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**College of Alameda**

2021-22 Annual Program Update - DMECH

**Program Overview**

Please provide your program’s mission statement and program’s learning outcomes

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| The COA Diesel and Truck Mechanics Programs provide students of all experience levels with comprehensive knowledge and skills covering Diesel Engines and Truck Mechanics and Chassis Systems. Through lecture and hands-on lab courses, students will learn the skills required to troubleshoot and repair mechanical, electrical and electronic systems in diesel engines and trucks. Students will learn to use computers to diagnose equipment and research information. Students will be trained to operate shop machinery and equipment as well as select and use precision tools involved in the repair and maintenance of mechanical and electronic systems. |

List your program faculty and/or staff

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| Full Time Instructors and Department Co-Chairs:  John Taylor and Blair Norton  Part Time Instructors and Mentors  Si Yazid Kahil and Scott Albright |

Describe your current utilization of facilities, including labs and other space

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| We have outgrown our facility with no room for additional course offerings.  Our current courses make full use of the facility during the fall and spring semesters.  We only have one classroom. We have a large shop lab space utilized by all courses.  We hold DMECH classes from 8 AM to 12:15 PM and 5:30 PM to 9:45 PM on Mondays through Thursdays.  We also hold Pre-apprentice classes in the afternoons, several days per week.  We hold Contract Education CCDET classes periodically on Fridays and Saturdays.  We schedule periodic fee-based Industry sponsored short term training seminars and courses during the summer when not impacted by Covid related postponements and cancellations.  We held make up labs due to covid impacts during early summer of 2020.  We also hold meetings with Trade related employers including periodically in the summer and winter breaks. We host school and education fair tours during the mid-day hours on the weekdays during the full semesters.  We periodically host meetings for the CCDET group, Air Resources Board meetings, Advisory Group, Trade Councils, and other Trade related activities in the afternoons and at night.  We use the classroom and the lab for preparation work for our regular courses during the winter break and the summer, when not traveling for instructor training and other Trade related events. |

List your program goals from your most recent Program Review or APU. Then, provide an update on the status of the goal. Has your program achieved the goal? Have any of your goals been revised or any still in progress? Lastly, make sure to discuss which College or District goal your program goal aligns to.

If no program goals exist or if this is your first program review, work to create 2-3 goals and align them with a College or District goal.

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| **Program Goal** | **\***Space development for new courses: |
| Status: In-Progress or Complete? | (This has taken so many years to get this completed that our new construction equipment course goal has been on hold, delaying or denying progress with our former and potential industry partners, the former with which we had a signed MOU.)  Due to delays in construction and approvals for planning design, it had taken close to two years to get a go-ahead on construction. On October 3, 2017, we were anticipating our first groundbreaking procedures and a timeline meeting on October 18th, 2017.  We have been working diligently for several years to get so far as to have had multiple meetings with the project managers and the contractors. We had been given a timeline for construction to commence in the early spring of 2018. Then there was a complete absence of activity and no word as to why things were delayed. During follow up, when we became concerned with the absence of progress with this project, we found out there were complications and issues with contractors, etc. We voiced our frustration to management at the College. There was supposed to be follow up to get things moving again, later in spring of 2018. 1/28/19 The construction contract went to the Board of Trustees for approval in March and the work was supposed be scheduled to be completed over spring break. Nothing happened again in spring of 2019.  We were hopeful that the details of the construction project were up to date with the last construction meetings notes and changes that we participated in. Those meetings concluded with the necessary changes, agreed upon by all present, that the hard surface along the area parallel with the existing driveway and the existing E-building bathrooms will be concrete, not pavement, the front pad will not have the original access point and location, and there will be no fencing or at least not a fence that would block the visual aspects of the pad near the college drive at the front end of the building so that equipment positioned there will be an effective marketing and recruitment tool for the program, as originally intended.  The pads were poured over the summer of 2019 and we are still waiting on having the fencing line completed to extend the gate forward to the front section of the building, even with the edge of the new concrete pad along the side of the building. This work, to our knowledge, has already been funded and possibly paid for, to the fencing contractor who did the fencing work at the ATE CH Department. Fencing was originally held up at DMECH until the cement work was completed. While we waited on construction, our electric power was cut in July 2019 with new construction for the last new building erected on campus. We were running from a backup generator at the construction site, started by our faculty each morning and shut down each evening by our faculty and sometimes the janitorial staff. Our power was finally restored on Sunday, October 13, 2019. We wish to thank Administration and engineering for securing backup power while we waited three months for the repairs. The fencing contractor made another appearance and indicated that the work would be commencing in spring of 2020. That did not happen and then the Covid Lockdown commenced on 3-8-20 for the Peralta system. No additional fencing work has been performed, other than gate center-post repairs for impact damage from an unknown source at the external side of the gate. There has been no change to this fence project status since the last APU for 2020.  We have given up on this fencing project ever being completed. We are already 26 months into the design phases, (already selecting final color pallets for the completed exterior design work on our new facility.) There is now diminishing value in the completion of this project since our time at this existing facility is limited, due to the development of the new facility. We are currently unaware of the status for breaking ground for our future facility, due to no recently scheduled meetings with the team. We followed up with them prior to a 10-27-21 tentative meeting date that didn’t happen and, based on our limited information resulting from that follow up, we are awaiting a tentative November 2021 meeting that has not yet been scheduled. At this point, we are speculating whether we will have an update at all this year. |
| Which college or district goal is aligned with your program goal? | Would that be to get something done that was authorized, paid for, scheduled, and postponed multiple times for too many various reasons? |

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| **Program Goal** | Develop partnerships with Industry related educational opportunities: |
| Status: In-Progress or Complete? | We scheduled a special fee-based training course by Bendix Commercial systems at our facility in June of 2019. Our instructors attended the course as guests at no charge, in exchange for the use of our facility, by Bendix Commercial, to hold the course. The course event was successful, we then scheduled the next event for June, 2020. Bendix has offered to help the department with parts, demonstration props, etc. for our program, for hosting the next event. This is a good relationship for the community, our department, and the College. It adds increased recognition to our program. The 2020 session was cancelled due to Covid-19 related issues and instead, Blair and John conducted in house spring semester lab make up sessions for our students during that interim. We tentatively scheduled another Bendix course for summer of 2021, which was also cancelled due to Covid impacts.  We are hopeful that we can start this again for June of 2022.  We are also attempting to bring in additional trade groups with the help of our Transportation Director. We’ve had several meetings with different players regarding this but the physical meetings have all been postponed due to the pandemic. |
| Which college or district goal is aligned with your program goal? | Develop and Manage Resources to Advance Our Mission |

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| **Program Goal** | Develop partnerships with Industry related educational opportunities: |
| Status: In-Progress or Complete? | Part 1:  Blair, Yazid, and John have been working with our regional Transportation Education Director to develop new partnerships with Industry and other educational institutions. We have been taking online training for High Voltage Transportation Vehicle Systems and attending live train the trainer sessions with other educational institutions in N. California through the SCRTTC, (So. Cal Regional Transit Training Consortium:) The SCRTTC members are primarily located in Southern California and Colorado. (Members consist of public transportation agencies and academic members, including university and affiliated members.) We are on target, (minus some in-person train the trainer session setbacks due to Covid,) We have developed new curriculum for a N. California educational consortium with DMECH at COA to be the Central Bay Area location for Transportation (Electric busses) and Heavy-Duty Truck electric vehicle training.  We secured an agreement with the Berkeley Unified School district. They currently have been unable to release their technicians for our pilot training sessions. We are now in the process of scheduling our trial run of the new Electric School Bus Safety Training with school districts in Sonoma and Redwood City. Our target training dates are set for early January, 2022, for those districts, location yet to be determined, as well as whether we will be combining the training sessions for both schools at once, or repeating the course for each location. The training will include the presence a representative from the Department of Energy and our regional Transportation Sector Director.    Part 2:  Blair, Yazid, and John have been working with our regional Transportation Education Director to develop new partnerships with Industry and other educational institutions. Commencing early in January, 2021, we have held several meetings with a newly formed consortium working on a grant application and review process:  Zero-Emission Drayage Truck and Infrastructure Pilot Project:  California Energy Commission  Clean Transportation Program  and California Air Resources Board, Mobile Source Control Division.  This includes a company for Hydrogen Fuel Cell Heavy Duty Truck Manufacturing, multiple California universities, and other interested parties, including local dealerships whom we already have a strong established relationship within the East Bay Area. Our goal is to become the regional training institution for this new technology for the manufacturer, the local dealership technicians, and the fleet personnel involved in the service maintenance and repair of these new vehicles. Our roll in the project is to work with the manufacturer to develop training curriculum and host the training for the Sacramento, central valley / Stockton, and SF Bay Area. The Grant decision was due in March of 2021. We were finally notified this fall that the grant was not awarded but the group is now currently pursuing other, similar grant opportunities with the same players, including our department, for these ventures.  Part 3:  Mission: Advance Student Access, Equity, and Success  Develop a pre-apprenticeship course for underprivileged sectors within the local community in partnership with AMTAC and the local Machinists Union:  We held discussions with local agencies, including JVS and the Machinists union and apprenticeship committee, and received commitments from local municipalities, for establishing a pre-apprenticeship program. This program introduces underprivileged/ underserved sectors of local communities to the well-paying, high demand, transportation sector for meaningful, sustainable, employment and the possibility of full apprenticeships for successful students. We created an 18-week basic training course with components from both the automotive technicians and Heavy Duty Truck mechanics sectors, including an on the job component with participating municipal agencies repair facilities The students also receive job readiness, math skills, and tutoring support. Our target for delivery of the new course was either the fall semester of 2020 or the spring semester of 2021. This project commenced in Spring of 2021 and we are currently holding our second round this fall semester of 2021. This adds another recruiting component for both our ATECH and our DMECH departments for students who wish to continue in our programs and for those who land apprenticeships within the local union. Blair and John developed the curriculum, Blair secured the textbook system with the publisher and Blair is now teaching the classes with the enrolled students, (approximately 12,) at our DMECH facility on weekday afternoons in full and split groups, depending on Covid protocols and the enrollment number of participants. |
| Which college or district goal is aligned with your program goal? | Develop and Manage Resources to Advance Our Mission |

**Program Update**

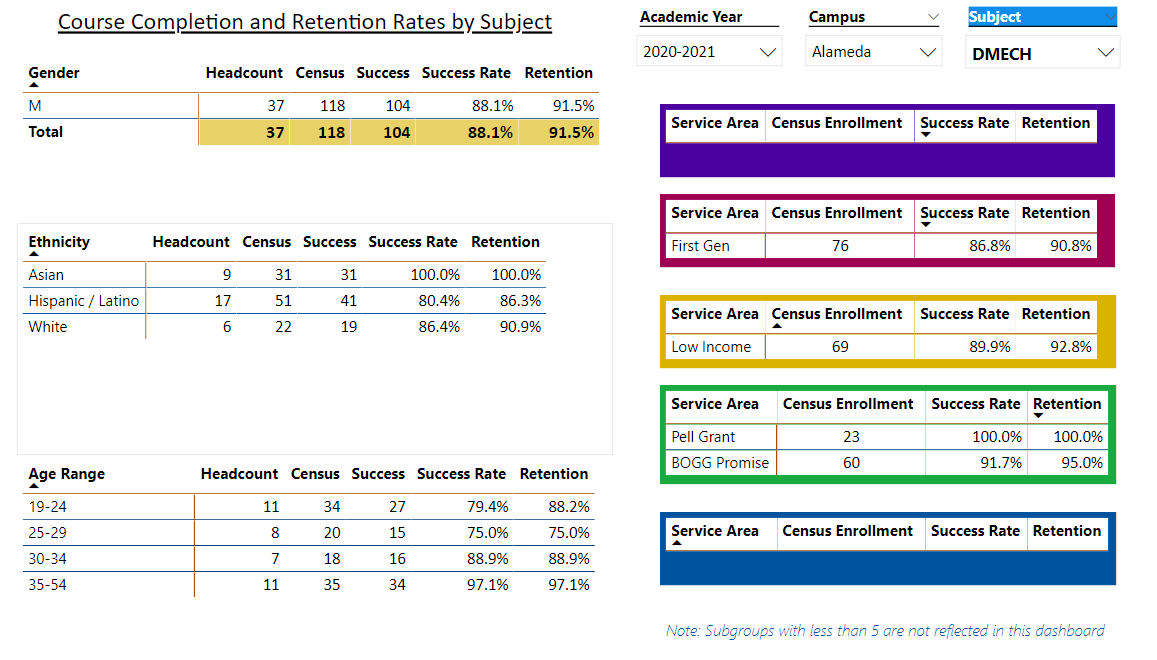
Using the dashboards, review and reflect upon the data for your program.

[**Course Completion and Retention Rates – Instructional Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiNjc2MDhiNTEtNTJhZi00MDM0LTk5NDItNTRiY2EzMGI1NTZiIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)

[**Course Completion and Retention Rates – Student Services Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiNjk3NDJjOTItNzI5MS00MDhjLWJhN2EtZjcxNzU4OTBiZDBjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)

[**Enrollment Trends and Productivity Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiNWJlOWZmYTEtNTY0MC00MDhkLWE5OTAtYmJjZjIxNzJiNWViIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)

[**Degrees and Certificates Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiZjU2M2M5MzItOTcwZi00Y2U1LWJmODUtYTc0YjlhZGI2ZDhjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSectionde32556e136b0a8caccd)



We host a diverse population of mostly male students, pursuing a career or additional training in our sector. We added one female to our APPR 453 course this fall semester of 2021, (missing entirely from the tables in the dashboard,) are hoping that we will get some additional female students to enroll in our regular DMECH program at the completion of our second Pre-apprentice class, for Spring of 2022. We were awarded a silver award from the State, for students who completed our program, securing jobs that pay a living wage in our area. We lost only a few students during the shutdown of our state from the Covid impact in spring of 2020, as we went online. We then held Lab Makeup classes in June of 2020, so that we wouldn’t impact our labs by having incomplete project work remaining when we commenced our fall 2020 semester. The loss for us this period was average for a normal non-impacted year. We have been working hard to move our courses into both online and hybrid environments with the addition of online tools and the training we attended and implemented to support our students, our industry, and enrollment for the College and the District. Our full-time faculty all secured our certifications for online instruction with the State. Our lab classes are, and have always been, limited to 16 students. Both of our DMECH spring 2021 labs were almost at capacity. We are seeing a decrease in enrollment numbers for our labs and only slightly for our lecture classes, (thanks to our apprenticeships course inclusion with the combined classes,) for the fall, 2021 year. We hope that this trend will be reversed with an improvement in the pandemic situation. We’re working with regional marketing campaigns regarding our transportation technology sector, to recruit new students. Leads are coming through and are immediately addressed with follow up letters from our department chairs, supplying invitations and information about our programs, with copies to our CTE counseling department personnel. So far, we haven’t been able to turn these leads into as many actual enrollments as we would hope. We anticipate, due to the vast demand for training in new technology, that we will be growing, or be left with an outdated program and dwindling enrollment. To be ahead of the curve, by leading in this field for new and advanced training, we desperately need the help of additional funding through the District, the State, Consortium partnerships, and Federal support and training investment in Green Transportation and infrastructure. For recruitment including, sophisticated marketing and outreach strategies, curriculum development, and the expensive equipment necessary to deliver training in these new technological areas.

Describe any significant changes and discuss what the changes mean to your program. Consider whether performance gaps exist for disproportionality impacted students by using filters to disaggregate the data. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points to support your reflection.

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| Reviewing the data in the supplied tables and the linked statistics, our department numbers, in comparison with the College average, were all higher than the average with the one exception of DMECH 14 for the fall semester of 2020. We lost 13 of 16 students from that course. That was a combined course with APPR 453, from which the statistics were not included in the table, due to the low number of apprentices participating in morning hours. because most of them work toward their journeyman status at work, on day shifts. We lost one apprentice in that course, due to his loss of the union membership with his shop. The mandate for the apprenticeship class required, thus gone. The statistic for the combined total was 81.8%, loosing 4 of 22 total students. One of the students never participated in the course work. Just attended some lecture periods for the first part of the semester. These two combined losses thus giving a more negative representation by the statistics, (2 out of 4 lost,) than those who actually participated from the beginning and stayed with the course to completion.  I only included the total and not the withdraw\* column statistics, since this is what matters most to us.  Overall, with all our lecture courses combined over the fall semester, 2020, our retention rate department average was 88.23%, which is even with the entire CTE category at COA for the period. No cause for alarm, but room to improve, regardless.  The lowest retention rate by age was in the 25–29-year-old column.  With the sample numbers so low, (losing 5 of 20 students,) we can only speculate that these students are in the group who took awhile to figure out what they wanted to do for school or a career, several years after their high school graduation, and perhaps some less than desirable employment opportunities. These students in this age group were discovering both the mechanical aptitude requirements, the demanding physical requirements, and the more detailed and difficult curriculum that they had to master to succeed in this field.  Some were not up to the task.  The Hispanic / Latino column was still above the success rate for CTE and within two percentage points of completion rates for CTE, during the pandemic.  We are not attempting to draw any conclusion from this slight variance of the CTE average.  We would like to increase our enrollment of female students but this hasn’t been easy.  As we move to a more tech based curriculum with the evolving technologies and recruit from an IT focused student population as well as the mechanical focused groups, we are hopeful that we can increase our female student population. |

Describe the department's progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) since the last Program Review/APU.

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| The chart has been updated and sent with this report.  We have updated curriculum in our department and changed some course numbers, hours, units, and related content to reflect changes in technology, as well as our online and hybrid status with our courses. This is resulting in changes with our SLO status, not directly reflected in the chart.  We have been extensively involved in the work to update our sections of the schedules and the catalog to reflect all these changes.  We have been so busy with the extra online training and meetings, and in-person training in advanced electrical & ADAS systems, New facility development, Tenure evaluations, format changes with our publisher, becoming certified for the State online teaching status, additional work for conducting labs with Covid protocols, and meetings with many trade group facilities attempting to partner and recruit our students, that we are behind on some of our targets for our assessments. We have highlighted these SLOs and have a target to catch up with them over our winter break. |

Describe the outcomes and accomplishments from previous year’s funded resource allocation request.

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| **Brief description of funded request** | **Source (any additional award outside your base allocation)** | **Total Award Amount** | **Outcome/Accomplishment** |
| **Supplies: Software**  Description/Justification  ASE Practice Tests media / software, for two PCs |  | $170.00  Used our own SWF funding to purchase this. | Students are already utilizing these resources to help them with studying for taking their ASEs. We have no supporting success data available yet, as we just received this material over the summer of 2021. |
| **Supplies: Books, Magazines, and/or Periodicals**  Description/Justification  Purchase multiple, (4) sets of our program related ASE study guides to assist and encourage the students toward earning ASE certifications. The medium and heavy truck study guides cover provide valuable information covering ASE specialty areas on Gasoline Engines {Tl); Diesel Engines (T2); Drive Train (T3); Brakes (T4); Steering & Suspension (TS); Electrical Systems (T6); Heating, Ventilation & A/C (T7); and Preventive Maintenance Inspection - PMI (TB) certification exams. |  | $725.00  Used our own SWF funding to purchase this. | Students are already utilizing these resources to help them with studying for taking their ASEs. We have no supporting success data available yet, as we just received this material over the summer of 2021. |
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**Prioritized Resource Requests Summary**

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

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| **Resource Category** | **Description/Justification** | **Estimated Annual Salary Costs** | **Estimated Annual Benefits Costs** | **Total Estimated Cost** |
| **Personnel: Classified Staff** |  |  |  |  |
| **Personnel: Student Worker** | Tool room / equipment helpers for 4 classes over the two semesters for our current lab courses. (There are many lab activities that a single instructor with multiple lab stations and project vehicles must facilitate, manage, and supervise students for this program, requiring our full attention. Time that we do not have to fulfill these other responsibilities. This results in potentially unsafe conditions, expensive mistakes, setbacks requiring additional repairs, including the need for additional parts and supplies. There is a full-time classified employee, for weekdays, along with the additional part time student helpers for the evenings in the current ATECH facility, supporting the ATECH and Body programs. Chabot College also has a tool room attendant for their similar programs, as does Contra Costa College, with their small programs. | $15,000 | N/A | $15,000 |
| **Personnel: Part Time Faculty** | Our current part time faculty is compensated via the fee-based classes through which he is assigned.  We currently have no qualified substitutes available to help our department.  Funds for guest speakers for manufacturer-based, equipment and systems demonstrations for Spring and Fall semesters of 2022. | $2,000 | 0 | $2,000 |
| **Personnel: Full Time Faculty** | (1) Description/Justification  We have enough material, a new dedicated, subject specific textbook with online access and tools from our publisher, and a signed MOU from two corporations to develop an additional full-time component to our existing program for Heavy Construction Equipment. Including Nation-Wide corporate support with the loaning of vehicles for demonstrations and labs, along with manufacturer specific training materials and data to support the course.  We have offers from the current two corporations, in addition to other competitors in this field. We’ve also received an offer of help from another college in California that runs a similar program with another manufacturer, to help us with the development and recruitment for this additional component. We have also designed an option in the new facility plans that we have been developing for two years, to support this extra component. With an additional sheltered outdoor classroom space and additional yard, lab, and marketing space to support this addition, should this expansion receive approval from the District.  It is a very inexpensive expansion solution encompassing very little extra property, which is already available and won’t cause any serious design and space complications. Also included in the design are inexpensive solutions for the extension of the planned utilities and other requirements to accommodate this expansion, prior to the final approval and groundbreaking.  Should we go in another direction for expansion, with additional emerging technologies courses, this also allows us the space we were missing from our current facility, **(\*Reference the Space development for new courses Program Goal at the beginning of this report.)** | $80,000 | $20,000 | $100,000 |

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| **Resource Category** | **Description/Justification** | **Total Estimated Cost** |
| **Professional Development: Department wide PD needed** | Dues and Registration fees for the online or at-location spring 2022 CAT conference for 3 instructors. This is the closest conference available for our similar field which share overlapping technologies and innovative instructional solutions and trade organizations. | $360 |
| **Professional Development: Personal/Individual PD needed** | NWDIC conference in Spring of 2022 in either Oregon or Washington State. (Provided there is one, depending on the pandemic.)  This is the only Diesel Instructors and Heavy Equipment Instructors conference in the western US. We haven’t been able to attend this conference in the last two years, due to the pandemic.  2022 Mobilize Ca. Conference in Southern Ca. in summer of 2022. | $3600 for three instructors for the travel and room expenses.  $4,000 for three instructors for the conference and travel expenses. |

**Prioritized Resource Requests Summary - Continued**

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| **Resource Category** | **Description/Justification** | **Total Estimated Cost** |
| **Supplies: Software** | Manufacturer database software for HD Trucks for Cummins and Volvo | $2500 |
| **Supplies: Books, Magazines, and/or Periodicals** |  |  |
| **Supplies: Instructional Supplies** |  |  |
| **Supplies: Non-Instructional Supplies** | Engine Gasket sets for our lab engines  New and replacement tools for labs  Printer supplies | $2000  $3500  $1.000 |
| **Supplies: Library Collections** |  |  |

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| **Resource Category** | **Description/Justification** | **Total Estimated Cost** |
| **Technology & Equipment: New** | Mobile Heavy Duty Lift System. For lifting our current and future lab vehicles for required access to all systems. We applied for and were denied approval for current industry-standard equipment upgrades and are still waiting on the approval of Bond Measure funding or other funding sources for the acquisition of a portable Heavy-Duty Truck and Bus lift system. We have been asking and documenting this back to at least our 2016 program review. This is the current industry standard. This type of system has been around for more than 20 years. All heavy-duty repair facilities with any decent size fleet of vehicles, and many smaller shops use these. Our only heavy-duty lift is over 30 years old. It is a stationary lift with limited dimensions in one fixed location. It will not accommodate the larger vehicles for the new technologies that we are already involved with, and developing curriculum for, with grants that have been secured and funded. Our current instructors are having much difficulty in labs, attempting to utilize this older existing lift system to demonstrate and train students on our current vehicles. Our only other option is to attempt to have the instructors and the students lie on their backs on creepers, under the vehicles supported 2 feet or less above the ground, on jack stands, for demos and instruction.  We also requested this as our number 1 priority for the new Transportation Technology Facility we are designing. The only equipment approved so far, for this facility for our DMECH Dept. was a replacement wheel balancer that we did not request.  We are going to a demonstration of new virtual reality equipment and software for labs for our fields on Saturday, November 19, at Chabot College.  This newer equipment helped pilot school programs to increase their student enrollment by 1200%!!!!!  The first limited related demonstration video we reviewed was very impressive.  The cost structure for this system is currently being evaluated and revised due to the current pandemic situation. Our understanding is that it is expensive, but that it was extremely well rated in the pilots, by students and faculty.  Electric powered Heavy Duty Truck or bus or trainer with autonomous capability. There are currently no heavy duty electric powered vehicle trainers on the market.  We have a tentative commitment to support us with applicable equipment for a Hydrogen Fuel Cell vehicle and or training equipment if a grant proposal is accepted for one of our joint venture projects. If these are not funded, then the estimate for an electric powered transportation bus or HD truck is still very expensive. | $85,000.00  $50,000 estimate  $750.000.00 |
| **Technology & Equipment: Replacement** | Tablets in the classroom for interactive learning, exercises, and testing.  Our existing lab PCs and laptop PCs are quite old.  There are not sufficient PCs and no tablets for our classroom use. | $5,000.00 |

**Prioritized Resource Requests Summary - Continued**

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| **Resource Category** | **Description/Justification** | **Total Estimated Cost** |
| **Facilities: Classrooms** | Upgraded testing and diagnostic equipment for our new facility. We’ve had very limited information about this, for this category, from the facility design team since December, 2019. New fixtures are in the plan. | $50,000 |
| **Facilities: Offices** |  |  |
| **Facilities: Labs** | ADAS (advanced driverless assistance systems) calibration system with vehicle scanner, interface software, and targeting system for the cameras, radar, lidar, and other related technologies.  Environmental Waste Disposal of fluids and chemicals  We have drums, tanks, and sealed buckets of used vehicle fluids that were in storage from this program before we took over this department, that need proper handling and recycling. This all needs to be removed before we move into our new facility. | $40,000  $2,000 |
| **Facilities: Other** | We need more information about our concerns regarding the budget for the new facility and what is being included so that we can then address this question. |  |

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| **Resource Category** | **Description/Justification** | **Total Estimated Cost** |
| **Library: Library materials** |  |  |
| **Library: Library collections** |  |  |

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| **Resource Category** | **Description/Justification** | **Total Estimated Cost** |
| **OTHER** | Marketing outreach funding to recruit new students for our program via the internet and the area high schools.  We are competing with private schools, such as UTI, for recruiting students interested in this field. These private institutions spend millions in marketing to lure our potential students away with the false promise of a good, fast, education and a high paying salary upon graduation. Many students are lured in with these advertising strategies, sign finance contracts, and are stuck with high student debt and limited education quality, not transfer options, no apprenticeship credit for classes taken, which results in lower opportunities and lower paying positions than they can get with our program. | $5000 |