

Regional Advisory Committee Minutes DRAFT

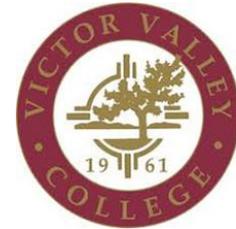
Industry Sector: Automotive

School Year: 2018-19

Meeting Date/Time: February 27 2019 1:00 p.m. - 3:00 p.m.

Meeting Location: Victor Valley College

Meeting Facilitator(s): Lee Bennett



MDCP Director Approval Signature: _____ Date: _____

Community College Approval Signature: _____ Date: _____

Attendees (To Be Updated)

Name, Position, Organization

Category

Email Address

Matt Wells, MDCP JPA	Education	matt.wells@mdcareerpathways.com
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Brian Suggs, Sultana HS	Education	brian.suggs@hesperiausd.org
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Keith Shaner, VVC	Education	keith_shaner@vvc.edu

AGENDA

A. Greetings and Introductions

Lee Bennett called the meeting to order at 1:09 p.m. Round robin introductions were made.

B. High School Progress Report Regarding Work Conducted Since Last Committee Meeting

Apple Valley HS:

Josh Dollar gave good news about their ASE Master Certification. Their evaluation is scheduled for March 14-15th and Steve Coultas from VVC will be assisting, along with a rep from Greiner and Town & Country Tire. They have just been focusing on preparing for that. Lee Bennett added that all the prep work helps to fill in gaps that programs may not know they have, which is the silver lining. VVC had a long list of corrections the first few times, which ultimately led to good changes being made. It pays off for the students in the long run. Lee congratulated them on that undertaking.

Just recently, most of their HS programs implemented Skills Essentials through SkillsUSA. They are hoping they can put a face to the issue of the soft skills gap. Josh likes the fact that it's not just service based, it is important for every industry. It comes with a full set of assessments, videos, etc. This should meet the need for a holistic approach to the soft skills problem.

He asked for input on their equipment, like scan tools, and where is the industry going with that? Those questions would have to be answered at the next meeting.

Oak Hills HS:

John Bollinger started working with Sunland Ford for an internship opportunity. He needs help with scan tools and updating equipment. He is big on soft skills in his classroom and he is focused on trying to clean house from previous years. He is looking forward to next year when he will have repeating students from Auto 1 moving into Auto 2. He is also looking into ASE Master Certification. He has added a little more light diesel into the curriculum, along with electrical, etc., but they need more equipment. Lee stated that teachers are welcome to borrow VVC equipment if they need it. He also offered instructors to work with him on modules that they may not be familiar with and they could even borrow the car and tools to go with it.

Sultana HS:

Brian Suggs stated that they are in a similar situation as Oak Hills, as it is his first year and he is working on revamping the program and trying to find out what he really needs. He was interested in the SkillsUSA curriculum for soft skills. Brad Williams talked to him about the cost and will help him if he is interested in moving forward. It is roughly \$10 per student and the instructor gets an instructor guide, all the curriculum that goes with it, and the assessment tools.

Their site participated in the VVC competition earlier in the year as well as the SkillsUSA regional competition. He has one student moving on to state. He has been enjoying the process so far.

Matt Wells gave an update on the Mountain Desert Regional Career Pathways JPA:

Currently, work is being done on the Strong Workforce grant to find where funds will best fit and the application will be submitted as a region. Matt stated it is roughly \$18 million per year awarded for the region, with applications due every year. The JPA identified a need to put together a regional auto application. He shared the letter of intent with the group, which includes a request for equipment and expanding hybrid/electric, facility upgrades, etc. He asked if that is on target with school needs and if VVC would write up a letter of support.

Lee agreed to write the letter and he stated it is a good direction to go in. The High Desert region was awarded millions of dollars for regional and local applications and Auto had the top scoring regional application for the first three rounds above all the other sectors. VVC was awarded hybrid and advanced technology of electric vehicles as well as the supporting equipment, diagnostic equipment, and the ability to offer professional development as a requirement. Lee said he would share what their regional applications looked like and he suggested using VVC's template since they had such good results. The voting process looks for cohesive comprehensive programs that all work together and form a path and outlined goals. They look at what resources at an academic level they need to achieve those goals, such as training. He suggested putting in the training aspect and curriculum modification and development into the HS application.

C. Industry Trends Update (Provided by Industry Partners)

Matt Wells asked Ron Zirles from VVTA if there is anything high school students should be learning from an industry perspective:

Ron responded that he's not sure at a HS level, but the most important thing in his opinion is being taught how to read the manuals and what all the functions are. Diagnostic skills are important and learning what the functions are of the parts hands-on is more effective than by book or worksheet. Steve Coultas added that VVC recently overhauled their curriculum and student objectives to include a hands on final exam. Electricians has hands on final and they set the bar very high now because of industry needs. This also helps their students with critical thinking skills. VVC is happy to share their courses of records and syllabi to any other schools who are interested because they agreed that reading charts and books are no longer valid in industry – it has to be hands on.

Lee added that students coming into K12 are extremely bright and the data shows that this era has the best education system to-date, but it looks very different than it once did so teachers must now be adaptive in order to meet the needs of the new population of students. It is an exciting time because K12 and community colleges are finally coming together to work as one cohesive system. The collective work of the region is really starting to take shape. The College has rewritten or discontinued almost every piece of curriculum they have. Courses are being assessed to see whether or not they have value to industry and if they don't, they get taken out. Pathways are finally starting to hold weight because the HSs and Colleges are starting to understand the components necessary to make it successful.

D. VVC Update

Lee Bennett spoke about the College and Career Readiness Dashboard on the K12 side and how the state bases their funding. For CTE, students must complete a 2-year pathway within the high school and articulation/dual enrollment is another measure. CCAP and student enrollment is also included. The gist is that the pathways need to continue on to a community college level. Guided Pathways at the CC level is a directive to ensure courses are

being created. Auto is making a pathway that removes the line between HS and college. Because not everyone comes to CC out of HS, there has to be ways for others to successfully enroll in a progression of classes and other support services (SkillsUSA for example, or tutoring, or academic support).

Dealership personnel needs to be brought in to teach and also give teachers release time to visit employers to really see what they need at their facilities. Job shadowing for teachers is important since it has been a long time since those educators were working in industry. Unpaid internships as a capstone for their program are also important so when students get to industry, they can get a paid internship (ie employed), then certs of achievement like AA, ASE, etc. Creating the holistic pathway will take students from K12 to employment, which has always been the goal but is just now coming to fruition. We need to find the metric for success and scale it.

At VVC, they have proposed the following of Certificates of Achievement to address ASE certification areas. The advisory agreed that creating the following certificates with the embedded courses would align with ASE areas and would address student curricular needs to align with industry needs:

Proposed Certificates of Achievement

○ Automotive Engine Specialist (A-1) (18 credits)

- Auto-50 Intro to Auto (4)
- Auto-77.3 Automotive Workplace Professionalism (2)
- Auto 51A Engine Repair (4)
- Auto 51B Advanced Engine Diagnosis and Repair (4)
- Auto 51C Advanced Engine Diagnosis and Replacement (4)

○ Automotive Heating and A/C Specialist (A7) (18 credits)

- Auto-50 Intro to Auto (4)
- Auto-77.3 Automotive Workplace Professionalism (2).
- Auto 80.1 Automotive Electrical and Electronic I (4)
- Auto 80.2 Automotive Electrical and Electronic I (4)
- Auto-97 Automotive Heating and Air Conditioning systems (4)

○ Automotive Electrical Specialist (A-6) (18 credits)

- Auto-50 Intro to Auto (4)
- Auto-77.3 Automotive Workplace Professionalism (2)
- Auto 80.1 Automotive Electrical and Electronic I (4)
- Auto 80.2 Automotive Electrical and Electronic I (4)
- Auto 82 Automotive Electrical Repair (4)

○ Automotive Engine Performance Specialist (A8 & L1) (18 credits)

- Auto-50 Intro to Auto (4)
- Auto-77.3 Automotive Workplace Professionalism (2)
- Auto-79.1 Basic Automotive Engine Performance and Emissions controls (4)

- Autu79.2 Advanced Engine Performance and emission controls (4)
- Auto-79.3 Advanced Engine Performance and Diagnostics (4)

○ Automotive Emission Testing Specialist (18 credits)

- Auto-50 Intro to Auto (4)
- Auto-77.3 Automotive Workplace Professionalism (2)
- Auto 85-D Emission Diagnostic and Repair Training (4)
- Auto 85.6 Emission Control Training (4)
- Auto 85.5 Engine Emission Control Training (4)

Proposed Course Deactivations

- Auto 57 Automotive Brakes, Suspension and Wheel Alignment (12)
- Auto 79 Tune-up, Pollution Control, and Fuel Systems (12.0)
- Auto 80 Automotive Computers, Electronics, and Electrical Systems (12.0)
- Auto 50.5 Introduction to Basic Automotive Service & Maintenance
- Auto 79A Basic Tune Up (2)
- Auto 79B Troubleshooting and repair of Ignition
- Auto-80F Ford Diagnostic and Repair Strategies (4)
- Auto 95A Automotive Laboratory (1)
- Auto 95B Automotive Laboratory (2)
- Auto 96 Applied Technical Mathematics and Measure Instrumentation (3)

Most industry don't know what CC certificates of achievement are, but they matter a lot to the college because that is what they receive funds from. Their certs marry to the industry cert requirements so they are relevant. It will affect the K12 greatly because the students will need to gain skills for employment at the CC step. They have far less curriculum than they used to but what they do have has more merit and relevancy. There is a gatekeeper class for every cert (students articulated through HS will already have that) and Auto Workplace Professionalism is also a requirement for each cert. It would be nice for HSs to also articulate with that course so they have 6 credits by the time they start VVC. Impotence is for HS teachers to get students at an A in those articulated courses and students will be interviewed upon applying to cert courses.

HS teachers commented that they lose a lot of students because counselors say students have to have A-G first, instead of advising CTE articulated courses. VVC counselors now reroute students to cert programs instead of AA. They need to be shown they can be successful and make achievements in the first couple years of enrollment so even though it is a longer program, they can work on finishing degrees to employment during that time.

Most Auto classes are 4 unit lecture/lab combos, 16 weeks, 3 hours per week. With the least amount of time in classroom and majority of time in shop. Lecturing around a car is more effective than in classroom. Class sizes are currently around 12 or 15. They are currently low in enrollment because they have raised the bar and increased the rigor, but their success rates are going up.

The other aspect of the pathway is to be able to share curriculum with HS teachers, students, parents. It is so important for the parents to know the benefits of putting their students in CTE programs and keeping them there. So many students don't know that they can/are already earning college units in their current classes. Effective outreach and showing them the roadmap to their success is so important. Matt Wells added that this has been brought up recently and we have to try something new because what we are currently doing is not working. So many students get articulated credits and then they don't follow through and enroll at VVC programs. There is a huge disconnect and it has to be all brought together by placing students in jobs and having students who know the skills to keep those jobs. It is industry-wide, not just in Auto.

Teachers don't know what to tell their students so John mentioned that he would love to be more involved in what the College has going on so he can pass it on to his students. Matt suggested using the curriculum alignment meeting next week to take tours of VVC and find out what they can do better to sequence those courses. Bringing VVC staff and equipment to HS classes is also beneficial because it starts to spark the interest of those students to see more at the CC level. Matt would also like to talk about doing another Auto competition because they have been so successful for the kids. He asked teachers what the impact was for the students afterward. The response was that the kids that went had a good experience and started a good buzz and it created more interest among their peers. It was suggested to bring underclassmen next year so they can spark interest.

Teachers asked for big VVC posters once all the courses are finalized so they can display them in their classrooms and get students interested and paying attention to their options. It is hard for VVC to compete with the UTI's of the world as far as advertisement, but hopefully producing the results will speak for itself. Those trade schools have the facilities and the equipment, but they are fast-tracked so they don't have as many success stories. The average college student can only onboard information so quickly, so some do better at a slower pace like at VVC.

Ron stated that out of everyone he has talked to in the industry, most of them refer to jr college instead of for-profit schools like UTI because they believe in the process and the quality of employee that comes out of the slower paced environment.

Someone stated that the top 10% are successful in those trade schools, but when they come out of school they will go straight to higher end employment and are a lot less likely to work at a local, HD level.

Lee noted that ASE now has level 1 and 2 BMW cert course which shows they desperately need employees. They need technicians and their needs are not being met. So even the trade schools aren't supplying the workforce they need. They have started redirecting their recruiting to community college levels.

CC losing people to attrition, not to trade schools. It is not a competitive environment.

Lee spoke on AB705, which is new legislation that passed stating that CC students are required to take college level English and math and complete those in a 1 year timeframe from enrollment (which, at CC level is only 2 terms like Fall and Winter). There is also a new student center funding formula. The stopwatch starts from when they start English and math courses, but that doesn't necessarily have to be in their first year. If students want to push those to year three, the college loses a small amount of funding but it is still possible. It is actually beneficial because the college will lose more money if the students enroll in English and math the first year but don't pass and are more likely to drop. Research has shown it is much more valuable for students to wait because through Accuplacer, they are usually being placed 5 levels below those targets in math and English when they enroll, setting them up for failure.

The meeting was adjourned at 2:24 p.m.