



California Automotive Teachers

Spring 2019

Issue #52

CAT NEWS

www.calautoteachers.com

Newsletter Highlights

- ♦ Alternative Training
- ♦ Dirty Jobs Scholarship
- ♦ Board Member Reports
- ♦ Conference Highlights

What's in this issue?

| | |
|---|----|
| AIST Training Program | 1 |
| President's Letter | 3 |
| Executive Director's Report | 4 |
| WEBMASTER's Report | 9 |
| Newsletter Editor Report | 9 |
| CALABC Update | 10 |
| ASE Foundation Changes | 12 |
| Fall 2018 Conference Pics | 18 |
| Mike Rowe Scholarship | 22 |
| AERA Online Training | 19 |
| Board & Conference Info | 28 |

Automotive Institute of Science and Technology (AIST)

The Automotive Institute of Science and Technology is a Secondary and Post-Secondary program operating under the Pathways in Technology Early College High-school (PTECH) bill. PTECH is a movement that began on the East coast and has made its way across the nation. The Bill allows students to remain in high school for 6 years while completing concurrent enrollment credits. The students will participate in concurrent enrollment classes throughout the 6 years allowing for the final two year (13th and 14th grades) to include a large amount of time in internships.

AIST is not a new idea, but instead a combination of models across the nation that are showing great promise. AIST is the evolutionary next step in education. With a focus on three major pathways, Engineering, Business, and Skilled Trades, the students will be introduced to many of the jobs possibilities in the Industry.

Students at AIST will experience high school in a new way as the traditional model of silo classes will be eliminated. Students will choose from a list of cross curricular projects that have been designed to incorporate State Standards and workability skills. Each project has components where students must learn to work as a team and others where they demonstrate individual mastery.

The school model focuses on three two-year sections. The first two years (9th and 10th grades), the students will experience all three pathways through project-based learning. These projects cement STEM fundamentals with hands-on lessons, real world research, ethical quandaries, and quality communication.

(Continued on page 17)

**The California Automotive Teachers will meet at Saddleback College
for the Fall Conference on October 18 & 19.**

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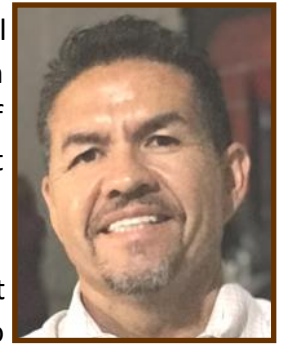
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President's Letter by Ruben Parra

Greetings CAT members, hoping that as we are winding down this semester you still find yourself with the same enthusiasm, vigor, and support from staff and administration that you had at the beginning of the semester, or of this school year. The question of administrative support is one in which I can share my own take on from recent experience, and will do so later in this President's address.



Speaking of this President's address, this is my last serving as your CAT President. It seems like I was just being voted in as Vice-President at the conference at Modesto Junior College! What a great conference that was right? As was our last fall conference at Rio Hondo, great job by Steve Tomory and his crew. Of course coming up, I hope that you are as excited as I am for the spring CAT conference and getting to see Solano College's new facilities. They have put together a great training schedule and conference agenda.

As I mentioned previously, this is my last presidents letter. A new VP will be voted in, I will move into the first past Presidents slot, and Wendy Lucko will become your new president. It has been an honor to serve you in this capacity. In my time as President, CAT membership and new members remained steady and strong. We have made it policy to recognize new members at our Lunch meeting. We revised the structure for our monetary sponsors and affirmed the removal of membership fees for retired CAT members. We were also able to secure a location for our Winter Board Meetings from our friends at the California Automotive Museum in Sacramento, thank you to Mike Zinser and the crew.

I would like to address the comment I had made regarding the administrative support that we all need for successful programs. This academic year our program will lose two instructors to retirement. We wish them well, congratulate and thank them for their years of selfless service. Our program and faculty was shook though, when we learned that we would not be granted our request for replacement instructors. Not even one! To add insult to injury we were not given any viable reason for the denial. Except to say that a program restructure was due. Skyline College for years has, and continues to have a very strong numbers, including retention and completion rates in our automotive program. We have the data to support that. (Please see data provided by Tom Broxholm <https://vimeo.com/329961399>).

I am proud to say though, that although rattled, the announcement and apparent setback by our administration has done nothing much more to our faculty and staff but bring us closer together as a team. We all have rallied and continue to do all we can for our students. We have committed to look at any areas that may need changes or upgrades. We continue to believe in our "students first" commitment that has been our cornerstone always. The good news is that two key administrators will also be leaving the end of the school year. Change can be good.

Much more work remains in order to keep the organization progressive, and I will remain on the board for another six years. So please, any questions, concerns, or suggestions, or just to let me know who you are, please call on me anytime. Thank you.

Executive Director's Report by George Hritz



Welcome to 2019. I hope everyone affected by the wild fires of 2018 are on the road to recovery and rebuilding. My thoughts and prayers are with you, and I know how tough it is.

KUDOS

The Fall 2018 CAT Conference was hosted by Rio Hondo College with Mike Slavich, John Frala, Darrell Chirnick, Steve Tomory, Michael Dighera, Eric Olson and Marius Dornean. The trade show was excellent with a diverse group of exhibitors and most of the textbook publishers. As always everyone's efforts along with the hard-working student helpers, made the event a complete success. Thanks for your membership and support of the CAT organization.

FOR YOUR BENEFIT

The Automotive Service Councils of California (ASCCA) is offering free educator-level membership to any individual who is an "educator/teacher" member of CAT. I strongly encourage you to take advantage of this opportunity. When you register for the CAT conference there is a link with an option to the ASCCA application. After you complete your conference registration, don't forget to complete the ASCCA application from the link on the registration conformation form.

Bureau Advisory Group (BAG) At their meeting on April 19, 2018, Gil DeLuna and Andrea Hightower of the BAR staff gave a presentation titled "Vehicle Retirement Survey" about vehicles retired through the Consumer Assistance Program (CAP). A member of the advisory group suggested that these vehicles might be valuable training tools for high school and community college automotive programs. We are working to have a process in place soon. In the meantime, the vender who handles vehicle retirement for Southern California has offered to loan vehicles to Southern California schools in need. These will not be newer vehicles but still useable for training. Contact Antonio (Jun) Mendez, Manager Environmental Affairs/Special Projects, LKQ-Pick Your Part-1275, 2931 E. White Star Ave., Anaheim, CA 92806 (714) 978-5914.

CalABC please read the CalABC Education Monthly Update ALERT! On page 10 of this newsletter!

The California Automotive Wholesalers Association (CAWA) representing the Automotive Parts Industry was awarded a \$25,000 grant from the University of the Aftermarket Foundation to implement an automotive high school teacher's scholarship program in 2019. According to Rodney Pierini, CAWA's President & CEO, "the Program would consider financial assistance, accreditation support, access to automotive products for classroom use and access to industry training for the teachers".

"We are very pleased to award a grant to CAWA to help institute its new High School Automotive Instructors Scholarship program," said Roger McCollum, AAP, grant committee chairman, University of the Aftermarket Foundation. "Automotive instructors provide a valuable service to our industry. By providing

(Continued on page 5)

them with funds to enhance classroom programs, pursue certifications, and access industry tools and educational materials, they will be better equipped to encourage and educate the next generation of professional technicians.”

I am a member of the CAWA committee that has been formed to design the process for awarding the scholarships. Look for the scholarship applications soon. We will post a link to them on the CAT website.

When you find you have a vehicle in your Program that is no longer a useful training aid, consider donating it to an ASCCA vehicle collection center where it can be used in their “Cars 4 Careers” program. Many times, the vehicles are sold for scrap, a portion of the proceeds are placed into Automotive Service Councils Education Foundation’s (ASCEF) scholarship fund. ASCCA awards about thirty scholarships a year to deserving high school and college students who want to make a career in the aftermarket repair industry. Check to see if any of your local ASCCA shops are donation centers.

Resource Page at calautoteachers.com. I attend various association conferences, workshops and forums. Many of the industry and government presentations are on topics that are relevant to automotive programs. I forward these PowerPoint presentations to Tom Broxholm to post on the CAT website so you can view them. Visit the resource page <http://www.calautoteachers.com/resources.html>.

Parts & People Monthly Newspaper This is a timely publication that is free to all teachers. You can subscribe at the following link. <https://www.partsandpeople.com/subscribe-parts-people-0>

IMPACT

Automotive Aftermarket Industry Legislative Day, April 23, 2019 8:00 am - 3:00 pm Capital Building, Sacramento, CA. Here is the link to register <https://www.ascca.com/events/automotive-aftermarket-industry-legislative-fly>.

ASCCA is a strong supporter of Automotive Education. This commitment is demonstrated by ASCCA choosing the AB 1303 California CTE Incentive Grant Program as one of the three bills they will lobby for at the Automotive Aftermarket Industry 2019 Legislative Day. The voices of automotive teachers need to be heard! Please join us on that day in Sacramento. By registering for this event, you will be scheduled for a fifteen-minute appointment with your local legislator to talk about how important this funding is for your program and the rest of our high school automotive programs in the State. You can have a direct impact with your legislators by informing them how critically important AB 1743 is to your school’s CTE program. **If you cannot attend please contact the legislator in your district about this critical funding bill.**

AB 1303 allows students to gain college and career readiness skills through access to high quality career technical education (CTE) by increasing funding for the Career Technical Education Incentive Grant (CTEIG) Program and consolidating K-12 CTE programs. This bill would provide ongoing funding of \$450 million per

(Continued on page 6)

year with a 1:1 local match as well as additional funding for regional CTE coordinators to provide technical assistance and support to local CTE providers.

Be sure to ask your legislators to support this bill. You can read the text of the bill at:

https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200AB1303

ASCCA is recruiting “Educator Members” to consider being elected to a voting position on their Board. This reflects the Board’s desire to build stronger working relationships with California automotive programs. I have recommended to the Board that the position be held by a CAT member who is currently teaching. If you are interested in learning what your role would be as a board member please contact me. ***george4cat@yahoo.com***

The California Accountability Model and School Dashboard is California’s accountability and continuous improvement system that provides information about how local K – 12 educational agencies and schools are meeting the needs of California’s diverse student population, based on a concise set of measures. The measures are the “College and Career Indicators” <https://www.cde.ca.gov/ta/ac/cm/cci.asp>.

The California Department of Education CDE is adding a new level called *Well Prepared*, which would include two more indicators for CTE.

- Your program curriculum requires workplace learning (starting 2019).
- Your student earned an industry certificate (starting 2020).

The Bureau of Automotive Repair (BAR) has revised the “Write it Right” publication. You can find it at:

<https://www.autorepair.ca.gov/pdf/WriteltRight.pdf>

Solano Community College’s Automotive Technology Campus in Vallejo CA is hosting the CAT Spring 2019 Conference. You should have received the first letter inviting you to attend. The tours and tentative workshop topics look interesting and diverse. Please spread the word and try to bring a colleague or new teacher with you. I look forward to seeing you there. Here is the link.

http://calautoteachers.com/PDF/conference/Spring_19_Mailer.pdf

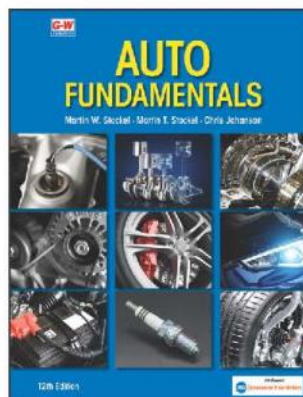
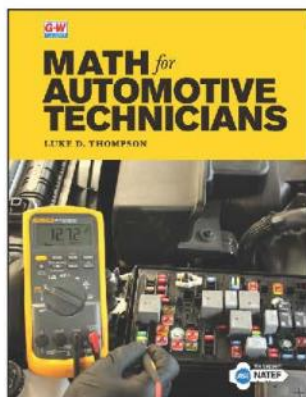
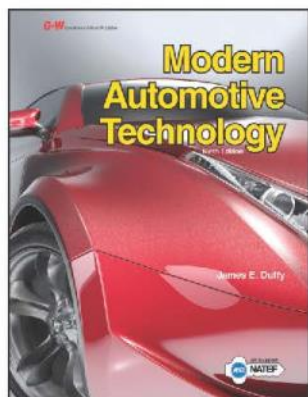
“Life is a great and noble calling, not a mean and groveling thing... to be shuffled through as best we can, but a lofty and exalted destiny.” (Aga Khan III)

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WEBMASTER Report by Tom Broxholm

If you have any website concerns or ideas please use the "Contact the Webmaster" link that can be found at the bottom of the homepage.

If you have a job opening send me the link. If you have had me post a job for you and it has filled please notify me so I can take your ad down.



Newsletter Editor Report by Rick Escalambre

After eleven years and twenty-two issues, it is time to pass on the duties of Newsletter Editor to a new person. The new Newsletter Editor will be Donal Howell from College of the Sequoias. His email address is donalh@cos.edu.

I will not be abandoning Donal. He will have my full support with producing the newsletter. You can also help him out by sending him articles on any subject that might be of interest to our members. The earlier the better!!!!

I will continue to help him with the advertising. During the eleven years I have produced the newsletter advertising has grown to the maximum amount that can fit into our newsletter. Obviously, this has been of a financial benefit to CAT and its members. A big **THANK YOU** to our advertisers, without your support the quality of the newsletter would not be as outstanding as it is today.

One other area that I will assist with is the printing and mailing of the newsletter. Throughout the years I have had it printed at OfficeMAX in Walnut Creek. Their service, pricing, and printing have been outstanding. During the business luncheon at the Solano conference this weekend we will give Chris Beamish, OfficeMAX, an Industry Award for his excellent support of CAT.

A final note, I will continue to oversee the CAT Facebook page under the name calautoteachers. It would be great if we could get more of you to share your individual or program accomplishments with our members. Our Facebook page gets a lot of visits, but not many posts.

Take care and thank you for allowing me to serve as your Newsletter Editor.



Our vision is to have a positive image in the market place with our consumers, industry and government that creates an environment where all stakeholders benefit from our collective efforts.

CalABC Education Monthly Update ALERT!

CalABC has been working with Cliff Acosta and Alisa Reinhardt with the California New Car Dealers Association (CNCDA) to develop a vehicle donation program that would enable the donation of cars to school automotive programs that would have otherwise been taken to the dismantlers for crushing. They held a conference with CNCDA, BAR, CARB and CalABC's Executive Director, Johan Gallo to discuss what would be required to shift these vehicles from being crushed to schools for training purposes. Initially it was thought that either a regulatory or legislative action would be required, but after further conversation, it was decided by CARB that a Memorandum of Understanding with the various departments noted above and the Department of Education would be adequate to spell out the terms and conditions where these "scrap" vehicles would be donated to the schools with automotive programs and they would have a DMV Non-Operational registration to indicate they are never to be registered and titled for road use. In addition, once the school no longer sees the vehicle has a useful training purpose and is done with the vehicle, it would be transferred back to the dismantler for crushing to complete the terms of the "scrap" vehicle program and CARB would receive the credits like any other vehicle that's scrapped. This is a great program that helps get schools vehicles that can be used for training and frees up their financial resources to buy training tools, equipment and materials.

We will keep you updated on the vehicle donation program and provide you with a copy of the Memorandum of Understanding once it is completed.

ASCEF SCHOLARSHIP AND DONATION OPPORTUNITIES



Every year, the Automotive Service Councils Educational Foundation (ASCEF) awards scholarships ranging from \$500 - \$1,000. These scholarships have been instrumental in helping recipients create rewarding careers in automotive technologies.

Accepting scholarship applications August - March.

To be eligible for these scholarships, an applicant must be a:

- California high school senior who plans to enroll in post high school technical and academic training or
- California college under-graduate in the automotive service field.

WE TURN CARS INTO CAREERS

ASCEF is a nonprofit corporation that turns donated cars into education and training, scholarships, and other industry inspired programs for individuals wanting to get into the automotive service field.

To learn more, visit us online at asc-ef.org.

To apply, visit automotivescholarships.com



A Message from the Newsletter Editor!

We always need technical articles to share with our members.

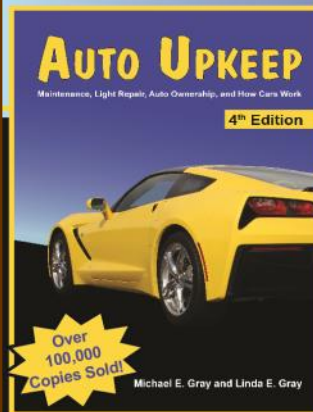
If you have an article for the newsletter

(it is never too early) please email them to:

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Staff Changes at ASE and ASE Education Foundation

LEESBURG, Virginia, January 2, 2019 --

ASE and the ASE Education Foundation have announced the following staff changes effective January 1, 2019. After seven years of leading the Education Foundation, Trish Serratore has decided to transition to part-time status and will move back to ASE as Senior Vice President of Communications. ASE Senior Vice President Mike Coley will take over her position as President of the ASE Education Foundation.

A 30-year veteran of ASE, Serratore will be responsible for company communications and will advance awareness about ASE and its value and purpose through industry, consumer and governmental interface. “We are glad to have Trish back on the ASE side. Her long-time experience in the industry and most recently with the Foundation are key to our future initiatives,” said Tim Zilke, ASE President and CEO.

Coley has been with ASE for over 20 years serving in several capacities, including overseeing the ASE Test Development department. He has both engineering and MBA degrees and previously taught automotive service technology part-time at the local community college. “These changes play to the strengths of our staff. Mike brings a wealth of knowledge and operational experience to the Foundation position,” commented Zilke.

In other recent staff changes at ASE, Allison Guth, Vice President – Finance, will now also oversee ASE information technology functions. John Tisdale has been named Assistant Vice President, Special Testing Programs and Dave Milne has been named Assistant Vice President, Traditional Testing Programs.

The National Institute for Automotive Service Excellence (ASE) was established in 1972 as a non-profit organization to help improve the quality of automotive service and repair through the voluntary testing and certification of automotive technicians and parts specialists. Today, there are approximately a quarter of a million ASE certified professionals at work in dealerships, independent shops, collision repair shops, auto parts stores, fleets, schools and colleges throughout the country. For more information about ASE, visit the web site at www.ase.com.

The ASE Education Foundation works with over 2300 automotive technology training programs and over 50,000 students nationally to provide the transportation industry a viable workforce through standards and credentials for institutions, organizations and individuals. The Foundation also offers career development and workplace exposure creating relationships and partnerships with employers. For more information, visit www.ASEeducationfoundation.org.

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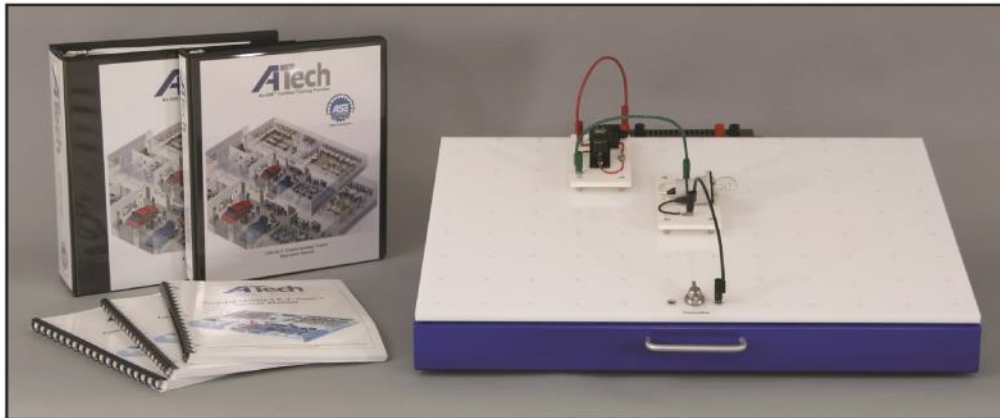


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AES Master Certified Technician with L1, L2, L3.

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Andreas Wittler Owner Hans Wittler's Automotive

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Catch a Wave!

The students will engage in lessons in ways that are only theorized in most classes. Project questions will require the students to develop a logical thought process to find solutions to modern problems. Problem solving will be the focus of every lesson. Students will learn to process data, not memorize information.



In the 11th and 12th grade, the students will choose a pathway to focus on. This does not pigeon hole the student but rather allows them to engage in the lessons using the pathway that best suits their desires. Inside each of the pathways, Business, Engineering, and Skilled Trades, students will continue to experience cross-curricular studies. The projects will now have multiple teams working from different viewpoints. The students who choose skilled trades will be learning the specifics of vehicle maintenance and practicing repetition on the fundamentals of vehicle maintenance while students in the business pathway will be working in a store setting engaging in all aspects of running a successful business. Students from each pathway will also research how one job effects the other. Not having the components in stock effects the completion of the job, but an incorrect repair could cause for a warranty failed component that was not in fact the component but an installation error. The two teams will work together to figure out how to remedy this issue so the store does not continue to take the hit and the technician has the right part on the first order.

After two years of solving real-world scenarios in mock job projects, students in 13th and 14th grades will participate in internships that are contracted with the school. They will operate with a scope and sequence similar to the projects in the school. This will allow the students to participate in on-the-job training in a structured environment that keeps them from becoming stagnant, stuck cleaning, or on the lube-rack.

Another aspect of this contracted internship is the training component. The stores, shops, facilities, that contract with the school will also be required to send their manager, or mentor/ trainer to the school on multiple days to work along with teachers to learn how to differentiate lessons, acknowledge, and adapt lessons to meet student needs and to be able to calibrate their scoring with the teachers so that everyone is giving the same level of feedback.

The companies that are partnering with the school will also be required to give regular feedback and participate in curriculum advisory meetings. Because the school is building the curriculum, real world adjustments can be made to meet the need of the industry.

Some will argue that students in this school are being forced to choose a career before they may be ready to do so. On the contrary, students that choose to attend the Automotive Institute of Science and Technology will be immersed in problem-solving projects. This skill is the focal point of the education pedagogy and the skill that is in high demand in every field. Team work is embedded into the projects and throughout the entire school. Ethics, character, and employability skills will be part of every aspect of every pathway. The fundamentals will be taught in depth and the projects will stretch across many aspects of the industry including outside industry cross overs such as criminal justice and information technology.

Fall 2018 Conference at Rio Hondo College



The projects at AIST will be taught through an automotive lens to help showcase the advances in the industry as well as the skills and level of rigor that is present in the field. From technician to store operator, and manufacturing to design.

AIST will include the traditional aspects of high school like music, art, and sports. Some of these aspects will be in collusion with nearby high schools and others will be integrated into projects. Students will also participate in community outreach events where they will present findings of case studies to the parents, community members, and stake holders. Along with all of these, AIST will participate in DECCA, SkillsUSA, FBLA, and other student organizations that include state-wide and national competitions.

Overall, the Automotive Institute of Science and Technology is the evolutionary next step in education. The style and structure has been discussed in educational forums and the automotive industry has shown a need for a stronger entry-level workforce. The goal of AIST is to showcase this pedagogy and demonstrate success so other education institutions can replicate it or sample from it to continue making a change in education. This model does not replace the current educational model, but instead it will provide another opportunity for schools to reach non-traditional students.

Meet Anthony Williams:

Overview – As a child I was a difficult students. I performed well when needed but my attendance and behavior left much to be desired. I was placed in automotive after being told that I needed to have a skill because I wasn't made for college. Jokes on them. I not only exceled in automotive but still went to college as well as making a career in the automotive field and am now on the leading edge in education reform with a focus on career studies in public education. I am the founder of the Automotive Institute of Science and Technology and I work with industry leaders to continue changing education and the automotive industry to meet the current needs of the employees as well as change the view that the general community has of the automotive careers.

Education

BSCJA Criminal Justice Administration- 2012

MS Ed. Curriculum and Instruction- 2017

Certification

ASE - A1, A4, A5, A8, G1, P2

CTE Teacher Credentials – Secondary and Post-Secondary

If you would like to contact him to discuss AIST email Anthony at: Awilliams@advance-auto.com

*Your **Editor** had the good fortune to meet Anthony at the ASE Alliance Conference in Texas, July 2018. He and his wife, Deborah, also presented their program to a group of educators at the VISIONKC Conference in March 2019. I was very impressed with them and asked him to write an article for the CAT Newsletter. They are generating a lot of support from the automotive industry because of the tremendous technician shortage facing our industry. They present another alternative to conventional automotive training.*

Mike Rowe Scholarships for People who want to go to Trade School

POSTED ON APRIL 12, 2018 BY KATE STREIT | LAST UPDATED APRIL 10, 2019

If you or someone you know is interested in a job in the trades — such as plumbing, electrical work or welding — former “Dirty Jobs” host Mike Rowe is offering a scholarship program through his charitable foundation that will offer money for skilled jobs training.

This is the fifth year in a row that the organization has offered its work ethic scholarship, which is taking applications through June 4. The amount awarded has not been specified in terms of dollars, but the organization refers to it as a “pile of money” and, in a video, announcing the 2018 scholarship, Rowe said the foundation has at least \$500,000 to give away. Over the years, Rowe says the scholarship program has given away about \$5 million so far.

Video Link: <https://www.facebook.com/watch/?v=838403609701816>

Are You Eligible?

There are a number of requirements in order to apply for the work ethic scholarship.

According to The Penny Hoarder, applicants need to be a high school senior, graduate or GED recipient, who are enrolled, or planning to enroll, in a vocational school and planning to graduate after Dec. 1, 2018.

On the official page for the scholarship contest, it states that all applicants must sign Rowe’s “S.W.E.A.T. Pledge,” a 12-point treatise designed to hold its signer to Rowe’s own standards of what makes someone worthy of such a gift.

Application Link: <https://www.mikeroweworks.org/>

Applicants must also have at least two references, excluding family members. They must also submit an essay about why they want to work in the trades and what makes them deserving of the scholarship, along with a short video that helps make their case.

“Why are you drawn to the skilled trades? Why do you deserve to receive an award? Let us know any accomplishments or anything you do that shows that you believe in the S.W.E.A.T. Pledge,” according to the scholarship website. “For example, do you volunteer, or were you an Eagle Scout? Do you put in extra hours helping other students or mentoring kids?”

Attendance records are not required but are preferred.

(Continued on page 26)

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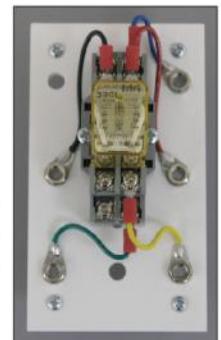


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AERA Online Training by Rob Munro

Online training is education or training that takes place over the internet, and is available anytime, anywhere. Everyone learns at a different pace and retains information differently. The freedom of online training allows the student to invest their full attention into their own development, and progress at their own pace.

AERA works closely with trade schools and has developed an Engine Machinist Certification Program that can be customized to work for all engine classes. The AERA program allows the instructor to set goals, timelines, and view results by tracking student progress, giving both student and instructor more flexibility for valuable shop time.



I had a chance to sit down with De Anza College's Auto Tech Instructor and Department Chair, Dave Capitolo. Dave uses the AERA online training program in his curriculum and has helped us by answering a few questions. Hi Dave, thanks for helping us out. You have been one of our pioneers of the program, and even had the opportunity to work closely with Gary Lewis who is the author of our training book Automotive Machining & Engine Repair.

How did you get started in the industry?

Like many of us in this industry, I got started working at a gas station cleaning floors and pumping gas. After two years at Skyline College Automotive Technology, I continued down Interstate 280 to attend De Anza College. I heard that De Anza College had a full machine shop and I had developed an interest in machining and engine building. That is where I met Gary Lewis who happened to be an instructor at De Anza. After completing the year in Gary's class, I went to work at a semi-production machine shop, doing machine work and building engines. After many years working in the industry I got the itch to teach and when Gary announced his retirement, I was lucky enough to be hired to take over for him. I have been teaching at De Anza College for 15 years and have been using the online training for the last five years.

What are the advantages of an online training program from an educator's perspective?

Using the online training program frees up class time that can be used for more hands-on learning. Before online training, I would give my class the 18 chapter-ending quizzes during class time. On average each quiz required 60 minutes for the students to finish, time for me to run the scores, and another 30 minutes to answer questions about the quiz. During the course of a school year, that amounts to more than 30 hours. Those 30 hours of class time that we save by taking the quizzes online, can now be used in the shop to complete more work.

Another advantage for the students is learning how to become more self-sufficient because they cannot procrastinate with a deadline looming. The quizzes must be completed by a deadline to get credit. Deadlines also make students realize the importance of accountability.

Does online training complement face to face instruction, how?

I feel that classroom work is always needed for students to become complete learners. Even though some students really are kinesthetic learners, I do not let them get away with using that fact as an excuse not to work in the classroom. The material in the online training provides another resource for students to use outside of the classroom.

(Continued on page 24)

What is your perspective on online training and cheating?

Obviously, I do not condone this behavior, but since the tests are taken outside of class time, I cannot control what they use as resources. Even if students are using their textbooks to find the same question that is on the test, students are still reading the question multiple times and reading the answers multiple times. This is repetition. I still give several tests in the classroom to make sure that students are doing the work and not just finding the answers. The first of these in-class tests usually sends a message that students cannot get away with a lack of effort with the online tests.

What are your thoughts on how the younger generation likes to learn? (hands on vs. classroom)

Students often tell me that they learn better with hands-on learning. I agree that working in the shop is a great way to enhance learning, but it is only one learning modality. To become a well-rounded student, reading, writing, and note-taking are important. I like to think of the shop work not only as time for hands-on learning, but also time for developing motivation and passion.

What skills do your students develop after completing the online training program?

This online training program is an excellent complement to hands-on work in a shop environment. I am fortunate to be able to lecture for a while every morning, help students work in the shop, and then complete the learning by using the online tests. Classroom activities and online studying with topics like speeds and feeds really helps students figure out machine set-up and operation so they can be more productive. So much of the automotive industry is using critical thinking skills to figure out complex problems and understand failure analysis. So, I guess I can summarize by stating that the reading and online work helps prepare students for more productive shop work. In education this is usually called lab work, but I prefer to call it shop work.

Is the AERA program incorporated into your student registration fees? if not, how is it paid for?

No, each student pays for the online training program directly to AERA and it is considered the equivalent of a textbook fee. The cost is \$75 per student and includes access to the online training environment and a paper copy of the textbook. This cost is heavily discounted because AERA offers discounts for larger groups.

AERA has established the Engine Rebuilders Education Foundation (EREF) to provide scholarships and grants to individuals who have the passion to enter the engine rebuilding industry. Do your students receive any kind financial aid?

Most college students who are economically disadvantaged receive different forms of financial aid to help pay for school, books, and living expenses. There are some students who may not receive enough financial aid to live and attend school. Some students may be eligible to apply for EREF funds to help offset the cost of the online training. There have been a few students over the years that have used EREF funds to help with the cost of the online training.

What is the average length of time your students need to complete the program?

My program is unique in that I have the same students for the entire school year, so we take the whole school year to complete all the online training. I establish a deadline for each test as we finish each chapter. I then record their scores after the deadline and I use that score as the grade for that chapter. As previously mentioned, I give an in-class test every six weeks to make sure that students are actually learning. I think it is important to mention that students

(Continued on page 25)

are also given performance appraisals to prove competency in the shop.

Do you allow students to complete the online training in class or are they to complete the work on their own? what if they don't?

The most exciting outcome for me using the online training is the amount of class time that is freed up for more learning in the shop environment. This only happens if the test-taking is done at home on the student's time. I have experimented with allowing all students to complete one of the finals in class together, sort of in a collaborative environment. We are fortunate to have 24 school laptops that I distributed to the students for the final. It gave the students the opportunity to take a fairly intense test in a more relaxed environment. Our completion rate is 100%, mostly because the scores become a big part of the grade. The other motivating factor to completing is the professional looking certificates that students earn by successfully completing the entire program.

How do you monitor the students' progress? how do you make them accountable.

AERA issues a unique login to the instructor. The instructor then has an additional tab that displays the entire class and all the individual scores for each test. Each student completes these online tests according to the chapter being studied and submits them before the deadline. There is a sense of urgency to complete each test on time, but maybe that is because grades are at stake.

Well Dave, thank you for your support and taking the time out of your day to help answer some of my questions. It's great to hear that this program has helped save you classroom time and provided the students the opportunity for more shop time.

Like Dave mentioned, the AERA online training program is priced right and is only \$75.00 per student based on a group of 10 or more which includes the training book. For more information please visit our website at www.aera.org/online-training.html or call Karen at 815-526-7600.

It's schools like De Anza College that hold the key to our future engine builders. There are many schools around the country that are teaching engine programs. I would encourage all shop owners to take the time and get to know the instructors in your area, your next engine builder may be right around the corner.

CAT NEWS AD Space!

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| 1. | Full page (H 9 3/4" x W 7 1/2") | \$300.00 | \$200.00 |
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rick@calautoteachers.com (Link back to TOC)

“Bottom line – work ethic scholarships are for people who are hungry to learn a skill that’s in demand—it’s for the people who wake up early, stay late, and bust their ass day in and day out. Naturally, people like this are hard to find, but they’re out there,” according to the scholarship website.

Do you have what Rowe’s foundation is looking for?

Rowe’s goal is to help people get trained for skilled job that actually exist, according to the foundation’s website. He believes there’s too much student loan debt and that we should challenge “the absurd belief that a four-year degree is the only path to success.” This is a topic Rowe is very passionate about – he frequently speaks about this idea in public.

“As CEO of the foundation ... Rowe spends a significant amount of time speaking about the country’s dysfunctional relationship with work, highlighting the widening skills gap, and challenging the persistent belief that a four-year degree is automatically the best path for the most people,” according to the site. You can hear more of his thoughts on the so-called skills gap in this video:

<https://youtu.be/KK8QnrXJFNc>

Past scholarship winners include Jacob Nohai who is studying heavy equipment operation with help from Rowe’s foundation: Another past winner is Antoinette Jackson, who is studying general automotive at a community college.

How to Apply

If you meet the qualifications and are interested in applying, follow the link to sign up at the bottom of the work ethic scholarship page on the foundation’s website.

Do you know someone who’s interested in trade work? Be sure to pass this along to them to help them pay for school!

Editor’s Note

On behalf of the CAT Board and its membership, I would like to thank the newsletter advertisers, the conference exhibitors, presenters, and sponsors. Without your commitment to the organization and to education in general much what CAT does could not take place. We appreciate your support and willingness to contribute money or time to improving the educational environment for our members.

AERA Engine Machining Online Training and Certification Program

With the absence of the ASE Engine Machinist Testing Program, many students have been denied the opportunity to become certified in engine machining and repair. We are a specialized industry that requires specific training and testing programs in order to compete in today's marketplace. AERA recognizes this importance and offers a comprehensive online training and certification program leading to diploma-quality certificates in both Cylinder Head and Engine Machinist. We have recently updated our program with the latest interactive web technology, making it much faster and easier to use.

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For more information:

www.aera.org/training

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The CAT Newsletter is always looking for technical articles and advertisements! The deadline for submitting articles and ads is March 25th for the spring issue and October 1st for the fall issue. Articles should be submitted in Word. It is preferred that ads be submitted in JPEG or EPS formats, PDF will work but sometimes the text is distorted once it is placed into the newsletter. The cost and sizes for advertisements can be found on our Website.

**For additional information about the California Automotive Teachers' organization,
future conferences, job announcements, training opportunities, and much more:**

visit our WEBSITE at

www.calautoteachers.com ([Link back to TOC](#))

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