found in rural, urban, and suburban districts; across all income levels; as well as in public, private, and charter schools. Project Lead The Way (PLTW) prepares students to be the next generation of problem solvers, critical thinkers, and innovators for the global economy. Since 1997, PLTW has grown to become the nation's leading provider of science, technology, engineering, and mathematics (STEM) programs for students in grades K - 12. PLTW. The PLTW classes are an excellent source and alternative for finding T-TEN prospects when the high school doesn't offer an auto technology program. PLTW offers STEM curriculum in three areas, 1) Engineering 2) Biomedical Sciences and 3) Computer Science. HiTECC focuses on recruiting from the foundation engineering classes: Introduction to Engineering Design and Principles of Engineering. These classes don't typically contain a lot of seniors, so in most cases the ASRRS be engaging with students who are a year or more away from graduating. It's important to note that students taking these classes may have a passion of cars, enjoy problem solving and enjoy working on teams doing hands-on projects, and therefore might be excellent automotive technology students.

Marketing Materials

Website: The Clark College Automotive Technology website is a great resource for potential students and inquiring parents. The website has been recently overhauled and has significantly improved to include information regarding program expectations, requirements, course offerings, scholarships, and steps to get started. A HiTECC subsite has been created which includes program information and why HiTECC is a great choice. The subsite includes a link to the Dick Hannah careers website for additional information.

CLARK COLLEGE

ACADEMICS ▼ | ENROLL ▼ | CAMPUS LIFE ▼ | ATHLETICS ▼ | INTERNATIONAL PROGRAMS ▼ | CLARK & COMMUNITY ▼

Automotive Technology

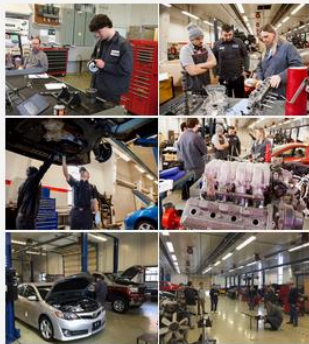
About

Clark College's Dealer Ready Automotive Technology programs include the Toyota Technician & Education Network (Toyota T-TEN), the Honda Professional Automotive Career Training (Honda PACT), and the Dick Hannah Initiative for Technician Education at Clark College (HiTECC).

Our cohort programs start every August and have a regional reputation for producing automotive technicians with good mechanical skills and a thorough understanding of automotive computer, electrical, and electronics systems to work on today's vehicles.

Request Information

Photos



Contact

Michaela Loveridge
Student Recruitment and Retention Specialist
mloveridge@clark.edu
(360) 992-2551

Follow Automotive Technology

Automotive Program | Clark College Vancouver WA



Tonia Haney, Automotive Technology Faculty

Programs at Clark

Automotive

- Admissions Requirements
- HiTECC and Honda PACT
- T-TEN
- Meet the Department

Why Clark?

Do you want to work as a technician in the automotive industry? If so, you're in the right place.

An incredible opportunity awaits you at Clark College. Dealer Ready students participate in paid internships, receive factory certified training, and graduate with credentials from highly respected automotive industry organizations including the National Institute for Automotive Service Excellence (ASE). Students learn current automotive technology by working in a 14,000 square foot facility on state-of-the-art simulators and late-model vehicles donated by local industry.

Our graduates are in high demand by dealerships and experience an accelerated path to better pay and benefits. Clark College is certified by the National Automotive Technicians Education Foundation (NATEF) and has been training automotive technicians for more than 40 years.

For more information and to join our next cohort, contact Michaela Loveridge, Student Recruitment and Retention Specialist: (360) 992-2551 or mloveridge@clark.edu.

Degree Options

T-TEN Automotive (AAT)

T-TEN Automotive (CP)

Lead/Interest Card: The lead card is the tool used to collect student information. During recruitment presentations, the lead card will be referred to as an “interest card.” The ASRRS will pass out the lead cards at a specific part of the presentation and tell students that they can expect to be contacted via call or text within two weeks. Lead cards will be passed out to all students regardless of age, because the sophomores and juniors of the current year will quickly become the seniors of future years. Our lead cards have been updated this year to reflect a student’s particular future path, as well as which program(s) or manufacturer they are most interested in.

YES! I am interested in working at a dealership.

Today’s date: ____ / ____ / ____

Do you prefer call or text? _____ What time? _____



Mr. or Miss (circle) Full Name: _____

Birthdate: ____ / ____ / ____ Grade (circle): 9 10 11 12 Graduation Year: ____

Address: _____ Apt #: ____ City: _____

State: ____ Zip: _____ Phone: (____) _____

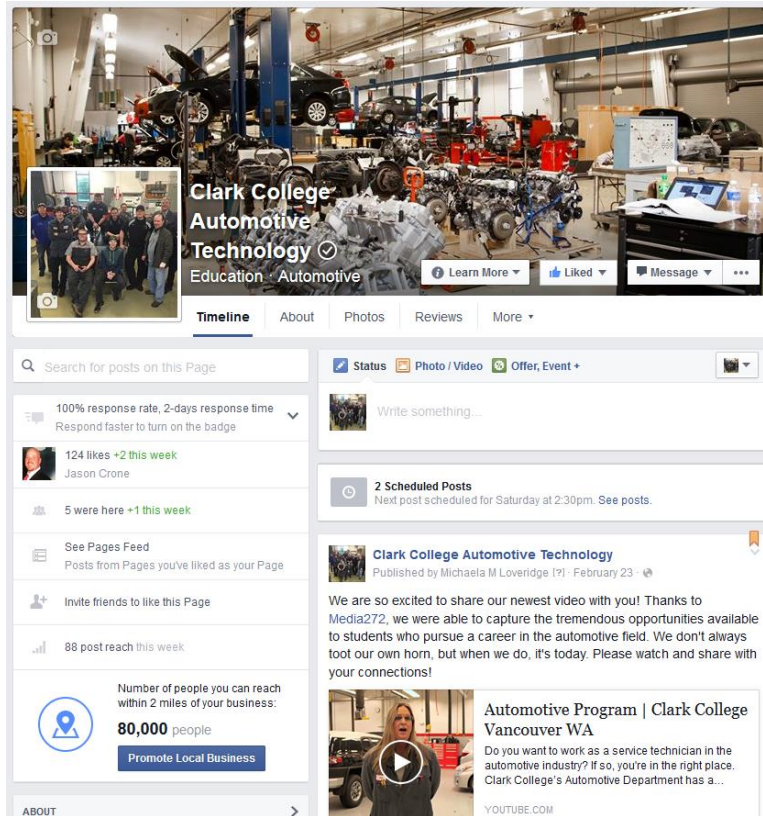
Email: _____

- | | |
|---|--|
| After I graduate I’m considering: | I am interested in: |
| <input type="checkbox"/> Community college / technical school | <input type="checkbox"/> Toyota T-TEN |
| <input type="checkbox"/> Four year university | <input type="checkbox"/> Honda PACT |
| <input type="checkbox"/> Undecided/other: _____ | <input type="checkbox"/> Other Manufacturer: _____ |

Brochure: Once students have filled out the interest cards, the ASRRS will hand a brochure to all students who check the Yes box on top of the card, regardless of age. While passing out brochures to interested prospective students, the ASRRS will tell students to talk to their parents about it. They will also tell students that they will ask whether or not the parents got to see the brochure and discuss it. A photo of our newest Dealer Ready brochure, developed in March 2016, is below. The brochure includes a web address to the Clark College Automotive Technology webpage as well as the Clark College Automotive Technology Facebook page.



Facebook page: Since the end of September 2015, the Automotive Technology Facebook page has exponentially grown in reach and audience. The Facebook page's purpose is to connect to interested students, but more importantly, their parents. The page is also used for providing department updates, student kudos and highlights, and to connect with the dealership and high school community by interacting with their posts. The page is managed by the ASRRS, who aims to post at least once a week.



Lead Processing and Tracking

All generated leads will be followed up by a phone call or text from the ASRRS within two weeks. The purpose of the initial contact will be for the ASRRS to conduct preliminary screening of the prospective student and to schedule a screening interview with the student's parents.

Located on pages 24 and 25 are examples of phone scripts that will be used for prospect screening and appointment setting.


All leads will be recorded and tracked for purposes of accounting and assessing results. Below is an example of the lead tracking spreadsheet updated by the ASRRS following a recruiting presentation. In an effort to analyze success and determine future month's recruiting efforts, this spreadsheet tracks the following: total leads, total senior "yes" leads, total senior leads, total junior "yes" leads, total sophomore and freshman "yes" leads, total "yes" leads including sophomores and freshman, number of presentations, and type of presentation (auto shop, career center, conference, etc.)

Date	Name of High School	Address	Total Leads	Total senior "Yes" cards	Total senior interest cards	Total junior "Yes" cards	Total sophomore and freshman "Yes" cards	Total yes cards*	# of presentations	Type of presentation
Thursday, October 7th, 2015	Reynolds High School	1698 SW Cherry Park Rd, Troutdale, OR 97060	85	4	7	7	33	44	5	Automotive technology classes
Monday, October 12th, 2015	David Douglas High School	1001 SE 135th Ave, Portland, OR 97233	32	6	16	9	0	15	2	Automotive technology classes
Tuesday, October 13th, 2015	David Douglas High School	1001 SE 135th Ave, Portland, OR 97233	18	3	6	7	0	10	1	Automotive technology classes
Monday, October 19th, 2015	Battle Ground High School	300 W Main St, Battle Ground, WA 98604	49	1	9	0	11	12	6	Automotive technology classes
Tuesday, October 20th, 2015	Hillsboro High School	3285 SE Rood Budge Rd, Hillsboro, OR 97123	13	3	6	4	0	7	1	Automotive technology classes
Thursday, November 12th, 2015	Sabin Schellenberg Prof. Tech Center	14211 SE Johnson Rd, Portland, OR 97267	28	7	9	5	6	18	2	Automotive technology classes
Monday, November 17th, 2015	Heritage High School	7825 NE 130th Avenue Vancouver, WA 98682	51	12	18	5	12	29	6	Small engines & alternative energy classes
Thursday, November 19th, 2015	Skyview High School	1300 NW 139th St, Vancouver, WA 98685	10	5	7	1	2	8	1	Career center presentation
Tuesday, November 24th, 2015	Battle Ground High School	300 W Main St, Battle Ground, WA 98604	58	6	29	2	1	9	5	Social studies/world civics
Monday, December 7th, 2015	Mountain View High School	1500 SE Blarmonst Dr, Vancouver, WA 98683	1	0	0	0	1	1	0	Career center visit
Monday, December 14th, 2015	Mountain View High School	1500 SE Blarmonst Dr, Vancouver, WA 98683	50	3	5	6	20	29	4	Welding/machining classes
Wednesday, December 16th, 2015	Heritage High School	7825 NE 130th Avenue Vancouver, WA 98682	64	21	43	0	0	21	5	CWI classes
Friday, December 18th, 2015	Clark County Skills Center	12200 NE 28th St, Vancouver, WA 98682	74	12	19	30	0	42	4	Automotive technology classes
Thursday, January 21st, 2016	Ridgefield High School Visit	Clark College	6	2	4	2	0	4	1	Clark College visit from Ridgefield HS with counselor
Tuesday, February 2nd, 2016	Prairie High School	11311 NE 119th St, Vancouver, WA 98662	42	5	9	4	13	22	4	Automotive technology classes
Wednesday, February 3rd, 2016	Gresham High School	1200 N Main Avenue Gresham, OR 97030	80	16	22	10	17	43	5	Automotive technology classes
Wednesday, February 24th, 2016	NW Youth Careers Expo	Convention Center	51	16	18	15	15	46	1	NW Youth Careers Expo
Thursday, February 25th, 2016	Prof./Tech Day	Clark College	16	5	9	1	0	6	2	Automotive presentations
Thursday, March 16th, 2016	Tigard High School	9000 SW Durham Road, Tigard, OR 97224	32	3	5	4	13	20	2	Automotive technology classes
		Totals:	760	130	241	112	144	386	57	

*Includes freshmen & sophomore yes cards


Shop Talk Presentation

The Clark College PowerPoint recruitment presentation is targeted to inform students of the career possibilities in the automotive field, as well as to introduce them to what it means to be a technician and the earnings associated with receiving an education. Below is an example of a recruiting PowerPoint used at Tigard High School in March 2016.




Dealer Ready Programs
Toyota T-TEN | Honda PACT | HiTECC

Do you have what it takes?



Working in a dealership

- Driver's license
- Clean driving record
- Able to pass a drug test
- Trouble free with the law
- Mr. MacDonald's recommendation
- Interview with Michaela




Do you have a job?


\$10/hour for 40 hours = \$1,600/month


- \$400 taxes
- \$400 rent
- \$150 utilities
- \$200 car payment
- \$150 car insurance
- \$200 groceries

What's left? → \$100



Do you like hands-on projects?







Modern updated facilities

We need technicians


- Wilsonville Toyota
- Beaverton Toyota
- Ron Tonkin Toyota
- Beaverton Honda
- Tonkin Gresham Honda
- Wilsonville Honda



Lots of hands-on projects



Clean work environment



Internship Program

Year	1	2	3	4	5	6	7	8	9	10
Hourly Rate	\$10.00	\$11.00	\$12.00	\$13.00	\$14.00	\$15.00	\$16.00	\$17.00	\$18.00	\$19.00
Annual Salary	\$40,800	\$45,360	\$50,400	\$55,440	\$60,480	\$65,520	\$70,560	\$75,600	\$80,640	\$85,680

Interest card

YES I am interested in working at a dealership.

Name: _____

What grade are you in? _____ What year? _____

Mr. or Mrs. (Last), Full Name: _____

Birthdate: _____ Grade (JUNIOR) () () () Graduation Year: _____

Address: _____ Apt. # _____ City: _____

Home: _____ Phone: _____

Email: _____

Other (specify if no other choice): _____ I am interested in: _____


General college technical school 2 Years (2016)


Post-secondary 4 Years (2017)

Other Manufacturer _____

Show me the money


TOYOTA TECHNICIAN SALARY POTENTIAL





Thank you! Find us on Facebook
Clark College
Automotive Technology

Dealer Ready Programs



Dick Hannah Job Shadow Worksheet

Name: _____

Date of Job Shadow: _____ Start Time: _____ End Time: _____

Job Shadow Worksite: _____

Job Shadow Worksite Address: _____

Job Shadow Worksite Phone Number: _____

Job Shadow Worksite Contact Person: _____

Learning Outcome

- Determine job relevance

Objectives

- Introduce students to the dealership internship process
- Introduce the dealership to the student candidate

Tools and Equipment

For this exercise you will need the following:

- Clean shop appropriate clothing
- Safety glasses
- Pen or pencil

Notes:

- 1) Please arrive 15 minutes early, and make certain they know you're early.
- 2) Be very polite and professional.
- 3) Dress for success – wear clean shop uniform or school clothes.
- 4) Look well groomed – shave your face, comb your hair, etc.
- 5) Ask great questions about the dealership and demonstrate your interest in the technician you're job shadowing.
- 6) Be alert and have a positive attitude.
- 7) Turn your cell phone off or leave it in the car – no texting during the job shadow.
- 8) Arrive early and stay late – this is a good habit and dealerships love it!
- 9) After you finish this worksheet, please contact Michaela Loveridge at 360-992-2551.

Dick Hannah Job Shadow Worksheet (Page 2)

Questions to ask:

- 1) What is the name of the technician you are shadowing? _____
- 2) How long has he/she been a technician? _____
- 3) Was he/she a graduate of a manufacturer program (i.e. Toyota T-TEN, Honda PACT, Ford ASSET, etc.)? _____
- 4) Does your technician own a house? _____
- 5) Does your technician have a hobby? If so, what? _____
- 6) Does your technician have a project car? _____
- 7) What was the coolest project car your technician worked on? _____

Observations to make:

- 1) Does your technician work alone or on a team? _____
- 2) Is your technician's work area clean or messy? _____
- 3) What does your technician do most of the time? _____
- 4) Is your technician happy at work? _____
- 5) How do the other technicians in the shop treat each other? _____
- 6) Would you like to work in this shop? _____

Mentor Technician will evaluate his/her shadow on the following:

Skill Checks:	Above Average	Average	Below Average
Demonstrated racking and hoisting vehicle safely			
Demonstrated understanding of tire rotation strategies and wheel torque			
Demonstrated understanding of basic vehicle service			
Listened to and followed instructions			
Demonstrated understanding of technical skills			

Comments:

Dick Hannah Job Shadow Worksheet (Page 3)

Review Questions

1. Do you want to be a technician?

2. What do you like or dislike about a technician's job?

3. Where do you see yourself in five years?

Dick Hannah Job Shadow Worksheet (Page 4)

Reflection of Job Shadow Worksite

Overall, did you feel that your job shadow experience was a good one? Yes No

Which of the following best relates to your feelings about your career direction after this experience?

- This experience helped me **confirm** that I am interested in this career field.
- This experience made me think this career direction might **not** be right for me.

What was something that **surprised** you about your job shadow? _____

What were the **three most interesting things** about your job shadow? _____

What kind of **activities** did you observe during your job shadow? _____

What did you **least like** about your job shadow? _____

How did your job shadow experience **reinforce or discourage** you from pursuing this career? _____

List **two new things** that you learned about this job that you did not know before.

1. _____

2. _____

Telephone Script Example

Below is the outgoing call to a high school student who checked the YES box. This preliminary phone call helps the ASRRS assess the student's interest and whether or not they discussed the recruiting presentation/brochure with their parents and how the parents feel about this career path for their son/daughter. It is also an opportunity to discuss employment requirements that may be barriers for some students (i.e. if a candidate has a suspended license or three speeding tickets and is only 18, this phone call will save time by screening them out.) Other issues include: struggling to pass classes and may not be graduating, does not have a license, etc.

Recruiter: Hello, may I speak with _____?

Prospect: Speaking.

Recruiter: This is Michaela from Clark College Automotive. How are you today?

Prospect: Fine.

Recruiter: Do you remember me from class last week?

Prospect: Yes.

Recruiter: Great! I had a chance to speak with Mr./Mrs. _____, your auto shop teacher, and s/he had great things to say about you.

Prospect: What did s/he say?

Recruiter: Out of all the students in his/her classes, you were given one of the top three scores. He/she also said you are a hard worker and have very good technical ability.

Prospect: Wow.

Recruiter: _____, so tell me how did you get interested in the automotive field?

Prospect: From working on cars with my friends.

Recruiter: Great! So, it's something you enjoy. Did I give you a brochure when you were in class?

Prospect: Yes.

Recruiter: Good, did you talk to your folks about it?

Prospect: Yes

Recruiter: What did they say?

Prospect: They think school is a good idea and that I should try to go for it.

Recruiter: That's wonderful. What we need to do next is line up an interview for you. I am doing interviews on Tuesday and Wednesday this week. Which day do you think would be best for you and your folks?

Prospect: Tuesday, because both my mom and dad have the day off.

Recruiter: Okay, I have 5:30 or 7:00pm available. Check with your folks to see what works for them.

Prospect: They said 5:30 would be perfect.

Recruiter: Let's meet at the Starbucks on Mill Plain and 112th.

Prospect: Sounds good. That's close to our house.

Recruiter: Fantastic! I am looking forward to seeing you at 5:30 on Tuesday. I will text you on Tuesday morning to confirm. Goodbye.

Screening Process

The function of the screening process is to find the best qualified student candidates and connect them to a sponsoring dealership, if they are not already employed by one. This is achieved by identifying and advising students for success before they begin the training process. The screening process is a three-part plan:

1. To advise the student of program and training partner expectations,
2. To assess the student's educational background and plan their educational path,
3. To assess the student's employment eligibility and career path expectations.
4. To assess the student's interest in the automotive field by completing a job shadow.

Interview Process

All Dealer Ready candidates will go through a screening interview with the ASRRS. The purpose of this initial interview is to determine employment eligibility and to review the student's academic standing and program fit. This process is also about advising the student on program expectations, and introducing the parents of the student to the ASRRS, who will support their son/daughter during the program.

The candidate interview is meant to help the ASRRS determine if a student is a good fit for the HiTECC program, and is academically viable and employable. Based on a student's answers during this interview, the ASRRS will be able to get a sense for the student's long term goals, home life and available support from family, ability to pass pre-employment screening, and their intentions for how this program will benefit them. After conducting this interview, the ASRRS will make a decision regarding the student's viability to be in one of the Dealer Ready programs and whether to move forward with having the student sign the agreements mentioned on page 31. Following this interview, students will be directed to the Dick Hannah Recruiting Manager and guided through the pre-employment process. Once students are fully employed at a Dick Hannah dealership, the Clark College Internship Manager in collaboration with the ASRRS, will support the students throughout the two-year program. The point at which students become employed is when the ASRRS hands off the student to work more closely with the Internship Manager in support of their development as a technician.

Sample screening interview questions that the ASRRS may ask are listed below.

What's your favorite car?

Do you have a clean driving record?

Would you have any problem passing a drug test?

Would you have any problem passing a background check?

Have you had an automotive class before? If so, what were your grades like?

If I contacted your automotive teacher, what would he/she say about you?

If not, why do you think you'll be successful going through the program here?

How did you get interested in working on cars?

Are you good at problem solving? Do you like it?

What makes you feel being an automotive technician would be a good career for you?

We require students to complete a job shadow at a dealership in order to be considered for the program. Are you willing to do that?

Have I answered everyone's questions about tuition and fees?

Do you understand that with the 10 week school and work rotation, there will be times that you won't be able to work? How do you plan on supporting yourself while you are in school?

Are you clear that you must be enrolled in school to maintain your job at the dealership?

Are you willing to invest to purchase the tools you will need?

Are you willing to work harder than you ever have to be successful in this program?

Enrollment Packet Documents

The enrollment packet is a folder of student agreements and other documents presented to each student candidate. The agreements candidates are asked to sign are on the following pages: [Qualifications and Requirements](#), [ASE Requirements](#), [Internship Expectations](#), and [FERPA Release](#) (see pages 29, 30, 31, and 32). Each agreement is individually discussed with candidates prior to them signing. The enrollment packet also includes information about admissions, financial aid, and scholarships, as well as a list of the required tools for the program. All of these agreements are placed into a Clark College folder to create a professional presentation of materials.



Clark College
Dealer Ready Programs
Automotive Technology Department
Qualifications & Requirements Agreement

Students must abide by the following agreement to satisfy the individual policies of the three cooperating partners – Clark College, designated sponsoring dealerships, and the corresponding automotive manufacturer:

1. Presentation of a valid driver's license.
2. Presentation of a clean three-year driving record.
3. Presentation of a standard high school diploma or GED. (*International diplomas must be evaluated.*)
4. Presentation of a Social Security card (*non-U.S. citizens must produce a Resident Alien or current Work Authorization card*).
5. Must be 18 years of age.
6. Completion of Clark College Admissions application.
7. Presentation of placement test results to Student Recruitment and Retention Specialist.
8. Sign ASE Examination Agreement.
9. Obtain and maintain dealership sponsorship – includes drug testing, driving record review, screening interview, etc.
10. Remain enrolled in Dealer Ready program in order to maintain dealership employment.
11. Must be able to stand for long periods of time, and lift and/or move up to 10 lbs., frequently lift and/or move 25 lbs., and occasionally lift and/or move up to 75 lbs.

Additional Requirement for Toyota T-TEN Students:

1. Complete all Toyota certification tests with 80% or better. University of Toyota (UOT) web courses must be completed for T-TEN graduation (100% shown on T-TEN tab in TIS and all "P" courses for 151, 274, 302, 453, 553, 623, 652, 752 & 852). ____

Additional Requirement for Honda PACT Students:

1. Complete 100% of Honda self-study modules. ____

The agreement above has been explained to me. By signing below, I understand and agree to the program qualifications and requirements of the Clark College Dealer Ready Programs.

Print Name: _____

Signature: _____ Date: _____

Dealer Ready Program: _____



Clark College
Dealer Ready Programs
Automotive Technology Department
Automotive Service Excellence (ASE) Examination Requirement Agreement

1. Students must pass a total of three ASE certification examinations to graduate from the Clark College Dealer Ready programs.
2. Students must take the corresponding ASE examination after each completed class. There are three internships during the Automotive Technology programs with corresponding ASE exams. Students must provide ASE test results to Jason Crone, Internship Manager, by a specified date. Failure to do so is grounds for permanent dismissal from the Dealer Ready programs.
3. Students must create a “myASE” account using the ASE website. Registration information and test results are available on a student’s myASE account. Students need to link their dealership employee ID to their myASE account.

The agreement above has been explained to me. By signing below, I understand and agree to the ASE examination requirement agreement of the Clark College Dealer Ready Programs.

Print Name: _____

Signature: _____ Date: _____



Clark College Automotive Technology
Dealer Ready Programs
Automotive Technology Department
FERPA (Family Educational Rights and Privacy Act) Release Agreement

I, _____, hereby authorize Clark College and the Automotive Technology faculty to release records and/or credentials that pertain to my education/certification to dealership Service Managers/Shop Foremen, and related dealership and manufacturer personnel for prospective employment purposes in order to fulfill graduation requirements.

In particular, I consent to Clark College to release the following type of information: enrollment verification, transcripts and degree verification as is consistent with Clark College's Consent for Release of Education Record.

I understand further that (1) I have the right not to consent to the release of my education records*; (2) This consent shall remain in effect for the duration of the program or until revoked by me, in writing, and delivered to Clark College, but that any such revocation shall not affect disclosures previously made by Clark College prior to the receipt of any such written revocation.

The agreement above has been explained to me. By signing below, I understand and agree to the FERPA Release Agreement of the Clark College Dealer Ready Programs.

Print Name: _____

Signature: _____ Date: _____

**Note: Students cannot partake in the Dealer Ready programs if they choose not to release certain educational records. The information is released subject to the confidentiality provisions of appropriate state and federal laws and regulations which prohibit any further disclosure of this information without the specific written consent of the person to whom it pertains, or as otherwise permitted by such regulations.*

See www2.ed.gov/ferpa for more information about FERPA.



Clark College
Dealer Ready Programs
Automotive Technology Department
Internship Agreement

Students must abide by the following policies to satisfy the requirements of their sponsoring dealership and the Clark College Dealer Ready programs:

1. I acknowledge and understand that I must successfully complete dealership pre-employment screening including but not limited to: drug testing, background check, driving motor vehicle record review, and various training. ____
2. I acknowledge and understand that I will maintain an acceptable license throughout the program. ____
3. I acknowledge and understand the employment requirements of participating dealerships, including random testing for a drug free workplace. ____
4. I acknowledge and understand that should my ability to participate in an internship be compromised, I am also unable to continue my enrollment in the Clark College Dealer Ready programs. I also acknowledge and understand that if I choose to dismiss myself from the Clark College Dealer Ready programs, I also lose my internship position. ____
5. I acknowledge and understand that by signing this contract, I intend to begin obtaining an Associate in Applied Technology or a Certificate of Proficiency in a Clark College Dealer Ready program in summer quarter 2017. ____

The agreement above has been explained to me. By signing below, I understand and agree to the internship agreement of the Clark College Dealer Ready Programs.

Print Name: _____

Signature: _____ Date: _____

Dealer Ready Program: _____

Acceptance Letter

The final piece of the enrollment process is to send an acceptance letter to each HiTECC student.



Dear _____,

Congratulations! This letter is to confirm your acceptance in the HiTECC Dealer Ready program. You are among an elite, small group of students, as not everyone is accepted. We are excited about the career opportunities available to you in Dick Hannah Dealerships, and we are committed to providing the level of training needed to succeed in your career at Dick Hannah Subaru.

Our first day of the two-week introduction class will be Monday, August 15th, 2016. We will start at 7:00 a.m. in Joan Stout Hall Room 127 located on the first floor. The first day will be orientation. Regular classes will begin on Tuesday, August 16th. You can address any questions regarding the tool list with your instructor during the introduction class. Please wear your dealership uniform to class.

On behalf of the entire Automotive Department, we are looking forward beginning your automotive training journey in a few short weeks! Please contact me if you have any questions.

Congratulations again!

Best,

Michaela Loveridge
Student Recruitment and Retention Specialist
Clark College Automotive Department
mloveridge@clark.edu
Office: 360-992-2551
Cell: 360-719-0372

Follow-up and Advisement

Once the candidate has been accepted to Clark College, the ASRRS will work to ensure students are successful through the other steps of the enrollment process. By checking in with students about their progress and outstanding college-related tasks, Clark hopes to improve the probability of students being successful and showing up on the first day of class. If students begin enrolling in October 2016 for the August 2017, about 30% of them won't show up to the first day of class for a multitude of reasons. In order to plan and expect attrition, at least 25 students will need to be enrolled in order to have a class size of 20, with at least 17 completing the program two years later.