

# SKYLINE COLLEGE

## Green Transportation Collaborative,

*California Green Innovation Challenge Grant*



### **Project Description:**

Funded by the California Workforce Agency through the Employment Development Department, the Green Transportation Collaborative (GTC) brings together industry, automotive faculty, and workforce leaders to develop a highly trained workforce with critical skills required for careers in hybrid and electric vehicle maintenance and repair. Key components include developing industry-validated curriculum that can be replicated throughout the state through the community college system and a series of Industry Roundtables designed to facilitate close communication with industry regarding key barriers and opportunities for growth, and provide a forum to explore future trends that impact the hybrid/electric vehicle industry. Building on the statewide community colleges' Career Advancement Academies (CAAs) model, the project has a two-tier approach to assist not only underprepared/underemployed young adults as they prepare for higher-wage vocational and technical careers, but advanced skills-enhancement training for incumbent workers to stay current with industry trends.

### **Building an Intentional Career Transition Strategy through Stackable Certificates:**

The GTC is working with automotive faculty and industry leaders to create an educational pathway that maps to this evolving automotive sector. The typical generic automotive program is a 3 year program, where students go through extensive and high quality training in everything from brakes and steering to advanced engine repair – only to get an entry level job changing oil upon graduation. The GTC is designing a stackable certificate map, with multiple entry and exit points, allowing students to earn achievement and certificates at every rung of the career ladder.

The Career Advancement Academy (CAA) serves as an entry point for disadvantaged students interested in automotive careers. The CAA is a 5-course program that marries entry level technical education (oil changes, basic diagnostics, etc.) with math, English and counseling. Contextualized basic skills coursework engages students; the cohort model accelerates student success; and emphasis on professional skills and opportunities ladder to pathways to employment. Approximately 75% of 2011 graduates continue on with the automotive program, and are also actively seeking part time employment in the automotive sector. The CAA model allows students who would otherwise not have even considered college to have a clear roadmap to success in this industry.

Moving forward, the GTC is refining the stackable certificate model: seeking further industry input and expanding student services to create employment opportunities for students. The GTC is also seeking to expand the model to consider pathways beyond career technical education. The emerging hybrid and electric vehicle sector needs engineers and scientists to drive their business. The GTC will explore opportunities to expand the vehicle career technology educational model to include STEM (science, technology, engineering and math) pathways for the 21<sup>st</sup> century.

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