



CAT NEWS

The California Automotive Teachers Newsletter

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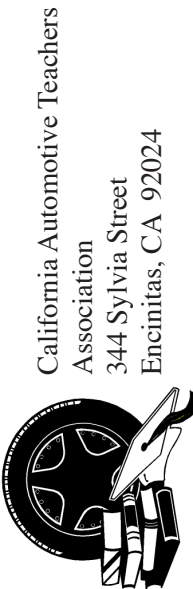
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California Automotive Teachers
Association
344 Sylvia Street
Encinitas, CA 92024

The President's Letter
by Drew Carlson



Greetings CAT members,

I hope that spring 2006 finds you and your program in good health. This is a long and very important letter, and I hope you will take a minute to read and reflect on its implications for a community college automotive or other career degree. While it directly affects primarily community college programs, it has longer-term implications for high school programs, too.

Since last fall I have been watching a resolution from the statewide Academic Senate to change Title 5 regs to require one higher level of English and math requirements than most community colleges now require for occupational degrees. It would require *transfer-level English* (English 1A or equivalent) and *Intermediate Algebra* (with Elementary Algebra as a prerequisite). Following this resolution has been a real education for me, and I would like to share with you what I have learned.

When I first heard about this, I thought this resolution wasn't a bad idea. Certainly improving the English and math skills of community college graduates is a good thing, right? Maybe more students who receive a degree would be able to

transfer. That seems good. Who could be opposed to getting more education?

When I mentioned this to my area dean, Cris McCullough, she was horrified. "It will decimate the number of degree recipients in all career programs," she said. She went on to explain to me that this would create new barriers to obtaining a degree by making students take additional English and math courses. This would cause students to take longer to graduate, or prevent them from completing a degree. OK, so that was an eye opener!

I decided to put this into a perspective of my own college's automotive students. Typically at Cosumnes River College we have only a handful of students in our general auto program who graduate with a two-year degree in Automotive Technology. But we also have a manufacturer co-op program, Ford ASSET, which graduates between 15-25 students annually. This program, I'm told, has the largest number of graduates in a particular degree program on campus. Students accepted into the ASSET program take placement tests for English and math, and our ASSET instructors tell me that the higher English and math requirements would reduce our enrollments and graduation rates in a dramatic way.

If this is indicative of Occ Ed programs in general or your auto program in particular, I think there is only one conclusion: Not Good. As I understand it, Daimler Chrysler's CAP, GM's ASEP

(See page 7)

CAT Spring Conference - April 28 & 29
Alameda College
Conference Information - calautoteachers.com

23 January 2006
Chancellor Mark Drummond and
Consultation Council Members
California Community College Chancellor’s Office
1102 Q Street
Sacramento, CA 96814

Dear Chancellor Drummond and Consultation Members,

I am writing on behalf of the California Auto Teachers, an organization constituted in 1970 to promote the interests of automotive technical education in California’s high schools and community colleges. CAT’s membership and Board of Directors stand opposed to the statewide resolution to raise English and math graduation requirement for the Associates degree. CAT believes it will generate immediate, substantial and unnecessary harm to the number of automotive technology and other technical degrees awarded to students, and compromise the much-needed support of our industry partners for California’s community college automotive technology programs.

Major vehicle manufacturers such as Daimler Chrysler, Ford Motor Company and General Motors require an associate’s degree in order to graduate from their very demanding co-op work experience and training partnerships found at many of the state’s community colleges. Our concern at CAT is that this resolution will unnecessarily lengthen the duration of career and technical degree programs, and impede many of our otherwise successful students from graduating to high-skill, high-pay careers as dealer service technicians. CAT further believes that trying to pass everyone in every subject discipline through the same academic course requirements runs counter to the two-fold mandate of the community college system: 1. Prepare students for a university education; 2. Prepare students for technical work that does not require a four-year college degree. Both areas have different missions, and both areas need different academic requirements for a two-year degree.

CAT members and other tech-ed colleagues work with students who often lack even adequate high school-level skills in English and/or math. They choose automotive and other technical educational courses in order to learn much-needed job skills to increase their earning power. For those students, many from disadvantaged socio-economic backgrounds, the dream of obtaining an associate’s degree is a difficult enough undertaking. It often requires considerable remedial work to get to the current requirements for a degree. To take away a local district’s ability to meet the local needs of its community members, as well as those of business and industry stakeholders, is to effectively tell these disadvantaged students that there are additional needless

others from local Occ Ed programs at the meeting who also wrote letters and spoke up in opposition.

What we succeeded in doing, as far as I can tell, is to slow up the process. After the resolution was heard, several Consultation Council members expressed some reservations about the resolution. Both of the student representatives also spoke against it, clearly seeing the resolution for what it is: *an institutional barrier for the disadvantaged or non-“academic” student to obtain a degree.* The Consultation Council voted to rehear the resolution two additional times, in April and June, before taking an advisory vote this summer.

I see this slowing of the process as an opportunity for CAT members and our CTE friends to act to stop this resolution, but we have to act quickly. No, I am not asking you to write you legislator, because s/he is not involved in this. Our collective policy voice is through the Academic Senate, and it has already (mis)spoken. I want to show you some of the text the Academic Senate used to justify this measure:

The two primary reasons [for this resolution] are to ensure that the mathematics and English skills of associate degree holders are above the comparable skills of high school graduates, and to respond to the calls of employers, both in California and nationwide, to improve the mathematics and English skills of workers as we compete in the global economy.
(Consultation Digest, Attachment 3, p 4)

To the first reason (comparable to high school grad standards) I ask you, as a CAT member, is your community college preventing any student from enrolling in your program because s/he can’t do high school level English and math? Community colleges have to take anyone regardless of how well or poorly prepared by high school English and math teachers, be they graduates or dropouts. Our auto students want employment, task and job skills so they can earn a good living. I want those who desire to obtain a degree, and it might be the first degree earned by a member of the student’s family.

To the second reason (responding to calls of em-

ployers for higher English/math skills): As an instructor in this discipline, have you heard this call from your students’ employers? I have yet to hear a member of any Occ Ed advisory committee ask that our students use the quadratic equation or that they know more about Chaucer and Faulkner! I am not trying to be glib – Our students need to communicate effectively and quantify data accurately, but ***current standards, properly taught and evaluated through high school and college, are the answer, and they would make our auto students better techs,*** in my opinion.

The only way we can stop this resolution is to get our industry partners and advisory committee members to express their concerns about this to the Board of Governors and the Consultation Council, preferably in a letter spelling out the anticipated harm; e.g. lower number of degree recipients, lack of qualified employees, withdrawal of a business co-op program, etc. The Board of Governors doesn’t want to harm the vocational mission of community colleges, and likes the positive relationship it has in helping to grow California’s economy. Address letters from your advisory committees and industry partners to Chancellor Mark Drummond at the Community College Chancellor’s Office. The contact info is at the end of this letter.

Let me know if you plan to take action. I look forward to seeing you at a terrific spring conference at College of Alameda.

Drew Carlson
Link to Chancellors Office Consultation Council:

<http://www.cccco.edu/executive/consultation/consultation.htm>

Address letters from industry partners to the following:

Chancellor Mark Drummond and
Consultation Council Members

California Community Colleges, Chancellor’s Office
1102 Q Street
Sacramento, California 95814-6511

CAREER TECHNICAL EDUCATION COALITION

List of CTE Coalition Bills 2006

SB 825 (Maldonado) CTE Accountability

Status: Assembly Appropriations Committee

Establishes the Career Technical Education Accountability Act of 2005 (CTEAA) and requires the State Department of Education (SDE), in consultation with the Office of the Secretary of Education (OSE), to develop and adopt regulations that state the standards for a quality career technical education (CTE) program, as specified. Currently, California lacks the same basic accountability standards for Career Technical Education programs as are in place for other core subjects, such as math and science. SB 825 will set basic accountability standards for CTE programs.

AB 918 (Wyland) GPA for Career Tech Courses

Status: Senate Education Committee

All campuses of the California State University shall recognize, for the purposes of admissions and grade point average calculations, career technical education courses in those subject matter areas in which majors are offered within the California State University system, provided that these career technical education courses meet or exceed the relevant state-approved standards. Coauthors: Bass, Cogdill, Shirley Horton, Liu, Nava and Ruskin.

SB 1292 (Scott) CTE Instructors & English Learner Authorization

Status: Senate Education Committee

The Williams settlement has refocused schools to ensure that English learner students have teachers with the appropriate English learner authorization. As a result, more teachers are being required to earn an English learner authorization. This can be a problem for career and technical education instructors who do not have the prerequisite bachelor's degree or second language requirement. Under current law, school districts can offer staff development authorizing veteran teachers to teach English language learn-

ers. However, that law is due to sunset in 2008. SB 1292 extends the program until 2012 and makes it available to individuals holding a designated subject credential or services credential with a special class authorization, such as regional occupational program or career and technical education instructors.

SB 1552 (Scott) Economic & Workforce Development Program

Status: Senate Education Committee

Extends the sunset date for the California Community Colleges Economic and Workforce Development Program until January 1, 2013.

AB 1836 (Daucher) Governor's School Facilities Bond Proposal

Status: Assembly Rules Committee – Awaiting Referral AB 1836, sponsored by the Governor, would place bonds for K-12 and higher education before California voters in five different election cycles, beginning in 2006 and ending in 2014, implementing the Governor's Strategic Growth Plan for education.

- \$26.3 billion total investment in K-12 education over the next decade through general obligation bonds.
- The initial \$7 billion bond would come before voters in 2006.
- Subsequent bond measures are proposed for the general elections every two years beginning in 2008 and ending in 2014.
- \$11.7 billion total investment in higher education over the next decade.
- The plan calls for \$5.2 billion in bonds over the next five years, \$6.1 billion from 2011 to 2016 and \$400 million to fund the expansion of University of California telemedicine programs.

AB 1896 (Coto) High School Curriculum

Status: Assembly Education Committee

AB 1896 calls for all students entering California high schools beginning July 1, 2008 to have as their default enrollment curriculum either the A-G sequence of courses needed for admission to the University of California or a Career Technical Education (CTE) curriculum that is standards based, multi-year

(Continued on page 15)

Executive

Directors

Report

by Bob Barkhouse



It continues to amaze me how CAT can keep coming up with great conferences time after time. The conference at Miramar was great and attendance was good. It appears the boys at Alameda are headed for another great conference. All of you have received two mailings from them and the scheduled speakers will be really great. Make sure you put this one on your calendar right now.

I want to thank Mike Slavich for his excellent job as CAT president for the last two years. Your new president, Drew Carlson, hit the ground running and is already doing an excellent job. CAT is always looking for energetic teachers to run for office. Those of you who are interested should contact one of the officers or board members (see the inside cover of the CAT News) or start attending the board meetings. The board meetings are open to the entire membership for any phase except voting. If you take an active interest in the board meetings, you will start climbing the ladder and could become president. After your active roll in the leadership, you are not done. The past three presidents are asked to put in six years on the Board of Trustees. This ten year commitment ensures continuity and provides access to the past presidents to make informed decisions. This system has made CAT one of the strongest associations in the state. In fact, other states have contacted us and want to know how we do it. I also

keep getting kudos for CAT from the venders on how well the organization has operated over the past years. If you are interested, become involved and make yourself known. We are always looking for good candidates. It does not matter what level you teach as long as it is auto and you are willing to work and make the ten year commitment.

Many thanks to Tom Stout. Tom was able to rally many of the manufacturers along with AAA South and SEMA. We met at Edelbrocks for the day and covered many of the automotive career needs. I feel there was a genuine interest in the many problems of automotive training and that the manufactures were interested in the legislative efforts which CAT and ARC are working on. It was a good meeting and, again, thanks to Tom. This is a good example of getting involved and getting results.

Many of you have heard me talk about ARC and its genuine interest in maintaining automotive training in the public school system. They have spent a lot of time and money in your behalf getting bills through the legislature. ARC is now going through a big transformation. In order to expand its membership to include everyone involved in automotive repair they are renaming the organization California Automotive Business Coalition or CABC. This allows insurance companies, automotive suppliers, car wash owners, auto dismantlers, etc. to become members. The larger the numbers the more responsive the legislature becomes. Increased membership means more money to provide its members on legislative efforts and cheaper benefit packages. More to follow on this restructure in the next CAT News. It is still in the formative stages but by the end of May it should be up and running with its new name.

WHAT IS AN HEV?

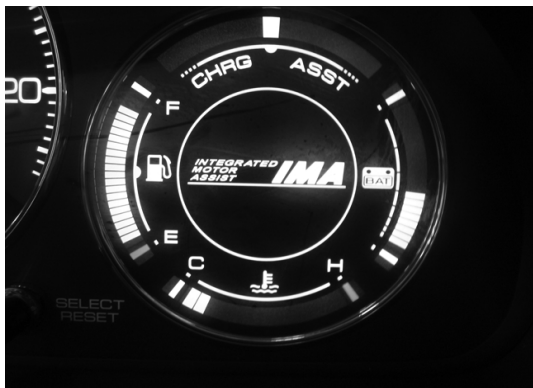
HEV stands for hybrid electric vehicle. An HEV is a vehicle which involves multiple sources of propulsions. A hybrid electric vehicle does not need to be plugged into an electrical outlet to charge the batteries. A combination of electric motor and generator is used and the batteries are charged using the internal combustion engine to turn the generator and during braking. **Hybrid vehicles are able to overcome some of the disadvantages of internal combustion engine vehicles that include:**

1. High energy consumption
2. Resources and dependency on foreign oil
3. High emission, air pollution, and global warming
4. High maintenance cost
5. Environmental hazards
6. High noise level

Advantages of Hybrid Electric Vehicles

1. Optimizing the fuel economy
 - A. Optimize the operating point of internal combustion engine
 - B. Stopping the internal combustion engine, if not needed (ultra low speed and stops)
 - C. Recovering the kinetic energy at braking

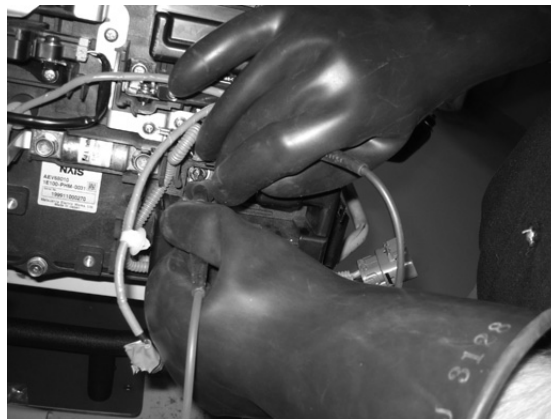
Figure 1



D. Reducing the size (horsepower and volume) of internal combustion engines

2. Reduction of emissions
 - A. Minimizing the emissions when internal combustion engines are optimized in operation
 - B. Stopping the internal combustion engine when it is not needed
 - C. Reduced size of internal combustion engines which means fewer emissions
3. Many people like hybrids because they think they are doing something for the environment and like the high technology and added performance of some hybrids.
4. Quiet Operation
 - A. Ultra low noise at low speed because the internal combustion engine is stopped
 - B. The electric motor is stopped when the vehicle comes to a stop, with the internal combustion engine already stopped.

Figure 2



5. Increased functionality and controllability with onboard components such as ABS and traction control.
6. Reduced maintenance because internal combustion engine operation is optimized, less

CAT Spring 2006 Conference Alameda College

The Spring 2006 California Automotive Teachers Conference is coming up on Friday, April 28 and Saturday, April 29. The conference site is the College of Alameda, just a few miles north of the Oakland International Airport and just across the San Francisco Bay from San Francisco.

On Friday, the Bureau of Automotive Repair will be presenting an update seminar at 10:00 a.m. and again at 7:00 p.m. The seminar will review current and upcoming information critical to our industry. Wayne Brumett will be presenting. Friday afternoon tours are also planned between 1 p.m. and 3 p.m. They include a classic vehicle restoration shop (Hall Fabrication) and a racing/performance vehicle shop (Rebello Racing) as well as several trips to visit local museums. On Friday evening, there will be a dinner at an excellent local restaurant, followed by a CAT Board meeting.

Saturday is shaping up with something for everyone. Saturday events include displays by numerous exhibitors, a luncheon and door prizes.

Seminars being offered include;

Dennis Madden, ATRA on A/T diagnostics.

Bob Rockefeller, Robinair, on A/C from

the trenches.

Rick Escalambre, Skyline College, on Evap testing

Tony Reese, MIT-trained engineer and BMW technician, on the troubleshooting process.

Martin Ristad and Don Carter, Toyota Training, on Hybrid diagnostics.

Tom Birch, author, Update on testing A/C systems.

Jim Halderman, Sinclair Community College, on Teaching Hybrids.

Jim Trost and Brian Bieau, GM Training, on Radar-controlled Cruise Control.

Mark Kuykendall, Bridgestone Firestone/Engineering, on run-flat tires and nitrogen inflation.

Brian Stranahan, Matco Tools, Using the new operating system for Genesys/Determinator Scantools.

If you have questions about the conference, local hotels, meals or tours, please contact :

Ed Jaramillo (tel--510 748 2130, email--ejaramillo@peralta.edu)

We are looking forward to seeing you at the spring conference.

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DUMPING VOC ED

Editor: For over three decades the federal government has supported high school “shop” classes such as auto shop, machine shop, wood shop, welding shop, electronics shop and drafting. These programs require expensive and specialized equipment. In the past, as today, high school budgets could not afford such specialized equipment. The Carl Perkins Act, also known as Vocational Education Act (VEA), was created by Congress to make these specialized programs possible in local high schools in every community.

Congress knew that the ability of our country to defend itself and compete in the world manufacturing economy was dependent on the vital skills training given to our high school students in “shop” classes. That is why they created the Carl Perkins Act.

The Bush administration has cut all federal funding for vocational hands-on “shop” classes in the current proposed budget “adjustments”. The Carl Perkins Act (VEA) will no longer be funded under the current budget plan. Many high schools and community colleges on the North Coast will each lose between \$30,000 and \$100,000 from this act. Many of these programs may now have to close for lack of funding.

I urge your readers to contact representatives in Washington and ask them to reject this cut in vocational funds. The trade skills our youth acquire in “shop” programs at our local high schools and community colleges are important. Our security and local economy depend on these classes.

John Chocholak
Board Member
California Industrial and Technology Education Association Foundation

Assemblymember Carol Liu

44th Assembly District

NEWS RELEASE

March 14, 2006

BI-PARTISAN COALITION UNVEILS BILL PACKAGE TO REINVIGORATE CAREER AND TECHNICAL EDUCATION OFFERINGS IN PUBLIC SCHOOLS

Sacramento – Members of the Legislature’s Career and Technical Education (CTE) Coalition held a press conference in the State Capitol today to unveil a legislative package designed to promote CTE in California’s schools. The CTE Coalition, led by Assemblymembers Carol Liu (D-La Canada-Flintridge) and Mark Wyland (R-Del Mar), is a bi-partisan group comprised of 18 Assemblymembers and four Senators. Career and technical education programs have been shown to increase high school completion rates, test scores, and grade point averages. Studies have shown that students who graduate with a strong basis in both academic work and career technical education are more likely to attend college, find a job and earn a higher salary.

“It’s about giving students options so that they have the tools they need to succeed whether that is in college or in the workforce,” Liu said. “Employers benefit by having a broadened pool of well-trained, job-ready employees and schools gain because we know that CTE keeps kids in school and lowers the dropout rate. It’s a win-win situation for everyone.”

The reality of today’s education system is that less than 10 percent of those who enter ninth grade will earn a bachelor’s degree within ten years and more than 33 percent will drop out of high school. These students will generally work at minimum wage jobs and then take steps in their late 20’s and early 30’s to get employable skills from trade schools or community colleges.

“Effective career technical education is the key component to reforming our education system and lowering the dropout rate,” Wyland noted. “Without it, we will continue to underserve the 70 percent of the population that does not go on to college.”

Today’s CTE courses are not just the standard “shop” courses of the past. Course offerings have broadened to include training in computers, biotechnology, catering, and video production. Efforts to revive CTE curriculum have been supported by several business and trade organizations who report a shortage of skilled workers in the state.

Your CAT Board met last December 28th in Ontario for an all-day planning session and setting up a budget for the ensuing year. The bottom line is that CAT is solvent and will be so in 2006. This is one of the best annual planning meetings that I have attended. Discussion was lively, but in the end there was agreement and everyone went home from the meeting pleased with the progress. Again, the ten year commitment showed its value at that meeting.

CABC/ARC has been very busy on your behalf in the halls of the legislature. We did not fare too well last year as the legislature was caught-up in party warfare with each other and the Governor. The climate is much calmer this year, which resulted in the following bills (their explanations are appended). The first two bills are very important and need your support. You should write a short letter asking your local assemblyman and state senators for their support. You can find your representatives by going to ARC's web page at www.autorepaircoalition.org. The main focus for us is the Governor's proposal to include up to \$2.4 billion in his infrastructure bond proposals which would be dedicated to building and refurbishing labs and other facilities for career technical education courses. His plan is contained in two bills, SB1164 by Senator Runner (R – Lancaster) and AB1836 by Assemblywoman Daucher (R – Brea).

In step with the Governor's proposal, but on a much more modest scale, is ARC's bill AB226 (Bermudez) that would require the Bureau of Automotive Repair to contribute to the development of automotive training at both the high school and community college levels.

A couple of bills that we are watching are:
AB1253 – It deals with high school graduation needing satisfaction of A-G requirements. At the

present the language does not look good, but it is continually being amended, so we are just watching and waiting.

AB 1896 - Sounds good but, in its present state, is not effective. It proposes a two track high school program. It has hidden provisions that allow a principal to exempt his/her school for any of three conditions: (1) no money, (2) facilities are not adequate or (3) equipment needs replacement or new equipment needs to be purchased to properly present the courses. The principal needs to get board approval before obtaining an exemption. You need to write your representatives asking for a **NO** vote.

There are four ROP bills revamping ROP programs to include lower grades and adults. The bill we are watching is **AB 2448**.

You can read the language and status of each of these bills by going to the following web page "leginfo.ca.gov."

Thanks to Bridgestone/Firestone for donating \$500 towards a tire purchase. The tires were raffled at the last meeting and netted enough money to send four CAT members to ARC's annual meeting and golf tournament. The tournament is a fund raiser for ARC and CAT feels it is important to support ARC. CAT is showing support for ARC by attending the annual meeting of industry representatives. I am looking for four volunteers to attend the meeting and play a round of golf. The meeting is on June 26th at Morgan Run Country Club in Rancho Santa Fe, about a half hour north of San Diego. Talk to me at the Alameda conference or call me at 530-674-3645.

See ya in Alameda and remember keep the shiny up and the greasy side down.

(for a full list of CTE bills see page 12)

- hazardous material
- A. Possible longer life cycle of the internal combustion engine
 - B. Fewer spark-plug changes
 - C. Fewer oil changes
 - D. Fewer fuel filters, antifreeze, radiator flushes, or water pump replacements
 - E. Fewer brake repairs due to regenerative braking
7. Reduced air pollution including nitrogen oxides, carbon monoxide, unburned hydrocarbons, and sulfur oxides due to less fuel needed in hybrid electric vehicles
8. Can aid in reducing the global warming effect by burning less fuel and emitting less carbon monoxide

Wanted!

Four Good Men (Golfers)

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INTERESTING READING

The Bill & Melinda Gates Foundation commissioned Civic Enterprises and the Hart Research Associates to do a study on high school drop outs. This study was called "The Silent Epidemic" and was released to the public in early March 2006. A few of the interesting facts are as follows:

- 47% of dropouts said classes were not interesting
 - 88% had passing grades, and 70 %said they could have graduated if they had tried
 - 69% were not motivated to work hard; 66% would have worked harder if more had been demanded of them
 - 81% now believe graduating from high school is important to success in life
 - 47% agreed it was hard to find a good job without a diploma
 - 75% wanted smaller classes with more individual instruction
- and the last one I will list is aimed right at your program
- 81% called for more "real-world" learning opportunities (in other words – hands-on)
- These are only a few items; The Silent Epidemic recommends steps that schools, families, communities and government can take to improve the nations high school graduation rate. If you want to read the study, go to Google and search "Bill and Melinda Gates Foundation / The Silent Epidemic" and chose a reference from the 10 or so listed.

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—David Ronco,
North Carolina Automotive
Curriculum Improvement
Project Manager

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and comprehensive. This bill takes into account the concerns expressed about last year's A-G bill (AB 1253 – Coto). It includes the option of a strong CTE program. It makes the 'opt out' process for students and families simple with no added costs. It gives governing boards the opportunity to vote to opt out of the program annually for cause. 'Cause' most commonly expressed includes inadequate facilities, inability to find qualified teachers, inability to offer programs at all (very small) schools.

AB 1972 (Daucher) Community College/Vocational Education

Status: Assembly Higher Education Committee

California currently has a shortage of qualified vocational instructors, such as nurses, at the community college level. Because of the lack of qualified instructors, students are unable to get the classes they need to obtain their degrees and begin working in their profession. This bottleneck in our community college system directly affects our community through the shortage of trained nurses and other workers. AB 1972 seeks to bring more qualified instructors into the classroom by giving the Board of Governors the authority to declare critical areas of studies. A community college district would then be able to offer, for up to three years, a full time, non-tenured track position to teach in the designated critical area of study.

AB 2419 (Wyland) CTE Facility Protection

Status: Assembly Rules Committee – Awaiting Referral

This bill would require a school district that applies for funding under the act for new construction to ensure that part of those funds are earmarked for the provision of career technical education facilities and would require a school district that applies for funding under the act for modernization to ensure that the project will not result in the removal or reduction of existing career technical education facilities.

AB 2448 (Hancock) Regional Occupational Cen-

ters & Programs

Status: Assembly Rules Committee – Awaiting Referral

Refocuses the Regional Occupation Centers/Program to high school students and provides for the development of two-year sequences of courses leading to a certificate of skills and the option to transition to a four year certificate program in a community college or four-year institution of higher education. The measure is based upon the recommendations of the Legislative Analyst's 2005 Report on High School Reform.

AB 2529 (Salinas) Partnership Academies

Status: Assembly Rules Committee – Awaiting Referral

The California Partnership Academies Program is at the forefront of the integration of academic core subjects with career technical education. Academies feature a close family-like atmosphere while building viable business partnerships with industry professionals in the community. Emphasis is placed on student achievement, attendance and positive post secondary outcomes. Students participating in Partnership Academies graduate at a rate of 95%. AB 2529 will increase the number of Academies Programs from the present 290 to 500 by adding 55 academies per year.

AB 2785 (Hancock) Career Counseling

Status: Assembly Rules Committee – Awaiting Referral

Provides for 45 hours of academic and career exploration counseling for all 8th grade students. More than 30% of all ninth graders do not graduate from high school; for African American and Latino youth, the drop out rate is close to 50%. AB 2785 will help students and parents better understand the course requirements necessary to graduate from high school and the high school course requirements for students to attend two- and four-year colleges. The bill requires the development of an individual high school plan of academic and career technical courses for

(Continued on page 15)

**California Automotive
Teachers Association**
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South, Fall 2006 - October 20 - 21, 2005

To Be Announced - visit calautoteachers.com
(Conferences) for the latest news.

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and Ford's ASSET programs require a degree as a condition of completion of their programs, and Toyota and Honda encourage it.

I had to look into this further. I wanted to know how we got to this point, and more importantly, how we could possibly stop the implementation of this resolution. I have served in my local academic senate for the last four years, and I recalled that our senate had voted against this resolution, so I wanted to understand what had happened.

I learned some background on the process next. According to the California Ed Code, the Academic Senate is in charge of academic and professional matters for California community colleges. When the statewide Academic Senate approves a resolution by majority, it is typically reviewed and approved by the California Chancellor's Office Board of Governors, and becomes policy. Turns out that this English and math resolution has been contentious in the statewide Senate for at least the last 4 or 5 years, but it had never passed. Well in spring 2005, it narrowly passed, and there is now nothing we can really do to roll back the resolution. The resolution is currently at the Chancellor's Office in Sacramento.

But it is not yet a done deal. I learned through a colleague that there is a Board of Governors Consultation Council, made up of various community college stakeholders, such as the faculty and administration associations and union reps, as well as student reps. The Ed Code requires the Board of Governors to maintain a consultation process at the state level to ensure local community college district participation in system policy making. It reviews and advises the BOG about matters before they act on them.

As President of CAT, I wrote a letter to Chancellor Mark Drummond and the Consultation Council, expressing our opposition to the Title 5 changes. Space permitting, you can find a copy of the letter within this issue of *CAT News*. I also attended the Council Meeting and spoke in opposition to the resolutions. There were a few

obstacles to that highly sought-after degree, perhaps the first degree ever earned by a member of that student's family.

CAT believes that current Title 5 language, which allows local academic senates to develop policy which meets the specific demographic needs of their students, is a better approach. CAT respectfully requests that this item be tabled until further research regarding its impacts on not only automotive partnership programs, but also student success, equity, and access policies for all students is undertaken and reviewed in light of the community college system mission.

Sincerely,

Dew Carlson, California Auto Teachers President

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each student. It requires school personnel meet with

parents/guardians to ensure families are made aware of graduation and college requirements as well as the various career options available for students to pursue. The measure is based upon recommendations from numerous studies on drop outs, school reform, workforce needs, and effective student centered programs.

AB 2898 (Daucher) Engineering Curriculum

Status: Assembly Rules Committee – Awaiting Referral

There are many engineering professionals committed to shaping the next generation of innovators. They have a direct interest in making sure there are enough students interested in these careers, and are willing to invest in our kids and our schools. AB 2898 encourages partnership between schools and private industry leaders by establishing a pilot program to allow engineering professionals to teach high school engineering courses under the supervision of a credentialed teacher. Exposure to industry professionals in their classrooms can provide students with inspiration and motivation to pursue further study in science and technology fields. Students can learn about the diverse employment opportunities that are available and experience first hand how technology affects their everyday lives.



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