

**Transportation<sup>a</sup>+Energy<sup>r</sup>=**



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# **Educational Opportunity Template**

**— I M P O R T A N T N O T E ! —**

**This Template is a “Go, No-Go Device” to help you and your campus make a decision about the creation of a class or program.**

We suggest you briefly review it and, if it’s a “Go”, then move forward and complete the template for your course. If you need assistance please contact me.

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# Considerations, Before You Begin

**Special Note:**

You must complete this template in its entirety for consideration of introducing a new ATRE program at your institution.

**A Key Point: Velocity, Velocity, and Velocity!**

Your personal industry links are critical for your program or class to succeed.

- Attend to the emergence of new technology
- Pay attention to lead times necessary to align ideas on Campus with those of Industry
- Be ready to quickly develop or modify curriculum
- Innovate new training processes using new industry related equipment to Get it Done
- Track new State, Federal Laws and Regs

**Consider Multiple Analyses of Regional Transportation Renewable Energy Clusters**

- Identify what the industry needs, and type of training
- Consider industry suppliers, their size, employment, turnover, etc.
- Databases like CleanTech, LMID, EDD, O\*Net can help identify the likely industry technologies to support your focus.

**What is the Your Concept of the Delivery Model?**

- Consider the return on investment relative to current training capacity in the Region. Does your Region Need another Training Player?
- How relevant is the current curricula: Do you have a one-year build out and a five year program life before it's out of date requiring it to be reinvented with in-service offered to faulty to stay current with the curriculum?
- Who are your Clients: College, High School students and or incumbent workers? What is the best training modality? Location? Time?
- Evaluation alignment: Are students and businesses getting what they need?

**What do You Need to Consider About Facility Requirements**

- Are field Location required? Are Campus locations available for training?
- What variations in training delivery are available? On-line? At the Industry Site? At an OEM Center?

**Instructors: Locate, Hire, Nurture**

- How can you locate, hire and offer faculty in-service training for the industry?
- How will you financially and technically support the creation of industry specific curricula for on-campus /off campus training?
- How will you encourage faculty to maintain the curricula to meet Industry advances?



# A Template for the Establishment of a Community College Program or Individual Class

**Instructions:**

Begin here. This page must be filled out completely.

The purpose of this template is to help you discern whether your community college has the potential to start a \_\_\_\_\_  
\_\_\_\_\_ Program for your region. Many things should be considered before money, people and time are invested. At the conclusion of this report, you will be able to determine whether this program is right for you!

The \_\_\_\_\_ Program was developed to respond to the urgent need for trained entry-level \_\_\_\_\_ technicians in California by \_\_\_\_\_ .

The successful completion of the program will enable the graduate to ascend the career ladder in a minimum time. He or she will also have improved their lifetime-earning potential and insulate them from severe economic distress.



# Identification of Industry Need

**Instructions:**  
After reading each question, answer “Yes” or “No”. If you answer “No” to any of these questions, you will be unable to move forward successfully.

Yes   
No  **1. Does the local job market need this program to successfully compete in the region? Job Opportunities would be at:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Examples:  
Local Dealerships  
Independent Shops  
Parts Suppliers  
Aftermarket Suppliers

Yes   
No  **2. Can you identify adequate funding sources? Funding sources could come from (check all that apply):**  
 Leveraged Identified Funding Source  
 Chancellors Office  
 State  
 Federal  
 Private funding sources  
 Industry Partner  
 Other:  
 \_\_\_\_\_  
 \_\_\_\_\_

Yes   
No  **3. Have you identified limited scheduling options? Consideration should be taken for adjunct faculty and students who work full-time. Courses may need to be offered:**  
 Day  
 Night  
 Weekends  
 Summer  
 At Industry Site  
 Online

Yes   
No  **4. Can you identify Supplemental College Campus support programs?**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Examples:  
Electrical Skills Class  
Writing Class  
Basic Welding Class  
Blue print Class  
Basic Computer  
Basic Hazmat  
English  
Natural Science  
ESL  
Math Skills Class  
Hydraulic Classes



# Business or Agency Career Ladder

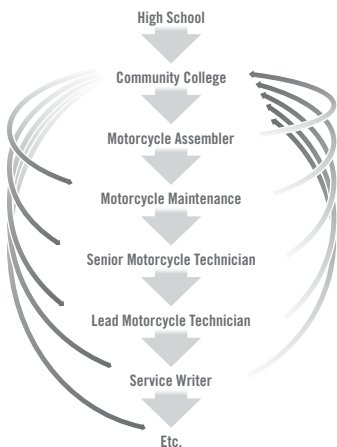
## Instructions:

Complete this page with a specific transportation or specific renewable energy career ladder such as Hybrid Technology Transportation, Hybrid Heavy Duty, Photovoltaic or Wind Generation, for example.

### Example: The Motorcycle Maintenance Program

1. Motorcycle Assembler
2. Motorcycle Maintenance Technician
3. Senior Motorcycle Maintenance Technician
4. Lead Motorcycle Maintenance Technician
5. Service Writer
6. Service Manager
7. Dealership Manager
8. Owner

**Multiple Career Opportunities May Include:**  
 Regional OEM Representative  
 Independent Motorcycle shop owner  
 An Automotive, Diesel, or Aviation Technician can easily transfer their skills and change careers through the Motorcycle Program.



## The \_\_\_\_\_ Career Ladder.

At a business, there are many levels in the career ladder. Training at the community college can enable an individual to climb the ladder in a business from \_\_\_\_\_ Entry Level Identifier \_\_\_\_\_ to Manager.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

Technical Training accomplished at the local Community College

Organizational Management Training accomplished at the local Community College

### Multiple Career Opportunities May Include:

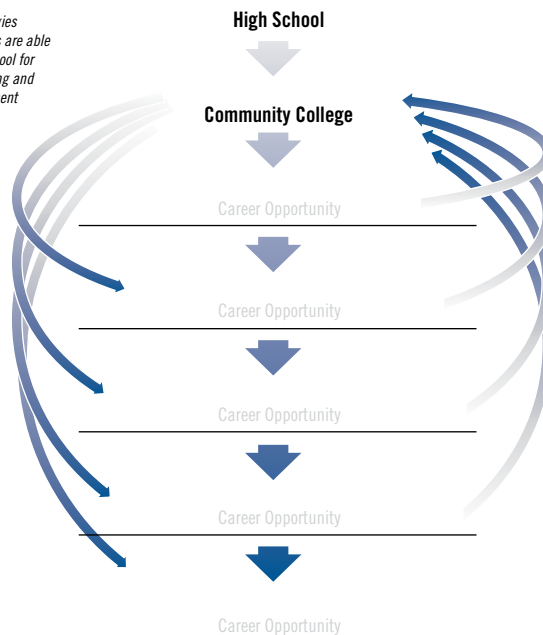
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*As new technologies emerge, students are able to go back to school for additional training and career advancement*





# Faculty Requirements

**Instructions:**

Select "Yes" or "No". If you chose "No" then your department may not be ready to introduce this new program at your institution.

**Define and Create a Recruitment Program for Adjunct Faculty for the Program or Single Class Offering.**

Yes   
No

**Can you identify potential adjunct faculty?** An adjunct instructor is someone working for an OEM/Dealership partner as a technician:

This technician must have current factory training on the latest OEM \_\_\_\_\_ technology.

This technician must have the minimum \_\_\_\_\_ acceptable years of professional experience for the campus.

Yes   
No

**Can you identify a potential full time instructor?** In addition to the adjunct minimum qualifications, the full time instructor should also have:

Previous instructional experience teaching \_\_\_\_\_

Associate Degree as a minimum and preference given to a Bachelors' degree.

Yes

**Train faculty to use existing curricula?**

\_\_\_\_\_ will offer Train-the-Trainer course work twice a year on Flex days.

You can also request and pay for Train-the-Trainer courses for your faculty.

Yes

**Currency?** All instructors must maintain currency.

\_\_\_\_\_ will coordinate OEM training experiences to maintain currency of instructors.

\_\_\_\_\_ will offer Train-the-Trainer course work twice a year on Flex days.

Sample providers are ATRE, the Regional Consortia, Industry, or others.

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# Sign-Off Page for Partners and Stakeholders

**Instructions:**

ALL rows must be signed to ensure program or class success.

**Local College Sign-Off**

	<i>Name</i>	<i>Title</i>
Dept. Chair	_____	
Area Dean	_____	
VP of Instruction	_____	
VP of Curriculum	_____	
Facilities Committee/Operations	_____	
Academic Senate President	_____	
President of the College	_____	

**Industry Partners Sign-Off**

	<i>Name</i>	<i>Title</i>
Local Dealerships	_____	
	_____	
	_____	
	_____	
Regional <small>Transportation or Energy Identifier</small> OEM's	_____	
	_____	
	_____	
	_____	
Independent <small>Transportation or Energy Identifier</small> Business	_____	
	_____	
	_____	
Vendors	_____	
	_____	
	_____	
Aftermarket Suppliers	_____	
	_____	



# Certificate, Degree, and FTE

## Instructions:

This page identifies the Certificate, Associates Degree option and an FTE model.

### FTE Example:

32 units can be completed in 2 semesters

FTE Model based on Community College Model  
1st year 32 units x 25 students = 800 units  
800 units/12 units per FTES = 66 FTES  
66 FTE = \$\$

2nd year 32 units x 50 students = 1600 units  
1600 units/12 units per FTES = 133 FTES  
133 FTE = \$\$\$

2nd year FTES program totals  
133 FTES motorcycle repair, plus 116 FTES units  
general education = 249 FTES, or approximately  
\$850,000/year

Staffing requirements:  
1 full-time Instructor  
1 Lab Technician

In addition, it is anticipated that 20% of the students will complete the associate degree. This will generate an additional 116 FTEs.

## Certificate

The program consists of \_\_\_\_\_ units of \_\_\_\_\_ specific training, lecture and lab to prepare the student for entry-level employment that will lead to advancement in the industry. After successful completion of the \_\_\_\_\_ units the student is awarded the College \_\_\_\_\_ Certificate.

## Associate Degree Can Be an Option

With the completion of an additional \_\_\_\_\_ general education units, students can receive an Associate Degree in \_\_\_\_\_ technology.

## FTE

A well-designed facility could generate as many as \_\_\_\_\_ FTE.

Provide FTE analysis:

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Provide staffing requirements:

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# Campus, Community and Industry Benefits

**Instructions:**

This is a consideration page to help you quantify benefits to the college, community and industry stakeholders. Share this information with your regional consortia, stakeholders, boards, chambers, etc.

**Benefits to the College**

- Increase FTE revenue by \_\_\_\_\_ (%)
- New business and industry partners \_\_\_\_\_  
*(Who and how many?)*
- Increased community, region, and state visibility
- College offers a new Associate of Science degree program
- Supplemental FTE opportunities such as \_\_\_\_\_
- Other:

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**Benefits to the Community**

- New employment \_\_\_\_\_ *(How many positions?)*
- Continuous, lifelong training opportunities such as \_\_\_\_\_  
\_\_\_\_\_
- In-service training for incumbent workers \_\_\_\_\_  
*(Service how many each year?)*
- Economic development of existing business in the community
- Insulates business and employees from severe economic distress through training
- Other:

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**Other Benefits**

- Network and OEM support
- State, regional and local job creation \_\_\_\_\_ (%)
- Tax revenue \_\_\_\_\_ (%)
- ATRE DSNs are strategically located across the state to assist in the development of emerging technology
- Other:

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# Capacity Determination

**Instructions:**

Quantify your capacity to provide training and services.

**What is Your Capacity to Provide the Training or Services to the Partners or Your Need to Negotiate an Industry Location for Training and Supplemental Equipment?**

**Economical Impact of Training**

1. What impact would the trained workforce have on business success in your region?

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**Local Need Assessment**

2. What technical training is required immediately at local dealerships?

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**Workforce Training Equals Business Growth**

3. How will long-term recurrent training in the industry program improve business potential in your region?

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**Knowledge Transfer**

4. What emerging technologies can you identify in your area that could also potentially benefit from this program?

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**Advance Training for Incumbent Technicians**

5. What are the potential opportunities to offer additional factory level recurrent training at the campus for local industry?

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Examples:  
ABS  
Electronic fuel injection  
Engine control



# Identifying Campus Space Requirements

**Instructions:**

Select “Yes” or “No”. If you chose “No” then your department may not be ready to introduce this new program at your institution.

Yes

No

**Identify Suitable Lab and Lecture Space.**

Can you identify suitable lecture space? It should include:

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Yes

No

Can you identify suitable lab space? It should include:

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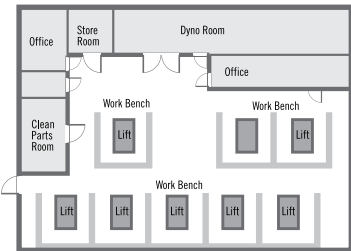
**Example: The Motorcycle Maintenance Program**

**Suitable Lecture Space Should Include:**

- 20 Sq. Ft. per student
- Be well illuminated
- Smart class room, i.e. multimedia

**Suitable Lab Space Should Include:**

- Electric power
- Compressed air
- Cable or wireless computer connections
- Exhaust ventilation system
- Size of space per student – 100 sq. ft.
- Workbenches
- Specialized equipment



Example of typical lab space

**Create your Own Floorplan/Space Schematic:**

8 divisions per inch, 0.125" grid



# Tools and Support Cost Matrix for 3-Year Plan

**Instructions:**

Be prepared to support your request with solid numbers. Include faculty and the department chair in creating your matrix as early as possible.

**Example: The Motorcycle Maintenance Program**

1st Year	Costs	2nd Year	Costs	3rd Year	Costs
Lift	\$850 ea	As Needed		As Needed	
Worktable	\$350	As Needed		As Needed	
Wise	\$75	As Needed		As Needed	
Std 3 Drawer Basic Tool Box Set	\$750	As Needed		As Needed	
Mechanical Tire Changer	\$500	Pneumatic Tire Changer	\$2,000	As Needed	
Specialty Motorcycle Tools	\$1,000	Electronic Motorcycle Specialty Tools	\$2,000	Electronic Motorcycle Specialty Tools	\$10,000
Electronic Tire Balancer	\$1,500	As Needed		As Needed	
Hazmat Storage & Removal Equipment	\$200		\$100		\$100
OSHA Cabinets, Storage Shelving	\$400	As Needed		As Needed	
Mechanical Carburetor Synchronizer	\$200	As Needed		As Needed	
Carburetor Fuel Stand	\$100	As Needed		As Needed	
Consumables	\$100		\$200		\$300
Torque Wrench Set	\$500	As Needed		As Needed	
Measuring Instruments	\$1,000	As Needed		As Needed	
Parts Cleaning Tank	\$500	As Needed		Dynajet Dyni Engine Cleaning Cabinet	\$35,000 \$10,000
		Exhaust Venting System	\$10,000		

**Have Faculty Expert or Department Chair Help Create a Cost Matrix for at Least a Three-year Plan.**

Identify basic tools, support equipment and costs. Purchase time line of 3 years, 1/3 per year.

1st Year Equipment	Costs	2nd Year Equipment	Costs	3rd Year Equipment	Costs
Item	\$	Item	\$	Item	\$
Item	\$	Item	\$	Item	\$