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45 tips

for making your program more viable

CLASS OUTLINE — VISION 2013 (REV1)

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45 TIPS FOR MAKING YOUR PROGRAM MORE VIABLE

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45 TIPS FOR MAKING YOUR PROGRAM MORE VIABLE

Class outline – VISION 2013 (REV1)

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This information was presented at the 2013 VISION conference held in Kansas City for one of the Train-the-Trainer courses offered. The contents of this document presents information based on my personal teaching experiences and ideas obtained from other programs that I have observed throughout the country. It is not intended to suggest that adoption of these ideas will guarantee program success, but is intended as a resource of suggestions for your consideration. There are many equally important factors that contribute to a program’s strength and viability. This document deals only with four of them including: CURRICULUM & FACILITIES, MARKETING, COMMUNITY INVOLVEMENT and FUNDING.

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45 TIPS FOR MAKING YOUR PROGRAM MORE VIABLE CURRICULUM & FACILITIES

CURRICULUM & FACILITIES

Tip #1 Shop & Classroom condition

- a. View your shop as a first time visitor
- b. Bring in total strangers and ask their opinion
- c. Make necessary changes, clean, organize and get rid of junk
- d. Present your shop and yourself as an industry professional
- e. Suggest getting rid of old “project” cars that have been there too long

Tip #2 Curriculum

- a. Align curriculum to NATEF standards (learn and support 2012 standards)
- b. Obtain NATEF certification if your program is not certified
- c. Use the many online resources for establishing e-Curriculum systems.
(Check out www.delmar.com, www.pearsonhighered.com/automotivesolutions/ and www.myautomotivelab.com among many others)
- d. Use a syllabus or a “thumbnail” of your curriculum to distribute to visitors
 - i. What areas are taught
 - ii. Hands on/classroom percentages
 - iii. How students are evaluated
 - iv. Related careers for successful students
- e. Obtain input from employers, Adv. Comm., NATEF ETL’s and other instructors.
Make needed changes
- f. Use “team approach” if working in a large training institution
- g. Ensure that curriculum is relevant to today’s vehicles (5-10 model years) and reflects local employer needs
- h. Be able to make continual updates to curriculum

Tip #3 Investigate possibility of Administration giving partial or full academic credit for your classes. Examples are:

- a. Math credit (There are Auto Technology Math books available.)
 - i. <http://www.amazon.com/Automotive-Math-Handbook-Forbes-Aird/dp/0760306966>
 - ii. <http://www.pearsonhighered.com/educator/product/Automotive-Mathematics/9780131148734.page>
 - iii. http://www.textbooks.com/BooksDescription.php?BKN=1050270&SBC=MLH&network=GoogleShopping&tracking_id=9781111318239U&utm_medium=cpc&utm_term=9781111318239U&utm_source=googleshopping&kenshu=4c170fb5-a0b3-7e09-c204-0000102c3bba&adtype=pla&kw={keyword}&gclid=CLeasp6Hh7UCFZGiPAodFVwACg
 - iv. http://www.bigplanetbooks.com/Practical-Problems-in-Mathematics-for-Automotive-Technicians_p_77658.html

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CURRICULUM & FACILITIES

- b. Science and English credit for:
 - i. Research projects involving automotive topics
 - ii. Alignment and suspension angle relationships
 - iii. Repair orders, accuracy/penmanship/customer communications
 - iv. Writing legibly
 - v. Interpersonal skills (interviewing customers, communication with peers, parts, etc.)
 - vi. Ability to keep accurate records/data, etc.

Tip #4 Join support organizations

- a. Join NATEF (www.natef.org), NACAT (www.nacat.org), iATN (www.iatn.net), AYES (<https://www.gmasepbsep.com>), ASE (www.ase.com), IDENTIFIX (www.identifix.com) and others
- b. If you are not ASE technician certified, obtain ASE certification (www.ase.com) This is becoming more important than ever with the new 2012 NATEF standards.
- c. Attend conferences and network with other instructors (NACAT, CAT, ICAIA, SEMATA and others)

Tip #5 Student competitions *(Get involved in local competitions for public awareness and student involvement) Most find it a very valuable program for both students and the program)*

- a. Ford/AAA for high schools <http://autoskills.aaa.com/>
- b. Skills CANADA <http://www.skillscanada.com/>
- c. Local conferences and instructor organizations often have student competitions

Tip #6 NATEF *(National Automotive Technician's Education Foundation)*

- a. Learn about and embrace the new 2012 standards (use them to obtain new equipment/tools)
- b. Obtain or maintain NATEF program certification
- c. Administrators have used the NATEF process for both the support of and the closing of programs. In my opinion, the difference is how strong your program is supported by Administration and more importantly, the community.
- d. Contact local ETL's (Evaluation Team Leader) for assistance in planning for NATEF certification of your program.
- e. Visit NATEF's website for helpful information on program certification and "why". (www.natef.org)

Tip #7 Incorporate resources into your program

There are a TON of free resources available to help your program, students and your curriculum.

- a. Use various websites for resources (www.autoshop101.com) as one example.
- b. www.consulab.com, www.identifix.com, www.alldata.com, www.shopkey.com, www.myautomotivelab.com, www.delmar.com, www.jameshalderman.com, www.sae.org, www.g-w.com, www.mitchellondemand.com

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- c. Enroll in Identifix (Students can now access 30+ pre-programmed vehicles from home) Identifix is free to NATEF schools. Identifix now has full OEM service manuals for most domestic and some foreign vehicles. Contact Judy Wax @ JWax@identifix.com for details.
- d. Check out Identifix's new student resources website: <http://protech.identifix.com> Should be up and running by July 2013 with student study guides, exercises, resources, etc.
- e. Check with the publisher of your textbook for supplemental resources
 - i. www.pearsonhighered.com requires access code (free to obtain)
 - ii. www.delmar.comUse online resources from your publisher. For example: For all Halderman books, take a look at: <http://www.pearsonhighered.com/automotivesolutions/> or www.jameshalderman.com All the below resources are available FREE to all instructors regardless of whether you use Halderman books or not. (You must request an instructor access code once, then use whenever you access the Pearson site, but you DO NOT need a code if you visit Halderman's site.)
- f. Examples are:
 - i. Power Points
 - ii. Image Libraries
 - iii. Student Puzzles
 - iv. Test Banks
 - v. Lesson Plans
 - vi. NATEF Task Sheets correlated to the textbook
 - vii. Video's
 - viii. Instructor manuals (with correct answers)

Tip # 8 Free: 2,000+ video's, tons of animations, hundreds of photo's, lesson plans, puzzles, :
Go to: www.jameshalderman.com, then select ASE Resources from the top tool bar or go to: http://www.jameshalderman.com/ase_resources.html Click on the "grey" tool bar for any of the below areas, then all resources for that area will be displayed. (you must be able to play YouTube and have Flash Player for them to display.)

- a. A0-BASIC SKILLS:
- b. A1-ENGINES:
- c. A2-AUTO TRANS:
- d. A3-MAN. TRANS:
- e. A4-SUSP/STEER:
- f. A5-BRAKES:
- g. A6-ELECTRICAL:
- h. A7-HEAT & A/C:
- i. A8-ENG PERF:
- j. A9-LIGHT DIESEL:

Resources are categorized by ASE areas.

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CURRICULUM & FACILITIES

eLearning Products

- eTextbooks
- eTask Sheets
- eGradebook
- eCurriculum

“Live” Diagnostic scenario’s

- i. DATO (Delmar)(Erjavec- Gilles) <http://sites.cengage.com/DiscoverDigital/default>
- <http://www.cengagesites.com/academic/?site=3233&SecID=2561>
- <https://login.cengage.com/cb/login.htm>
- ii. MyAutomotiveLab (Pearson)(Halderman) www.myautomotivelab.com
- k. Access Sonny Reeves website for teacher resources.
<https://autoteacher.net> Lots of resources.

Tip #9 Join and be involved in organizations that provide resources for your program instructional support

- a. iATN is a great networking resource for educators. Use the EDUCATORS FORUM often. Basic membership is free to instructors, but consider becoming a “sponsoring member” for more access to resources. www.iatn.net Included in the “free” membership are the below resources:
 - i. GM, (Complete GM SET course, Fuel Injection course and OBDII courses are available)
 - ii. Ford, (Courses and Power Points on OBDII, Fuel Injection, Emissions, PATS, Scan Tools, Multiplexing and Drive Cycle courses are available)
 - iii. Toyota, (Hybrids, Engine Controls courses 1 & 2, Emissions, Fuel Injection, etc)
 - iv. A/C info, (Retrofitting to R134a)
 - v. OBD II info, etc (OBDII code lookup (outdated)
 - vi. TSB Search, NHTSB info, Vehicle Complaint File
- b. Obtain or maintain your NATEF certification. See previous website at # 4 above.
- c. Join NACAT www.nacat.org Great networking resource for instructors. HUGE week long July training conference and trade show held at different locations each year. Strong source of advice & resources
- d. If you are now not ASE certified, work towards getting certified in all eight areas. NATEF’s new 2012 standards can be more easily met with instructors who have ASE certification www.ase.com

Tip #10 Subscribe to related periodicals

- a. Use student interest magazines for reading and research assignments
- b. Monitor reading time and placement to avoid abuses and theft
- c. Use magazines for extra credit and interest generating assignments
- d. If funding is a problem, use student fund raising as a source of subscription costs.
- e. Be aware that some magazines are free to schools.
- f. Make sure you get free subscriptions of “Tomorrow’s Technician” <http://www.tomorrowstechnician.com/> (Babco Publishing) and others such as “Brake & Front End”, “Chilton’s Motor Age”, “Motors”. There are several other specialty magazines and publications.

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CURRICULUM & FACILITIES

Tip #11 Set up agreements to “borrow” newer vehicles for instructional purposes

- a. Formulate official agreements with used car lots, dealerships and others to “borrow” vehicles for student exposure to newer technologies and systems not available to your school. (NATEF approved)
- b. Establish strong relationships with local businesses to enhance this program.
- c. My program provided free safety inspections for new and used car dealers as they obtained trade in vehicles. This also provided a source of “live work” based on what we found if needed. The benefit was that there wasn’t a critical time restraint for completing the repair and the dealer understood it would take much longer than normal. Provided great learning opportunities for my students on newer vehicles. Proper liability paperwork needs to be in place.
Involve your immediate program administrator in developing these programs.
- d. Sometimes, the sending dealer can “double-check” the work and certify it’s compliance to their standards. May or may not be needed in every case.
- e. Newer vehicles (2-5 model years from current year) can be “loaned” for student exposure to newer systems and technologies. (All that is needed is a written agreement signed by both parties for your files to satisfy NATEF)
- f. Establish agreement language that protects your liability and that they accept the responsibility for repairs and parts warranties. See item “d” for additional details.
- g. NATEF allows this policy in lieu of owning your own vehicles.
- h. Many dealerships take in trade-in’s that aren’t worth fixing and if you have good relationships with them, many times they will donate them to your program for a tax write-off.
- i. Advertise in local papers for the general public to donate cars to your program.
- j. Many corporate donation programs for non-factory training programs have been seriously curtailed. Most of the time, success is based on knowing someone who knows someone who can arrange a donation.
- k. Check with your Advisory Board members and local businesses. When customers are told that their car isn’t worth fixing, they could encourage them to consider donating their vehicles to your program.
- l. Contact local auto recyclers and mention your training needs to them. Many yards are willing to donate some damaged or unusable components to your program.

Tip #12 Set up agreements to “borrow” tools/equipment for instructional purposes

- a. NATEF allows this policy if your school cannot afford to purchase everything you need, but be careful not to allow administration to use this as reason to not purchase new equipment for your program.
- b. Most schools use this for only a few, very expensive and not often used pieces of equipment.
- c. Proper documentation is necessary for NATEF. (copies of written agreements with local businesses)

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MARKETING

MARKETING

Program marketing is one of the MOST important and often least supported method of making/keeping your program strong and viable.

Tip #13 Develop an aggressive marketing program to increase enrollments

- a. **RECRUITING POSTER:** Create a recruiting poster that highlights your program. Post these at local businesses, use them when you visit schools, on bulletin boards, anywhere you are given permission to post. Make it relevant, interesting and updateable.
- b. **PHOTO COLLAGE:** Include a photo collage of program highlights and student projects/activities
- c. **VIDEO LOOP:** Prepare a video loop showing your classes in session and highlight your strengths
- d. **PROGRAM BROCHURE:** Create a brochure for placement in local businesses, counseling/career education offices, career fairs, etc. Brochure should include:
 - i. Program title
 - ii. Brief description of scope of program
 - iii. Pictures of program highlights
 - iv. Contact information for email/phone/website/and in person visits
 - v. Some interesting “eye candy”
 - vi. A brief listing of curriculum areas that are taught
 - vii. Emphasize shop activities and “hands-on” learning.
 - viii. Endorsements from local businesses or Corporate training programs.
Toyota T-Ten, ASEP, ASSET, BMW and others.
- e. **EYE CANDY:** Have some “eye candy” with performance or high-tech parts for display when visitors formally visit your program.
- f. **SCHOOL & PROGRAM WEBSITE:** In today’s world, websites are the “norm” for research and investigations about something of interest. Incorporate some of the above resources into the website.
 - i. Enhance your school’s website with a “virtual tour” or a link to a YouTube video of your shop. See: <http://www.lapeeredtech.org/index-2-Programs.html> for examples. Click on “video overview” for a program of your choice.
 - ii. Take a look at UTI’s website only from the standpoint of web design and layout. www.uti.edu Perhaps get some ideas from their website.
 - iii. Have some type of “contact form”, “contact email” or “phone” for visitor to contact you and/or ask questions. Encourage contact on the website.
- g. **STUDENT RESPONSE & SIGNUP CARDS:** Use for student follow-up and information requests. Can leave them at other business locations and feeder school’s career prep departments.
- h. **INTEREST SURVEY”** Be creative with an interest survey. Use some graphics and interesting pictures.
 - i. Ask for general interest areas, then, show how your program can be a stepping stone to higher level careers often somewhat unrelated. Give potential salary ranges, diversity of different possible areas of specialty, places of employment, etc.

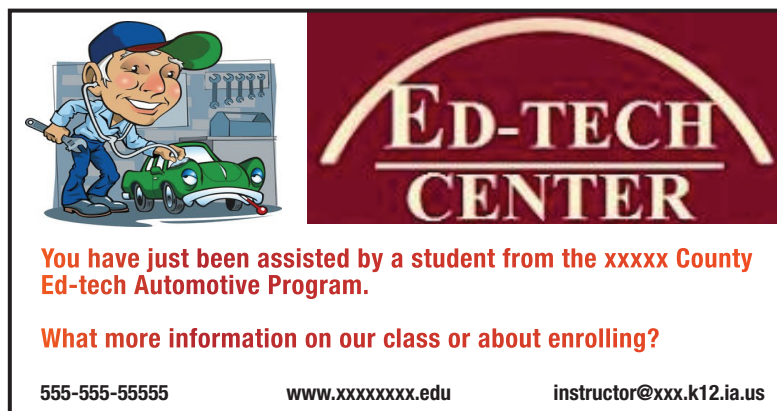
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MARKETING

- ii. Create and pass out student interest forms where they can request information about your class. Distribute them to all “feeder school” counseling and career prep departments and network with the counselors to inform them of your program.

Tip #14 Start a “student business card” program

- a. Develop a professional looking “business card” for students to pass out to public when appropriate.
- b. Have students give out cards whenever they assist (successfully) a stranded motorist, or other times.
- c. Often the cards are given out by students when they are asked about your class by a friend.
- d. Another method of simple advertising. Typical instructor business cards are too formal. Use some neat eye-catching pictures.



Tip #15 Social Media

- a. Develop social accounts for your school in FaceBook, YouTube and Twitter. Also develop a short virtual video tour of your shop with a narrative based on the features and highlights of your program.
- b. Place some program highlight video’s on YouTube. Ask for help from those already doing it if you are unaware. This can be a HUGE source of potential student interest.
- c. Understand the importance of social media and with today’s students.
- d. Work with your Administration and school I.T. department to alleviate security concerns. Use examples from other school district to show how it is being adopted. This can be a hurdle that needs to be dealt with using other examples.

Tip #16 Invite all of your school counselors or all of your feeder school counselors to an OPEN HOUSE for them.

- a. Display your shop at its finest and have examples of curriculum, assignments, textbooks, media, tests, etc. This gives them a better idea of who and what you are and better yet, what type of student will be successful in your program.

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- b. Have existing and graduate students there to talk with counselors.
- c. If possible, have light refreshments served by existing students.
- d. Many counselors have no idea of what is involved with a technology program.
- e. Make sure they leave with something to take with them. Cards, brochures, a video loop, your “marketing package”, etc.
- f. If appropriate, have existing or graduate students give “testimonials” to counselors about what a difference your program made in their lives.
- g. This has been a huge source of improving the category of student that is enrolled in the program. Some counselors will not change their minds, but many will.

Tip #17 Have or attend all OPEN HOUSES & Career Days held at your or your feeder schools.

- a. Attend all local OPEN HOUSES of your feeder schools or your own (if held).
- b. Set up your media show (from #13) at the table- Have current students attend with you to meet visitors.
- c. If not, create your own OPEN HOUSE highlighting your program. Do this prior to enrollment time.
- d. Encourage student visitations and have contact cards available.

Tip #18 Attend Career Fairs at local schools

- a. COLLEGE PROGRAMS: If your local high schools hold career fairs or “college nights”, attend these events with your “marketing package”, video loop, posters, brochures, students and some high tech parts like a supercharger, etc. for “eye candy”. Project yourself as a viable option for students interested in the career without having to go out-of-state or pay huge tuition costs.
- b. Create a picture collage on display with eye candy from your program.
- c. Can be a huge resource for generating interest for potential students

Tip #19 Have local employers/technicians regularly visit with your students during your class to ask/answer questions

- a. A highly effective way of generating interest in students and your employers
- b. Gives your students “real world” knowledge of what is expected of them in the career.
- c. This has been extremely successful in generating interest and student motivation for attendance, completing assignments, attitude and getting task certified.
- d. Give student some sample questions to ask employers to get things started. If necessary, ask them yourself.
- e. Things like:
 - i. What do you look for when hiring technicians?
 - ii. How do you determine technician pay rates?
 - iii. What do you expect me to be able to do when I start employment?
 - iv. What is a typical day like at your shop?
 - v. How many tools do you expect new employees to have?
 - vi. How important is attendance and tardiness?
 - vii. What are the possibilities for advancement and higher pay?
 - viii. How much money can I make and what skills pay the highest rates?

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- ix. What would it take to get me fired?
 - x. Can I get update training at your business?
 - xi. What happens if there is a “comeback”?
 - xii. Etc., etc., etc., etc.
- f. Most employers like this interaction with students. Rotate with several employers in your community.
 - g. Gives awareness of your program to potential employers by having them in your shop and program.
 - h. Helps establish reasonable expectations of employers as to what your students will be able to do. Can go a long way to build lasting understanding and relationships between employers and your program.

Tip #20 Attend local car shows/fairs/community festivals with your program promotions

- a. Examples used in the past are antique car, performance, street rods, off-road, etc.
- b. Rent a booth space at local community festivals and have student project or performance cars there for eye candy and drawing in potential students.
- c. Network with local car clubs, get your students involved.
- d. Use your “marketing package” when appropriate at these events.
- e. These activities show your interest in the community and that your program is relevant to today’s interests.
- f. Rent booth space at your local community festival for recruiting purposes. Have students man the booth with you for extra credit. Use your “marketing package” here. If possible, have a school project car on display. This has been extremely successful for us in the past.
- g. Have existing students man the booth on a rotational schedule. Give extra credit for those that participate. Many have awesome cars at home that can be the “eye candy” for drawing in potential students and their parents.

Tip #21 Hold at least two OPEN HOUSES a year. Bring in local antique or performance cars for eye candy

- a. If your school holds open houses, coordinate with their schedule, but have one of your own and promote student projects and achievements. Saturdays work well because family and friends can attend.
- b. You can combine an OPEN HOUSE with a car show. Contact local car collector clubs to hold their shows at your school. Brings in tons of people who wouldn’t normally see your shop/program.
- c. Be sure to invite your school Administration and Board of Trustees,
- d. Invite and follow up with your Advisory Board.

Tip #22 Use “invitations for visiting your classes”

- a. Create an informal “invitation” form and hand out to prospective students at public events. High schools can use them to get the student “excused” to visit your program during school day.
- b. Encourage your students to pass them out to appropriate friends, etc.
- c. Can be a very successful method of generating student interest in your program. “Horses” often need to be lead to the source of the water.....

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Tip #23 Encourage your students to bring guests

- a. Discuss with your students how to recruit appropriate candidates, then, encourage them to bring them in for visits and class shadowing for a day or two.
- b. Students often take ownership in your class if they realize that potential successful outcomes involve having quality students. (this will take some time, but will pay off with huge benefits)
- c. Some successful program even have Student Enrollment committees made up of existing students to interview class candidates and give their recommendations to the instructor. (This would need to be handled very carefully, but can work well)

Tip #24 Consider using class t-shirts/hats/jackets for public awareness

- a. Huge method of creating community awareness and “ownership” to your class by students.
- b. Have fund raisers if necessary to generate funds (car washes, oil change specials, safety inspections, etc). Don’t call it “labor”, call it “donations to the shirt fund”.
- c. Students often desire to wear their shirts/hats everywhere outside of class time.
- d. Great advertising and publicity for your program
- e. We had t-shirts and jackets. Was an extremely successful method of “advertising” our program.

Tip #25 Schedule meaningful and related field trips

- a. These events can be extremely successful in building student “ownership” to your program. Guard against them becoming just a “fun city” type of atmosphere, and try to relate them to what can be learned related to course objectives.
- b. Some can be just plain “FUN” also.
- c. Use car shows and racing events, doesn’t have to be directly related to automotive. Builds student relationships and class ownership.
- d. Examples: Autorama car shows, local car shows, museums, professional races, off-road events, drag-races, “lemon” races, demolition derby’s, etc.

Tip #26 Have “OPEN SHOP” sessions in the evening or on Saturday

- a. Hugely popular with students and families. Gets parents and others aware and involved with your program and its advantages.
- b. Allow students to bring in family member cars for maintenance and light repair. Have parents attend. Have an area containing program information available for Mom’s and siblings.
- c. Provide career information about pay, advancement and information from the Bureau of Labor Statistics.
- d. You have to guard against being “everyone’s free auto technician”, but it is manageable if you control what projects get brought into the shop. Have rules and policies. It can work very well for you if managed properly. Gives families an opportunity to learn about your program and the career.

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- e. I can't tell you how many times I have heard: "Wow, I didn't realize there was as much to this career until I came." or "Wow, this isn't anything like I thought it would be. This is "high-tech"!!"
- f. Encourage your students to bring their parents, especially Dad's. Encourage shop tours, etc.

Tip #27 Start a car club for repair/performance/street rod/rat rod/antique restoration/off-road/mudding/cosmetic appearance/custom accessories/audiophiles/ etc.

- a. Have students involved in management and establishing rules/policies.
- b. Needs to be well organized and managed.
- c. Get administrative permission and involve them if possible.
- d. Google "Roseville High School" and http://www.ehow.com/list_5980995_high-school-auto-projects.html for examples of different possible projects.
- e. Check out these links:
 - i. <http://heartwrencherscc.wix.com/skylinecollege#!>
 - ii. <http://www.tohscarclub.vze.com/>
 - iii. http://compositehighfmpsd.sharpschool.com/for_students/clubs/composite_district_car_club/
 - iv. http://www.mcpherson.edu/academics/auto_club.php
 - v. <http://www.mcpherson.edu/autorestitution/>
 - vi. <http://www.saddleback.edu/atas/autotech/>
 - vii. <http://www.where2race.com/clubs/view/texas-am-sports-car-club>
- f. This can be HUGE time magnet for you, but will pay off huge dividends to your recruitment of students and program.
- g. Establish meaningful achievement criteria tied to student membership so that isn't just a "freebie".
- h. Can develop positive student self-confidence.

Tip #28 Have a STUDENT ACHIEVEMENT board in your shop/classroom for student and public awareness. Most students and people in general love "attaboy's" and recognition. (whether they admit it or not). This bulletin board can make a huge difference in establishing student attitudes and motivation. Encourage lower achieving students to excel and continually give them positive reinforcement (when deserved). Examples of possible ideas for the board:

- a. Pictures of students obtaining ASE or state certifications (show copies)
- b. Student with a completed project car
- c. Best attendance for the semester.
- d. Most improved for the semester.
- e. Others as appropriate for your program.

Tip #29 Invite your Board of Trustees to hold one of their regular meetings in your shop/classroom:

- a. Have some prepared students conduct a brief presentation of what your program has done for them.
- b. Pass out brief printed materials covering the scope of your program.
- c. Pick some select students to thank the Board for their support of your program.

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- d. Involve your direct Administrator in this request and if granted, have him/her involved in the introduction event. Give rationale for why you want to host this event. Contact Rick Escalambre @ Skyline College for additional details on planning this activity.
- e. Take them on a brief tour of your shop before or after their meeting.
- f. Suggest to your supervisor that this process be repeated for all programs in your school.

Tip #30 Consider having an annual Christmas or “end of the year” party to build student participation and “ownership” to the class.

- a. Invite counselors, custodians, Administrators, etc. Have students plan the event and you coordinate a menu and amount of dishes to supply, etc, etc. We have done this before with GREAT success and the students looked forward to it every year. The staff also became very aware of the type of class you had with these activities.
- b. Clear with your building Administration first and above all: give rationale for why you want to do this:
 - i. Student ownership building of the class
 - ii. Cooperative effort activity
 - iii. Brings “strangers” in a class together
 - iv. Promotes your class to others
 - v. Gives students a chance to learn and practice interpersonal communication skills with people

Tip #31 Consider having an “awards” banquet at the end of the year for acknowledging:

- a. High achieving students in various categories (task completion, employability skills, etc)
- b. Students achieving ASE or State certifications
- c. Highest academic and practical achievements
- d. Those receiving scholarships to colleges or trade schools
- e. Best attendance, attitude, support of others, community service, etc., etc.
- f. Contact local vendors for “giveaways” and door prizes. Awards can be a tangible item if available.
- g. Local parts jobbers can provide tools/equipment and gift certificates. Include their signage at the event.
- h. Send thank you letters to follow up.
- i. Winners of student competitions.

Tip #32 Be aware of what makes Administration support a program and focus on activities that promote those things

- a. Most administrators will support a program with a high exposure and involvement in the community.
- b. A very successful program makes Administrators “look good”.
- c. Know the dynamics of your particular schools “politics” and work within it.
- d. They often use your program as an example to the community or school visitors.
- e. Extremely good “politics” when budgets are tight and a program “hit list” may be developed.
- f. This is especially true if your program provides meaningful services to the public.
- g. Know your administrators and the limits established within each school’s parameters.

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- h. Work with your administration and know how the “political” structure is organized at your school
- i. Realize that success is almost always based on “team dynamics” and “positive awareness”.

Tip #33 Conduct student follow up surveys to determine program success in the following categories:

- a. 1 year out, 2 years out and some programs measure 5 years out.
- b. Related employment to your program’s training goals. (yes or no)
- c. Where graduates are working?
- d. Solicit graduate suggestions for program changes and improvements
- e. If military is involved, are MOS’s related to your program?
- f. Count post-secondary or tuition based schools as related.
- g. Follow up surveys are a NATEF requirement and can be a helpful tool for evaluation of a programs success.
- h. Develop a standard form for results and keep an active file in your NATEF and school files. (Many times school office staff will conduct the survey for you, but it is better that you do it yourself.)

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COMMUNITY INVOLVEMENT

COMMUNITY INVOLVEMENT

ADVISORY COMMITTEE (BOARD OR COUNCIL)

A strong and supportive Advisory Committee (Council or Board) is the most important asset a program can have.

Tip #34 Develop/enhance or improve your Advisory Committee (see list)

- a. Required by NATEF
- b. **MOST IMPORTANT FACTOR** for your program's success besides your ability to teach and motivate students.
- c. Can "make" or "break" a program.
- d. Can be a source of program support if/when Admin. may be considering program cutbacks. (squeaky wheel gets greased theory)
- e. Appropriate membership is **CRITICAL**. Not just whoever you can find. Be selective. Approach all prospective members **IN PERSON** and explain why you want them on your committee. Do not make unscheduled invitation phone calls in the middle of their work day. Typical membership positions include: (remember that they constantly are being asked to do or serve in some way- Be understanding but passionate about your program and request)
 - i. Related business owners/managers/employers/lead tech's (Dealerships, Independents, Used Car dealers, Tool warehouses, Truck/Fleet businesses and any other business that has had your graduates serve as employees in the past.
 - ii. Technicians/Auto Parts Store managers/lead employees
 - iii. Existing and past students from your program who are now employed (related)
 - iv. Community business leaders, (especially if they know of or had past students in your program)
 - v. Parents (be selective, but have them on your committee. (NATEF recommended)
 - vi. Local Motor Dealer Association members
 - vii. Other
- f. Put a lot of effort into your committee and involve them in your program.
- g. Make sure that current Advisory Board members feel and know that they can make a difference and that their efforts are **IMPORTANT** to the success of your program.
- h. If selecting or petitioning for new tools/equipment, get the committee's approval and use their suggestions as rationale for purchase to your administration. (Many schools require it) (NATEF does)
- i. Have a cross-section of members.
- j. Do not allow your Advisory Board committee to be "just something that is required"! Make it a vibrant group of supportive people who are genuinely interested in the success of your program and your students.
- k. Constantly strive to show the relevance of your committee to program and student success.

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Tip #35 Meetings:

- a. Conduct two meetings a year with accurate minutes recorded. Some instructors have one on-site meeting and one “electronic” meeting with emails/phone calls, visits, etc. to reduce inconvenience on members.
- b. Develop an agenda and email/mail it prior to meeting. (Always leave room for unsolicited input from your members.)
- c. Hold meetings in your shop/classroom and do a walk through tour of the facility sometime during the meeting. (Ask for input on tools, equipment, curriculum, work areas, traffic flow, safety equipment, storage, etc.) Use their input as rationale for requesting changes and purchases. (This often can carry much influence with Administration)
- d. If possible, have light refreshments.
- e. Have someone take accurate minutes, then formalize and distribute on school letterhead to all members, copy your Administrators and a copy for your NATEF file.

Tip #36 Job shadowing – work experience activities

- a. Encourage Job Shadowing and Cooperative Work Experiences with your committee members for your students to experience the workplace. Many schools have formal programs. Many job offers are often the result of such experiences. Make sure proper liability paperwork is in place. Most job shadowing occur for 2-5 days and most Work Experiences last for about 2-4 weeks. Job shadowing often gives students a valuable glimpse of the workplace and often does one of two things: 1- Encourages students to strive harder for learning and skill development because they have seen a “real life” example of the career , 2- Students may realize that the career is not for them and they may make career change decisions.
- b. Make sure all members are familiar with NATEF and the importance of the Adv. Comm. with NATEF.

Tip #37 Suggested involvement of committee:

- a. If a syllabus is used, each committee member should have one. If not, give them a “thumbnail” of your curriculum and what/how things are taught in your program. Ask them to evaluate and comment on it.
- b. Inform them on how students are evaluated.
- c. Define and promote “Co-Op”, “Work Experiences” & “Job Shadow” programs with employers. (NATEF Standard) Many times, these programs result in job offers to your students.
- d. Develop and distribute employer surveys identifying their realistic needs and expectations for your students.
- e. Inform your committee members of what typical graduate work skills are and the level of competence available. This provides better understanding and assists in employers having realistic expectations of your graduates. Many have expectations far exceeding reality.
- f. Ask members if your “Program Awareness Poster” can be displayed at their businesses.
- g. Have members develop a priority list of needed capital outlay equipment (NATEF requirement)

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- h. Solicit input from your committee on establishing a 2, 3, and 5 years projection plan for establishing your program's future goals.
- i. Make members feel important and tell how they are critical to a successful program.
- j. Business owners are constantly being asked for and to do things. Emphasize how your program can help them. (better quality employees and can be custom trained for their needs in some cases)

Tip #38 Interaction with advisory committee:

- a. Make on-site visits to your members businesses. Keep your presence and activities known to them.
- b. Offer to help them with anything you can do for them. (many don't have access to Identifix, Alldata, Shop-Key or Mitchell) Offer this service, but guard against abuses. Sometimes allowing employees to come to your shop for access would avoid abuses so that you are not always "solving their problems".
- c. Keep in regular contact with them.
- d. Ask for donations of component cores and instructional components.
- e. I obtained tons of defective components and "re-buildable" components using this strategy.
- f. Invite committee members to attend your field trips/events, Open Houses, etc.

CONCLUSIONS:

- a. I have seen many examples of how a strong Advisory Committee has not only saved a program, but have caused it to be more strongly supported by Administration.
- b. The success of the Advisory Committee depends heavily on the amount of effort you put into it.
- c. Get feedback from Adv. Comm. members to determine their thoughts about what is "right" and "wrong" with not only your program, but the Advisory Committee itself.
- d. Many committee members are successful business people who can be a great resource for your program.
- e. Having strong and frequent communication with Adv. Comm. can enhance and clarify employer expectations for graduating students. Getting them aware of your curriculum can strengthen this. Also, encourage input from them regarding curriculum changes that may have nothing to do with NATEF or other certification programs. Making them feel that they have a part in determining what areas/topics are taught in your classes can provide "ownership" of your program.
- f. How many members?? Depends on individual program. I had 18-22 which was the largest committee in a skill center with 19 programs. They knew us, Admin knew us and they knew we were proactive and very involved. Other membership for programs in other schools usually falls within 8-12 or so.

Tip #39 Develop and distribute a program newsletter.

- a. Make available both in paper and electronic form.
- b. Have a link on your website for the newsletter.
- c. Duration??? Perhaps every month? Every 3 months? Whenever something great is pending? Have a link for upcoming events, news, student achievement, etc.

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- d. Advertise upcoming events, new classes, new equipment, curriculum changes, etc.
- e. Distribute to your Adv.Comm. and make copies available at their businesses.
- f. When appropriate and with approval of Admin, use YouTube for covering interesting items in your program. If you get resistance, use examples from other schools that utilize this resource.

Tip #40 Set up a Community Vehicle Donation program at your school:

- a. Can be a HUGE resource for program awareness, publicity and student “sense of contribution” to community. Provides a great community service while serving to highlight your program.
- b. Coordinate with local service agencies who are a 503C.
- c. Do not allow the school to be part of the vehicle selection process. Let the charity perform this role. Your program’s role is to repair the vehicle. The 503C usually funds the repair parts. Many local parts jobbers will often donate or substantially discount needed parts.
- d. Can be a HUGE source of program publicity, positive feedback, and student involvement. Must be carefully organized and structured. Very popular program in some communities. Google “car donation programs” and others to research.
- e. Important to develop proper legal paperwork and often a repair can business serve as the “certifying” authority to check the work, but the program can work well if properly organized.
- f. United Way, KIND and Michigan Works are examples of agencies I have worked with when I started this program at my school.

Tip #41 Hold local auto parts store training at your shop

- a. Great way to expose your shop and program to the community
- b. We often “negotiated” a number of students free attendance in lieu of a rental charge.
- c. Jobber stores often are looking for a place to hold training and often will enhance their training opportunities if they can use your facilities. Have your administrator “welcome” them at the first session. Good politics.
- d. Contact NAPA, CarQuest, O’Reillys, AutoZone, AutoValue, Pep Boys, Advance Auto Parts and others to solicit interest. Get the contact information from the store manager of the person responsible for corporate training and contact him/her for interest.
- e. Consider holding your own technician training sessions in the evenings covering some of newer technologies as you obtain the instructional aides and curriculum to cover it.
- f. We often had arrangements with local business owners to train their employees in specific areas they were weak in. They sat in regular classes with students. It was a positive influence in most cases. Built positive relationships with employers. Some were compensated and some were not.
- g. Snap-On (Industrial division), Bosch and others can offer training sessions held in your shop.

45 TIPS FOR MAKING YOUR PROGRAM MORE VIABLE FUNDING

FUNDING

Tip #42 Use grants to supplement your program

- a. Check with your local utilities for grants in green energy, alternative energy, etc.
- b. Work with your school or community grant writer
- c. A GREAT example of using grants is Julia Johnson from Skyline College. Go to: <http://www.skylinecollege.edu/womeninautotech/juliajohnsoninterview.php> for more information.
- d. Investigate “green” and hybrid technology companies that offer grants to schools
- e. Past projects include: Fuel Cell car kits, Materials for teaching alternative fuels, etc.
- f. Grants involve a HUGE amount of proper preparation, politics and tons of paperwork.
- g. They usually require the support of Administration at your school, college or facility.
- h. Usually require the services of a professional grant writer.
- i. Visit www.grants.gov for appropriate federal grants. Look at your local Workforce Investment Board (WIBs) or other state agencies who can partner on grants and do the recruiting and student case management as well as job placement and student tracking. Local workforce training programs also need educational partners on their grants.

Tip #43 Use program fund raising events to supplement your expenses for recruiting, student uniforms, supplies, etc.

- a. Always check with your program’s Administrator for their input and guidance before starting any revenue generating activity.
- b. Comprehensive customer safety inspections (no repair work performed)
- c. Battery, Starting and Charging tests
- d. Vehicle detailing (be careful with this one as it can deter from your specific curriculum) Perhaps done after school hours for fund raising)
- e. Candy/item sales
- f. Booth/table at community festivals to sell water, raffles for Oil Changes, Tire rotate & balance, etc.
- g. Other based on individual program specifics.
- h. Most programs do not label the income as “LABOR” or “CHARGES”, but often use terms like: “SHOP FUND” or “STUDENT PROJECT FUND” or something similar.
- i. Perhaps start a recycling scrap metal endeavor to help bring in additional funds to your program.

Tip #44 Keep accurate records of instructional and expendable supply costs for the year.

Does your Administration know what you spend your programs budget funds on? EVERYONE wants more money!!!!

- a. Keep a log of expenditures for Administration review
- b. If appropriate for your case, be prepared to tactfully petition for additional money, BUT have the evidence for why Admin. should grant your request. Use facts/figures including return on investment (student related employment placement), community services rendered, student’s going on to related higher learning opportunities) Keep accurate student follow-up employment placement data)
- c. If formal budget meetings are not held in your school, ask for one with your Administrator to identify and clarify your needs.

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- d. Include your Advisory Board's comments and meeting minutes where recommendations have been made regarding budgets.
- e. The important thing is to present proof that your program wisely uses the funds you are given and point out areas that need additional resources and more importantly, WHY you are asking for more.

Tip #45 Ask local businesses and salvage yards to support your program with donations of automotive components, cores, damaged or "cracked" engines/transmissions/etc.

- a. Can be a great source of getting teaching components and develops working relationships with local employers for student job placement. Makes them aware of your program.
- b. Defective high tech items such as modules, coils, relays, switches, etc. Can be a great source of inserting "defective" parts in vehicles for troubleshooting exercises.
- c. Contact local salvage and recycling businesses in your area and get them involved in your program. Perhaps have some on your Adv. Comm. for "ownership" in your program.
- d. Identify what components you could use in your program and send out a "request letter" to all related businesses.

ADDITIONAL RELATED VIDEO RESOURCES FOR AUTOMOTIVE SERVICE TOPICS

www.drivelinenews.com

www.jameshalderman.com

<http://vehiclefixer.com/>

<http://www.picoauto.com/automotive-diagnostics-videos.html>

<http://videos.howstuffworks.com/auto/auto-basics-videos.htm>

<http://www.streetfire.net/videos/installs-how-tos/>

<http://www.autorepairvids.com/>

<http://www.wonderhowto.com/cars-bikes-planes/>

<http://video.about.com/autos.htm> (131 videos)



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