



Toyota • Scion • Lexus
TECHNICIAN DEVELOPMENT

Toyota T-TEN
Recruitment Plan
2017 - 2018 Academic Year
Clark College

Overall Objective

To supply trained entry-level T-TEN graduates to the maximum number of Toyota and Lexus dealerships within the Clark College defined market area.

The Recruiting Process

The recruiting process will be a collaborated effort between Clark College and the Toyota and Lexus dealerships in the Portland Metropolitan Area (PMA) surrounding Clark College.

Recruitment Process Overview

Students undergo a full interview and screening process as outlined below:

1. Students will be identified at the high school or college level, or are current employees of a Toyota or Lexus dealership.
2. All student candidates will undergo a screening interview with the Automotive Student Recruitment and Retention Specialist (ASRRS).
3. 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 will complete a job shadow at the potential sponsoring dealership.
5. Students must earn the recommendation of their sponsoring dealership in order to participate in T-TEN program.
6. 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 Toyota and Lexus dealerships in the Clark College PMA based on proximity. Some schools have an existing automotive technology programs, while others do not. The ASRRS will target classes with high percentage of seniors and juniors, as well as STEM-related classes in schools that do not have existing automotive programs.

1. Recruiting students from the local community will form a stronger relationship with the Toyota and Lexus dealership.
2. This model also relieves stress on the student/dealership relationship related to commuting issues.

Service Managers and other dealership personnel are strongly encouraged to accompany the ASRRS and/or T-TEN coordinator 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 T-TEN 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 T-TEN 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 Toyota/Lexus dealer should maintain normal dealership hiring procedures with driving records for insurability.
3. Each dealer should inform the ASRRS of potential students as soon as possible so the college screening process can begin.
4. Dealerships should treat prospective T-TEN students as normal employees. We would recommend dealers have students spend as much time as possible in or near the shop.
5. Students become accustomed to dealership life and service managers can observe the student's attitude and work ethic.
6. No student will be admitted into the T-TEN program without his/her dealership's recommendation. Termination from the dealership will mean termination from the T-TEN program. Termination from the T-TEN program will mean termination at the dealership. Students should be highly discouraged from leaving the T-TEN program to work full-time, as that is not the purpose of the partnership.

Specific Objectives

1. To build and maintain a long lasting relationship with the Toyota family of dealers in Portland, Vancouver, and the surrounding area.
2. Collaborate with Toyota and Lexus dealerships to identify entry-level technicians who would benefit from completing the T-TEN program to advance their career and potential.
3. Train top level Toyota T-TEN students that meet all of standards of Toyota and the National Institute for Automotive Service Excellence (ASE).
4. Become an effective community partner by training future Toyota technicians in the Portland and Vancouver communities and preparing students for challenges in today's automotive service industry.
5. To become the top Toyota T-TEN school in the United States.

The Targeted Recruiting Process

1. Survey dealerships.
2. Built 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 assists students in scheduling and completing job shadow.
12. ASRRS mails acceptance letter to students.
13. Student begins Clark College Enrollment Process with assistance of ASRRS: Admissions application, FAFSA, Financial Aid Portal Documents, Placement Testing, Orientation, Transcript evaluation, etc.
14. ASRRS checks in bi-weekly via text, call or email to ensure college deadlines are met and to keep students engaged.
15. First day of class.
16. Assess tracked recruiting results.
17. Begin marketing outreach to leads for following year's cohort.
18. 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, the Internship Manager and/or the ASRRS will visit about five dealerships in a day. The dealership visits can serve a dual purpose: to survey the dealer for interns needed, and do necessary intern evaluations.

During the late summer dealer visits, the Internship Manager and/or the ASRRS will ask how many interns each Toyota dealer will need this year (they will be our current interns), next year (future interns), and the year after (the students we are currently recruiting). On page six is an example of a dealer survey Clark College staff will use for reference. The individual surveys will be compiled on a dealer staffing needs summary similar to the example on page seven. At this time, the Clark College representative will work to schedule recruiting activities with the Service Manager/Director.

The following are practices the school representative will employ during the survey period:

1. Communicate with the Region/Area offices and the TMS T-TEN area manager that the survey process has begun.
2. Perform a visual count of available service bays.
3. Inquire how many service bays the dealer plans on adding within the next 3 years.
4. Ask: "how many new techs/interns the dealership will need this year, next year and the year after?"
5. Inquire if the dealer will accompany us to the local high school to talk with students - that is assuming the dealership needs future technicians.
6. Review the Dealer Skills Summary report with the region and/or area manager.

Dealership Survey

Dealership: _____

Date: _____

Service Manager Info: _____

Where do you currently hire from?	
How knowledgeable is this dealer with T-TEN?	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 T-TEN 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	Dealer Code	Distance from Clark	Stall Count	Interns Needed	Local Feeding High School(s)
Vancouver Toyota	46071	5.1 mi / 11 min	40	1.8	Vancouver High Schools – 5-15 min
Broadway Toyota - Scion	36089	7.9 mi / 13 min	69	3	Benson High School – 7 min, Vancouver High Schools – 15-20 min, Madison High School – 12 min, Sabin Schellenberg – 20 min, David Douglas High School – 18 min, Reynolds High School – 21 min
Lexus of Portland	63601	14.1 mi / 22 min	42	2	Aloha High School – 15 min, Hillsboro High School – 24 min, Benson High School – 20 min, Reynolds High School – 30 min
Ron Tonkin Toyota - Scion	36062	15.5 mi / 24 min	28	1.26	David Douglas High School – 3 min, Madison High School – 10 min, Tigard High School – 30 min, Prairie High School – 25 min, Reynolds High School – 17 min
Beaverton Toyota - Scion	36047	18.6 mi / 27 min	75	3.375	Aloha High School – 5 min, Westview High School – 11 min, Benson High School – 25 min, Tigard High School – 19 min
Gresham Toyota - Scion	36093	21.6 mi / 28 min	42	2	Gresham High School – 4 min, Reynolds High School – 5 min, David Douglas High School – 18 min
Royal Moore Toyota - Scion	36078	25.0 mi / 48 min	12	0.5	Hillsboro High School – 4 min, Aloha High School – 12 min, Tigard High School – 28 min
Wilsonville Toyota - Scion	36091	25.7 mi / 35 min	25	1.125	World of Speed – 2 min, Sherwood High School – 14 min, Tigard High School – 15 min, Beaverton High School – 22 min
Toyota - Scion of Gladstone	36090	26.3 mi / 34 min	35	1.5	Gladstone High School – 3 min, Sabin Schellenberg – 12 min, Westview High School – 30 min, Aloha High School – 30 min, Reynolds High School – 30 min
Dick Hannah Toyota	46093	37.0 mi / 35 min	14	0.65	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
McMinnville Toyota	36069	45.8 mi / 1 hr 15 min	20	1	McMinnville High School – 6 min
I-5 Toyota	46073	79.4 mi / 1 hr 15 min	16	0.75	WF West High School – 8 min
Griffith Toyota Scion	36083	86.5 mi / 1 hr 22 min	18	1	The Dalles High School – 5 min
Lum's Auto Center, Inc.	36040	94.3 mi / 1 hr 52 min	23	1	Warrenton High School – 2 min

Recruiting Calendar

Once dealerships and high schools are identified, Clark College will prioritize recruiting efforts based on needs of the Toyota dealerships. Clark College will develop a plan to visit enough high schools and generate enough leads to satisfy need of the Toyota dealerships. The school may employ multiple methods to generate sufficient interested prospects in the T-TEN program. As an estimate, to enroll 22 students, the ASRRS will need to generate approximately 300-400 interested leads for prospects 18 years or older.

The Clark College recruiter 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.

Clark College 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 Clark County Fair	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 Dealership visits	14 Dealership visits	15 Dealership visits Weekly Facebook management/update	16 Office work (flex day)
19 Prepare high school presentations and marketing materials	20 Dealership visits	21 Dealership visits	22 Dealership visits Weekly Facebook management/update	23 Office work (flex day) Dealer surveys to Kevin Booth
26 Follow up with last year's juniors	27 Dealership visits	28 Dealership visits	29 Weekly Facebook management/update	30 Office work (flex day)

October 2016				
Mon	Tue	Wed	Thu	Fri
3	4	5	6 Complete Metrics Matrix	7 Annual TEO Conference and Training Event
10 Follow up with last year's juniors	11 Follow up with last year's juniors	12 Clark County Skills Center Auto Shop	13	14
17	18	19	20	21
24 Follow up with last year's juniors via email, call or text	25 Kelso High School Auto Shop Follow up with last year's juniors Student interview	26 Hillsboro High School Auto Shop Lead follow up 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 Prairie High School Auto Shop Lead follow up Student interview	2 Sabin Schellenberg Prof/Tech Center Student interview	3 Weekly Facebook management/update Lead follow up Student interview	4 Complete Metrics Matrix Office work (flex day)
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 Complete Metrics Matrix Office work (flex day)
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 Complete Metrics Matrix 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 Complete Metrics Matrix	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 Complete Metrics Matrix
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 Complete Metrics Matrix	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 Complete Metrics Matrix	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: Financial Aid priority processing date is in mid-May.	

June 2017				
Mon	Tue	Wed	Thu	Fri
			1 Complete Metrics Matrix	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 Complete Metrics Matrix
10	11	12	13	14
17	18	19	20	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 seven 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.

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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. T-TEN 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 make great automotive technology students.

T-TEN Online Inquiries: Periodically, online inquiries regarding the T-TEN program will be sent to the ASRRS and/or the T-TEN coordinator. Inquiries will include the preferred method of contact, and the ASRRS will follow up accordingly.

An appropriate email/text response is as follows:

Hi _____, this is Michaela from Clark College. I received your information via the T-TEN website. I'm interviewing candidates now. I'm just checking to see if you're still interested in working at a Toyota or Lexus dealership?

Dealer Skills Summary: The Dealer Skills Summary report is commonly referred to as the "Y" report, which can be obtained from the area manager and region office. By reviewing the months of experience column, we can spot newer technicians. When we see a technician with just a few months experience, an opportunity may exist. Check the courses completed for the technician in question. If the tech needs training Clark College can approach the service manager about possibly recruiting the prospect for our program.

It is recommended that the ASRRS reviews this report just before doing the dealership surveys. Reviewing the prospect names with the dealer and your Service Training Specialist can be effective and productive. Reviewing the Dealer Skills Summary with the dealer lends itself to a discussion about the dealerships technician development plan.

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 Toyota T-TEN subsite has been created which includes program information and why T-TEN is a great choice. The subsite includes a link to the T-TEN website and YouTube page for additional information.

CLARK COLLEGE

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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: (____) _____

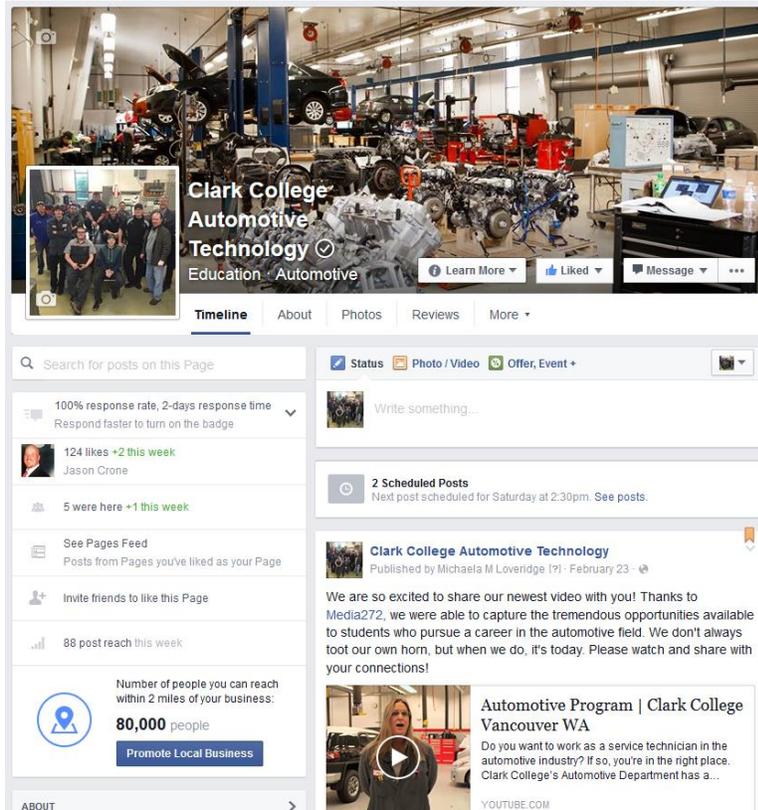
Email: _____

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.



Take one displays: The take one displays are a great tool for students to grab a brochure outlining Clark College’s Dealer Ready programs, including Toyota T-TEN. Based on need, a display will be given to each local high school automotive program to disseminate information. They can also be provided to counseling/career offices.



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 portion of the 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.

What's your name? _____

What grade are you in? _____ What time? _____

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

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

Address: _____ Apt. # _____ City: _____

Home: _____ Phone: _____

Email: _____

I am interested in:

- Toyota
- Honda
- Other Manufacturer

Show me the money

TOYOTA TECHNICIAN SALARY POTENTIAL



Thank you!

Find us on Facebook
Clark College
Automotive Technology



Dealer Ready Programs



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 T-TEN student interview is the other interview in the screening process and takes place with the service director of the sponsoring dealer. The purpose of this interview is to advise the student on the expectations of the dealer in relation to the financial obligations of both student and dealer.

Dealer Ready Candidate Interview

The candidate interview is meant to help the ASRRS determine if a student is a good fit for one of the Dealer Ready programs, 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 later in this document and moving forward to getting a job shadow scheduled. See sample interview questions below:

What's your favorite car?

Do you have a clean driving record?

Are you able to pass a drug test?

Are you able to pass a background check?

Have you have 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?

How do you feel about problem solving, technology and diagnostics?

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

Are you willing to do a job shadow at a dealership?

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 the amount needed to purchase the tools needed to work at a dealership?

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

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](#), [FERPA Release](#), [Internship Expectations](#), [T-TEN Student Enrollment Form](#). Each agreement is individually discussed with candidates prior to them signing. They are also given a [Job Shadow Worksheet](#). The enrollment packet includes information about admissions, financial aid, and scholarships, as well as a list of the required tools for the program. Through TGIDirect, Clark College is able to order Toyota/Lexus folders to present the materials in, making for a professional presentation.





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: _____



Clark College
Dealer Ready Programs
Automotive Technology Department
Toyota T-TEN Student Enrollment Form

First Name: _____ Middle Initial: _____ Last Name: _____

Social Security Number:

				-							
--	--	--	--	---	--	--	--	--	--	--	--

Address: _____

City: _____ State: _____ Zip: _____

Email Address: _____

Phone Number: _____

Enrollment Date: _____

Anticipated T-TEN Completion Date: _____

Sex: Male Female

Age: 18 - 20 21-25 26-35 36-45 46-55

56-65 Over 65 Decline to state

Ethnicity: African American Hispanic
 American Indian/Alaskan Native White – Non-Hispanic
 Pacific Islander Decline to state

I authorize T-TEN to use my social security number as an identifier and my demographic data for internal administrative purposes. I also authorize Clark College to supply Toyota with my grades for all T-TEN courses and the performance evaluations from my co-operative education experience.

Student Signature

Date

Service Director Signature

Date



Clark College Job Shadow Worksheet and Internship Introduction

Job shadowing is a non-paid, short-term work experience option where students learn about and experience the automotive industry by shadowing a mentor throughout a normal workday. The job shadowing work experience is a temporary exposure in an occupational area of interest to the student at a qualified worksite outside of the classroom.

The purpose of the job shadow & internship workbook is to determine job relevance with a focus on introducing students to the automotive industry and the internship process as part of the Clark College Dealer Ready Automotive Programs.



Questions? Contact us: 360.992.2551 or 360.992.2566

Follow us on Facebook: www.facebook.com/clarkautotech

Visit our website: www.clark.edu/cc/automotive

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Completed?	Before the job shadow
	Complete a resume using template
	Complete a cover letter using template
	During the job shadow
	Job Shadow Worksheet
	Mentor Technician Evaluation
	After the job shadow
	Reflection of Job Shadow
	Job Shadow Thank You
	Drop off this completed worksheet to Michaela or Jason

Complete a resume using template

Instructions to student: You will need a resume whenever you submit an employment application to a potential employer. You need to complete a resume and cover letter prior to going to the job shadow. Creating your resume is not as challenging as you think. First let's start with Microsoft Word. Open Word and create a new document using a template. Microsoft will give you several template options to choose from. Using a template will reduce the amount of time you have to spend formatting. This will allow you to focus your energy on ensuring that the content of your resume shines! If you don't have work experience, that is ok. Employers are interested in your educational achievements, too. Let's use what we do have to show how much value we have to offer the work place. You should use the same style template for both your cover letter and resume.

1. Choose and set a resume template.
 - a. Choose and set font size and color (preferably something very basic, and size 12).
 - b. Be careful with the color. It can make your resume stand out but it can also make it hard to read.
2. Be certain that your contact info is current and correct. Include all of your contact information: your full name, street address, home phone, cell phone, e-mail and best time to contact you.
 - a. Double check that all your information is *current and up to date*.
3. Be sure to have an objective.
 - a. You are applying of a job as an Entry Level Service Technician.
 - i. Your objective is to obtain the job.
4. Include resume keywords.
 - a. Your resume should include the same keywords that appear in the job description. That way, you will increase your chances. You want your resume to match available positions.
5. Prioritize your resume content.
 - a. It's important to prioritize the content of your resume so that your most important and relevant experience is listed first.
 - i. Who you are and your education.
 - ii. Your certifications or awards and honors.
 - iii. Your educational completions.
 - iv. Other certifications or achievements that make you stand out.
6. Make sure to show case your knowledge of technology. In this competitive job-seeking environment, you need to make sure that your resume stands out from the pack. Shows the professional you are, you have taken the time and invested in your education to become the best. Show it!

Instructions to student: Now that you are familiar with how to write a resume, here is a template of a completed resume that you can use to create your own:

Jason Crone

1933 Fort Vancouver Way, Vancouver, WA 98663 360-992-2566 jcrone@clark.edu

Career Objective: To obtain an entry-level position as a service technician

Education: High School Diploma – Expected June 2017, Evergreen High School
Certificate of Completion 2017, Options Automotive Training Program,
Cascadia Technical Academy

Industry Training: Specific training and credit granted for:

- Computer programming one and two
- Brake Systems Course
- Electrical Circuit Diagnosis Course
- Body Electrical Diagnosis Course

Professional Development Program

Certifications: ASE Student Certifications:
1) A4 Suspension and Steering
2) A6, Electrical/Electronic Systems
3) ASE Refrigerant Recovery and Recycling Certification

Experience: 7/2 – 11/3/2015
Construction Laborers
Fletcher Construction, Vancouver, Washington
Performed a wide variety of construction related tasks on an as needed basis

Special Achievements: Honor Roll recipient three semesters in a row

References: You need at least two professional references listed here, including their contact information. References are people who can speak highly of your accomplishments, work ethic, skills, education, performance, etc. References should come from previous supervisors and co-workers whom you worked closely with in the past, though you may also choose to list an educational (mentor) or personal (character) reference. Your automotive shop teacher would be a great reference.

Complete a cover letter using template

Instructions to student: You will need a cover letter whenever you submit an employment application to a potential employer. The letter should capture the employer's attention, show why you are writing, indicate why your employment will benefit the company, and ask for a job shadow and/or interview. The kind of specific information that must be included in a letter means that each must be written individually. Each letter must also be typed perfectly. Let's go through how to write a cover letter point-by-point:

Jason Crone

1933 Fort Vancouver Way, Vancouver, WA 98663 360-992-2566 jcrone@clark.edu

Today's Date

Mr./Ms. (Contact's Name), Title

Company Name

Address and Street

City, State and Zip

RE: Title of position you are seeking

Dear Mr./Ms. _____:

SALUTATION. Each letter should be addressed by name to the person you want to talk with. That person is the one who can hire you. It is most likely to be the person who will actually supervise you once you start work. You should verify the spelling of the individual's name with Jason or Michaela.

OPENING. The opening should appeal to the reader. Cover letters are sales letters. Sales are made after you capture a person's attention. You capture the reader's attention most easily by talking about the company rather than yourself. Mention projects under development, recent awards, or favorable comments recently published about the company. Many times, this information can be found by searching the company's web site. You should mention where you saw the position advertised or how you were referred to the company. If someone suggested that you write, use his or her name (with permission, of course).

BODY. Acknowledge the skills required by the position. State the skills/strengths you will bring to the job that parallel those needed to fill the position. Give examples of your skills and work experience--quantified results, accomplishments, and achievements—and how they will transfer to the job. If you are still in school or a recent graduate, explain how your academic background makes you a qualified candidate for the position. The body of the letter gives a brief description of your qualifications and refers to the resume, where your sales campaign can continue.

CLOSING. At the end of the letter, request a job shadow. Assert yourself by telling the person you will call him/her within a designated period of time to set up a job shadow OR state that you are available for a personal interview at his/her earliest convenience. Make it easy for the person to contact you: list one or two phone numbers and days and times when you can be reached, as

well as your professional email address. Use a standard complimentary closing, such as "Sincerely", leave three or four lines for your signature, and type your name.

Sincerely,

(Sign above your typed name)

Type your name

Instructions to student: Now that you are familiar with how to write a cover letter, here is a template of a completed cover letter that you can use to create your own. You will want to update the words in italics, and make them non-italic before submitting to your future employer:

Jason Crone

1933 Fort Vancouver Way, Vancouver, WA 98663 360-992-2566 jcrone@clark.edu

Month, Day, Year

Mr./Ms. (Contact's Name), Title

Dealership Name

Address of Dealership

City, State and Zip code

Dear Mr./Ms. _____:

I am a student at *Your High Schools Name* and I am contacting you to request a job shadow as part of the process in becoming a Clark College Dealer Ready Automotive student. I would very much like to job shadow at *Name of Dealership*. The best time to contact me is *contact time by phone #*. You can also reach me via email at *your professional email address*.

You can customize this section based on your experience. You will see in the attached resume that I am a high school student. I am eighteen years old with a driver's license and automotive insurance. I am enrolled in the automotive class at my high school and I'm interested in working in the automotive industry after graduation. I would be very excited to meet with you at your earliest convenience.

Thank you for the opportunity to meet with you. I look forward to seeing you in person.

Sincerely,

Sign your name

Type your name

Job Shadow Worksheet

Your 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 Supervisor: _____

Learning Outcome

Determine job relevance

Objectives

Introduce students to the internship process

Introduce the dealership environment to the student

Tools and Equipment

For this exercise you will need:

Clean shop clothing and safety glasses

Pen or pencil

Notes

- Please arrive 15 minutes early, and make certain they know you're early.
- Be very polite and professional.
- Dress for success – wear clean shop uniform or school clothes. Remember, you are representing your school, instructor, and your automotive program. Be a good ambassador.
- Look well groomed – shave your face, comb your hair, etc.
- Ask great questions about the dealership and demonstrate your interest in the technician you're job shadowing.
- Be alert and have a positive attitude!
- Turn your cell phone off or leave it in the car – no texting during the job shadow.
- Make sure to bring a portable snack just in case.
- Arrive early and stay late – this is a good habit and dealerships love it!

Questions to ask the technician you are shadowing:

What is the name of the technician you are shadowing? _____

How long has he/she been a technician? _____

Does your technician own a house? _____

Does your technician have a hobby? If so, what? _____

Does your technician have a project car? _____

What was the coolest project car your technician worked on? _____

Was he/she a graduate of a manufacturer program (i.e. Toyota T-TEN, Honda PACT, Ford ASSET, etc.)? If yes, list which one.

Does your technician have any special certificates to do this job? If so, list them below.

Why does your technician like working for this company?

How has technology affected this job?

How do you think this job will change in the next 10 or 15 years?

How secure do you think this job is?

What kind of schedule does your technician have (hours, days of the week)? Vacations?

How does your technician prioritize, plan and manage your workload?

Observations to make:

Does your technician work alone or on a team?

Is your technician's work area clean or messy?

What does your technician do most of the time?

Does your technician seem happy at work?

How do the technicians in the shop treat each other?

Would you like to work in this shop? Why?

Review Questions

Do you want to be a technician? Why?

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

Where do you see yourself in five years?

Mentor Technician Evaluation

Instructions to the mentor technician: Depending on the student's experience and engagement at the job shadow, you may decide to allow them to demonstrate several hands-on skills, including those listed below. If you feel comfortable, please evaluate their performance on each of the skill checks and provide them with some feedback.

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			

Mentor Technician comments:

Reflection of Job Shadow

Instructions to student: Please complete this section when you get home from the job shadow and not during. Take some time to reflect on your experience at the dealership and answer these questions.

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.

Job Shadow Thank You

Instructions: It is very important that you extend a professional courtesy to the person or persons who allowed you to job shadow them by letting them know how much you appreciated their efforts. It will also leave a lasting impression and open the door for more opportunities for you and future students. The appropriate way to do this is with a simple and brief “thank-you” note that could be in the form of a card or a letter (a letter example is below). This thank you note should be prepared and sent immediately after completing the job shadow – it’s best if you do it the next day.

Your Full Name

Your School

Date: May 13, 2016

Job Shadow Supervisor’s Name

Job Shadow Supervisor’s Title

Name of Job Shadow Company

Dear Mr. John Doe,

Thank you for the opportunity your company gave me in observing TECHNICIAN’S name with this job shadow experience.

Take a few sentences to describe some of the things you learned on the job shadow experience.

Sincerely,

Sign Your Name

Type your full name

Acceptance Letter

The final piece of enrollment process is to mail an acceptance letter to each new T-TEN student (this is after the job shadow is completed and a student is well on their way to employment at the dealer). The letter should be followed by a certificate of acceptance. The letter will come from Clark College, and the certificate of acceptance will come from the dealership.



Dear _____:

Congratulations! This letter is to confirm your acceptance in the T-TEN program. You are among an elite few since everyone is not accepted. We are excited about the career opportunities available to you in Toyota and Lexus dealerships, and we are committed to providing the level of training needed to succeed in these careers!

We are holding a T-TEN open house on _____. At the open house, you will be able to meet the other students who are in the program, attend an abbreviated class, and take a tour of the campus.

Our first day of class will be August 15th, 2016. We will start at 7:00 a.m. in Joan Stout Hall 112. The first day will be orientation. Regular classes will begin on Tuesday, August 16th.

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 next year's cohort, 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.

Junior Follow up Letter

The ASRRS will closely monitor junior leads from the prior year since they will be the current year's senior class. Juniors will receive a follow up letter from the ASRRS to remind them of Clark College's visit and available job opportunities. By sending a letter in the mail, future students' parents will likely be the first to see the letter, which could prompt a discussion regarding that student's future.



Dear _____:

Your senior year is rapidly approaching! As you may recall, I came to your automotive class last year. The good news is that the job market for technicians at Toyota and Lexus dealerships in your area is still strong. We need more automotive technicians!

Clark College's automotive program affords students like you the opportunity to work in a dealership in a paid internship position while attending school. If you have a passion for working on cars and qualify for admissions, then Clark College could be right for you.

Clark College is widely recognized by many high school instructors as one of the top automotive programs available. We being taking applications in October and we encourage you to apply early as classes and jobs fill quickly. Please contact me to get started!

Best,

Michaela Loveridge
Student Recruitment and Retention Specialist
Clark College Automotive Department
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