**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ High School and Career Technical Center**

**ASE/NATEF Re-Accreditation 2019**

**AUTOMOTIVE PROGRAM STANDARDS**

# **AUTOMOBILE PROGRAM STANDARDS**

## **STANDARD 1 – PURPOSE**

**THE AUTOMOBILE TECHNICIAN TRAINING PROGRAM SHOULD HAVE CLEARLY STATED PROGRAM GOALS, RELATED TO THE NEEDS OF THE STUDENTS AND EMPLOYERS SERVED.**

**Standard 1.1 – Employment Potential**

The employment potential for automobile technicians, trained to the level for the specialty or general areas outlined in the program goals, should exist in the geographic area served by the program.

There are numerous potential program sites in the automotive service industry in the ­­­­\_\_\_\_\_\_\_\_\_ area of NH. Within three miles of the Career Technical Center there are \_\_\_\_ major dealerships, many having their own repair shop. In addition, there are \_\_\_\_\_\_ more automotive repair shops in that same radius. All are potential employment sites for students. Extending the radius to 15 miles, potential sites grow quickly.

Use a survey for students prior to graduation.

Evidence:

List of possible employment sites

**Standard 1.2 – Program Description/Goals**

The written description/goals of the program should be shared with potential students and may include admission requirements if applicable, employment potential, area(s) of specialty training offered, and the cost of all tuition and fees. Technical qualifications of the faculty and the overall goal(s) of the program should also be included.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is a comprehensive high school with a student body of approximately \_\_\_\_\_ students, located in the \_\_\_\_\_\_\_\_ Region of NH. \_\_\_\_\_\_\_\_\_\_\_\_ Career Technical Center is part of the \_\_\_\_\_\_ Region, which allows students from\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_, in addition to \_\_\_\_\_\_\_\_\_\_\_ - to attend the auto program. The automotive program is one of \_\_\_\_\_ CTE programs at \_\_\_\_\_\_\_\_\_\_\_\_\_.

There are numerous potential employment sites in the automotive service industry in the \_\_\_\_\_\_\_\_\_ region of the State of NH. Underclassmen are encouraged to take automotive exploratory classes in their freshman and sophomore years to assist them with making an informed choice during program applications. The Program of Studies outlines program enrollment procedures and eligibility criteria for the program.

The instructor completed his first year of his Alternative 4 plan, and is on track based on what was outlined for work this year, including passing both of Praxis. The instructor recently completed needed ASE testing, and is a certified instructor.

Evidence:

Academic year Program of Studies – level of accreditation and certificate. Diploma or degree upon completion

Academic year Program Enrollment Paperwork and Application

Employment potential – Do you promote or reference employment potential / opportunities

Cost of tuition and fees if applicable

## **STANDARD 2 – ADMINISTRATION**

**PROGRAM ADMINISTRATION SHOULD ENSURE THAT INSTRUCTIONAL ACTIVITIES SUPPORT AND PROMOTE THE GOALS OF THE PROGRAM.**

**Standard 2.1 – Student Competency Certification**

The certificate or diploma a student receives upon program completion should clearly specify the area(s) of demonstrated competency**.**

When a student completed the Automotive Program, they are provided a copy of the competency lists and their level of performance regarding each indicator.

Evidence:

Program Competency Paperwork

Copy of Certificate of Completion- what does your student receive to potentially provide prospective

**Standard 2.2 – Chain of Command**

An organizational chart should be used to indicate the responsibilities for instruction, administration, and support services.

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Evidence:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Career Technical Center Organizational Chart

**Standard 2.3 – Administrative Support**

Positive administrative support from institutional and local governing bodies should be demonstrated. Indicators of administrative support would include: support for staff in-service and update training; provision of appropriate facilities; up-to-date tools, equipment, training support materials, and curriculum; and support of continuing program improvement.

Instructors in the \_\_\_\_\_\_\_\_\_\_\_\_ School District are required to fulfill \_\_\_\_ professional development hours, demonstrated through a three-year reflective binder process. This process requires teachers to participate in meaningful, reflective and continuous growth. Teachers are guided through a process that helps them stay current with their subject/specialty area, inform and improve their teaching practice and, most importantly - to understand and meet the learning needs of their students. This teacher plan must be tied to school and district goals, and lead to program improvement. Maintaining technical competence is an area of emphasis in the individual’s staff development plan.

We offer staff development days each year which is funded by district money. In addition, instructors are encouraged to submit requests for additional professional development that is supported by Perkin’s Funding and/or professional development money allocated for their use per the collective bargaining unit. The automotive instructor has been encouraged to take Professional Development days, during school hours, to visit other CTE auto programs, which he did do over the course of his first year, and was supported by administration in terms approving for substitute teacher coverage and reimbursement for mileage.

In preparation for completing our application for ASE/NATEF Certification, we conducted a thorough review of our tool and equipment inventory and training materials. As a result, we made the following investments to bring our program up to the standards required for ASE/NATEF Certification:

* Replacing our entire hand tool inventory with sufficient quantities of required tool boxes to meet certification standards
* Replacing the current tool crib to one that is more suitable for the facility.
* Utilizing ALLDATA, INDETIFIX, Napa Pro Link, and e part connection as training tools.
* Updated our major diagnostic equipment inventory to meet certification standards
* Alignment machine purchased
* Update/Service all machines within the lab space
* Subscribed to several trade publications.

Since our last ASE/NATEF accreditation, our CTE Center has completed a full renovation in 2016.. With the assistance of our program advisory, and ASE/NATEF standards - we designed a renovation plan that was compliant in terms of specifications. In addition, we maintained a classroom area that is isolated from the rest of the lab, but also allowed visibility between the two spaces. Additionally, we created an office for the instructor, tool and parts storage, relocated work zones and updated most equipment.

Evidence:

* Perkin’s Grant SY1819, SY1920
* SAU 56 Collective Bargaining Unit
* SY1819 NHADA Training
* Professional Development Day Approvals, Mileage Reimbursements.
  + Documents on how they support training
  + Copies of training Certifications
* Supporting documents for tools equipment and services

Only for programs up for re accreditation have you implemented the on-site evaluation team recommendations made at previous on-site.

* Copy of final report previous accreditation

**Standard 2.4 – Written Policies**

Written policies should be adopted by the administration and policy board for use in decision-making situations and to provide guidance in achieving the program goals. Policies regarding safety, liability, and lab/shop operation should be written and prominently displayed as well as provided to all students and instructors.

The student handbook outlines the responsibilities of students, administration, and faculty. A copy of the handbook is given to the students at the beginning of each year. This handbook is gone over with the students so they have an understanding of the policies and procedures required.

* DOE Safety Inspection Checklist
* School Board Policy
* Safety Committee
* Policy for Reporting an Injury/Safety Concern

**Standard 2.5 – Customer Vehicle Work**

A systematic method of collecting, documenting, and disbursing customer vehicle work repair receipts should be used. Instructional staff should not be required to collect payment for customer vehicle work repairs. (This applies only to programs that accept customer vehicles for instruction.)

The Automotive instructors submit all paperwork to the CTE Office, which handles disbursing customer vehicle work repairs, collecting and documentation of payments.

Evidence:

* Live Work Policy
* Repair Order Form for Customer
* Student Vehicle Work Policy
* Document who collects money and policy for funds collected

**Standard 2.6 – Legal Requirements**

The training program should meet all applicable local, state, and federal requirements.

The Automotive Technology program is in full compliance with the New Hampshire Standards for Career and Technical Education Program Approval. The automotive program is an approved federal Carl Perkin’s Program, meeting all requirements to access improvement funding.

Evidence:

* Safety Training documentation
* Safety Pledges
* Auto Shop Rules
* Safety Rules PowerPoint
* OSHA Training Documentation
* Safety Standards
* Lab Safety Exams

**Standard 2.7 – First Aid**

Rate the availability of a written policy approved by the school administration on First Aid administration and procedures.

Within the classroom and lab space, there are First Aid Kits, Fire Extinguisher and washing stations.

Evidence:

* Pictures of space
* Nursing Department Description
* Reference Teacher handbook
* Schools policy on first aid

## **STANDARD 3 – LEARNING RESOURCES**

**SUPPORT MATERIAL CONSISTENT WITH BOTH PROGRAM GOALS AND PERFORMANCE OBJECTIVES SHOULD BE AVAILABLE TO STAFF AND STUDENTS.**

**Standard 3.1 – Service Information**

Service information with current manufacturers’ service procedures and specification data for vehicles manufactured within the last ten (10) years should be available. This information should be accessible to students in the lab/shop area.

The Automotive program maintains an active membership with Mitchell 1 Software, which gives students access to current technical information for auto repairs.

Evidence:

* Mitchell 1 Software Purchase Order

**Standard 3.2 – Multimedia**

Appropriate up-to-date multimedia materials and technology should be readily available and utilized in the training process.

Students have access to classroom laptops - which allows them access Electude, Mitchell 1 Software and other online resources as needed. Students can access assignment of Electude, from any computer. Assignments are posted, with due dates on PowerSchool.

Evidence:

* Electude

**Standard 3.3 – Periodicals**

Current general and technical automobile media should be available for student and instructor use.

A resource area with magazines/trade journals that are subscribed to, in addition al reference books etc., is designated in the classroom for students to study and conduct research. Some of the publications are high interests type materials to encourage students to read more and thus improve reading skills.

Evidence:

* Tomorrow Tech
* Car Craft
* Automobile
* Popular Mechanics.

**Standard 3.4 – Student Resources**

Pertinent instructional texts, resources, and e-learning materials should be available for each student to satisfy the objectives of the mode of instruction used. Basic and specialty learning resources should have copyright dates that are not over six (6) years old.

All students have access to Electude - which is updated and current, which meet the criteria above.

Evidence:

* Electude Subscription

## **STANDARD 4 – FINANCES**

**FUNDING SHOULD BE PROVIDED TO MEET THE PROGRAM GOALS AND PERFORMANCE OBJECTIVES.**

**Standard 4.1 – Budget**

An adequate annual budget should be developed, allocated, and used for the operation of the program. The budget should be prepared by the institutional administration in conjunction with the program faculty with input from the advisory committee. Budget status reports should be made available to program staff at least quarterly.

Funding for the Automotive program comes from the local school district and the federal CTE program improvement funds are available to support this program. Generally, the local budget is used to meet the typical day-today operational costs of the program and the federal funds are used to purchase new technology and other equipment that has a high unit cost. Funding for these two sources provides an adequate annual budget to support the program.

Evidence:

* District Budget SY1819 & SY1920
* Perkins Budget SY1819 & SY1920

## **STANDARD 5 – STUDENT SERVICES**

**SYSTEMATIC SKILLS ASSESSMENT, INTERVIEWS, COUNSELING SERVICES, PLACEMENT, AND FOLLOW-UP PROCEDURES SHOULD BE USED.**

**Standard 5.1 – Learning Assessment**

For students to develop the skills and knowledge required to service today’s automobiles, each student must possess, or be given the opportunity to develop, essential foundation skills in reading, mathematics, and science. To this end, a formal skills assessment instrument (process) for these fundamental skills should be used to evaluate students to determine if each student has a reasonable probability of success as an automobile technician. Testing procedures and how the test results will be used (e.g., placement, assessment of student’s developmental needs, etc.) should be stated in program explanatory material, and justification for all requirements should be available.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_ High School and Career Technical Center is a public high school, also part of the \_\_\_\_\_\_\_\_\_ Region (allowing students from \_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_ access to CTE programs) - which allows any students the right to select the automotive program as an elective course. Refer to section 5.2 for the Enrollment Process - which helps to screen potential applications to ensure that students who have enrolled in the course, have both the interest and aptitude to have a successful experience in the program.

It is the policy of the School Board that instruction will be aligned to the goals and mission of the \_\_\_\_\_\_\_\_\_\_ School District, and the rules of the NH Department of Education. Instruction will focus on meeting the instructional needs of students with different talents, interests and development. The instructional program will include:

* Procedures for diagnosing learner needs
* Methods and strategies for teaching that incorporate learner needs
* Resource based learning opportunities
* Techniques for evaluation of student outcomes
* The provision of remedial instructional as needed.

Instruction will reflect the acknowledgement of diversity and respect for difference. Instruction will also include, where possible, consideration of all available community resources, including but not limited organizations, business, talented individuals, natural resources and technology to engage each student in achieving necessary skills and knowledge. Students will be encouraged to participate in year-round learning.

Evidence:

* Application Rubric
* Student Referral Form

**Standard 5.2 – Pre-admission Counseling**

Prior to program admission, a student should be counseled regarding automotive careers.

What are you doing to promote your program?

The CTE Department does presentations to 8th, 9th and 10th graders - outlining all CTE programs, which includes the Automotive Program. Additionally, high school students interested can take an automotive exploratory course. The CTE Department also does a yearly CTE Day, that ALL 9th grade students participate in and are able to visit programs of their interest. The enrollment process, as outlined in the Program of Studies, requires that the student complete a registration for through an online program Enroll track. The Enroll track application includes student transcripts, attendance and discipline reports. Students are then invited for an interview with the program instructor. The program teacher finalizes the program roster and submits it to the CTE Office - which completes the application process and move forward with coordinating the scheduling of the course in the student schedule.

Evidence:

* Program of Studies
* CTE Day Outline

**Standard 5.3 – Placement**

A systematic student placement system should be used to assist program graduates to obtain employment in the automobile industry.

For any student interested - there are Internship and Work Based Learning options for students; which may also then lead to employment in the industry. The Automotive Teacher and ELO coordinator play a role in making the connection between the student and potential employer. Additionally, the auto teacher does outreach to local dealerships and repair shops to support students based on interest - and will help coordinate interviews, letters of recommendation, portfolio materials etc.

Evidence:

* Program of Studies
* Work Based Learning/ELO/Internship Documents.

**Standard 5.4 – Annual Follow-up**

A follow-up system should be used to determine graduates' employment location and for feedback regarding the efficiency, effectiveness, and appropriateness of training. The follow-up procedure should be designed to assure feedback regarding needed additions to or deletions from the training curriculum, program, and tools and equipment. Follow-up of graduates employed outside of the automobile industry should indicate reasons for non-automobile service employment. When applicable, this information should be used to modify the training quality and/or content.

Provide an explanation of how you find communicate with grads

The Career Development Bureau of the NH State Department of Education contracts with a third-party vendor to conduct an annual graduate follow-up survey. An in-depth report is provided on all the CTE programs at the Center. The report provides valuate data with regard to the percentage of students who are entering the workforce and/or continuing their education. In addition, the survey asks questions about the quality of instruction, the facility, and resources to support the program.

Evidence:

* Program Evaluation
* What system do you use to gain feedback?
* Do you invite back to be a part of the advisory committee?
* Who is responsible for locating graduates?

## **STANDARD 6 – ADVISORY COMMITTEE**

**AN OFFICIALLY SANCTIONED PROGRAM ADVISORY COMMITTEE MUST BE USED TO PROVIDE INPUT ON PROGRAM GOALS.**

**Standard 6.1 – Membership**

An Advisory Committee of at least five (5) members (not including school personnel), must convene at least two (2) working meetings a year to provide information, counsel and recommendations on behalf of the community served by the training program. This Committee should be broadly based and include former students, employed technicians, employers and representatives for consumers’ interests. All members of the Advisory Committee should not be from the same business.

Evidence:

* Advisory Members List/Invites
* Meeting Minutes from Fall SY1819 Meeting
* Meeting Minutes from Spring SY1819 Meeting

**Standard 6.2 – Review of Budgeting Funds**

The Advisory Committee should provide input and review budgeted funds.

Evidence:

* Meeting Minutes from Fall SY1819 Meeting
* Meeting Minutes from Spring SY1819 Meeting
* Budget Requests from Teacher

**Standard 6.3 – Annual Follow-up**

Information gathered from the annual follow-up of program graduates and employers should be reviewed by the Advisory Committee to assess employment potential and provide input on program modifications.

Evidence:

* Meeting Minutes from Fall SY1819 Meeting
* Meeting Minutes from Spring SY1819 Meeting

**Standard 6.4 – Review of Curriculum**

The Advisory Committee should provide guidance and approve all tasks added to the mandatory task list required for the program accreditation level being sought.

Evidence:

* Meeting Minutes from Fall SY1819 Meeting
* Meeting Minutes from Spring SY1819 Meeting

**Standard 6.5 – Evaluation of Instruction, Tools and Equipment, and Facilities**

The Advisory Committee should provide input in the evaluation of the instructional process to assure that the program goals are met. The Committee should also conduct annual inspections of tools and equipment to assure that they are up-to-date and comparable to industry standards for quality and safety.

The Advisory Committee should review information from safety inspections and conduct an annual evaluation of the facilities to assure compliance with local, state and federal safety and environmental rules and regulations. Additionally, the committee should review all safety practices for appropriateness in meeting program goals.

Evidence:

* Meeting Minutes from Fall SY1819 Meeting
* Meeting Minutes from Spring SY1819 Meeting

## **STANDARD 7 – INSTRUCTION**

**INSTRUCTION MUST BE SYSTEMATIC AND REFLECT PROGRAM GOALS. A TASK LIST AND SPECIFIC PERFORMANCE OBJECTIVES WITH CRITERION REFERENCED MEASURES MUST BE USED.**

**Standard 7.1 – Program**

The training program should progress in logical steps, provide for alternate sequences, where applicable, and be made available to each student.

The program at ­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_ High School Career Technical Center is a two-year sequential program of \_\_\_\_ (87 minutes/class, 177/year) minutes, with \_\_\_ supplemented hours completed by student work on Electude outside of school hours. The program is consistent with CTE program structure established by the NH State Department of Education. Our automotive program meets the standards for program approval established by the Department of Education.

We have adopted the ASE Curriculum that includes all competencies required of NATEF standards. Electude is based on NATEF standards and is organized to allow for a logical, sequential progression of instruction while also providing the instructor the flexibility of alternating the plan when deemed appropriate. Because our program is competency based, our instructors are able to allow individual students to progress at a pace that is consistent with their learning style.

Evidence:

* Auto 1 Syllabus
* Auto 2 Syllabus
* NATEF Task List
* MLR Task List

**Standard 7.2 – Student Training Plan**

A training plan for each student should be developed and used, indicating the student's training goal(s) and specific steps needed to meet that goal. Students should be given a copy of their training plan.

A curriculum map and competencies are maintained for each student over the course of the two-year program. The performance task profile identifies the competencies that the student is expected to achieve as well as providing an assessment of the level of mastery that the student has achieved. Students may review their skill profile with the instructor at any time they wish. The student is provided their level of mastery on the competencies when they complete the program.

Evidence:

* Curriculum Map Auto 1 & Auto 2
* NATEF Task List
* Auto 1 & 2 Syllabus

**Standard 7.3 – Preparation Time**

Adequate time should be provided for teacher preparation and program development.

The instructor is provided one full period of class preparation each day consistent with what all instructors at \_\_\_\_\_\_\_\_\_\_\_\_\_\_ High School receive. The school also provides professional development time during the year on \_\_\_\_\_\_Professional Development days that are built into the annual calendar as well as to provide reimbursement for course work and professional training that is completed.

Evidence:

* Master Schedule
* Collective Bargaining Unit

**Standard 7.4 – Teaching Load**

The instructor/student ratio and class contact hours should allow time for interaction on a one-to-one basis. A safe working environment should be considered when determining teacher/student ratio.

The maximum enrollment for the total program \_\_\_\_, allowing for a student to teacher ratio of \_\_\_\_:\_\_\_\_.

Evidence:

* Class Roster SY1920

**Standard 7.5 – Curriculum**

All tasks have been given a priority rating. Ninety-five percent (95%) of the tasks designated as Priority 1 (P-1) must be taught in the curriculum. Eighty percent (80%) of the tasks designated as Priority 2 (P-2) must be taught in the curriculum. Fifty percent (50%) of the tasks designated as Priority 3 (P-3) must be taught in the curriculum.

Instruction on the legal aspects and responsibilities of the automobile technician in areas such as Environmental Protection Agency regulations, safety regulations, OSHA regulations, and other appropriate requirements must be included in the curriculum. Instruction and practice in filling out work order forms, ordering parts, and basic record keeping should be a part of the training program.

Tools and equipment must be available to perform the tasks in each of the areas for which accreditation is requested.

While the ASE curriculum addresses all eight areas of NATEF certification, this program focuses on the following NATEF areas: brakes, steering and suspension, electrical systems and engine performance. We have structured the two-year program to ensure that at least 95% of the priority one tasks, 80% of the priority two tasks and 50% of priority three tasks have been included in the curriculum. The Electude curriculum meets the litmus tests of the rigorous curriculum standards for program approval that requires the program curriculum be competency based and based upon the national industry skill standards. Students also meet the requirements of our department safety program that includes hazardous communications, universal precautions, EPA and OSHA regulations, and general safety practices to be observed in the workplace.

Evidence:

* State Competencies - aligned with NATEF
* Project/Work Examples
* Repair Invoices
* Auto 1 Syllabus
* Auto 3 Syllabus
* NETF Task List
* Tool List

**Standard 7.6 – Student Progress**

A record of each student's progress should be maintained through the use of a progress chart or other method. The record should indicate tasks required for program completion.

Student Level of competency is used to maintain a current record of skills mastered and the level of proficiency achieved for each student during his/her enrollment in the program. The level of proficiency is measured according to a scale that ranges from unable to perform the skill to be able to instruct others. Upon completion of the program the student is presented with the level of competency mastery they have met.

Evidence:

* Competency Reports
* PowerSchool Grading
* Rubrics

**Standard 7.7 – Performance Standards**

All instruction should be performance based, with an acceptable performance standard stated for each task. These standards should be shared with students and potential employers. Students should demonstrate competency of a task.

The Electude curriculum that we use for the automotive program is based on NATEF standards and is competency based. A student’s level of mastery for all tasks is recorded on a competency checklist. These are them summarized on the student performance that is presented to them upon completion of the program.

Evidence:

* State Competency Rubric
* Curriculum Map Auto 1 & Auto 2
* NATEF Task List
* State Reporting Sheets.

**Standard 7.8 – Safety Standards**

Safety instruction must be given prior to lab/shop work and be an integral part of the training program. A safety test must be included in the training program. Students and instructors should comply with personal and environmental safety practices associated with clothing; eye protection; hand tools; power equipment; proper ventilation; and the handling, storage, and disposal of chemicals/materials in accordance with local, state, and federal safety and environmental regulations.

All students in the Automotive Program must pass an appropriate Safety Test prior to being allowed to participate in any lab activities. Additionally, there are other safety topics that are included throughout the program. The instructor and CTE Director also complete a Safety Inspection Checklist provided by the NH DOE.

Evidence:

* Safety Test
* Safety Inspection Checklist

**Standard 7.9 – Personal Standards**

All training activities and instructional material should emphasize the importance of maintaining high personal standards.

All CTE Programs at \_\_\_\_\_\_\_\_\_\_\_ High School & Career Technical Center integrate a Soft Skills Rubric, that students are evaluated on positive personal habits by operating in the lab in a manner that is consistent with the workplace.

Evidence:

* Soft Skills Rubric
* Auto 1 & Auto 2 Syllabus

**Standard 7.10 – Work Habits/Ethics**

The training program should be organized in such a manner that work habits and ethical practices required on the job are an integral part of the instruction.

All CTE Program at \_\_\_\_\_\_\_\_\_\_\_\_\_ High School & Career Technical Center integrate Soft Skills Rubric, that integrates work habits and ethical practices into the Automotive program. Students are rotated through a variety or roles in the lab to give them an awareness of the responsibilities of the various positions and to provide them with the opportunity to demonstrate appropriate work habits and ethical behaviors.

Evidence:

* Attendance Policy
* Soft Skills Rubric

**Standard 7.11 – Provision for Individual Differences**

The training program should be structured in such a manner that students with different levels of cognitive and psychomotor skills can be accommodated.

The automotive program classes are comprised of students with varying levels of academic ability. Supports are provided to students who have been diagnosed with an educational disability. These students also have a case manager with whom the automotive instructor can coordinate extra help as needed. The instructor also utilizes peer tutors to help students who are struggling with a particular aspect of the course.

Evidence:

* IEP Example
* District Policy on Differentiated Instruction

**Standard 7.12 – Related Instruction**

Instruction in related mathematics, science, communications, and interpersonal relations should be provided and coordinated with ongoing instruction in the training program. This instruction should be provided by a qualified instructor.

Enrollment in the automotive program at \_\_\_\_\_\_\_\_\_\_\_\_ High School & Career Technical Center is one aspect of the student’s daily schedule. In addition, to their daily block of auto, students also attend classes the fulfill core and elective credits needed to graduate high school. These classes include math, English, science, social studies and an advisory block. All teachers at \_\_\_\_\_\_\_\_\_\_\_\_\_ are required by law to hold a valid teaching credential issued by the state of NH, or be on a state approved Alternative plan.

Evidence:

* State Competencies
* Math
* Electude Curriculum

**Standard 7.13 – Testing**

Both written and performance-based tests should be used to validate student competency. Students should be encouraged to take industry recognized certification tests, such as the ASE Student Certification test or ASE Professional Certification test.

A variety of evaluation strategies are employed to obtain a comprehensive assessment of student competency. The instructor uses self-developed materials, as well as materials from Electude, ASE etc. The instructor uses formative assessments and performance tasks to gauge student learning. Students are required to conduct research and give presentations.

Evidence:

* Any activities?

**Standard 7.14 – Evaluation of Instruction**

Instructional procedures should be evaluated in a systematic manner. This evaluation should be through regular reviews by students and the administration. Program evaluation of instruction should also be utilized on a systematic and regular basis. This system should include input from former students and the Advisory Committee members. Instructional procedures should show responsiveness to the feedback from these evaluations.

A comprehensive instructor evaluation process is in place. This includes at a minimum of five Walk-Throughs by the evaluating administrator, followed by debriefing conversations, and a summative evaluation that is reflective of the entire year. Moving forward - all students completing the program will complete a survey to give input on evaluation of the program and instructor. Any recommendations provided by the Advisory Committee are also taken into account.

Evidence:

* Teacher Evaluation (Blank)
* Automotive teacher Walkthrough
* Example of student survey

**Standard 7.15 – On-Vehicle Service and Repair Work**

On-vehicle service and repair work should be scheduled to benefit the student and supplement ongoing instruction on items specified in the task list. A student should have had instruction and practice on a specific repair task before on-vehicle service and repair work requiring that task is assigned. Vehicles donated by the manufacturers or other sources, customer-owned vehicles, and other training vehicles may be used as the primary source of on-vehicle service and repair work. Training program student-owned vehicles, school buses, and other vehicles owned and operated by the governing body of the school must not be the primary source of on-vehicle service and repair work vehicles. All vehicles in the lab/shop should have a completed industry-type work order attached to or on the vehicle.

Live work provides students with the opportunity to apply their skills under actual working conditions that they would be confronted within an automotive service center. The instructor pays particular attention to scheduling and record keeping to ensure that the work being conducted is aligned with the unit of instruction being covered. As a matter of practice, student and school-owned vehicles are not used as a primary source of work.

Evidence:

* Supplemental Task List
* Repair Invoice
* NATEF Task List

**Standard 7.16 – Articulation**

Agreements between programs with equivalent competencies should be used to eliminate unnecessary duplication of instruction and foster continued study.

The adoption of the ASE Curriculum ensures that all the CTE centers that are committed to the NATEF certification process will share a common core curriculum. This encourages dialogue and sharing amongst the instructors around the state, fosters a higher level of collegiality, and facilitate effective professional development. Further, because postsecondary and secondary level instructors collaborated on identifying which aspects of the curriculum are appropriate for their level there is assurance that the programs are effectively articulated.

Evidence:

* Articulation Agreement - Central Maine Community College.

## **STANDARD 8 – EQUIPMENT**

**EQUIPMENT AND TOOLS USED MUST BE OF THE TYPE AND QUALITY FOUND IN THE REPAIR INDUSTRY AND MUST ALSO BE THE TYPE NEEDED TO PROVIDE TRAINING TO MEET THE PROGRAM GOALS AND PERFORMANCE OBJECTIVES.**

**Standard 8.1 – Safety**

Equipment and tools used in the training program must have all shields, guards, and other safety devices in place, operable, and used. Safety glasses must be worn by all students, instructors, and visitors in the lab/shop area while lab is in session.

Inspectors are expected to continually inspect the lab and to ensure that all guards and safety devices are in place. The lab has a safety board (OSHA green) upon which the sanitizing unit and cleansing station for safety glasses, fire blanket, first aid kit, fire extinguishers, and safety rules are mounted. Students know that there is one central location for emergency equipment regardless of the CTE lab they are in.

The instructor also much complete and submit a Lab Safety Inspection Report yearly.

Evidence:

* Lab Safety Rules
* Lab Safety Inspection Report.
* Safety devices should be checked on a regular basis
* Do students share/or have their own glasses
* Do you have glasses for visitors?

**Standard 8.2 – Quantity and Quality**

The tools and equipment used in the training program should reflect the program goals and performance objectives. Sufficient tools and equipment should be available for the training offered. The tools and equipment should meet industry quality standards.

The tools in our inventory meet the requirements set forth by the NATEF standards both in terms of quality and quantity based upon the number of students enrolled. Tools are secured in a central tool crib in the lab and the responsibility of tool crib attendant is rotated amongst all students. The advisory committee continually reviews our inventory and makes recommendations for new tools and equipment that should be added to the lab. An up to date inventory of all hand tools and diagnostic equipment is on file in the Director’s office and is available for review if needed.

Evidence:

* Equipment Wish List
* Inventory
* NATEF lists
* How are tools accessed (are students required to have their own tools)
* How are tools stored

**Standard 8.3 – Consumable Supplies**

Sufficient consumable supplies should be readily available to assure continuous instruction.

There is an adequate budget to ensure that there are sufficient generic consumable supplies available to maintain the lab. In addition, an assortment of general automotive parts and equipment are maintained in the parts room.

Evidence:

* District Auto Budget
* Consumable supplies, how do you buy and store
  + Are they inventoried?
  + Do you charge customers for usage on live work.

**Standard 8.4 – Preventive Maintenance**

A preventive maintenance schedule should be used to minimize equipment down-time.

A certified technician annually inspects equipment such as the automotive lifts. Equipment in need of service is disabled according to the lockout/tag out procedures until it can safely be placed back on the line.

Evidence:

* Annual Lift Inspection 2019
* How is the preventative maintenance schedule utilized?

**Standard 8.5 – Replacement**

An annual review process should be used to maintain up-to-date tools and equipment at industry and safety standards. Student follow-up and Advisory Committee input should be used in this process.

Input is requested from the Program Advisory Committee as to tools and equipment that we need to acquire to stay current with practices. The program teacher collaborates in the budget design process, and is asked to thing 3-5 years out in terms of equipment replacement.

Evidence:

* Program Advisory Meeting Minutes SY1819
* Automotive Budget Requests - SY1819, SY1920
* Facility evaluation

**Standard 8.6 – Tool Inventory and Distribution**

An inventory system should be used to account for tools, equipment, parts, and supplies.

Tools are stored in the lab tool crib, organized, numbered and put together in sets. Separate storage cabinets are provided to ensure appropriate security for high value diagnostic equipment. A complete inventory of major equipment is maintained on an Excel Spreadsheet and is checked at the end of the year.

Evidence:

* Inventory List
* Tool List

**Standard 8.7 – Parts Purchasing**

A systematic part purchasing system should be in place.

There is a prescribed policy in place for ordering parts. A student must have and RO checked by the instructor because and actual order is made. The manner in which the parts are ordered and received vary depending on where the parts are ordered from. Typically, the part order is called in or ordered on-line to one of the market outlets that deliver to our facility.

List market outlets used:

Evidence:

* Order Details
* Invoice

**Standard 8.8 – Hand Tools**

Each student should have access to basic hand tools comparable to tools required for employment. Students should be encouraged to purchase a hand tool set during the period of instruction.

All hand tools necessary to conduct any work that would be conducted in the lab are maintained in the central tool crib in the lab. We also have plans to establish a program wherein a vendor will visit our facility once a year so that students can purchase tools as a discount.

Evidence:

* Tool Inventory
* Tool List

## **STANDARD 9 – FACILITIES**

**THE PHYSICAL FACILITIES MUST BE ADEQUATE TO PERMIT ACHIEVEMENT OF THE PROGRAM GOALS AND PERFORMANCE OBJECTIVES.**

**Standard 9.1 – Training Stations**

Training stations (bench and on-vehicle service and repair work) should be available in the type and number required for the performance of tasks outlined in the program goals and performance objectives.

An adequate number of training stations to meet the enrollment level are available in the lab. Sufficient benches, specialty module workstations and bays are available so that students have appropriate space to work without getting in the way of each other. The lab meets the state standards for program approval by the NH Department of Education as well as other application local construction codes.

Evaluation:

* Lab Inspection Report

**Standard 9.2 – Safety**

The facilities should meet all applicable safety standards and an emergency plan should be in place and posted in all classrooms and lab/shop areas.

The automotive program facility is in full compliance with current safety standards and building codes. Emergency escape routes are posted in the class/lab and a location for assembly is assigned so that attendance can be taken. The following safety features/utilities are included in the lab:

* Appropriate industrial signage
* Sufficient number of ABC type fire extinguishers - inspected annually as required.
* Properly identified emergency electrical shut off buttons through the lab
* OSHA green safety board with fire blanket, safety eye glass sanitizing and cleansing station, first aid kit, fire extinguisher, and safety rules
* Hazardous communications posters prominently displayed
* Safety striping to denote traffic/work zone
* Appropriate MSDS records are filed within the lab

Evidence:

* Safety Rules
* Safety Signs
* Emergency Reference Guide.

**Standard 9.3 – Emergency Maintenance and Repair**

A written facilities maintenance program should be used to ensure facilities are suitable when required for instruction.

A plan for regular maintenance to include painting the facility, servicing electrical and plumbing utilities, replacement of furniture etc. is managed by the Facilities Director. The department also shared the responsibility of identifying maintenance needs to make improvements as necessary - through Work Orders. Additionally, maintenance concerns related to safety are reported via the Lab Inspection Report, and can be immediately reported through School Dude/Work Orders.

Evidence:

* Lab Inspection Report.

**Standard 9.4 – Housekeeping**

The classroom(s), lab/shop, and support area(s) should be kept clean and orderly.

Students do general lab/shop cleaning each day and leave it in an orderly fashion when leaving each day. The custodians maintain the soap and paper towel dispensers and pick up trash each day.

Evidence:

* Lab Inspection Report.
* Schedule for clean up
* Parking and storage areas, clean

**Standard 9.5 – Office Space**

An area separate from the lab/shop should be available and convenient for the instructor(s) to use as an office.

The facility includes an office that is separate from the lab for the instructor. The area provides the instructor privacy when needed for various situations, and allows for a quiet work space. The office includes a phone and internet access.

Evidence:

* Floor Plan

**Standard 9.6 – Instructional Area**

A classroom convenient to, but separate from, the lab/shop area should be available for instruction and other non-lab/shop activities.

The program has a classroom that is separate from the lab area. The classroom provides an area in which students can focus on automotive theory without the distractions of the shop, in addition to having a lift used for hands on learning, without lost class time in moving between the classroom and the lab.

Evidence:

* Floor Plan

**Standard 9.7 – Storage**

Storage areas for tools, parts, supplies, and automobiles should be sufficient to support the activities outlined in the program goals and performance objectives. Security should be provided to prevent pilferage and vandalism.

There is an adequate tool crib for storage, in addition to other storage areas. The tool crib is locked and has a security camera facing the door. There are separate locking cabinets used to secure specialty tools and diagnostic equipment. The space provided for these functions is adequate and serves the needs of the program very well. The entire space is locked at any time the instructor is not present.

Evidence:

* Floor Plan
* How do you store flammable items?
* Storage area for tool boxes if students have their own tools.

**Standard 9.8 – Support Facilities**

Restrooms and clean-up areas should be provided for both male and female students and should be convenient to the instructional area.

There is a wash station in the lab area for clean up with a supply of industrial hand cleaner. There are separate men’s and women’s restroom located 10-15 yards from the classroom, and additional restrooms that include single stall gender neutral about 20-25 yards from the classroom.

Evidence:

-Floor Plan

**Standard 9.9 – Ventilation**

An exhaust fume removal system should be in place and operational. When appropriate, heating and cooling systems should be used to provide sufficient comfort for learning.

There is an above ground exhaust connection for each bay in the lab. There is also an exhaust system in the lap that provides for the exchange of air in the lab as necessary. The heating system in the lap is adequate to maintain the entire area at an appropriate temperature during the winter months.

Evidence:

-Floor Plan on ventilation system

**Standard 9.10 – First Aid**

A first aid kit should be in place and should be maintained and comply with local regulations and school policy.

A first aid kit with typical materials found in the industrial lab setting is mounted on the safety board in the lab. When judged necessary by the instructor, students are sent to the health office that is located within 60 yards of the classroom. Department policy requires that the instructor submit a Student Injust Incident Report any time a student is sent to the Nurses Office so that there is a record of injuries of even a marginal nature.

In the event of an emergency of more serious nature, the instructor can alert the Main Office or call 911 directly.

Evidence:

## **STANDARD 10 – INSTRUCTIONAL STAFF**

**THE INSTRUCTIONAL STAFF MUST HAVE TECHNICAL COMPETENCY AND MEET ALL STATE AND LOCAL REQUIREMENTS FOR ACCREDITATION.**

**Standard 10.1 – Technical Competency**

Instructors must hold current ASE certification to meet the requirements for the level of program accreditation sought (MLR, AST or MAST).

Evidence:

* ASE Certification Conference Cert
* ASE Certification Brakes, Engine Repair, Suspension, Electrical, heating, Engine performance
* ASE Auto Light Repair

**Standard 10.2 – Instructional Competency**

Instructors should meet all state teaching requirements.

The instructor is currently on the 2nd year of an approved Alternative 4 plan through the NH DOE and is on pace to be certified by the end of the 3rd year.

Evidence:

* Alt 4 Plan

**Standard 10.3 – Technical Updating**

Faculty members should be provided technical materials required to maintain their competency. Instructors must complete a minimum of 20 hours of technical update training each year.

In addition to the Professional Development provided by the district on the five inservice days through-out the school year- the instructor also attend the yearly NATEF PD offered in the state. The instructor is also encouraged to visit over CTE Automotive programs, visit dealerships and community colleges as needed. The center subscribes to Electude, Mitchell, print media materials and allocates monies accessible for the instructor to attend technical training as needed.

Evidence:

* SY1920 Budget, District and Perkin’s,
* NATEF Certifications of Attendance

**Standard 10.4 – Substitutes**

A written policy regarding the use of “substitute" instructors should be provided to all instructors.

We maintain an active substitute list to cover classes when instructors are absent. There is currently a sever shortage of substitutes however, and we are not always able to find an individual with an automotive background to fill in on short notice. We use the most capable substitute available to facilitate learning, as assigned by the instructor in their sub plans. If were ever needed to long for a long-term sub to cover the automotive shop, we would advertise for an individual who has an automotive background, reach out to local dealerships, retired instructors etc. To ensure continuity with implementing the automotive program.

Evidence:

* Copy of school policy on substitutes

## **STANDARD 11 – WORK-BASED LEARNING**

**WRITTEN POLICIES AND PROCEDURES MUST BE USED FOR ALL PROGRAM-SANCTIONED WORK-BASED LEARNING ACTIVITIES. (This applies only to programs that offer work-based/apprenticeship training.)**

**Standard 11.1 – Standards**

The work-based learning component must be an integral part of the automotive program where students spend part of the scheduled time, either on a daily basis or in a block-time configuration, on-site in related classroom instruction and part of the scheduled time off-site in a related and structured work environment.

**Standard 11.2 – Agreements**

All legally binding agreements should be written and signed by the student, the student's parent (if the student is under 18 years of age), the employer and the program instructor or the institution's designated work-based learning coordinator.

**Standard 11.3 – Supervision**

A supervising automobile instructor or supervising work-based learning coordinator should be assigned responsibility, authority, and time to coordinate and monitor automobile work-based learning components.

## **STANDARD 12 – E-LEARNING**

**WRITTEN POLICIES AND PROCEDURES MUST BE FOLLOWED WHEN**

**E-LEARNING CURRICULAR MATERIALS ARE USED OUTSIDE OF SCHEDULED CLASSROOM/LAB/SHOP TIME FOR THE PURPOSE OF MEETING INSTRUCTIONAL HOUR REQUIREMENTS. (This applies only to programs that are using e-learning to meet program hour requirements. This is a go/no go Standard that requires validation of a “yes” response to each of the criteria.)**

**Standard 12.1 – Access**

Students must have access to the appropriate technology needed to access e-learning materials.

Yes - all students have access to borrowing laptops from the Media Center on a daily basis. In addition, the Homework Lab runs four days a week, for one hour each day - with access to computers for all students. There is a late bus that will drive students’ home, should they not have access to a computer or internet at home.

**Standard 12.2 – Curriculum and Student Progress**

All content/tasks taught by e-learning must be identified and a record of each student’s progress must be maintained through the use of a Learning Management System (LMS).

Yes - all work completed by students through Electude is maintained on the Electude system, and input into Power Teacher to record progress and hours attained.

Evidence:

* Teacher Gradebook
* Electude

**Standard 12.3 – Advisory Committee Input**

E-learning, for the purpose of meeting hour requirements, should be discussed and approved by the Advisory Committee.

Yes - will be talked at Fall Advisory meeting.

**\* A maximum of 25% of the instructional-hours requirement may be met by applicable work-based learning activities, e-learning activities, or a combination of both WBL and e-learning activities**