“Tips, Techniques, and Ideas for Collision Repair School Programs”

By: Collision Repair Instructors from all over North America

Car Clubs

-We have a very active Collision Repair Club. We received a grant from the NWTC Education Foundation 5 years ago, which funds the purchase and rebuilding of vehicles for our program competencies. Funds secured from the sale of these vehicles are returned to the club to replenish the grant and for disbursement to the students for use in certifications and qualifications. We also provide vehicle detailing and glass repair for club contributions. Our club is responsible for the food booth at our car show. That involvement contributed heavily to our club account last year. The club takes several local field trips every year. We attend the Chicago Auto Show and also make NACE/SEMA available for a portion of our student group.

-We have a very active car club.

-One way to keep the students interested is to offer a car club.

-We have a class club that is raising money through fundraisers to send students to NACE.

-The students that are in the Collision Repair Program here are given the opportunity to join SkillsUSA, attend an in-house car show sponsored by our SkillsUSA club, travel to Daytona Speedway prior to the Daytona 500, and attend the MAC Tools Gatornationals in Gainesville, FL. Our club members get club Tee-shirts and can attend two luncheons per year to help learn how to set up and present a social function.

-We have a car club on campus. We hold meetings every Tuesday and a BBQ once a month for the members. The car club will be hosting its first annual car show this spring. We have been building a car between the auto tech and auto body programs that we will use to go out and recruit from high schools.

-One of the things that have increased our enrollment has been having an auto collision club that is active. The club does some fundraisers and, in return, student government gives the students $3000 toward the purchase of a new Sata digital 3000 HVLP gun. The club buys the guns at cost. With that money and the money we receive from our paint system partnership and vendor partnership, in May each full-time auto collision student can take a new spray gun with them when they graduate for very little money out of their pocket. It did take long for the word to get out to prospective students that they just about get a free spray gun when they graduate from the program.

Car Shows

-Having a car show is a great way of letting people know about your program and it keeps the students interested. It gets the students involved and it is a great recruiting tool. I also show the students the value of getting the I-CAR points and that gets them more involved in the I-CAR curriculum.

-One of the things we have done is to have our own car show in the spring. The students have to organize it and run the show. The only other skill event is SkillsUSA. I wish that there could be somewhere else for the students to show off what the have learned. They are so proud of themselves at the end of the first year.

-One of the events that we have here is an annual car show put on by the students. This show has grown in the last few years to include participation of many vocational high schools and businesses in the area. This also provides a great opportunity to invite past alumni and prospective students to view the college and the departments. It amazes me to see the passion that the students put into this event.

-Attracting students can go as far as being present and participating in a car show with a custom paint job, painted and prepared by students. Interaction with special projects, such as that, will also help retain, challenge, and keep the students interested in collision programs.

-I host a car show in our student parking lot each year so that my students can meet people in the community and business people.

-We have an Auto Show every May, which our automotive and collision repair program clubs are heavily involved with. This has grown to be one of the premier events in the Green Bay area. Last year we had a record official 624 show cars, unofficially 670. Our gate registered over 6,000 attending.

-Annual car show - planning on having two in the spring with local car clubs.

-Our program has a presence at all the local custom auto shows and many of the outdoor shows and cruises. We have several automotive enthusiast events on campus each year also.

-We, like other schools, have had a car show once a year.

-We get our students involved in car shows which really motivate them to be more interested in the field.

-At the end of each year, we have a car show that is open to the public as well as employers from around the state. This allows students the opportunity to show off their work and talk to shop owners about possible jobs in the future.

-Car show yearly.

-Use car shows to bring the town, parents, and industry together.

-We do a large Car Show and showcase some of the students' work and also have some industry jobbers show some techniques on repair with guided tours just prior to the new school year. This event is very helpful for recruitment and community awareness!

-Car Shows and industry expos work well for recruiting and retention.

Career Days/Educating Students/Recruiting

-We have a career shadowing day, college fair, and several tech schools have come in and given presentations. Also we have a sophomore visitation for recruiting purposes, open houses, etc.

-We currently have three "gatherings" that we do in order to promote our programs. We have 8th and 11th grade career days. On career days, students come to the school and we have four sessions (in order to keep the number per class down) where the students come in, we explain the benefits of our professions, and answer any questions they may have about our fields of study. We also have "Info Expo" in which we use the community center located on campus and each program who wants to participate is given a booth (8 foot by 10 foot with one table). What I do is setup a tool box with various tools and equipment used in auto body repair. I also have a tv/vcr set up and play videos from the industry. At all three of these events, I have the I-CAR posters and also give them the I-CAR handouts.

-We have open houses to allow students to see our program and give us a chance to talk to parents. Our enrollment has increased enough for us to add a second teacher in collision. We now average 20 students per teacher per class. This is a total of 80 students per day.

-During tours of our school, I take small things that were painted or airbrushed (car tag, small panel, and photos) and show them to the touring students. This seems to strike an interest. I have had around 95 to 105 students per year sign up for my class in the last 3 years. I went to an airbrush show and brought back what was learned and put it to work.

-Our Collision Repair program partners with the Auto Service program and hosts an "Open House" one evening each year, in conjunction with local dealerships. This has had some positive outcomes pertaining to student interest.

-Holding a hands-on career day where students arrive, have a keynote speaker, then hands-on experiences, lunch, some type of technology demonstration, door prizes, and closing. This is done for juniors and seniors in high school. The hands-on parts include dent straightening using fenders on stands, spraying a couple coats of color on a fender in booth with suit and air supplied respirator, mig welding, plastic welds, computerized specification retrieval, and computerized measuring system. The stations are run by current students, industry reps (paint booth by paint rep), and other advisory board members. The current students get into this as they are now the teacher. The whole group of guests is divided into smaller groups that move from station to station in 10-15 minute intervals. We limit enrollment to a number we feel can handle and limit number from a given high school so they have the task of making sure the interested ones come. The whole station thing is like a mini type SkillsUSA competition only for exploration rather than competition. Our program ends up getting about 25% of its enrollment from this one day event and our current students look forward to it. We run it just prior to spring break and that is good time for shop clean-up and fresh start after break. We have also done it other trade programs where we have 200 students come and they do one program of choice in the AM and another after lunch. This does take organizing things and pre-registering for choices as well as the day. We have also had industry people bring show vehicles in and had them displayed during lunch. This whole event can be as wild as you want and very rewarding.

-We have found that by going to the middle grade schools and planting the seed for a career in this field of work has benefits. I am now seeing this via a program we started six years ago.

-We show a video of the college, give ink pens, letter openers, and free t-shirts with are auto collision club's logo on them. We also provide collision repair program information.

-Our "open house" events are hopefully making potential candidates aware that what students see in the one hour of "Over-Haulin" is not quite representative of the real world. We are hoping to bypass some of the unrealistic expectations that some students may have.

-One way we attract students to our program is having tours from our feeder schools each spring. We have some of our repaired vehicles on display with before, during, and after repair pictures.

-On career days, we put spay guns into the hands of willing participants. We load the spray gun with water and spray on a mirror trying to apply as many coats as possible before runs occur. Up to 15 coats of water can sometimes be applied. This gets equipment into their hands with no hazards. Prospective students love this activity as do their advisors.

-We make a DVD of students working and broadcast it on the school's network.

-We have been taking part in as many of our middle school/feeder school's career days as possible. We have the support of our local dealers who always provide the "eye candy" (Vipers , Hemi's etc) We feel that this has given us a more interested pool from which to select our students.

-We have an open house in the fall for 10, 11,& 12th graders in the Auto Department with demonstrations, hands-on, and show cars and race cars.

-8th grade career day, open house for 8th grade parents, have an exploratory program.

-On our college website (www.southseattle.edu), prospective students can view a nine minute streaming video of our program. It has been an excellent recruiting tool here.

-We have a recruiter that goes to home schools to talk about and show a short video of our programs.

-I recruit from feeder high schools in the area by setting up a table in front of the lunch room during lunch. I have my laptop hooked up to a projector that runs a powerpoint non-stop with statistics about industry jobs and cool custom paint work. I also use past student project fenders with a couple of students around to explain the program.

-We try to display I-CAR and other industry-related materials and videos for students to see during student visitation days and open houses. Parents of tenth graders are also mailed flyers that describe our collision program so that they may review while determining their son's/daughter's class schedule for the next school year.

-We are taping commercials of our successful students and quality shops and educating students and parents.

-I do a flyer each year to promote Auto Collision to student at three different high schools. In this flyer, I always add a section about the traditional student. By doing so, I now have fifteen female students in two different classes.

-We are involved with the local Chamber of Commerce. Every year they work with the local high schools to promote a Career Awareness Expo. I will have 4000-4500 sophomores and juniors walking past my booth. I have support with this activity from program advisory committee members and several companies. Our college also has tours, shadowing, and career nights. Sometimes our students are our best recruiters, and my students are involved with these activities also.

-Each year, we have an entrepreneurship day that seems to help students. Also, we have students come for a tour while in either 8th or 9th grade. All sending districts participate.

-I built a 3-wheel motorcycle; I am going around to high schools to try to recruit students, especially seniors.

-We do attend career days, tours, and a website. Also, we have information packets that we send out.

-Invited public, put out press release, invite vendor representatives, and all advisory group came. Had chopper on display that OCC made, had over 300 students come.

-Evening open house which brings in students.

-Visiting administration/counselors from all feeder schools to learn about program and collision instructors go to schools to also learn. Attract students through refinishing demonstrations. Let students disassemble to view internal structural skeleton of the vehicle.

-We actively recruit students by traveling to area high schools.

-We recruit students by visiting the area BOCES classes and attend as many high school career fairs as we can. We also host field trips for any schools that would like to visit our facilities.

-Our college helps recruit students into the collision repair program initially by meeting with them on a one-on-one basis before starting the program. This allows the student to get a bigger picture of the program, what the classes entail, what's expected of them as a student in the auto body program and incentives.

-I try different things all the time to get the right type of student to take the class. #1 run an ad in the high school paper. #2 have the potential student come for a period to job shadow.

-We interview every student and choose the best by looking at attendance, grades, and the interview.

-One marketing idea our school uses to attract collision students, each year we work with an area car dealership to sponsor an automotive career exploration night. That way, students can see first hand what technicians do in their respected fields. In collision repair, we have several areas. Estimating, body & frame, and refinishing technicians give short presentations in their area, with a time after to answer any questions that students or family members may have.

We also invite other vendors to display equipment, tools, and scholarship information.

-To attract new students, we refer to many of the TV shows dealing with automobiles and how our program can be a stepping stone to enter these fields.

-We are currently visiting high schools and vocational tech centers.

-Career days, all high schools come to us at our off-site technical building.

-Attracting students to the collision repair industry is perhaps making vocational exploratory classes available to the high school students who attend schools that are unable to offer these options.

-Take some of the I-CAR curriculum discs to the high schools and use them as supplemental information for personal guest appearances. Invite classes to the community college and let them observe for an entire day and make a special effort to let them get involved. Get the information out there in front of the students and let them see it.

-Annually, we have an open house for the local middle school. Students visit during school hours as well as a two hour tour at night for parents, siblings, relatives, and friends so the students can show off the skills they've learned.

-I asked my students what sparked their interest and made them decide to apply for my program. Some of their replies were that they toured the career center and saw some of the projects we were working on, particularly the fender project where we have the students repair dents, patch a hole, prime, sand, paint, and polish. Most said they talked with former students or they learned of the program from our counselor visits to their school.

-Tell prospective students about I-CAR curriculum and that we are using it.

-We do petition a lot of high schools to come to the college and see for themselves on what we train here, as most students today cannot afford or are not willing to do a 4 year college academic degree.

-Our campus also has held an open house a couple times a year in the evening to allow parents to view our facility. I feel the parents of the young people need to be educated on where the collision industry is today. It is likely many parents actually steer kids away from this industry. The truth is that we need highly qualified, intelligent people to come into this trade.

-Our school is unique in location and the number of feeder schools; we are the only one in our district. We are fed by three high schools. As a part of my shop

recruitment, we have open houses 2 times per year and tours each spring for 2 weeks.

-“Careers with Cars Day” was very good for us. It was sponsored by the local association and our college.

-I use student projects as a tool during open house. This has been a great way of getting students into my class.

-Our school provides video coverage of students in our programs to be used in recruitment in the jr. high schools.

-Our school has career days where we bring in people from all different areas of the industry, insurance, glass etc.

-I will be holding an auto body camp 2-3 days this summer to give high school students an introduction to auto body technology.

-Use more radio and newspaper to promote your program

-Our school has two days a year where 300 high school students come to the college and spend three hours seeing the shop, meeting students in the program, and getting a chance to try their hand in the repair process of cars. Auto Collision gets about 35 of them. I give away prizes in auto collision and so does the school. We’ve run special career days for high school students interested in the auto mechanical and body fields. We bring in drag cars, motorcycles, power parachutes, and props painted by the students in the program.

-We use 6th, 7th, and 8th grade tours, as well as a career fair to get younger students interested at an earlier age.

-We have a "bring a buddy to shop day."

-We have a "Taste of Tech Day" for districts to tour your class.

-During career days, we have a person from the collision repair field at school for discussion with students about what their work is like and the need for training.

-We have shirts for the collision repair department that students wear throughout the day at school.

-We host events that include the students and industry people. These range from field trips, industry presentations, and career nights to connect the students with potential and curious employers.

-Student interest is kept by the variety of job possibilities in the industry. (Glass, Frame SRS, AC, Suspension, etc).

-Attract students with PowerPoint photos of lab projects.

Curriculum

-For homework, I have my students work each quiz at the end of each module. The student is responsible for printing his own quiz, answering the questions, and having it ready to turn in at the beginning of the next class meeting. This not only helps students learn the material, but it teaches them responsibility and requires them to do some critical thinking outside the classroom. By my program becoming a I-CAR Welding Qualification testing facility, this allows my students to become an I-CAR qualified steel welder for a discounted rate upon passing the welding test. This qualification makes my students more valuable upon entering the workforce. We will soon be an Aluminum Welding test facility as well as a Structural Parts Steel testing facility. Students are more interested in the classes with the possibility of I-CAR points; thus, they gain more respect when seeking a job with these I-CAR qualifications.

-We use the I-CAR CDs and present in our classroom the same as the I-CAR instructors do that present to industry. We use the handouts and props we have made. We then move to the shop to work through the I-CAR steps we have seen on screen. We use the objective worksheets and the quizzes as well. We have degrees as well as certificates. Students' interest is up do to the shows such as Overhaulin', chop,cut.rebuild, etc.

-Our school uses a "Smart board" with the computer for presenting the I-CAR curriculum, this allows the instructor to make notes regarding the presentation and then save them to a file, which a student who is absent can request the actual notes from the presentation.

-All of my testing is on Blackboard. This saves class time for other things. The students get their student handouts from Blackboard. All students' self studies are done on Blackboard. This gives the student more time in the lab with hands on practice.

-The way I found that works the best is to watch the certain I-CAR video pertaining to the work we are doing at the specified time. Then, bring the class into a full discussion about what can be done to better help each of the students fully understand the concepts of the video segment. This seems to work really well and keeps everyone on the same page.

-If you use all the programs provided with the CDs and reading materials along with your program, the I-CAR course will cover most of your needs. However, real life experiences must be implemented along with your skills as an "A Tech". The student must know how procedures and techniques are incorporated into the

Auto Body Repair process. We must also expand the program to cover all new and latest body repair issues as the body repair person is no longer just a parts changer and dent remover. We must instill all aspects of mechanical and body repairs.

-We are using the I-CAR curriculum in areas other than collision whenever necessary such as brakes, etc in order to keep students on track and moving forward.

-With the I-CAR Live curriculum, I cover a topic in the classroom then move the students to the shop area for hands-on in that topic area so that the students do not get bored with all classroom work.

-I try not to flood my students with too much classroom work at one time. Most of the time, I lecture to the class and go through the I-CAR curriculum. The next time is hands on in the lab and this works for me.

-We utilize the I-CAR Live Curriculum in a classroom setting. Students follow along with the objective worksheets and take the quiz. Post-tests are given following class. Lab is utilized to work on skills learned. NATEF tasks are completed pertaining to subject taught. Students take several set classes that, upon completion, students earn a school certificate.

-Monitor students closely when they are using I-CAR Live student discs as many like to skip slides that do not have a corresponding blank on the objective worksheet.

-I am using the curriculum as a means of teaching practically open-entry, open-exit instruction. The students have to view the presentations, go through bookwork, and ask any questions that they have about the curriculum when it appears. Then I do group demonstrations, answering any further questions that they have about the process. Then the students are given the chance to practice those processes on a practical application.

-I provide each student with the accompanying textbook, objective worksheets, and handouts for each program. As they complete each module quiz, I give it back to them to use as a study guide for the end-of-course test. They are required to keep a three ring binder for all the handouts I give them.

-We have the students take the quiz after they read the text and before they get the lecture as a way to encourage use of the discs and to read the text. The objective worksheet is provided to them. Absences require the self-presentation on the student disc.

-We chose to present the information to the students and not just let the students scan the CD and test out. I do present the entire curriculum to my students just

like a traditional I-CAR class. We follow the activities that you have involved with the curriculum. We then go out and demo that portion and test out competencies. I have printed workbooks for the students, grading them on the quiz and completed objective worksheets. This has been a great addition to our program over the IML curriculum.

-When using the I-CAR curriculum with high school students, it would be better if you could break the training down as we do to individual training pieces, smaller modules.

-I also use the I-CAR recommended pathways poster to show the students what they need for certain levels of industry employment. Students seem to understand that certification courses are a part of almost any profession.

-Use the zoom feature on videos, (I believe this was addressed in the newer versions) to make the videos larger.

- I-CAR is used as our main vehicle for teaching. Students are also provided with discs, study sheets, and tests based on I-CAR. Hands-on activities relate directly to I-CAR. We also utilize this with our special needs students. Students are able to do 'make-up' I-CAR work either in class or at home if they were absent when a particular lesson was presented or demonstrated.

-I have the students follow the curriculum and do the worksheets, print quizzes and do them, lecture on the subject at hand, and take the test. Then we go to the shop and perform the duties on the checklist. This can take up to a week on some units, but I have to edit what they do off the checklist due to project availability.

-We do most of the I-CAR curriculum self-paced. It works extremely well for both the slow and fast learning students. No one is held up by someone else.

- What has helped me with my program is taking the I-CAR curriculum and relating this theory to actual projects. When the students see the practical application of the theory, their understanding greatly increases. This is the key to keeping the students interested and on task.

-We use specific I-CAR Live programs in line with our NATEF certification. Some are available as extra credit through the use of a server dedicated and secure to our program. Others are offered through classroom and shop instruction and issued for point value. I also break out the programs with customer repair work. I never cover a traditional 4 hour I-CAR class with my program students. We also set a higher benchmark for obtaining the points than I-CAR uses in their courses. We also have "introductory" night courses, which serve a very diverse group of students. The courses are offered with a credit attachment, and the credit is directly applicable to our program. This allows students to get a jump start on

their education. Many students attend these courses with their parents, which helps to keep mom or dad involved with the process.

-The GREATEST thing about I-CAR Live is being able to develop a new course outline that matches NATEF and NATEF tasks. The Crosswalk was a blessing during NATEF certification processes. Our school offers a short term certificate (26 credit hours). The PACE+ST³ program fits perfectly!!!!!!! I haven't worked all the bugs out yet, but it sure makes it easier. Being able to identify tasks that industry has identified as necessary for basic employment aids in course development and implementation.

-When I use the I-CAR Live curriculum, I break all the modules down into units and teach them over a more extended period of time. I spend more time with the quizzes at the end of the module and turn it into several lessons. The students seem to learn more and stay more focused rather than overwhelming them with information.

-We are at this time using I-CAR cd's in classroom along with hands on.

-I use the I-CAR Curriculum in two ways: one as homework or as an assignment when I'm working with a different group (I'm in a one instructor program and I also have the student lead the group on some modules. I use live project customer vehicles) and one in my summer quarter as they have to bring in their own project.

-What we have done is spread the entire group of some 58 ED courses throughout all of our course outlines. It reduces the tendency to over-lecture on content areas, which eliminated much needed hands-on lab time for students. What generally happens is we start each course heavy in lecture (more like 5 hours to 3 of lab) and around midway through the year, we're about 3 hours lecture to 5 hours lab. Then as students progress in their skills, we move towards a nearly 90% lab time, and 10% lecture. Spacing the content earlier on in the course allows us to do this without eliminating the important hands-on lab time.

-We use curriculum in the shop with videos and workbooks.

-I-CAR Live curriculum: extract out pieces of modules, splice together for specific topics, require students to access disc and print their own worksheets.

-I utilize the I-CAR Live curriculum by having my students keep the textbook part of each module in a 3-ring notebook to keep at the end of the year.

- My students enjoy the I-CAR student CD's. The CD's provide my students with a realistic approach to auto-body repair.

- The I-CAR Live curriculum has given credibility to the program. When people from the industry come into our school, they are very impressed with the I-CAR partnership and the PACE+ST³ program. The students have the opportunity to attend internships and to use task sheets that support all the live work done.

- The I-CAR Live curriculum has brought major changes to our program. We have always taught concurrent levels, but this has given us a perfect balance of classroom lecture and lab/demo/live work. We operate with a lecture instructor and a lab instructor for both Collision Repair and Collision Repair Refinishing. This keeps the student/teacher ratio manageable, usually less than 15 to 1.

-I have embedded nearly all of the level I, II, and some of the level III training path curriculum plus the core programs. Each program requires nearly one week to cover in class and lab. Students are given a CD with the textbook, objective worksheets, student handouts, and performance worksheets. I copy the quizzes and hand them out as homework. The students are graded on their quizzes and the post-test. Some of the program topics in each module are assigned as homework and supplemental handouts and assignments are utilized.

-We use web ct in our school. I have put all of the tests on this system, and the students take their tests on-line and are graded on the spot. This is a big help for me and the students.

-We also use the I-CAR Live curriculum to allow our students to attend an after school session that will let them make up days lost for illnesses or to make up grades. The student CD is self-paced and guided and it is perfect for this task.

-We use the I-CAR Live curriculum. This helps us with individualized training and:
1. Slower students can use the student disc to catch up or review.
2. Advanced students can take advanced training not given by using the student disc and then be given advanced lab practice.
3. Students that are absent from class can catch up with the student discs.
4. Students that are assigned in-school or out-of-school detentions can make up lost work or work independently in the detention center.
5. Students that want to specialize can do so with the student disc and instructor guidance.
6. Employers can request guided instruction through the school by requesting specific training for their employees.

-The modules are a little long for high school students, so I break down the modules so I only have about 4-5 screens and then a demo. Try to keep students in their seats only about 20 minutes and then have them do an activity.

-One of the things that I like to do is to go over with the whole class on the Smart Board. That is definitely the tip. Smart Boards are definitely a great tool for

teaching and the kids are more interested and seem to stay more focused. I teach them using the Smart Board for approximately 10 minutes in like B-1, B-2, and B-3. Then we will stop and discuss that, go over it, and also hit some of the strong points that I had taken on my test so that they know that it could possibly come in on their test.

-The I-CAR curriculum is very handy to use because just about everything you need is at your fingertips.

-If you are not using EDS01 (Non-Structural Supplement), purchase it today.

-We just recently received our new curriculum items and haven't had the time to really implement a widespread infusion. However, I see us using it to supplement live work, mockups, etc. I anticipate using the I-CAR Live curriculum to have students complete certain segments so when they enter the shop, they will have completed many of the core curriculum items required to become a Gold Class business and also a Platinum Individual.

- I find the I-CAR curriculum to be the best thing for our program since I started training at this school in 1984. All the information is there including the handouts, outlines, videos, graphs, and diagrams. The objective worksheets are key for the student to follow along with the lesson at hand.

-I fundamentally teach my class as if it was an adult I-CAR class with the exception of time. Due to the amount of time required to teach the class and test the students, it may take 3 days of their schedule during the week to get it done.

-Get as many props in place as you can and organize them so you can use them easily.

-Our school purchased the I-CAR Live curriculum earlier this year. The curriculum has proved to be VERY helpful in training today's students. The combination of a well thought out data presentation combined with the real world experience provided by the instructor definitely works. I have found that there is an enormous amount of information on the discs. I personally show the power point presentation and have the students follow along and fill out the objective worksheet. At the completion of a module, I give the students an open notebook quiz (provided in the curriculum). The curriculum is nice because it provides documentation on both the written aspect of instruction as well as the hands-on performance evaluation; even a performance rubric is provided.

-We try to keep students interested in the program by having them perform as many real life lab projects as possible and by using the I-CAR curriculum. We also feel that we have increased the standards in our program by fully and solely using the I-CAR training materials.

-As far as using the I-CAR curriculum, I've been using it as it was presented to me during the IQW (Instructor Qualification Workshop). Granted, I do not dole out more that an hour's worth at a time, and I try to mix in live work associated with the unit we are discussing. This has given me a leverage point to requisition new tools and equipment from my director as well. My Craft council is looking forward to the I-CAR points the student have earned too.

-Our Auto Collision Technology program is entirely self-paced, with high school and college level students enrolled in multiple courses simultaneously.

- We use the I-CAR Live curriculum. All information is used on live work in the shop. Students do the tests at home. 2/3 of the time is training related to the program in the lab.

-In our curriculum, we often cover various standards set by I-CAR to enable our students to realize the importance of I-CAR in our industry. Updates are especially good to have so that as the industry changes, our students will be aware of it.

- I made a prop that that seems to work with the I-CAR curriculum:
I had a one foot by three foot clear plexi-glass panel where I made a very gradual paint blend on it. It shows the students what hiding is, what a very gradual paint blend looks like, and some fisheyes. I have gotten a lot of mileage out of it. I sanded out small area w/2000 grit and buffed out an area to show what that looks like compared to a sprayed finish, not sanded.

-I teach the I-CAR curriculum at our school, and it is the most up-to-date system available. In keeping the interest of students, the more actual videos you have, the easier it is for them to follow and learn by example. It keeps their interest when you use examples from the C6 Corvette Bonded panels and simplistic panels (all of this is contained within my I-CAR discs.)

-We do use the I-CAR curriculum, and the students do receive the point from this school. Our industry partners like the idea that we do offer this through the school. I-CAR is a big help for the school to be NATEF certified.

-Make a half demo of car for the structural part of I-CAR.

-We are using the I-CAR curriculum as a marketing tool when recruiting students and guidance counselors that place students into our program. We are now providing the opportunity to receive I-CAR credit to the students in our program.

-We are using the I-CAR curriculum to promote/facilitate job placement for our students. We hosted I-CAR classes for the industry- so they come in to our facility for classes and see what we are doing here - then hire our students.

-We are mandated to NATEF standards and, therefore, we use the I-CAR curriculum to meet the hours necessary for NATEF recertification.

-I am an I-CAR instructor and require our students to purchase 11 programs through our bookstore. In other words, if a student passes all the tests, he or she can leave here with the possibility of gaining 11 points. I use this in conjunction with attendance, and it works really well to get students in class daily and consistently.

Use Students or ex-students to recruit and encourage

-Have your students do your recruiting/tours.

-I also bring in ex-students that have been in the industry for a few years to talk to the students and answer any questions that my students might have.

-We do a lot of recruiting activities at our sending schools. Number 1 is my students really promote the program and tell other students what they do and how much they enjoy doing collision repair.

-College/career nights: I invite former students who are successful owners and managers of local respected collision repair facilities to talk with parents and students about careers in the industry. They also bring ex-students who are successful employees of theirs. Local colleges who have collision repair are invited to talk with students. This forum has worked well. We have interest vehicles i.e. Ferrari, Lotus, Strip cars etc.

-Our school does 8th grade visitations to the sending schools, which send students to our campus. I send two students who I feel would best represent our shop as well as tools and projects such as motorcycle gas tanks that have been custom painted. Sometimes, I will send a car fender on a stand and allow the 8th graders to attempt to hammer and dolly a dent.

-Our school is located next to a Volvo plant, and we have over 400 former students employed at Volvo and over 30 employed at Fontaine. Hence, we have an emphasis on paint and refinish in the program because of this. We also have former students employed there speak to current students.

- Also, let the students speak to the touring students. I feel the best sellers of the program are the present students. If you can keep them interested, they will sell your program to the upcoming students.

-Presentations during class by past students that are actively employed in our industry. This has proven to be very effective in sparking the interest of current students.

-We also have current students speak to the prospects and share experiences from this class.

-Our school offers both high school and adult auto collision repair programs. We are encouraging high school students to continue their training by attending the adult program. We are doing this by making the transition to the adult program easy for high school students and the adult instructors coming in and talking to the high school students.

Use Advisory Committees or other local industry groups

-Work closely with your advisory committee. They keep me informed on what subjects they would like to see the students better prepared or less prepared. Have a dinner for the advisory committee, which is sponsored by the school. Host a conference call in between meetings to keep everyone informed.

-We have done a lot of work with the insurance companies in our area. That has been beneficial to our Advisory Committee.

-We invite members of our program advisory committee to talk to our students about a future in this industry and the kind of money they would be making.

-Industry in St. Louis called Metro Vocational Technical Assistance program, meet every month at 4 various schools in St. Louis. These body shops are fully involved in schools and influence administration. They give away a tool box with tools to the top senior student at the end of the year.

- At our advisory committee meetings, the participants talked about the school offering shorter, more pinpointed programs such as a single one or two day program or a block programs (ie Paint and refinishing, estimating, structural, etc.). Collin's welding program is already offering shorter programs because the traditional program length of one year is too long. Welding employers will pickup their students before the program is ended. Therefore, they are now teaching shorter term programs.

-We have a very active state I-CAR committee that helps with the SkillsUSA contest, the annual I-CAR training for journeymen techs, and a golf tourney each year that distributes that money for schools that show they have a need (the need may be equipment, curriculum, books or whatever they want).

-We use the same classrooms and facility for the local I-CAR committee training. In this way, the area shops learn about and become comfortable with the school and its training programs.

Honor outstanding effort

-At the end of each semester, we provide a meal (usually BBQ with the trimmings) and award students who have put the extra effort forward. We acknowledge those making the honor roll as well as those who have perfect attendance throughout the present semester. Perfect attendance allows the student to select an air tool that we have purchased for that specific purpose. If a student has been nominated by an instructor as a top performer for the semester, the names are then voted on to determine who the top award goes to. That student gets the "BIG PRIZE." It could be a two or three piece tool box.

-We use a student of the month award. A student, who stays on his/her job and has good conduct and attendance, is factored in for a tool that may be worth up to $100 each month.

-I have had trouble finding any donations from companies to help give awards and recognition to the students when they achieve greatness. Mainly, they get a great job and a paper award, along with their completion certificate for the program.

-We always recognize an outstanding student each year in our school program and recognize them in an annual meeting where we present them with a certificate. We also present them with a special gift from the program, usually a new sander, paint gun, etc.

-We present an “Outstanding Student of the 9 Weeks” award each grading period. This award has proved successful because the students regard it as a very high achievement.

-My school has a star student program, where we acknowledge stand out students every 4.5 weeks. I only select Level II students for this award. At the end of the year, we have a certificate ceremony for course completers. My jobbers donate t-shirts, polo shirts, hats, etc for the star students and a special gift for the student of the year in my program.

-SCRS has an education night where we pick best students and take them out for dinner. They also offer scholarship deals. Other shop owners are there as well passing out information and students can pass out resumes and collect business cards.

-Our college has an awards program for outstanding students (Outstanding Collision Repair/Refinish 1st & 2nd year students) that is attended by parents, grandparents, etc.

- We have monthly awards.

- We also do a Quality Worker Award for each session. The student who wins gets a parking spot right in the front and their picture hanging in our classroom. No cost to the program but good recognition for that student.

- We offer the “Auto Body Champion Award,” which allows students to earn points like NASCAR. Each month an assignment or project for class earns every student points. Most points are awarded from someone other than me. At graduation, the student with the most points will receive $1000 cash and a trophy. I am currently looking for monthly sponsors to award prizes for each month; that way, if a student is too far down to win the grand prize, they are still motivated to win the monthly prize. All point earning activities are related to the class.

-We offer a “Golden Gun” award, which is sponsored by a paint company and a local jobber.

-We offer painting custom panels and have a contest on that if someone donates some prizes.

-We give each student a certificate that shows the areas that they have completed and tested out successfully.

-We offer student of the month awards to our students as well as a technical endorsement on their home school diplomas provided they have good attendance and maintenance of an 85 average or above. Students maintaining above a 90 average are eligible for our National Technical Honor Society.

-Try to give out awards for students who attend all classes.

- We just received an Akzo Nobel scholarship grant for $18,000. Beginning in Fall 2007, we will be offering up to 12 scholarships of $750.00 to incoming students for 2 years.

- We’ve partnered with State Farm and started a tool box program for juniors and a mentoring program for seniors.

-I give prizes for attendance such as gold plated ratchets, school watches, and gift certificates from local vendors.

-The awards given within the department are mainly humorous, such as the "long distance award", for the longest run of the term.

-I give out tool sets for any students with perfect attendance such as paint guns, DA sanders, screwdriver sets. Hopefully this gives them some incentive to be in class all the time.

-This year, I found a way to dramatically improve my students' attendance. At the beginning of the year, I announced that anyone with perfect attendance after the first semester would receive a FREE pair of Harley Davidson safety glasses. I had several different pairs of HD safety glasses to show the class. It was fantastic; my students' attendance is up considerably over the previous years.

-A retention scholarship is offered to promising first year students who wish to continue into the second year of the program. This scholarship is funded through the student activities fundraising.

-We offer students the use of the facility, tools, and equipment for personal projects on Fridays if they have had good attendance during the week.

-Contests for the best shine on a painted panel. I purchase dinner for two and have the students decide among themselves who should receive it.

- I present students who have perfect attendance with meaningful industry awards donated by industry.

-Every year, we recognize all our graduates with a senior awards ceremony. All students who complete the program must take the NOCTI test, National Occupation Competency Testing Institute's evaluation. All who take it and pass are acknowledged at the ceremony. Also, outstanding students are recognized and those chosen by the instructors as outstanding students or most improved as well other achievements receive industry supplies, either tools or gift certificates for tools.

-I am offering achievement awards for students and teams: student of the month, 'A' Team, etc. These are posted on my website www.bavts.org, click on "teachers" and then "Thomas Abruzzese" to access the site. More and more students are seeing this site, which through word of mouth has been attracting more 'good' students to my program.

-We receive donations from our local jobber for a tool award for the best and most improved senior in the class.

- My Advisory Committee purchases a roll around tool box with a top box and buys tools to put in it (approx. $1,500) for the most outstanding graduate of my program. There is a $250 second prize, and we recognize the outstanding leaders in all 3 classes. The committee has a golf tournament each year to fund the project where they raise over $5,000. Each student must write a 500 word essay on "Why I want to be an Auto Collision Repair Technician"; an instructor evaluation is presented for each candidate and 3 members of the committee interview each candidate before making the selection. This is a big motivator for my students to achieve at a high level during the 2 years in the program.

- We do not use rewards since the students work as a team. I worry about rewarding students for a job that they are supposed to perform thinking that you will always see rewards for what you're paid to do.

-I offer student of the week awards, etc.

-Furthermore, rewarding the students should come in the form of knowing that with the proper certification, there's a great paying career in the automotive repair industry.

-A few shops are "adopting" students and paying for their student CDs and points! A majority of these "adoptions" are based on how serious the student is, attendance, GPA, etc. and two "adoptions" are based solely on financial need.

-We have senior awards and "Student of the Quarter" awards.

-We have a local car club that donates a $500 set of tools to the outstanding student. Also two local venders add to this award by giving tools, products, etc making this award worth the effort. We also have a Top-Gun award given to the best painter; this student receives several spray guns and related equipment provided by our venders.

-Have shops in local area create an award program for local students.

-Several scholarships are available for entering students.

-We offer non-traditional scholarships for women.

-Student of the Quarter - this includes a certificate signed by the principal and the instructor. An invitation is sent to the parents to come (with their son /daughter) to an awards ceremony, which includes breakfast or lunch or the student can receive a hair cut, a massage from the physical therapy class, or receive dessert from the culinary class. This helps us to utilize the other programs in the building for support.

-We offer achievement awards, most improved, attitude, and diligence awards.

-The rewards for the students are the I-CAR points.

Classroom Management

-Discipline is not really a problem for us because I make students act like they are in a real world environment. Students that cause a problem have to write an essay about it and interview their parents and ask what would happen to them if this occurred in the real world situation. It works very well. Students need to see that the instructor is excited about what they are doing because that makes the student excited. The students will respond better.

- I have a number of classroom and shop projects along with live work to keep my students interested in the program. This eliminates the idle time that students have and keeps them on task.

-At my level of secondary education, I try to keep the material brief yet informative as possible. I try not to over inform students to the point that they lose interest. Additionally, I try to cover material in a lab setting so students feel they are in lab, not a classroom. This I hope will spark a students' interest to continue learning this field.

-One way to keep interest is to always keep changing your class (curriculum, presentations, shop, etc.).

-Class one hour in the morning and the rest of the day is in the shop with live projects, which try to stay close to class.

-I feel that getting students into the shop, here to learn and stick with it is a very hard task. After we refurbished a run down vehicle, it was like a light went off and they knew it would be interesting and rewarding to pursue another project. The biggest advice I could pass on would be to stick to your guns and make sure that you keep your students attentive to the curriculum. This may mean having different projects started so that you can jump in between them to keep the students who do not pay attention very well interested in the auto collision field.

-I believe a good way to keep interest in the collision program is to allow students to choose an area of instruction they are most interested in and specialize.

-I am planning for my students to build a kit car from the frame up. This project would engender a sense of cooperation among the students as they collaborate on a common goal. Local car clubs will be encouraged to sponsor this project, which would involve a cross section of the local community in the school's Auto Collision activities. The car could then display at the shows sponsored by the car clubs, which in turn would give positive feedback to the students.

-I have a small painted plate that I do with my first year students that really gets them enthusiastic. I go through 6-8 weeks of basic stuff then they do the painted plate. Some of my technicians who already went through the program still have them on their tool boxes.

-Keep students busy working on cars. When in the classroom, break it up so they do car work in the shop everyday.

- Students are allowed to bring a personal project in during the collision repair projects course (8 weeks) offered in the spring semester.

-We start our year out with Detailing. We do this as a fundraiser. We take on vehicles 10 years or newer and we offer detailing packages. We do a lot of polishing on the exteriors and do a complete interior cleaning (remove seats, carpet shampoo, vinyl dressing, etc.). It keeps us busy for the first two weeks of school while the students are waiting for their tools. It also starts training their eye for detail. We also do PDR with the hot glue gun. The students get a feel for small dent repair in the process. Our whole first semester is spent skill building. We spend about 5 weeks in the lab doing R&I. We have a variety of newer donated vehicles that the students completely tear down and put back together. All bolt on panels and components are included in this process. It really seems to do a great job of easing the fear of R&I once they reach the field, especially when it comes to doors. Second semester, we do live customer work. Again, the vehicle has to be 10 years or newer, but we try to simulate a live body shop setting. I try to keep the jobs small say 3-4 panels (spot repair only). Students are more than ready for live, meaningful work after spending a semester on mock up cars.

-The most important thing I have noticed about retention is to be sure the information is relevant and, particularly, the vehicles that they work on. Older restorations that take more than a year to finish are very discouraging. The action needs to be fast paced, relevant, up to date. The vehicles need to be decent, clean, and something that would/will be driven. Junk vehicles that are clearly not going anywhere will be treated like what they are.

-Our post high school students decided to help each other come on time each day. The tardy student came with donuts. No one wants to be the one to pay for them.

-Students need to be kept busy. Have plenty of materials and projects to keep them busy during the class period. When things get slow for them, they get into trouble. Students like to work on their own vehicle. Set goals with them that when they learn and pass off so many different tasks, they can wash and detail their ride.

-I let the kids work on their own cars. They can paint their cars in my class. We spend more time in the shop rather than more time in the classroom.

-Students must have better than average attendance 85% or better GPA and taken and passed 3 online SP2 courses on shop safety to qualify to take I-CAR. Attendance and grades have improved.

-As I have just received the I-CAR curriculum, I'm now just learning the benefits of the program; I think the students working on their own cars help bring much interest in my program.

- I don’t keep them in the theory room all the time. I let them out to work on their projects. Keeping them in the room for that long period of time doesn’t let them get any hands on training and that is what they need.

-We use web-enhanced teaching where we post articles from ABRN and other sources for our students. It has a bulletin-board that instructors use to pose questions that students can respond to. The discussions on the board can be very interesting.

-We keep students interested in the collision repair program by allowing them to do related work that they would also do in the trade.

-Have projects that are manageable and measurable so each student is responsible for the outcome.

- Combine the curriculum with activities that promote work ethics, community service, and professional development.

-Keep them busy on shop activities and relate some of your projects to their interest. Some are interested in custom trends; show them that they can accomplish these if they can do the basic skills well enough. Then they can take personal or customer projects as far as their artistic abilities will let them. This relates to skills from prepping, filler work, to MIG welding and painting if they want to be able to shave door handles or weld in roll pans for examples. You can do this on used panels and show them pictures and explain what was done and the skills needed to accomplish that project. Explain the different shapes of the panels they may be working on and explain the dimensions that they may encounter.

-To keep the students’ interest, I try to keep my related theory to a minimum and encourage all students in the learning process by correlating it to lab activities. I search the collision auctions and post "the wreck of the day" such as cars, trucks, exotics, and motorcycles and discuss the repair process. I have customer service in lab and try to keep a variety of repairs such as collision, refinishing, and spot repair. No rust out patching, restoration, or junk work is permitted.

-I keep my students interested by giving them projects to help better their experience and give them a further future in collision repair.

-I use the pictures as a jumping off place for my lectures.

-Biggest thing is to keep the learning fun. Also, give the students real responsibility by doing live customer work with the understanding that the job has to come out on time and correct. Treat the students as professionals when they are ready. Keeping the students busy ALL the time keeps them learning and interested.

-Develop eye catching work stations/displays.

-My students are teenagers, and they are not as concerned in learning a trade as they are in “custom” body and paint. I allow my second year students that attain an 80% or higher average to either go out on an auto body job at a local shop for 2 days per week or spend those 2 days on their own “project” or to learn something different (Custom painting, etc.) in the shop.

Include Information about Customization and Other Topics

-In our department, we like to integrate “fun time” into our lesson plans. This consists of custom work, body, and paint. This seems to draw the students to our program. With the recent “Pimp my Car” type of shows on TV, the students want to learn what they’ve seen on TV as well traditional collision repair. We have educated our students in custom pin striping, body modifications, and also exposed them to cars that have been customized with these techniques.

-Most schools use the customized show car or glamorous race car as a PR or marketing tool, and we have used such things in the past. I think, however, that what we do now is more geared toward training repair technicians while getting the word out as well. All of our Paint II students must repair and refinish a 1999 model year or later vehicle (to ensure quality project cars with paint in good condition) with the following constraints: a minimum of one panel must be refinished with a maximum of 2 panels to be repaired by each student. (A maximum of 2 students to each vehicle and a maximum of 4 panels for each vehicle.) No rust repair will be made and no overall refinishes will be performed. In order to focus on paint repair objectives, only small dents and surface defects will be repaired, and bolt-on panel replacement will be emphasized. No repair will be initiated until a test panel has been sprayed and a blendable color match has been established. Then the paint is labeled and set aside awaiting the repair process. These vehicles are supplied by the students 80% of the time, and, for those students who cannot find a suitable project, we simply put the word out on campus - we have never lacked suitable vehicles. The students create and execute a repair/refinish plan, take digital pictures before, during, and after, and then use this in their job application portfolio. The result is a different kind of mouth-to-mouth advertising campaign that is not as dramatic as the custom-painted car, but it serves a much greater purpose for preparing the students for jobs. It also helps them compile a student portfolio documenting their individual student achievements.

-To get students, you need to provide a good program and be crazy. Do not do the everyday thing. You can do a custom car or a street rod and satisfy a lot of the I-CAR tasks. You have to keep their attention. I also let them have a big say in what we will build and how we will do it. Hands-on is the best way to keep the

interest. You can also alternate days with what you do in lab, which will break up the madness. The bottom line is to listen to your kids. They know.

-We spark interest in students by allowing them to work on their own cars provided grades, behavior, attendance, etc. are on the up and up. Being an airbrush artist as well, I offer some kids with artistic talent the opportunity to learn a module on airbrushing murals, graphics, and such. This attracts students, and our numbers for student enrollment have never been higher.

-We are implementing a custom painting class that seems to generate a lot of interest in the program.

- I am trying to add more custom painting. I went to NADC and found that they do custom painting to draw students. Next year, I am hoping to get it added to our curriculum to teach the students 3-4 days of custom painting.

-The students may be interested in a different area of repair than collision, for example, tuner cars. We discuss construction, modification, and the reasons why modification alters the safety of the vehicle. For example, offset wheels and larger tires will not swing into the footwell as designed, will crush a cowl and footwell, and leave you in a wheelchair. Fiberglass front fascia (with removed factory baffle) will alter airbag deployment, as will ground effects, carbon fiber hoods, etc.. The up on a soapbox lecture about automotive stupidity really piques their interest in structure and engineering.

-Include information about the CUSTOM world to keep students interested.

-Each of my students does a custom design on a fender and we use it as advertisement for our program. High school students are very interested in painting and to see something a student has learned in the class draws more students than we can take each year.

-I also try to use a little bit of custom painting to spark their interest. One example would be “how to lower a car.” This grabs the students’ interest. Once I have their interest, I cover the suspension lesson, which does not seem to be so boring if you relate it to something that grabs their interest.

-We sponsor a couple of stock cars and a billboard at the local dirt track for stock cars. We even paint them and repair damage.

-We offer six custom painting courses to students who complete basic refinishing.

-To keep their interest, you must occasionally do things that are not necessarily directly related to the training program. Let them do something out of the ordinary. Bring in an airbrush expert to do a show and presentation and let the

students do some of the same things at the same time. Let them try to make a small mural or some trick thing that you would not necessarily do in class. Give them an occasional opportunity to “OOH” and “AAH” about something they have always wanted to do, but didn’t know how or you as a teacher or instructor didn’t have the know how to do. Try learning together as you do some of these things.

-We have been able to attract students to the collision repair industry by offering custom painting, custom body, and upholstery. The students are influenced by what they see on television. Once we get them in the program, they realize that they have other opportunities including Aircraft refurbishing.

-My average number of students per semester is 110. I offer 6 classes for 21 pupils with enrollment being a mixture of beginning, intermediate, and advanced. The biggest buzz is created by projects--building a basket case, custom graphics, and so on. Those students who jump in and wrestle with the projects are the ones that go on to work in shops or enroll in postsecondary education.

-Students are allowed to paint flames, checkered flags, or just about anything that is up to their and my ability. They are then displayed on the shop walls until their graduating year.

-Currently, I offer an advanced painting techniques program. The program gives students the chance to show off their artistic abilities. In the class, we do airbrushing, vinyl graphics, and some custom colors. Some of the work we complete I put on display at the college and take it to recruiting shows. This is a very popular recruiting tool for me.

-I have chosen to do some custom painting projects with the students who tell the other students about them. We keep some on permanent display, and we even give some away as prizes/special recognitions. As a result of this, we have between 75-90 students sign up for the class, and we get to pick and choose who is illegible for ACT-1. ACT-2 student are told they must meet the requirements to be a part of level 2. Level 2 students are also given the chance to take the B2 ASE test before they leave. Statistics for this is poor at this point but are getting better. So far, I have been able to maintain 30 students per semester for the past 5 years.

-I also do some custom painting, fabrication, and graphics that peak their interest. For the last 8 years, each senior class completes a custom hood that is hung on the wall for display. These hoods provide a connection with the class and have become a conversation piece during sophomore visitation, parent/teacher conferences, and open houses.

-We also put on different seminars that offer new products to the school and student body and attend the PPG Training School in Minneapolis, MN.

-Adding custom painting, airbrushing, or other ”fun” tasks works well to keep interest.

-Have a shop car, hot rod or an antique, in the shop for the students to work on as filler work.

-ASE requires a paint mixing station for certification. I don't have one and the school cannot afford one. PPG and our local jobber and Martin Senior have thought about donating that equipment. Being as we're such a small school, we wouldn't be able to afford the material to fill the station and not impossible but difficult to comply with safety standards. So my idea was to use watercolors to get the point across to the students.

-Some ways to keep students interested in collision repair are to bring in some new ideas for fun such as airbrush, custom painting, and maybe even some custom body work. These are just some things that interest them that we can add for fun. After all, it is still auto body repair. Some students find this to be something they can add to collision repair and some may be even better in this field, and there is a market for this in the repair industry.

Visiting Local Shops/Schools

-The one event that I schedule every school year in the first two weeks is taking my students to five area collision repair shops in a day’s time. The object of the day is to show students various collision related businesses that employee two to three hundred employees (a custom coach builder) and that the quality of a completed job is the number one focus of every business. This is the quality standard we will attempt to achieve in our school lab during the upcoming school year.

-To attract and keep students, get interest (tuner) cars. The best thing that worked for me before starting the refinish program was taking the students on a field trip to a custom shop. That was the best class; they all paid attention and wanted to learn.

-One area of interest we have is allowing the collision students to take a field trip during the first six weeks to two or three local dealerships and tour the facility. The timing is important because of the No-Pass, No-Play rule.

-I try to schedule a nice field trip for Level II only (ie auto manufacturer or large repair center), and, of course, I help them work on their own vehicles.

-Our collision repair class takes a field trip every year to the local body shop to see first hand the collision repair industry at work.

-I took the students to Lincoln Tech and to the largest dealership in the area for field trips, and they get to see what goes on in the real world. Seeing is better than talking.

-We take field trips to different collision repair shops to see how these shops are run and how hard and fast they will need to work.

-Students are watching the custom car shows on television and are excited about custom painting. My students are attending a House of Color seminar. This is an evening seminar and my students can interact with professionals in the field.

-We will be going on a nice field trip, and that will probably also be their reward for finishing up their first I-CAR program.

-I think that industry visits help keep the students interested in the business and also get the right students in our programs, which helps a lot with retention.

-Shop tours are important. Get the students in your shops and let them see what is going on. I use SkillsUSA for a lot of that.

-In our auto body technology class, we visit local body shops to give students a look at real life repair facilities and how business is conducted there.

- Go to other schools and see how they are using I-CAR in their classroom.

-We take our current students on field trips, bring in speakers, attend the Chicago Auto Show, pay for some pizza, and just try to treat them to a good experience while attending the program. It gives us a great word of mouth from year to year. We've been full for about 5 years.

-We do field trips and go to industry events, car shows, etc.

-Students love as many field trips, collision and paint related, that I can fit into the schedule.

-Field trips to places such as local and national body shops, paint shops, and also to areas such as a vehicle manufacturing plants like the GM one in Arlington are an excellent way to keep students interested in the collision repair program.

-Go to other schools during classes.

SkillsUSA

-SkillsUSA is a national student organization that enables kids to develop leadership skills and training, compete in local, regional, state, and national competitions for scholarships to various trade colleges throughout the country.

We have a chapter at our school and students from the auto collision department are enrolled and actively involved.

-Program/student participation in SkillsUSA has been a very good motivator in our program. We offer "SkillsUSA Practice" sessions after school that allow the SkillsUSA members time to specifically prepare for SkillsUSA events.

-We have a local SkillsUSA contest to determine who goes to the State contest. This contest is held after school hours and is judged by former students that are employed in the collision industry. This contest has become very popular among the students mainly because of good support from local jobbers and collision shops, which donate tools of the trade.

-SkillsUSA competition gets my students excited since they have had a lot of success. The skills that the students master make them employable.

-We run a SkillsUSA competition night. Some classes have all students participate in an evening competition, and some classes like ours have all students compete during class time to select who will compete in the evening. I use this competition as a hands-on exam. Then the top four students from each class compete in the evening competition. The judging is done by local business owners. The students seem to enjoy this activity. And it gives some recognition to top students.

-The ACR department hosts SkillsUSA districts each year. We now have the high school vocational programs bring the rest of their students to support their peers and see the facility in great detail. We now have the Advisory Board members giving short presentations/seminars to those students to excite them and learn more about the industry.

-I use SkillsUSA competition as my largest attractant. We enter a lot of kids in the project contests and in the hands on skills contest. This has been huge in keeping interest in our program. A lot of these kids will not participate in sports or band, and they do great in this program. I also am seeing an increasing number of students who are attending technical college. I think every year builds on the previous year. I have had several families where I have had 3 boys from the same family go through my program. I have 6 girls in my program, and all are doing great. I am also giving away a new paint gun in a drawing to everyone who gets a 90 or above in the regional SkillsUSA meet. I am giving away another gun to everyone who gets 90 or above in the state competition. I also push grades so that the students have to pass to go to contest. I stress that we can take their project without them, but to go, they have to pass all their other classes. We make a big deal out of going to contest, so interest is high.

- We participate heavily in SkillsUSA student competitions and have had bronze, silver, and gold medal winners. We plan to continue this. We also have honors

ceremonies with state and national skills certificates of accomplishment distributed to deserving students. Keeping students interested is an on-going effort. We're always updating them on new industry standards.

- We also recognize each student who completes an I-CAR class at our SkillsUSA meetings, and they are awarded a ticket. At the end of the year, we will raffle off a PDA, and one of the student's tickets will win.

-Each year, I have my students enter the SkillsUSA Collision repair contest. I have had several state winners, and they have placed in the top ten several times. I also have my students involved in the SkillsUSA leadership contest. They have won the state Chapter Business Procedure contest eighteen years in a row and place first and second in the nation.

-The students have the opportunity to participate in SkillsUSA, which allows them work as part of team and individually. As members, they compete in auto body skills against other students from other colleges.

-One idea is every school to have a SkillsUSA competition. I feel that every one should have a little prize for every one of the students that compete, not just the winners.

-We get involved with SkillsUSA, and we also have scholarships that our department offers to contestants.

-We have a SkillsUSA competition held in February that students will be competing against other schools in the collision repair industry. Gold medals will be offered to students who do their best in a choosing category.

-We host the SkillsUSA competition at our school, which helps us attract students and is an event offered by our department.

-Winners of the regional SkillsUSA contest receive a new HVLP gun from a local jobber. (1st place only)

- SkillsUSA is a good way for the students to feel involved in the industry.

- I am a SkillsUSA Advisor and that is a great program. It is a lot for a new teacher, but the reward and interest is great.

Outside Visitors

-One thing we found to be extremely successful in getting the students interested in painting was to have a professional airbrush artist come into the shop and do a demo for a day. I have never seen these kids so attentive!

-We've started having recent graduates with good jobs in the collision industry come back and speak with the students during their first semester. This has helped students stay focused and finish out the program.

-I also lean heavily on my advisory council. They help me bring in guest speakers, custom paint professionals, industry salespeople, and other industry professionals to do demonstrations, present new items, and do an airbrush seminar.

- Try to get a paintless dent guy in to do a presentation for his students and have 3M and Dupont come to discuss products.

- When local work slows down, I try to schedule a technician from one of the shops to help instruct class and tell the students the importance of continuing their education with I-CAR.

-I try to bring in business and industry whenever possible to help teach new products and techniques to my students.

-We have colleges come in who use the I-CAR materials along will folks from the industry who send employees for I-CAR training.

-We have the shop owner come to our school to speak to the class and answer any questions about the collision repair industry.

-We have a custom painter come in and teach different tricks. That is a big hit with both high school and post high school students.

-We try to have a local specialty shop come in once a year and share what they do. Last year, we prepped a funny car, and the students got to go to the shop to help and watch it get painted. Thomas Classics also brings some high dollar classic cars for our students to see and sometimes work on. We limit this as we are strongly committed to a Collision Repair curriculum.

-5 colleges come into school and talk to our students on separate days during November-January so kids have the spring to visit schools and decide on what they want to do in the future.

-We have insurance company and shop owners stop in and talk to students. 3M will have a sales person stop in and go over new products. We will go over the product first, and then call and set up a live demo.

-We use Advisory Board Members and former students to talk to students about their success and collisioncareers.org.

Articulation Agreements/Working together with other schools

-We have an articulation agreement with our local community college and offer college credit for 2 college level courses as an incentive to take our program. We are also working on an articulation agreement with Universal Technical Institute (UTI).

- We have articulation agreements with most of the BOCES in the Western New York area. An articulation agreement is the opportunity for students to receive college credits for course work completed at their home school.

-My school has aligned itself with Oklahoma State University. College credits can be earned with a low tuition fee.

- In Minnesota, there are 10 post secondary schools and just a handful of high school auto body programs. The post secondary people for the most part communicate regularly, formal and informal. We discuss most everything from budgets to curriculum used. I believe the reason why is because we pretty much are governed by the same rules (state regulations).

-We have partnered with the University of Phoenix in a dual credit relationship. As our students earn their I-CAR points, the University of Phoenix will work with them for exemption credit toward an Associate or Bachelors degree.

-High school students come into the program in the afternoon to earn credits to go to an associate program. Then they have the chance to go back to Moultrie Tech College to earn a diploma. This works out great because some students already know that they want to do this career, and they can get a jump start with this program.

-We have community college instructors working with high school teachers offering collaborative programs.

Students working in field

-We require students to complete cooperative work experience in the collision shop and recruitment throughout the year.

-Students job shadow at local facilities and OJT after certain competencies are achieved.

-One way we keep students' interest in the program is through a variety of job shadow programs and internships like the AYES program.

-We offer job shadowing for juniors that are outstanding students. Those students go to two different body shops in the spring for a day, spending 1/2 day at each shop. This is the reward for outstanding students.

-Most of our second year students are employed in collision shops, which usually pay for the administrative fee for training alliance I-CAR credit if the student continues to work at the shop.

-We also offer students jobs doing summer internships and working during class time.

-Internship in the last semester of the program has definitely helped in retention in the field upon program completion.

-Setting goals for the student is important (ie co-op in the 3rd and 4th years of a 4 year program). This has been a key motivator for the students and also a great tool for me because I bring successful grads back and have them speak.

-The way I keep the students interested in the collision industry is by offering a shadow program involving the local collision shops.

-We offer work study programs for excelling students.

-Our main recruiting tool is the technician that we produce. We try to find jobs for our students in the field while they are in our program. We feel that this is a vital part of their training (real life experience).