

Attendees

- Tim Hogan, NCC
- John Gilday, Sullivan Tire
- _____, Gurneys Automotive Repair
- Matt Peters, Worth
- _____, Contemporary Automotive
- _____, Souhegan Valley Motorsports
- _____, Director of Admissions, NCC
- John Chapman, Lovering Auto Group
- John Murphy, Tully Auto Group
- _____, Tires Too
- Robin Griswold, VP of Academic Affairs, NCC
- Marissa Denotti, Career Center Coordinator at Nashua HS
- _____, McMulkin Chevrolet Cadillac

Open House

- We hosted an open house after work with Sullivan, Tires 2, McMulkin, Gurneys.
- We promoted it a lot and it worked out well (we've had no one show up before, this time we had 3 applications). It was due to you showing support, your presence was here and to reinforce the need and that we have a valuable program.
- We hope to continue, not sure when/how.

Employment in Shops

- Slide referenced that shows the Advisory Board shops and how many technicians employed at shops.
- Hiring multiple students shows you like who you hired.
- This is on the school website so an applicant knows they can go work at these shops, a huge reinforcement.

Running Start

- References slide, one student was from Mascenic.
- Jason in Honda has been very good about recruiting at high schools (why he's not here today).
- We have Nashua back on. I dropped off 20 applications and only 3 got returned to us. This is better than last year with none.

Recruiting

- Jason is hitting high schools.
- NHADA has training sponsored for HS instructors (20 hours of professional development) for NATEF. We hosted a 2-day class for HS instructors, one day Honda, one day general. They asked for basic auto stuff, headlight aiming, tires, TPMS, MLR which makes sense because that's what they teach.
 - '67 Camaro in our shop versus the new Tesla (like a video game) so we can teach on the Camaro but showing them gadgets on a Tesla doesn't prove they can fix a car. Prospective students are playing video games so we're trying to find a happy medium to get them to that level.
 - Some HS instructors didn't know we did live work. The live work reflects the class we're teaching, we're not a hobby shop. Transmissions don't get re-built (solenoid sensors).
 - For the state inspectors test, I had the students interact with the HS instructors.

Current Enrollment

Seniors

- Currently have 6 students; 4 are employed, one handed a business card today, one wants to wait until he graduates.

Freshmen

- Started with 12, now have 11 (lost one for family stuff and missed classes). We do work with trouble students and they need to show responsibility, email us if you're late or need to miss class. One more might be gone, it's his choice to show up. Another one we might lose (9 loose bolts), not sure he wants to be here, bolts are a safety issue. There are reasons we lose students.

Where are they working?

- Tully, Hyundai, Silver Arrow, Carson City (Carson City is limited to environmental concerns at location); other employment: pizza delivery, manufacturing, country club, grocery store.
- Currently in the field: McMulkin, Pep Boys (Zak's Auto is goal), Roy's Auto
- Freshmen: Mostly come from non-auto HS, important for us to go to these HS to promote.
- Graduates are now buying houses, getting married, having kids; better than seeing the other side.
- If you want to hang out and play, we use the Vette.

Bennett Aptitude Test

- Gave them an initial test and want to see if it matches their school performance. Last year I knew the results in advance, so I wasn't sure if it influenced me. This year I've kept it filed until I see their final grades and see if it matches.
- I hope in the future if we have more applicants than slots, we can use the test results with a cutoff grade and take those students or tell applicants they're not well-suited and to find another path.
- The top 6 are the ones that are still here.

Work Force

- We haven't run it again, not sure why, but it's available.
- If you employ a student, you can apply for this program and NHADA will cover half of it and the participating employer pays the other half.
- Once the co-op gets going, we're willing to open this up to higher-level classes so you could almost sponsor your student.
- I'm cautious to use this for our Freshmen who I don't know; after the first year, I have confidence in them.
- Comment: Grant money from the state, if you're a freshman it might help you pay for tools.
 - Hogan: Freshmen must have tools to start program (\$3,500-\$5,500). Those that have inexpensive kits (Harbor Freight) are usually not serious about the program. It's not the money for tools, it's their level of motivation. I'm not against a freshman, if you know someone then we can have a good match. I'm just not sure about the ones I don't know.

From Last Meeting

- A direct challenge from last meeting...we didn't end up combining classes, we ended up adding more hours to Engine Performance, Electrical and Diag. Although the gap is getting bigger from where they start to where they need to be in terms of experience and knowledge.
- Co-op...from last meeting most of you wanted to do it. It's approved and ready for 2020 start group and in place for 2021 so I will need shops who will take them. We'll start with 12 students/shops. The student costs are approx. \$500. We dropped Electude (which cost \$150) and the students were excited about this change.
 - Comment: Does it qualify for grant money?
 - Hogan: Not sure, I will follow up on that and see if they don't have to pay. NATEF requires 12 hours so with this we're up to 13.

Budget

- We bought a new scan tool as soon as it was approved, All-Tell 906 was \$1,300 from Jacob, does 90% of what we want, does controls. All-in, we're under \$2,000 and nowhere near Snap-on's price.

- I want them to use the tools they are going to use in the shops.
- We're getting Snap-on 2015 updated to the newest.

Co-Op Requirements

- This will take place during summer between Freshmen and Senior year.
 - Summer is busy for shops, winter less busy so I think the timing of the co-op is good.
 - We will require 200 hours in your shop; Honda used to have 400 hours in summer.
 - A lot of students have other jobs, I don't want them to lose those jobs in summer. Since they won't be in school, they can still keep those jobs and go to your shop instead of attending classes and come winter, when things slow down for you, they can go back to their other job.
- They bring their own tool kit. They will have to bring their tools back for the school year. If a student comes to me and says I need to keep my tools at work, that's not gonna work.
- They must maintain a 2.0 GPA and need minimum of a C in safety-related classes in order to participate.
 - This is pass/fail, there is no grade you need to give. If they fail, you don't have to keep them; they're your employee and then they don't pass the course.
 - Shops didn't want me forcing students on them. I'm here to make the connection and you decide yes or no.
- They have a list of skills they need to do in your shop; hopefully they get paired with a senior technician who can be a mentor and give them good habits. We try to train a certain way; I don't want a freshman to go out and develop an attitude like seeing his mentor come in late every day and get the wrong impression. Pair them up with one of your best guys.
- Minimum pay: I don't want to tell you how much to pay them. First semester, these students will have learned internal combustion, diag, electrical wiring basics, service and maintenance, MLR; second semester is steering and suspension, struts, ball joints, 4-wheel alignments, engine performance ("not a turbo, it's diagnostics"). They're putting it to use with scan tools.
 - Committed students are who you're hiring at around \$14/hour.
 - Comment: Where'd you come up with that number?
 - Hogan: I mentioned this before, and everyone said \$14 seemed alright. We have info from a local dealer, HS programs and college: anyone can start at \$12.50, HS graduates \$13, first day at college \$13.50, after freshmen year \$14, college graduates \$15. I think they're worth more than \$12.
 - Comment: Have you seen the NAPA program? They got a scale pretty similar.
 - We can't have unregistered internships paying cash under the table, I need to check out shops, can't be a single-bay place.
- If it doesn't work out, that's fine, if it does, hire them
- This has been passed by Curriculum but we all can make tweaks together.
 - There is a check-sheet, job knowledge, quality of work, dependability (just show up) and behavior. Hopefully they will show up and be good, if they pass the first year of classes, they should be fine.
 - Not a lot of extra paperwork for all of us, you sign on, here's the mentor, tasks, check it off. We want to see you're giving the jobs on the list, to reinforce the skill.
 - For this summer (2020), try out the list and see how it works unofficially. We can tweak it and we have the time, the students, and shops. Let's do a test run.
 - Comment: That's a great idea.
 - I find it best to make one change at a time and see what happens, don't overdo it.
- Any questions send me an email and I'll get you the information.
- Question: It officially starts in 2021 so what's the difference with this summer?
 - Hogan: It's not in the curriculum yet and the students won't be getting credit for it. I have 6 students now that I want to help, and we'll do it on a test run but they will get paid and get the experience. My goal is to get them the jobs they want.
- Comment: We don't want to pair a student up with a prima donna, finding the right mentor in the NAPA apprentice program, they have support too. They have a tool program and it looked complete.

- Hogan: We looked at their tools, they will take our list and give us a price. Jessica Dade is working on it too. We're trying to work with different quality kits but we're cautious. Pairing with the wrong person will hurt so now we need to start the program. I'll look into NAPA.

Program Costs

- Cost: We're still less than the other colleges even with a few more credits to the program now.
- Books: We only have 2 books for 6 classes per semester. We can use one book for multiple classes to save students money.
- Tool kits: a \$500 tool kit doesn't work.

Career Day

{Transcribed at 50m 47s to 54m 24s} *"This one, I was told to be gentle about. The career day is at Manchester. This is a career day that NHADA puts on, 6, 7 hundred something students go to it. A few years ago, it rotated through the colleges. It would go from Manchester to Nashua to Lakes Region; so, the three kind of central places. The last couple years it was decided that it's only gonna be at Manchester and I have a huge problem with this. And I've spoken and I've just been told flat out it's not moving; it's staying in Manchester. How many of you are members of NHAD? Okay, So, they represent you. It's in your best interest to have it rotate colleges. So what you can do to help us with that would be great. We have students that come from Keene area that you may have shops up that area. You might have shops here. They might not go to Manchester, not for distance necessarily but if they're close here, they can go to shops easier out of work. They're local here, they want to stay in this area. It's beneficial for that to happen. To have it stay at one college, hurts us. So obviously from our enrollment standpoint, that's different. The students don't get to see our place, that's...it sells it, right, I mean we're hands on, touchy-feely people. You walk into a shop, you go, aw this is a nice shop, whichever shop that is you walk into, that's the one you're gonna, you're probably gonna like. You haven't seen anything else; students make up their mind like this, done. That's been difficult for our enrollment which then ends up kind of trickling to you guys; it's less students I have to put in your shops. So that's been kind of hard. So I've been told flat out it's not gonna change but then it dawned on me that they represent you and if you feel that it should change you can voice your opinion and put some pressure on them from that side. So there may be different opinions about that but that's kind of my side of it and uh kind of where I'm at with that type of stuff. So that's that. They had that show, we participated, we had a bunch of applications filled out, um, it was a really nice show up there. We held an equally nice show. Uh, the first time it was there, it was a little touchy. And then, ya know, moving around it's nice, they get to see everything. So ya know, we will continue with the one in Manchester in the fall but we're gonna have our own. This is a lot of extra work to do. This was a question that came up at the last board meeting, and not much had happened and I'm very happy to say that we have a date and it's gonna happen. This is gonna go out to all the high schools and we're gonna put on the same day that they do, it's just here for us. We're combining this with our machine tool program because it's manufacturing, it's technical; it's the same type of person that would do either one. So we're gonna invite all the same high schools, all the same schools. And this would be automotive high schools and non-automotive high schools. Like I said earlier, a lot of our students come from non-automotive high schools. We want to make sure they know this is here, and that this is a good option for them."*

- Question: Why are you getting so many from non-auto HS?
 - Hogan: It's 50/50, not all have the opportunity. Last three years, it's been split.
 - Comment: There was an apprentice event. Nashua gets first slot, but places like Hollis don't get the access.
 - Comment: Wait lists and transportation; Hollis bought a van to bring students over, Milford cut bussing. 120 families participated in the apprentice event; how do we get them access?
 - Hogan: Getting to non-auto HS guidance counselors and parents and telling them about our graduates' successes.
- A benefit is, because it's not NHADA, we can invite Massachusetts's high schools. They're not allowed at NHADA events. Mass shops couldn't bring cars to show off, etc. They can show their support for the program and tell kids they can come to the college and then go work close to home.
- April 2, 2020
 - During the day
 - They will be bussed in from their high schools

- We're gonna need your help to hang out, bring cars, show off the shop, see your shop. Your help would be great.

What do you need from me?

- Technology: we're getting scan tools to be in line with your shops.
- Flush machines: we're using those.
- Aiming radar: one student at a shop specializing in radar setups ended up running the shop and making \$20/hr.
- We're trying to integrate these things into our program. What can we improve?
- Comment: Half students come from non-auto HS was eye-opening for me. There are gear-head kids out there, Litchfield doesn't have auto-HS.
 - Hogan: Yes, now we can adjust what we do.
- Question: Do you have many Mass students?
 - Hogan: I don't know yet, probably 2 out of 10 are Mass.
 - Question: Billerica, Bedford MA?
 - Hogan: Yes, I even have one student who commutes over 2 hours away in Mass in Honda. Honda draws more Mass students because it's the only one.
- Question: Are there any CTE towns?
 - Hogan: Lowell Tech is a really good program.
 - Comment: Fitchburg has a good program. Where are these kids going? UTI?
 - Hogan: We have a list of area HS we've given to Laura, so for our open house, these schools will know and we'll start that connection. Jason is going to these schools.
- Question: How further behind are those kids out of those non-auto schools?
 - Hogan: Sometimes I prefer those that don't take HS auto. It can take a few semesters to get them where they need to be if they know they were top of their class, etc.
- Question: So what would you want to see in a HS program? Kids in non-HS programs are passing, what do you need to see from high schools?
 - Hogan: I don't think there's a problem with high schools, I think it's a mentality issue, cautious, they think they're the best, 'I know this', they have certain habits. It's not a criticism, they get the experience. I'm just not seeing a big difference. Auto-HS might know more and they'll have to be patient. I don't think they need to do anything different, it's just the student can have different ideas.
- Comment: You have some kids with some experience and some that don't, you gotta set the expectation, you don't want to hurt someone because they have experience.
 - Hogan: I can give those students different work, it's a delicate thing. I can't say it's hurt an auto-HS student.
- Comment: Your responsibility is to bring them from the ground up so that's a challenge and the kids need to know the expectations. If they come in with the wrong attitude that's just part of it. It's about the student that wants it; doesn't matter where they come from. Your challenge is to latch on to that diamond. Comment: You need to engage them appropriately.
 - Hogan: It's hard and I try to recognize the different levels they're at. How quick can you identify that and apply and I think Bennett will help prove that. Just because they didn't go to an auto-HS doesn't mean they can't work on cars. I think it works out. Those that come saying 'I don't know how to do it but I want to learn' are the sponges.
- Question: Do you find they are going to get PT-work? Can they contact us for that work? Season doesn't matter.
 - Hogan: Yes, here are their names (on the slide). I want them to get something out of it and to make it more official with the co-op. I can tell parents when they come in the kid can make \$14/hour.

Wrapping-up

- I will look into NAPA's ideas on placing people and will the co-op fall under the Workforce development.
- I'll get you the students names who need jobs.
- Comment: Reach out to us before April 2 (open house) so we can get involved.

- Hogan: this is just 'save-the-date', we'll have a more formal invite. I'll send something to this board so you can finalize.

End of Meeting

- Happy to show you the shop right now and two students are here now if you want to talk to them.
- If you have any questions for seniors, they're walking in right now, two are looking for jobs.
- Question to students: For those of you that took auto in HS was it challenging with the non-auto HS or was it pretty smooth?
 - Student1: Just the first month or two.
 - Hogan: Did we manage that well or can we do it better?
 - Student1: It was a good refresher.
 - Student2: We went into greater detail than HS, I still learned more.
 - Comment: What HS did you go to?
 - Student1: Merrimack HS
 - Student2: Mascenic
 - Comment: What are you doing outside of school?
 - Hogan: These students are into lots of stuff, one works with dad, one does off-roading.