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45 Tips

to Improve Your Program's Viability
(updated to 2017)

CLASS OUTLINE

DICK KRIEGER

45 TIPS FOR MAKING YOUR PROGRAM MORE VIABLE

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45 TIPS TO IMPROVE YOUR PROGRAM'S VIABILITY (updated to 2017)

Class Outline

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INTRODUCTION: The contents of this document presents information based on my personal teaching experiences, ideas and strategies obtained from other programs I have observed throughout the country. It is not intended to suggest that adoption of these ideas will guarantee program success, but is intended as a resource of suggestions for your consideration and possible adoption. Many instructors have indicated that many of these ideas and strategies have resulted in remarkable improvement to their programs.

In the hundreds of automotive, auto body and HD truck instructional programs that I have visited throughout the United States and Canada, there is one common theme for those that are considered successful and thriving. This theme can be divided into two components: 1- The Instructors Commitment and 2- Support of Administration. The below document outlines and gives details on suggested ideas and strategies that have proven successful in most situations, even in cases where #2 has been lacking in particular schools. The only unfortunate fact about these suggested methods is that most of the required effort, time and commitment **MUST** initially come from **you** and **you alone**. As you make progress, there will be others to assist you, but initially, you must be the one to begin the process. With all of the other duties and time magnets that make up part of your day, you must decide if additional effort is worth it to you. I have divided my suggestions into four categories. See below and I hope that you will find some items of value to you, your students and your program.

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CURRICULUM & FACILITIES

Tip #1 Shop & Classroom condition

- a. View your shop as a first-time visitor.
- b. Bring in total strangers from both related businesses and those who know nothing of the trade and ask their opinion.
- c. Make necessary changes, clean, organize and get rid of junk.
- d. Present your shop and yourself as an industry professional.
- e. Suggest getting rid of old “project” cars that have been there too long.
- f. Consider not having personal “instructor project” cars in your shop.
- g. Take pictures or video of your shop and show to other instructors for their ideas and input.

Tip #2 Curriculum

- a. Align curriculum to NATEF standards (learn and support 2017 standards for cars, 2014 for HD trucks and 2016 for Auto Body programs).
NOTE: NATEF is now aligned with ASE Industry Alliance (www.asealliance.org).
- b. Be aware of NATEF Student Certification program (www.asestudentcertification.com). Consider participating in this program for your students.
- c. Obtain NATEF certification if your program is not certified.
- d. Consider becoming part of AYES (www.asealliance.org/ayes).
- e. Consider adopting NATEF Integrated Academics curriculum (http://www1.natef.org/applied_academics.cfm).
- f. Use the many online resources for establishing e-Curriculum systems. (Check out www.cengage.com, www.pearsonhighered.com/automotivesolutions/ and www.myautomotivelab.com among many others).
- g. Check out ASE’s new instructor resources page at: <https://www.asealliance.org/natef-accrreditation/forms-resources>
- h. Use a syllabus or a “thumbnail” of your curriculum to distribute to visitors:
 - i. What areas are taught.
 - ii. Hands on/classroom instructional percentages.
 - iii. How students are evaluated.
 - iv. Related careers for successful students (most parents and students are totally unaware of the opportunities for training technicians that may or may not have anything to do with vehicles.).
- i. Obtain input from employers, industry experts, Adv. Comm., NATEF ETL’s and other instructors. Make needed changes.
- j. Use “team approach” if working in a large training institution.
- k. Ensure that curriculum is relevant to today’s vehicles (5-10 model years) and reflects local employer needs (See section on “borrowing vehicle” agreements with local dealers and used car lots).
- l. Be able to make continual updates to curriculum.

Tip #3 Investigate possibility of Administration giving partial or full academic credit for your classes. Examples are:

- a. Math credit (There are Auto Technology Math books available.):
 - i. Cengage Math resources can be found at:
<http://www.cengage.com/c/building-math-skills-online-for-automotive-1e-delmar>
<http://www.cengage.com/c/math-for-the-automotive-trade-6e-peterson>
<http://www.cengage.com/c/practical-problems-in-mathematics-for-automotive-technicians-7e-sformo>
http://www.amazon.com/Math-Automotive-Trade-John-Peterson/dp/1111318239/ref=sr_1_1?ie=UTF8&qid=1398877989&sr=8-1&keywords=automotive+math+textbook

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- ii. <http://www.pearsonhighered.com/educator/product/Automotive-Mathematics/9780131148734.page>
 - iii. http://www.textbooks.com/BooksDescription.php?BKN=1050270&SBC=MLH&network=GoogleShopping&tracking_id=9781111318239U&utm_medium=cpc&utm_term=9781111318239U&utm_source=googleshopping&kenshu=4c170fb5-a0b3-7e09-c204-0000102c3bba&adtype=pla&kw={keyword}&gclid=CLEasp6Hh7UCFZGiPAodFVwACg
 - iv. http://www.bigplanetbooks.com/Practical-Problems-in-Mathematics-for-Automotive-Technicians_p_77658.html
- b. Science and English credit for:
- i. Research projects involving automotive topics.
 - ii. Alignment and suspension angle relationships.
 - iii. Repair orders, accuracy/penmanship/customer communications.
 - iv. Writing legibly.
 - v. Interpersonal skills (interviewing customers, communication with peers, parts, etc.).
 - vi. Ability to keep accurate records/data, etc.
 - vii. Become familiar with the STEM curriculum and consider adopting portions of it in your program.
 - viii. Network with NATEF Academic Student Standards for help in this area.
 - ix. Use of pressure, vacuum, temperature, measurement, metric & standard, conversions, volume, distance, calculation of VE, ratios and other physic related information.

Tip #4 Join support organizations

- a. Join NATEF (www.natef.org), NACAT (www.nacat.org), iATN (www.iatn.net), AYES (www.asealliance.com/ayes) ASE (www.ase.com), IDENTIFIX (www.identifix.com) and others.
- b. If you are not ASE technician certified, obtain ASE certification (www.ase.com) This is becoming more important than ever with the 2013 NATEF standards. All instructors must be G1 certified and must hold ASE certifications in the areas they teach.
- c. Attend conferences and network with other instructors (NACAT, CAT, ICAIA, SEMATA, ASE IndustryAlliance (<https://www.asealliance.org/events/conference>), and others).
- d. Make students aware of the many legitimate Facebook pages for valuable learning and resources. Search Facebook for: automotive technicians, aeswave techfeed, Motor Age, automotive educators, automotive waveform exchange, scannerdanner and more.

Tip #5 Student competitions (*Get involved in local competitions for public awareness and student involvement*). *Most find it a very valuable program for both students and the program*).

- a. SKILLS/USA and state area competitions www.skillsusa.org
- b. Skills CANADA <http://www.skillscanada.com/>
- c. Local state and instructor organizations often have student competitions.
Example: Michigan Industrial and Technology Education Society - MITES (<https://www.mites.cc/>)

Tip #6 NATEF (*National Automotive Technician's Education Foundation*)

- a. Learn about and embrace the new 2017 NATEF standards (use them to obtain new equipment/tools).
- b. Obtain or maintain NATEF program certification.
- c. Administrators have used the NATEF process for both the support of and the closing of programs. In my opinion, the difference is how strong your program is supported by Administration and more importantly, the community, especially your strong advisory committee.
- d. Contact local ETL's (Evaluation Team Leader) for assistance in planning for NATEF certification of your program. Many will visit your shop and program prior to any official certification.
- e. Visit NATEF's website for helpful information on program certification and "why" (www.natef.org).
- f. Adapt NATEF MLR, AST and MAST task curriculum. Align with a local community college with articulation (New standards and re-alignment of existing standards are coming soon.).

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Tip #7 Incorporate resources into your program

There are a TON of free resources available to help your program, students and your curriculum.

- a. Use various websites for resources (www.autoshop101.com) as one example (a free online auto electrical training course for you and your students).
- b. Online resources for service information, classes and educational materials:
www.consulab.com, www.identifix.com, www.alldata.com, www.shopkey.com,
www.myautomotivelab.com, www.cengage.com, www.jameshalderman.com,
www.sae.org, www.g-w.com, www.mitchellondemand.com
- c. Use Facebook for appropriate sites giving students great resources in learning various subjects. This will need to be carefully monitored for in-class use of cell phones and computers, but Facebook has become a very valuable source of related data, chat forums and videos for the enhancement of student learning. (See previous references to Facebook).
- d. Suggest using the Internet for assignment of meaningful research assignments for students. They are very skilled at obtaining information, but need guidance and practice of how to apply the information into meaningful use. Use specific assignment wording to require students not only to find and document sources, but then, ask specific questions that require them to think and apply what they have found to a meaningful outcome. This can be an assignment to be completed outside of class time or in a classroom setting.
- e. Enroll in Identifix. Contact Identifix from their website @ www.identifix.com for details. As of Aug 1, 2017, all schools including NATEF certified schools must pay a reduced rate for Identifix access. Identifix is a great source of OEM service information including wiring diagrams as well as a data base of confirmed fixes (silver bullets).
- f. Use online resources from your publisher. For example: For all Halderman books, take a look at: <http://www.pearsonhighered.com/automotivesolutions> All the below resources are available FREE to all instructors regardless of whether you use Halderman books or not.
(You must request an instructor access code once, then use whenever you access the Pearson site, but you DO NOT need a code if you visit Halderman's site.)
- g. Examples are:
 - i. Power Points
 - ii. Image Libraries
 - iii. Student Puzzles
 - iv. Test Banks
 - v. Lesson Plans
 - vi. NATEF Task Sheets correlated to the textbook
 - vii. Video's
 - viii. Instructor manuals (with correct answers)

Tip # 8 Free: 2,000+ video's, tons of animations, hundreds of photo's, lesson plans, puzzles, DTC info, Maintenance Light resets, and lots more valuable information. All NATEF task sheets correlated to both 2013 & 2017 Standards.

Go to: www.jameshalderman.com, then select ASE Resources from the top tool bar or go to: http://www.jameshalderman.com/ase_resources.html Click on the "grey" tool bar for any of the below areas, then all resources for that area will be displayed. (You must be able to play YouTube and have Flash Player for them to display.) This website is truly a wealth of free information, resources and procedures for use by you and your students. All NATEF/ASE task sheets are now available for free on Halderman's website. Go to his homepage and watch the website navigation video located there.

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Resources are categorized by ASE areas:

- a. A0-BASIC SKILLS:
- b. A1-ENGINES:
- c. A2-AUTO TRANS:
- d. A3-MAN. TRANS:
- e. A4-SUSP/STEER:
- f. A5-BRAKES:
- g. A6-ELECTRICAL:
- h. A7-HEAT & A/C:
- i. A8-ENG PERF:
- j. A9-LIGHT DIESEL:

eLearning Products:

- eTextbooks
- eTask Sheets
- eGradebook
- eCurriculum

“Live” Diagnostic scenario’s

- i. DATO Diagnostic Scenarios:
http://www.cengage.com/simulationstation#automotive_diagnostics
- ii. Cengage New Theory Simulations can be found at:
<http://www.cengage.com/simulationstation#automotive>
- iii. Cengage ASE Test Prep materials found at: You might also want to include a note about our ASE test prep materials? If that is appropriate/applicable?
<http://www.trainingbay.cengage.com/ASE.aspx>
- iv. Cengage authors websites: Sean Bennett and Rob Thompson also have their own sites. Rob’s is: <http://www.rob-thompson.net/> and Sean’s is: <http://www.seanbennett.org/wordpress>
- v. MyAutomotiveLab (Pearson)(Halderman):
www.myautomotivelab.com

Tip #9 Join and be involved in organizations that provide resources for your program instructional support

- a. iATN (International Auto Technicians Network) is a great networking resource for educators. Use the **EDUCATORS FORUM** often. Basic membership is free to instructors, but consider becoming a “sponsoring member” for more access to resources. www.iatn.net contact support@iatn.net. As of 2014 iATN now has a student membership program. Check out the website for more information. Included in the “free” membership are the below resources:
 - i. GM, (Complete GM SET electrical/electronics course, Fuel Injection course and OBDII courses are available).
 - ii. Ford, (Courses and Power Points on OBDII, Fuel Injection, Emissions, PATS, Scan Tools, Multiplexing and Drive Cycle courses are available).
 - iii. Toyota, (Hybrids, Engine Controls courses 1 & 2, Emissions, Fuel Injection, etc).
 - iv. A/C info, (Retrofitting to R134a).
 - v. OBD II info, etc (OBDII code lookup (outdated).
 - vi. TSB Search, NHTSB info, Vehicle Complaint File.
 - vii. Consider the corporate sponsorship level to gain access to waveform libraries, repair archives, etc.
- b. Obtain or maintain your NATEF certification. See previous website at # 4 above.
- c. NACAT (North American Council of Automotive Teachers): www.nacat.org Great networking resource for instructors. HUGE week long July training conference and trade show held at different locations each year. Strong source of advice & resources.
- d. If you are now not ASE certified, work towards getting certified in all eight areas. NATEF’s new 2013 standards require all instructors be certified in G1 & A6 plus the ASE areas in the program areas they teach: www.ase.com

Tip #10 Subscribe to related periodicals

- a. Use student interest magazines for reading and research assignments.
- b. Monitor reading time and placement to avoid abuses and theft.
- c. Use magazines for extra credit and interest generating assignments.

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- d. Use online editions for research projects, but I recommend also having printed copies available in your program.
- e. If funding is a problem, use student fund raising as a source of subscription costs.
- f. Be aware that some magazines are free to schools.
- g. Make sure you get free subscriptions of “Tomorrow’s Technician” <http://www.tomorrowstechnician.com/> (Babcox Publishing) and others such as “Brake & Front End”, “Chilton’s Motor Age”, “Motors”. There are several other specialty magazines and publications.

Tip #11 Set up agreements to “borrow” newer vehicles for instructional purposes

- a. Formulate official agreements with used car lots, dealerships, rental car agencies and others to “borrow” vehicles for student exposure to newer technologies and systems not available to your school (NATEF approved to meet their 5 year or newer vehicle policy).
- b. Establish strong relationships with local businesses to enhance this program.
- c. My program provided provided a comprehensive and free safety inspection for new and used car dealers as they obtained trade in vehicles. This also provided a source of “live work” based on what we found. The benefit was that there wasn’t a critical time restraint for completing the repair and the dealer understood it would take much longer than normal. Provided great learning opportunities for my students on newer vehicles. Proper liability paperwork needs to be in place and cleared by your Administration. This was a HUGE success for my program and provided all the “live work” we needed AND we controlled the scope of repairs. Involve your immediate program administrator in developing these programs.
- d. Sometimes, the sending dealer can “double-check” the work and certify it’s compliant to their standards. May or may not be needed in every case.
- e. Newer vehicles (2-5 model years from current year) can be “loaned” for student exposure to newer systems and technologies. Local dealerships and car rental agencies that support your program are a great resource for these vehicles (All that is needed is a written agreement signed by both parties for your files to satisfy the NATEF requirement).
- f. Establish agreement language that protects your liability and that they accept the responsibility for repairs and parts warranties. See item “d” for additional details.
- g. NATEF allows this policy in lieu of owning your own vehicles.
- h. Many dealerships take in trade-in’s that aren’t worth fixing and if you have good relationships with them, many times they will donate them to your program for a tax write-off.
- i. Advertise in local papers for the general public to donate cars to your program.
- j. Many corporate donation programs for non-factory training programs have been seriously curtailed. Most of the time, success is based on knowing someone who knows someone who can arrange a donation.
- k. Check with your Advisory Board members and local businesses. When customers are told that their car isn’t worth fixing, they could encourage them to consider donating their vehicles to your program.
- l. Contact local auto recyclers and mention your training needs to them. Many yards are willing to donate some damaged or unusable components to your program. I have found this to be huge resource of parts and components.

Tip #12 Set up agreements to “borrow” tools/equipment for instructional purposes

- a. NATEF allows this policy if your school cannot afford to purchase everything you need, but be careful not to allow administration to use this as reason to not purchase new equipment for your program.
- b. Most schools use this for only a few, very expensive and not often used pieces of equipment.
- c. Example of this application would be a R1234yf refrigerant charging/recycling machine. You could even take students to the business for demonstration and use of the machine on-site. Depends on your local situation.
- d. Proper documentation is necessary for NATEF (copies of written agreements with local businesses).

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MARKETING

Program marketing is one of the MOST important and often least supported method of making/keeping your program strong and viable. I have found this to be true in many programs I and others have visited and that are struggling to survive.

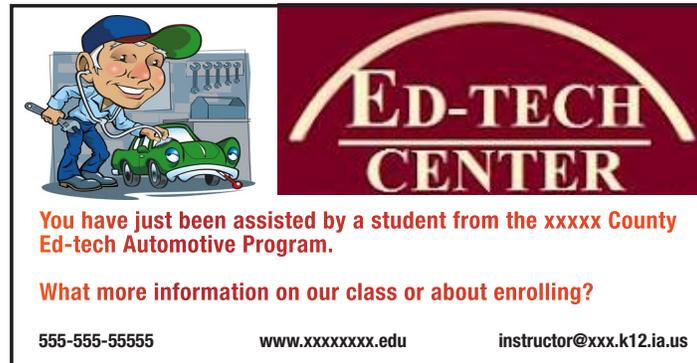
Tip #13 Develop an aggressive marketing program to increase enrollments

- a. **RECRUITING POSTER:** Create a recruiting poster that highlights your program. Post these at local businesses, use them when you visit schools, on bulletin boards, anywhere you are given permission to post. Make it relevant, interesting and updateable. Check with your local auto/truck repair businesses and ask permission to post it there.
- b. **PHOTO COLLAGE:** Include a photo collage of program highlights and student projects/activities.
- c. **VIDEO LOOP:** Prepare a video loop showing your classes in session and highlight your strengths.
- d. **PROGRAM BROCHURE:** Create a brochure for placement in local businesses, counseling/career education offices, career fairs, etc. Use the brochure to distribute to your counselors, student visitations, open houses, and distribute them at local businesses in your community.
The brochure should include:
 - i. Program title.
 - ii. Brief description of scope of program.
 - iii. Pictures of program highlights.
 - iv. Contact information for email/phone/website/and in person visits.
 - v. Some interesting “eye candy”.
 - vi. A brief listing of curriculum areas that are taught.
 - vii. Emphasize shop activities and “hands-on” learning.
 - viii. Testimonials from graduates of your program.
 - ix. Endorsements from local businesses or Corporate training programs:
Toyota T-Ten, ASE, ASSET, BMW and others.
- e. **EYE CANDY:** Have some “eye candy” with performance or high-tech parts for display when visitors formally visit your program. Design a “hands-on activity under the supervision of yourself or qualified students for any visitor coming to observe your program. This is a HUGE interest generating activity. Most students really want “hands-on” learning, but you have to also make them aware of the “book portion” of your classes.
- f. **SCHOOL & PROGRAM WEBSITE:** In today’s world, websites are the “norm” for research and investigations about something of interest. Incorporate some of the above resources into the website:
 - i. Enhance your school’s website with a “virtual tour” or a link to a YouTube video of your shop. See: <http://youtu.be/yJ1HKBWK7-o>.
 - ii. Take a look at UTI’s website only from the standpoint of web design and layout: www.uti.edu Perhaps get some ideas from their website to incorporate in your schools website.
 - iii. Have some type of “contact form”, “contact email” or “phone” for visitors to contact you and/or ask questions. Encourage contact on the website.
 - iv. If your school’s I.T. or Admin policies prevent you having a dedicated website for your program, start your own YouTube channel for your program.
- g. **STUDENT RESPONSE & SIGNUP CARDS:** Use for student follow-up and information requests. Can leave them at other business locations and feeder school’s career prep departments.
- h. **INTEREST SURVEY:** Be creative with an interest survey. Use some graphics and interesting pictures.
 - i. Ask for general interest areas, then, show how your program can be a stepping stone to higher level careers often somewhat unrelated. Give potential salary ranges, diversity of different possible areas of specialty, places of employment, etc.
 - ii. Create and pass out student interest forms where they can request information about your class. Distribute them to your counselor staff, all “feeder school” counseling and career prep departments and network with the counselors to inform them of your program.

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Tip #14 Start a “student business card” program

- Develop a professional looking “business card” for students to pass out to public when appropriate.
- Have students give out cards whenever they assist (successfully) a stranded motorist, or other times.
- Often the cards are given out by students when they are asked about your class by a friend.
- Another method of simple advertising. Typical instructor business cards are too formal. Use some neat eye-catching pictures.



Tip #15 Social Media

- Develop social accounts for your school in FaceBook, YouTube and Twitter. Also develop a short virtual video tour of your shop with a narrative based on the features and highlights of your program: <https://youtu.be/y.J1HKBWK7-o>
- Place some program highlight video’s on YouTube. Ask for help from those already doing it if you are unaware. This can be a HUGE source of potential student interest.
- Understand the importance of social media with today’s students.
- Set up a program FACEBOOK account to market your program. Consider Linkedin and Twitter also. Students today regularly use these resources. It is the way they communicate and you should be a part of it. Search YouTube and Facebook for examples of how schools utilize this resource to their advantage.
- Work with your Administration and school I.T. department to alleviate security concerns. Use examples from other school districts to show how it is being adopted. This can be a hurdle that needs to be dealt with using other school examples.

Tip #16 Invite all of your school counselors or all of your feeder school counselors to an OPEN HOUSE for them.

- Display your shop at its finest and have examples of curriculum, assignments, textbooks, media, tests, etc. This gives them a better idea of who and what you are and better yet, what type of student will be successful in your program.
- Have existing and graduate students there to talk with counselors.
- If possible, have light refreshments served by students.
- Many counselors have no idea of what is involved with a technology program.
- Make sure they leave with something to take with them. Cards, brochures, a video loop, your “marketing package”, etc.
- If appropriate, have existing or graduate students give “testimonials” to counselors about what a difference your program made in their lives.
- This has been a huge source of improving the category of student that is enrolled in the program. Some counselors will not change their minds or even attend, but many will gather valuable information about your program that they would not have received before.

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MARKETING

Tip #17 Have or attend all OPEN HOUSES & Career Days held at your or your feeder schools.

- a. Attend all local OPEN HOUSES of your feeder schools or your own (if held).
- b. Set up your media show (from #13) at the table- Have current students attend with you to meet visitors.
- c. If not, create your own OPEN HOUSE highlighting your program. Do this prior to enrollment time usually late Fall or early Winter.
- d. Encourage student visitations and have contact cards available.

Tip #18 Attend Career Fairs at local schools

- a. **COLLEGE PROGRAMS:** If your local high schools hold career fairs or “college nights”, attend these events with your “marketing package”, video loop, posters, brochures, students and some high-tech parts like a supercharger, etc. for “eye candy”. Project yourself as a viable option for students interested in the career without having to go out-of-state or pay huge tuition costs.
HIGH SCHOOLS - Ask to visit all English classes in the winter semester to talk to 10th graders (sophomores) about career opportunities in your program.
- b. Create a picture collage on display with eye candy from your program.
- c. Can be a huge resource for generating interest for potential students

Tip #19 Have local employers/technicians regularly visit with your students during your class to ask/answer questions

- a. **A highly effective way of generating interest in students and your employers**
- b. Gives your students “real world” knowledge of what is expected of them in the career.
- c. This has been extremely successful in generating interest and student motivation for attendance, completing assignments, attitude and getting task certified.
- d. Give students some sample questions to ask employers to get things started. If necessary, ask them yourself.
- e. Sample question examples:
 - i. What do you look for when hiring technicians?
 - ii. How do you determine technician pay rates?
 - iii. What do you expect me to be able to do when I start employment?
 - iv. What is a typical day like at your shop?
 - v. How many tools do you expect new employees to have?
 - vi. How important is attendance, attitude and tardiness?
 - vii. What are the possibilities for advancement and higher pay?
 - viii. How much money can I make and what skills pay the highest rates?
 - ix. What would it take to get me fired?
 - x. Can I get update training at your business?
 - xi. What happens if there is a “comeback”?
 - xii. Etc., etc., etc., etc.
- f. Most employers like this interaction with students. Rotate with several employers in your community.
- g. Gives awareness of your program and the daily realities you face to potential employers by having them in your shop and program.
- h. Helps establish clear and reasonable expectations of employers as to what your students will be able to do upon graduation. Can go a long way to build lasting understanding and relationships between employers and your program.
- i. As you know, many employers have unreasonable expectations of the skill levels of a typical graduate. This activity can more accurately bring their knowledge of your students into a more realistic level.

45 TIPS FOR MAKING YOUR PROGRAM MORE VIABLE

MARKETING

Tip #20 Attend local car shows/fairs/community festivals with your program promotions

- a. Examples of eye candy used in the past are antique car, performance, street rods, off-road, etc.
- b. Rent a booth space at local community festivals and have student projects or performance cars there for eye candy and drawing in potential students. Have students help man the booth for extra credit and acknowledgement. Use your “marketing package” here. If possible, have a school project car on display. This has been extremely successful for us in the past. Have existing students man the booth on a rotational schedule. Give extra credit for those that participate. Many students or their parents have awesome cars at home that can be the “eye candy” for drawing in potential students and their parents. Must be carefully monitored so that visitors don’t draw the wrong conclusions about your program.
- c. Network with local car clubs, get your students involved.
- d. Use your “marketing package” when appropriate at these events.
- e. These activities show your interest in the community and that your program is relevant to today’s interests.

Tip #21 Hold at least two OPEN HOUSES a year. Bring in local antique or performance cars for eye candy

- a. If your school holds open houses, coordinate with their schedule, but have one of your own and promote student projects and achievements. Saturdays work well because family and friends can attend.
- b. You can combine an OPEN HOUSE with a car show. Contact local car collector clubs to hold their shows at your school. Brings in tons of people who wouldn’t normally see your shop/program.
- c. Be sure to invite your school Administration and Board of Trustees.
- d. Invite and follow up with your Advisory Board for their support and helping to promote these activities.

Tip #22 Use “invitations” for visiting your classes

- a. Create an informal “invitation” form and hand out to prospective students at public events. High schools can use them to get the student “excused” to visit your program during school day.
- b. Encourage your students to pass them out to appropriate friends, etc.
- c. Can be a very successful method of generating student interest in your program. “Horses” often need to be lead to the source of the water.

Tip #23 Encourage your students to bring guests

- a. Discuss with your students how to recruit appropriate candidates, then, encourage them to bring them in for visits and class shadowing for a day or two.
- b. Students often take ownership in your class if they realize that potential successful outcomes involve having quality students. (this will take some time, but will pay off with huge benefits).
- c. Some successful programs even have Student Enrollment committees made up of existing students to interview class candidates and give their recommendations on the appropriateness of visitors to the instructor (This would need to be handled very carefully, but can work well).

45 TIPS FOR MAKING YOUR PROGRAM MORE VIABLE

MARKETING

Tip #24 Consider using class t-shirts/hats/jackets for public awareness

- Huge method of creating community awareness and “ownership” to your class by students.
- Have fund raisers if necessary to generate funds (car washes, oil change specials, safety inspections, etc). Don’t call it “labor”, call it “donations to the shirt fund”.
- Students often desire to wear their shirts/hats everywhere outside of class time.
- Great advertising and publicity for your program.
- We had t-shirts and jackets. Was an extremely successful method of “advertising” our program. Our students wore these garments “EVERYWHERE” as many have never had ownership of anything at school before.

Tip #25 Schedule meaningful and related field trips

- These events can be extremely successful in building student “ownership” to your program. Guard against them becoming just a “fun city” type of atmosphere, and try to structure them to what can be learned related to course objectives.
- Some can be just plain “FUN” also.
- Use car shows and racing events, doesn’t have to be directly related to automotive. Builds student relationships and class ownership.
- Be sure to tie participation in field trips and other privileges to class performance including attendance, attitude and assignment completion. Be fair, but firm.
- Examples: Autorama car shows, local car shows, museums, professional races, off-road events, drag-races, “lemon” races, demolition derby’s, etc.
- Be sure to check with your Administration for proper liability forms, etc that pertain to your schools specific policies.
- Invite your Advisory Committee members to attend with you.

Tip #26 Have “OPEN SHOP” sessions in the evening or on Saturday

- Hugely popular with students and families. Gets parents and others aware and involved with your program and its advantages.
- Allow students to bring in family member cars for maintenance and light repair. Have parents attend. Have an area containing program information available for Mom’s and siblings.
- Provide career information about pay, advancement and information from the Bureau of Labor Statistics.
- You have to guard against being “everyone’s free auto technician”, but it is manageable if you control what projects get brought into the shop. Have rules and policies. It can work very well for you if managed properly. Gives families an opportunity to learn about your program and the career. This has been a very successful recruiting program for many schools throughout the country.
- I can’t tell you how many times I have heard: “Wow, I didn’t realize there was as much to this career until I came.” or “Wow, this isn’t anything like I thought it would be. This is “high-tech”!!”
- Encourage your students to bring their parents, especially Dad’s. Encourage shop tours, etc.

Tip #27 Start a car club for repair/performance/street rod/rat rod/antique restoration/off-road/mudding/cosmetic appearance/custom accessories/audiophiles/ etc.

- Have students involved in management and establishing rules/policies.
- Needs to be well organized and managed.
- Get administrative permission and involve them if possible.
- Google “Roseville High School Auto Shop” for ideas on projects and marketing.
- Watch this YouTube for ideas: <https://www.youtube.com/watch?v=9pvnHEUdYAs>

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- f. Check out these links:
 - i. <http://heartwrencherscc.wix.com/skylinecollege#!>
 - ii. <http://www.tohscarclub.vze.com/>
 - iii. http://www.mcpherson.edu/academics/auto_club.php
 - iv. <http://www.mcpherson.edu/auto restoration/>
 - v. <http://www.saddleback.edu/atas/autotech/>
 - vi. <http://www.where2race.com/clubs/view/texas-am-sports-car-club>
- g. This can be HUGE time magnet for you, but will pay off huge dividends to your recruitment of students and program.
- h. Establish meaningful achievement criteria tied to student membership so that isn't just a "freebie".
- i. Can develop positive student self-confidence.

Tip #28 Have a STUDENT ACHIEVEMENT board in your shop/classroom for student and public awareness. Most students and people in general love "attaboy's" and recognition. (whether they admit it or not). This bulletin board can make a huge difference in establishing student attitudes and motivation. Encourage lower achieving students to excel and continually give them positive reinforcement (when deserved). Examples of possible ideas for the board:

- a. Pictures of students obtaining ASE or state certifications (show copies).
- b. Student with a completed project car.
- c. Best attendance for the semester.
- d. Most improved for the semester.
- e. Others as appropriate for your program (attitude, assistance to others, character, enthusiasm, etc).
- f. I have seen this simple idea literally turn a student's attitude totally from unacceptable to a great student. Simply acknowledging a small accomplishment can pay huge dividends. Many of your students CRAVE acknowledgment and praise. Make sure it's deserved, then give it to them.

Tip #29 Invite your Board of Trustees to hold one of their regular meetings in your shop/classroom:

- a. Have some prepared students conduct a brief presentation of what your program has done for them (5-10 minutes only).
- b. Pass out brief printed materials covering the scope of your program.
- c. Pick some select students to thank the Board for their support of your program.
- d. Involve your direct Administrator in this request and if granted, have him/her involved in the introduction event. Give rationale for why you want to host this event.
- e. Take them on a brief tour of your shop before or after their meeting. Be sure to have you and all students leave them during their meeting.
- f. Suggest to your supervisor that this process be repeated for all programs in your school. This is an example of how simple "politics" can make your direct administrator look good in front of his/her supervisors. It really works.

45 TIPS FOR MAKING YOUR PROGRAM MORE VIABLE

MARKETING

Tip #30 Consider having an annual Christmas or “end of the year” party to build student participation and “ownership” to the class.

- a. Invite counselors, custodians, Administrators, etc. Have students plan the event and you coordinate a menu and amount of dishes to supply, etc, etc. We have done this before with GREAT success and the students looked forward to it every year. The staff also became very aware of the type of class you had with these activities. NOTE: In my case, it started with pizza the first year and after 2-3 years, we had students bringing in “Mom’s favorite” dishes, we even grilled meats in parking lot, and it grew into a hugely successful event that was looked forward to by everyone.
Our program became the “interest magnet” by others and other programs began to “copy” us, but we never lost the “best” category. Our program literally changed the entire schools program and each program had a Christmas party because of what we started.
- b. Beverage policy MUST be controlled by you. My policy was only in SEALED containers and must be inspected by me prior to use or it was dumped in sink.
- c. Clear with your building Administration first and above all: give rationale for why you want to do this:
 - i. Student ownership building of the class.
 - ii. Cooperative effort activity.
 - iii. Brings “strangers” in a class together.
 - iv. Promotes your class to others.
 - v. Gives students a chance to learn and practice interpersonal communication skills with people.
- d. I can tell you that this event requires a HUGE amount of careful planning and coordination, but once policies are set up, our Christmas party was one of the most positive attitude changers I have ever seen. Students knew that if anyone screwed up or abused privileges, they ran the risk of having the party canceled. That never happened, but they did seriously police themselves. I was very strict, but fair about this event.
- e. Contact Rick Escalambre @ escalambre@smcccd.edu for additional details on planning this activity.

Tip #31 Consider having an “awards” banquet at the end of the year for acknowledging:

- a. High achieving students in various categories (task completion, employability skills, etc).
- b. Students achieving ASE or State certifications.
- c. Highest academic and practical achievements.
- d. Those receiving scholarships to colleges or trade schools.
- e. Best attendance, attitude, support of others, community service, etc.
- f. Contact local vendors for “giveaways” and door prizes. Awards can be a tangible item if available.
- g. Local parts jobbers can provide tools/equipment and gift certificates. Include their signage at the event.
- h. Send thank you letters to those who participate with follow up.
- i. Winners of student competitions.
- j. This was a “big event” at our school. I have seen Mom’s and Dad’s literally crying as their student was acknowledged saying “No one has ever done this for my kid before!!” It can go a long way in building your program, it’s viability in your community and your standing with your Administration.
- k. Contact Rick Escalambre @ escalambre@smcccd.edu for additional details on planning this activity.

45 TIPS FOR MAKING YOUR PROGRAM MORE VIABLE MARKETING

Tip #32 Be aware of what makes Administration support a program and focus on activities that promote those things

- a. Most administrators will support a program with a high exposure and involvement in the community.
- b. A very successful program Administrators “look good”.
- c. Know the dynamics of your particular schools “politics” and work within it.
- d. They often use your program as an example to the community or school visitors when they visit the school.
- e. Extremely good “politics” go a long way when budgets are tight and a program “hit list” may be developed.
- f. This is especially true if your program provides meaningful services to the public.
- g. Know your administrators and the limits established within each school’s parameters.
- h. Work with your administration and know how the “political” structure is organized at your school.
- i. Realize that success is almost always based on “team dynamics” and “positive awareness”.
- j. I often had my Advisory Committee Chairman ask to meet with my Administrator to discuss any concerns he had with my program. Believe me, an Administrator will listen more intently to a community leader and businessman that he/she would listen to me. I used that philosophy to my advantage on many occasions.
- k. I, personally have never heard of a program being closed that had a high degree of community support and involvement. Administration tends to support a proactive instructor who demonstrates their willingness to “go the extra mile” for their students AND equally importantly, develop and cultures community involvement and awareness of their program.
- l. I am aware of programs that have been closed where the instructor felt very passionately that his program was very successful, but the problem was that the community and Administration knew very little about it.

Tip #33 Conduct student follow up surveys to determine program success in the following categories:

- a. 1 year out, 2 years out and some programs measure 5 years out.
- b. Related employment to your program’s training goals. (yes or no)
- c. Where graduates are working?
- d. Solicit graduate suggestions for program changes and improvements.
- e. If military is involved, are MOS’s related to your program?
- f. Count post-secondary or tuition based schools as related.
- g. Follow up surveys are a NATEF requirement and can be a helpful tool for evaluation of a programs success.
- h. Develop a standard form for results and keep an active file in your NATEF and school files (Many times school office staff will conduct the survey for you, but it is better that you do it yourself in addition to theirs).
- i. Consider making changes to your program, it’s delivery methods, curriculum and anything else that addresses any item legitimately identified in survey results.

45 TIPS FOR MAKING YOUR PROGRAM MORE VIABLE COMMUNITY INVOLVEMENT

ADVISORY COMMITTEE (BOARD OR COUNCIL)

A strong and supportive Advisory Committee (Council or Board) is the most important asset a program can have.

Tip #34 Develop/enhance or improve your Advisory Committee (see list)

- a. Required by NATEF.
- b. Advisory Committees are the **MOST IMPORTANT FACTOR** for your program's success besides your ability to teach and motivate students.
- c. Can **“make”** or **“break”** a program.
- d. Can be a source of program support if/when Admin. may be considering program cutbacks (squeaky wheel gets greased theory).
- e. Appropriate membership is **CRITICAL**. Not just whoever you can find. Be selective. Approach all prospective members **IN PERSON** and explain why you want them on your committee.
Do not make unscheduled invitation phone calls in the middle of their work day. Typical membership positions include: (remember that they constantly are being asked to do or serve in some way by others - Be understanding but passionate about your program and your request to have them join):
 - i. Related business owners/managers/employers/lead tech's (Dealerships, Independents, Used Car dealers, Tool warehouses, Truck/Fleet businesses and any other business that have had your graduates serve as employees in the past.
 - ii. Technicians/Auto Parts Store managers/lead employees.
 - iii. Existing and past students from your program who are now employed (related).
 - iv. Community business leaders, (especially if they know of or had past students in your program).
 - v. Parents (be selective, but have them on your committee. (NATEF recommended).
 - vi. Local Motor Dealer Association members.
 - vii. Other (try to recruit a related business owner who is **NOT** familiar with your program. I suggest doing this every two years to keep fresh membership and getting your program known in the business community.
- f. Put a lot of effort into your committee and involve them in your program.
- g. Make sure that current Advisory Board members feel and know that they can make a difference and that their efforts are **IMPORTANT** to the success of your program.
- h. At each meeting, go over the roles and duties of the Advisory Committee for any new members. Highlight the importance of their input to your program and the students. Most fully understand the “politics” issues in schools. Be clear and make sure they understand the potential power they can possess.
- i. If selecting or petitioning for new tools/equipment, get the committee's approval and use their suggestions as rationale for purchase to your administration (Many schools require it) (NATEF does).
- j. Have a cross-section of members on your committee.
- k. Do not allow your Advisory Board committee to be “just something that is required”! Make it a vibrant group of supportive people who are genuinely interested in the success of your program and your students.
- l. Constantly strive to show the relevance of your committee to program and student success.
- m. Choose the Adv. Comm. Chairman very carefully. Suggest that it be an influential, community business owner. The Chairman can exert a lot of influence to your Administration.

45 TIPS FOR MAKING YOUR PROGRAM MORE VIABLE

COMMUNITY INVOLVEMENT

Tip #35 Meetings:

- a. Conduct two meetings a year with accurate minutes recorded. Some instructors have one on-site meeting and one “electronic” meeting with emails/phone calls, visits, etc. to reduce inconvenience on members.
- b. Develop an agenda and email/mail it prior to meeting (Always leave room for unsolicited input from your members).
- c. Hold meetings in your shop/classroom and do a walk through tour of the facility sometime during the meeting (Ask for input on tools, equipment, curriculum, work areas, traffic flow, safety equipment, storage, etc.). Use their input as rationale for requesting changes and purchases (This often can carry much influence with Administration).
- d. If possible, have light refreshments.
- e. Have someone take accurate minutes, then formalize and distribute on school letterhead to all members, copy your Administrators and a copy for your NATEF file.

Tip #36 Job shadowing – work experience activities

- a. Encourage Job Shadowing and Cooperative Work Experiences with your committee members for your students to experience the workplace. Many schools have formal programs. Many job offers are often the result of such experiences. Make sure proper liability paperwork is in place. Most job shadowing occur for 2-5 days and most Work Experiences last for about 2-4 weeks. Job shadowing often gives students a valuable glimpse of the workplace and often does one of two things:
1- Encourages students to strive harder for learning and skill development because they have seen a “real life” example of the career; 2- Students may realize that the career is not for them and they may make career change decisions. Define and promote “Co-Op”, “Work Experiences” & “Job Shadow” programs with employers. (NATEF Standard). These activities can be either compensated or uncompensated for students. Negotiable.
- b. Make sure all members are familiar with NATEF and the importance of the Adv. Comm. with NATEF.
- c. Job shadowing and Work Experiences give prospective employers a chance to evaluate a potential employee without having any obligation to them. Many employers strongly support these activities.

Tip #37 Suggested involvement of committee:

- a. If a syllabus is used, each committee member should have one. If not, give them a “thumbnail” of your curriculum and what/how things are taught in your program. Ask them to evaluate and comment on it.
- b. Inform them on how students are evaluated.
- c. Develop and distribute employer surveys identifying their realistic needs and expectations for your students. Then, discuss their information with your students. Many students have no idea what is expected of them by employers. This helps to build bridges between employers and potential employees.
- d. Inform your committee members of what typical graduate work skills are and the level of competence available. This provides better understanding and assists in employers having realistic expectations of your graduates. Many have expectations far exceeding the reality.
- e. Ask members if your “Program Awareness Poster” can be displayed at their businesses of the “real world” that you are in.
- f. Have members develop a priority list of needed capital outlay equipment (NATEF requirement).
- g. Solicit input from your committee on establishing a 2, 3, and 5 year projection plan for establishing your program’s future goals.
- h. Make members feel important and tell how they are critical for a successful program.
- i. Business owners are constantly being asked for and to do things. Emphasize how your program can help them (better quality employees and can be custom trained for their needs in some cases).

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COMMUNITY INVOLVEMENT

Tip #38 Interaction with Advisory Committee:

- a. Make on-site visits to your members businesses. Keep your presence and activities known to them.
- b. Offer to help them with anything you can do for them (many don't have access to Identifix, Alldata, Shop-Key or Mitchell). Offer this service, but guard against abuses. Sometimes allowing their employees to come to your shop for access would avoid abuses so that you are not always "solving their problems".
- c. Keep in regular contact with them.
- d. Ask for donations of component cores and instructional components.
- e. I obtained tons of defective components and "re-buildable" components using this strategy.
- f. Invite committee members to attend your field trips/events, Open Houses, etc.
- g. Be sure to compile and distribute your program's newsletter to all Adv. Comm. Members on a regular basis to keep your program "fresh" in their minds.

CONCLUSIONS:

- a. I have seen many examples of how a strong Advisory Committee has not only saved a program, but have caused it to be more strongly supported by Administration.
- b. The success of the Advisory Committee depends heavily on the amount of effort you put into it. If you have an Advisory Committee just because NATEF says you have to, you are missing a huge potential resource for your program and if this is your feeling, I suggest you reexamine your priorities.
- c. Get feedback from Adv. Comm. members to determine their thoughts about what is "right" and "wrong" with not only your program, but the Advisory Committee itself.
- d. Many committee members are successful business people who can be a great resource for your program.
- e. Having strong and frequent communication with Adv. Comm. can enhance and clarify employer expectations for graduating students. Getting them aware of your curriculum can strengthen this. Also, encourage input from them regarding curriculum changes that may have nothing to do with NATEF or other certification programs. Making them feel that they have a part in determining what areas/topics are taught in your classes can provide "ownership" of your program.
- f. How many members?? Depends on individual program. I had 18-22 members which was the largest committee at a skill center with 19 programs. They knew us, Admin knew us and they knew we were proactive and very involved. Other membership for programs in other schools usually falls within 8-12 or so. For a reference, my school was in a community of 10,000 population, but we served the entire county (Skill Center) and I had a member of each community on my committee. I can honesty tell you that after the hard work involved in setting up a very proactive committee over a period of three years, myself and my program GREATLY benefited from their support.

Tip #39 Develop and distribute a program newsletter.

- a. Make available both in paper and electronic form.
- b. Have a link on your website for the newsletter.
- c. Duration??? Perhaps every month? Every 3 months? Whenever something great is pending? Have a link for upcoming events, news, student achievement, etc.
- d. Advertise upcoming events, new classes, new equipment, curriculum changes, etc.
- e. Distribute to your Adv.Comm. and make copies available at their businesses.
- f. When appropriate and with approval of Admin, use YouTube for covering interesting items in your program. If you get resistance, use examples from other schools that utilize this resource. YouTube has been an "accepted" method of communication used by many schools.
- g. Highlight program graduates in the Spring and new enrolled students in the Fall.

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COMMUNITY INVOLVEMENT

Tip #40 Set up a Community Vehicle Donation program at your school:

- a. Can be a HUGE resource for program awareness, publicity and student “sense of contribution” to community. Provides a great community service while serving to highlight your program.
- b. Coordinate with local service agencies who are a 503C. Check out www.cars4heroes.org
- c. Do not allow the school to be part of the vehicle selection process. Let the charity perform this role. Your program’s role is to repair the vehicle. The 503C usually funds the repair parts. Many local parts jobbers will often donate or substantially discount needed parts.
- d. Can be a HUGE source of program publicity, positive feedback, and student involvement. Must be carefully organized and structured. Very popular program in some communities. Google “car donation programs” and others to research.
- e. Important to develop proper legal paperwork and often a local car repair business can serve as the “certifying” authority to check and validate the work performed by your students, but the program can work well if properly organized.
- f. United Way, KIND and Michigan Works are examples of agencies I have worked with when I started this program at my school.
- g. You must involve your Administration in these decisions and be sure to properly prepare all of the “legalese” paperwork. It sounds overwhelming, but it is worth the effort IF properly supported and organized.

Tip #41 Hold local auto parts store training at your shop

- a. Great way to expose your shop and program to the community.
- b. We often “negotiated” a number of students free attendance in lieu of a rental charge.
- c. Jobber stores often are looking for a place to hold training and often will enhance their training opportunities if they can use your facilities. Have your administrator “welcome” them at the first session. Good politics.
- d. Contact NAPA, CarQuest, O’Reillys, AutoZone, AutoValue, Pep Boys, Advance Auto Parts and others to solicit interest. Get the contact information from the store manager or the person responsible for corporate training and contact him/her for interest. Often, this is a District Manager who is able to facilitate these activities.
- e. Consider holding your own local technician training sessions in the evenings covering some of newer technologies as you obtain the instructional aides and curriculum to cover it.
- f. We often had arrangements with local business owners to train their employees in specific areas they were weak in. They often sat in regular classes with students. It was a positive influence in most cases. Built positive relationships with employers. Some were compensated and some were not.
- g. Snap-On (Industrial division), Bosch, Federal Mogul, Moog, Bendix, Champion, Pro-Cut, Nippondenso, Delphi, Pico, OTC/Bosch, and many others can offer training sessions held in your shop.

45 TIPS FOR MAKING YOUR PROGRAM MORE VIABLE FUNDING

FUNDING

There is NEVER enough money available for your program. The below ideas and strategies can often be utilized to improve your situation.

Tip #42 Use grants to supplement your program.

- a. Check with your local power utilities for grants in green energy, alternative energy, etc.
- b. Work with your school or community grant writer or if one is unavailable, research this topic online for some great and viable sources.
- c. A GREAT example of using grants is Julia Johnson from Skyline College. Go to: <http://www.skylinecollege.edu/womeninautotech/juliajohnsoninterview.php> for more information. Ms. Johnson has made her program hugely successful by utilizing some innovative ideas.
- d. Investigate “green” and hybrid technology companies that offer grants to schools.
- e. Past projects include: Fuel Cell car kits, Materials for teaching alternative fuels, etc.
- f. Grants involve a HUGE amount of proper preparation, politics and tons of paperwork.
- g. They usually require the support of Administration at your school, college or facility.
- h. Usually require the services of a professional grant writer.
- i. Visit www.grants.gov for appropriate federal grants. Look at your local Workforce Investment Board (WIBs) or other state agencies who can partner on grants and do the recruiting and student case management as well as job placement and student tracking. Local workforce training programs also need educational partners on their grants.

Tip #43 Use program fund raising events to supplement your expenses for recruiting, student uniforms, supplies, etc.

- a. Always check with your program’s Administrator for their input and guidance before starting any revenue generating activity.
- b. Comprehensive customer safety inspections (no repair work performed).
- c. Battery, Starting and Charging tests.
- d. Vehicle detailing (be careful with this one as it can deter from your specific curriculum) (Perhaps done after school hours for fund raising).
- e. Candy/item sales.
- f. Booth/table at community festivals to sell water, raffles for oil changes, tire inspection, rotate & balance with TPMS calibration and others..
- g. Other based on individual program specifics.
- h. Most programs do not label the income as “LABOR” or “CHARGES”, but often use terms like: “SHOP FUND” or “STUDENT PROJECT FUND” or something similar.
- i. Perhaps start a recycling scrap metal endeavor to help bring in additional funds to your program.

Tip #44 Keep accurate records of instructional and expendable supply costs for the year.

Does your Administration know what you spend your programs budget funds on? EVERYONE wants more money!!!!

- a. Keep a log of expenditures for Administration review.
- b. If appropriate for your case, be prepared to tactfully petition for additional money, BUT have the evidence for why Admin. should grant your request. Use facts/figures including return on investment (student related employment placement), community services rendered, student’s going on to related higher learning opportunities (Keep accurate student follow-up employment placement data).

45 TIPS FOR MAKING YOUR PROGRAM MORE VIABLE FUNDING

- c. If formal budget meetings are not held in your school, ask for one with your Administrator to identify and clarify your needs.
- d. Include your Advisory Board's comments and meeting minutes where recommendations have been made regarding budgets.
- e. The important thing is to present proof that your program wisely uses the funds you are given and point out areas that need additional resources and more importantly, WHY you are asking for more.

Tip #45 Ask local repair businesses, dealerships and salvage yards to support your program with donations of vehicles, cores, damaged or "cracked" engines/transmissions/etc.

- a. Can be a great source of getting teaching components and develops working relationships with local employers for student job placement. Makes them aware of your program.
- b. Defective high tech items such as modules, coils, relays, switches, etc. Can be a great source of inserting "defective" parts in vehicles for troubleshooting exercises.
- c. According to latest statistics, due to the high cost of repair, many totaled vehicles today can actually be "driven". This presents opportunities for your program to solicit donations from local insurance agencies and recycling salvage yards.
- d. Contact local salvage and recycling businesses in your area and get them involved in your program. Perhaps have some on your Adv. Comm. for "ownership" in your program.
- e. Identify what components you could use in your program and send out a "request letter" to all related businesses.
- f. Offer IRS compliant letters of donation for tax purposes for the donating business. WARNING- I would avoid declaring any value of the donation. Just accurately state the item being donated including VIN number if it is a vehicle.
- g. Most dealerships have a few "junkers" around that are not worth fixing. Constantly remind the dealer principle and/or service manager that your program could benefit from the donation.

45 TIPS FOR MAKING YOUR PROGRAM MORE VIABLE

ADDITIONAL RELATED VIDEO RESOURCES FOR AUTOMOTIVE SERVICE TOPICS

1. www.drivelinenews.com
2. www.jameshalderman.com
3. <http://vehiclefixer.com/>
4. <http://www.picoauto.com/automotive-diagnostics-videos.html>
5. <http://videos.howstuffworks.com/auto/auto-basics-videos.htm>
6. <http://www.streetfire.net/videos/installs-how-tos/>
7. <http://www.autorepairvids.com/>
8. <http://www.wonderhowto.com/cars-bikes-planes/>
9. <http://video.about.com/autos.htm> (131 videos)

ADDITIONAL WEB BASED RESOURCES (MOST ARE FREE)

1. www.consulab.com then choose “RESOURCES” (free) Courses ConsuLab presents
2. www.jameshalderman.com Tons of free resources, PPT’s, lesson plans, video’s, animations, pictures, ASE test prep, and lots more (free)
3. www.autoshop101.com Full auto electrical course, assn’s, tests, animations, etc. (free)
4. www.virtualvehiclemd.com or www.vvmd.net Carquest’s CTI Virtual Vehicle software (free to schools)
5. www.scannerdanner.com then join discussion forum (free)
6. <http://www.youtube.com/user/ScannerDanner> Scanner Danner’s YouTube channel (free) Premium channel is available for a fee
7. <https://www.youtube.com/user/MotorAgeMagazine> Pete Meier’s You Tube channel (free)
8. <https://www.youtube.com/channel/UCD1JFMOqkQKzvg91lrkRPhg> Federal Mogul Garage Gurus channel (free) Intro video - <https://www.youtube.com/watch?v=rPEOf-MaWX8>
9. https://www.youtube.com/results?search_query=delphi+training+series Delphi training videos (free)
10. https://www.youtube.com/playlist?list=PLTAslmK8OxZ3_odfew080x2TPDeNA2Mk4 GM training videos (free)
11. <https://www.youtube.com/user/mymopartv/videos> Chrysler 50’s – 60’s training videos – very good basics and solid foundational knowledge topics. (free)
12. <https://www.youtube.com/results?sp=SADqAwA%253D&q=ford+training+video> Ford technical training videos (free)
13. http://www.aalcar.com/library/training_resources.htm Dozens of internet links to all kinds of videos, training resources and membership associations. (free)
14. <http://www.autoteacher.net/> Huge potpourri of all kinds of resources uploaded by instructors from all across the U.S. and Canada (free)



ConsuLab

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