



COLLISION INDUSTRY
CONFERENCE

Education & Training Committee

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ASE Education Foundation

PRESENTED BY: Mike Coley, President, ASE Education Foundation
George Arrants, ASE Education Foundation
Las Vegas NV • Nov. 5, 2019

What is the ASE Education Foundation?



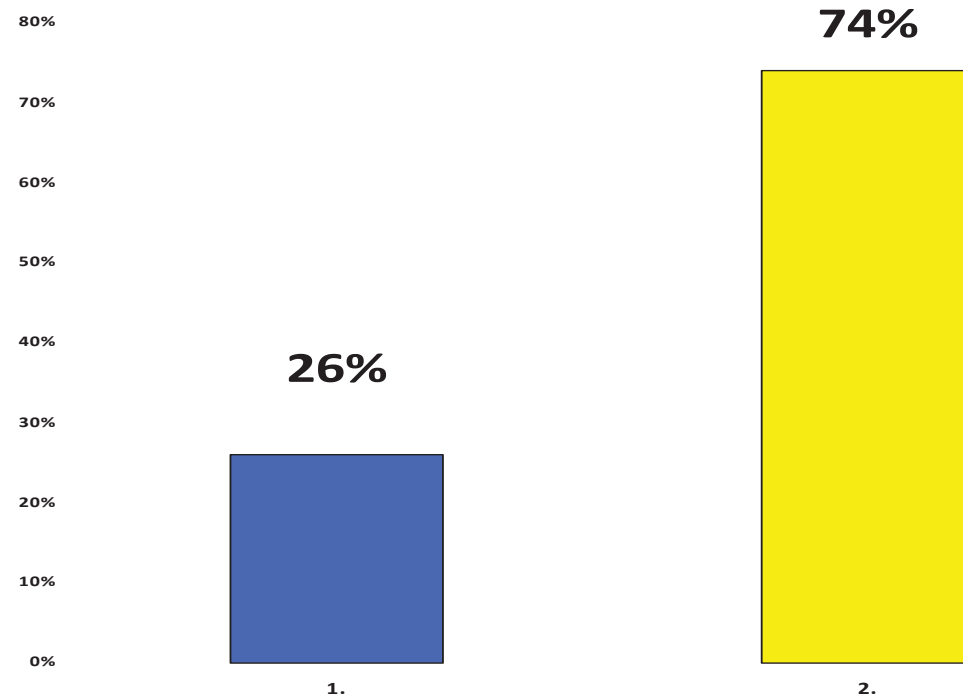
Formed by combining NATEF and AYES, the ASE Education Foundation works with over 2,300 automotive training programs, 5,000 instructors and over 50,000 students nationally. Supported by industry partners, we accredit high school and post-secondary programs and help students get real-world experience through job shadowing and internships.

The goal is to provide the industry with qualified entry-level technicians.

Audience Response Question:

Did you attend a CTE (aka Vo-Tech) program in high school or college?

1. Yes
2. No



Accreditation Areas for Collision Repair & Refinish Programs

- Structural Analysis & Damage Repair
- Non-Structural Analysis & Damage Repair
- Welding, Cutting & Joining
- Mechanical and Electrical Components
- Painting & Refinishing
- Damage Analysis / Estimating / Customer Service

STRUCTURAL ANALYSIS AND DAMAGE REPAIR

For every task in Structural Analysis and Damage Repair, the following safety requirement must be strictly enforced:

Comply with personal and environmental safety practices associated with clothing and the use of gloves; respiratory protection; eye protection; hand tools; power equipment; proper ventilation; and the handling, storage, and disposal of chemicals/materials in accordance with local, state, and federal safety and environmental regulations. Identify vehicle system hazard types (Supplemental Restraint System (SRS), hybrid/electric/alternative fuel vehicles), locations and recommended procedures before inspecting or replacing components.

I. STRUCTURAL ANALYSIS AND DAMAGE REPAIR

A. Safety Precautions

1. Select and use proper personal safety equipment; take necessary precautions with hazardous operations and materials in accordance with federal, state, and local regulations. HP-I
2. Locate procedures and precautions that may apply to the vehicle being repaired. HP-I
3. Identify vehicle system hazard types (supplemental restraint system (SRS), hybrid/electric/alternative fuel vehicles), locations and recommended procedures before inspecting or replacing components. HP-I
4. Select and use a NIOSH approved air purifying respirator. Inspect condition and ensure fit and operation. Perform proper maintenance in accordance with OSHA regulation 1910.134 and applicable state and local regulation. HP-I

I. STRUCTURAL ANALYSIS AND DAMAGE REPAIR

B. Frame Inspection and Repair

1. Measure and diagnose structural damage using a tram gauge. HP-I
2. Attach vehicle to anchoring devices. HP-G
3. Analyze, straighten and align mash (collapse) damage. HP-G

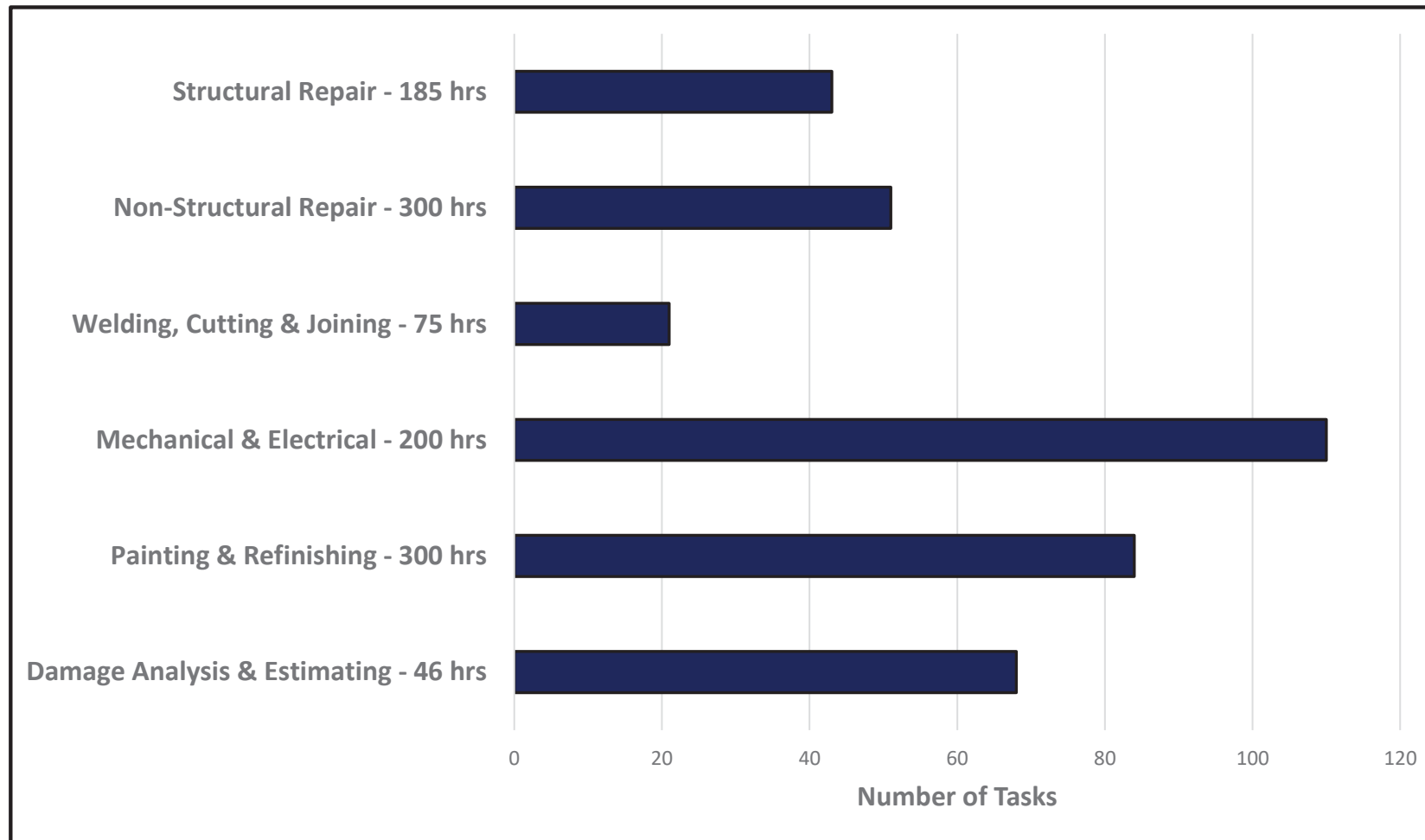
Structural Analysis

Non-Structural Analysis

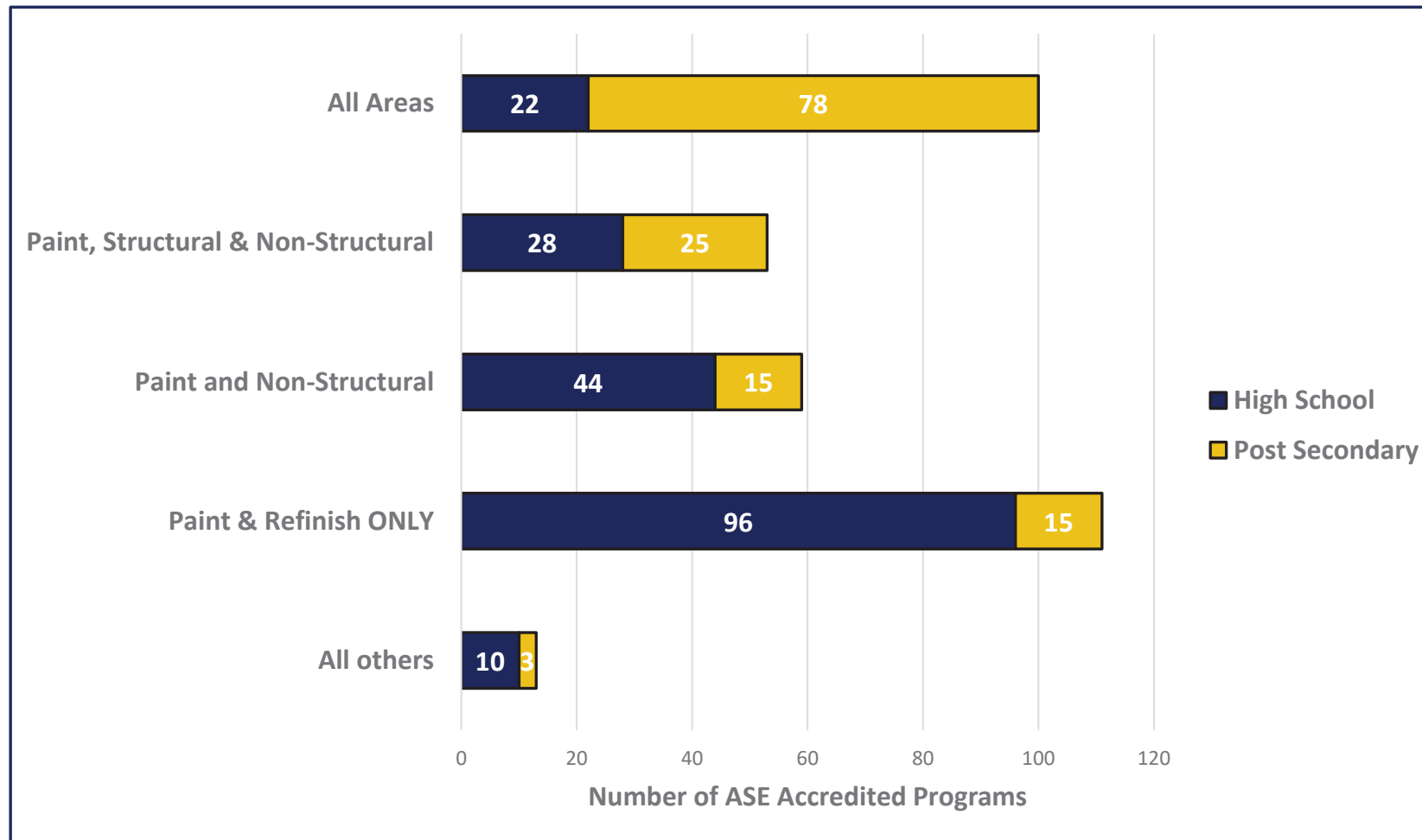
Mechanical and Electrical

Painting & Refin ...

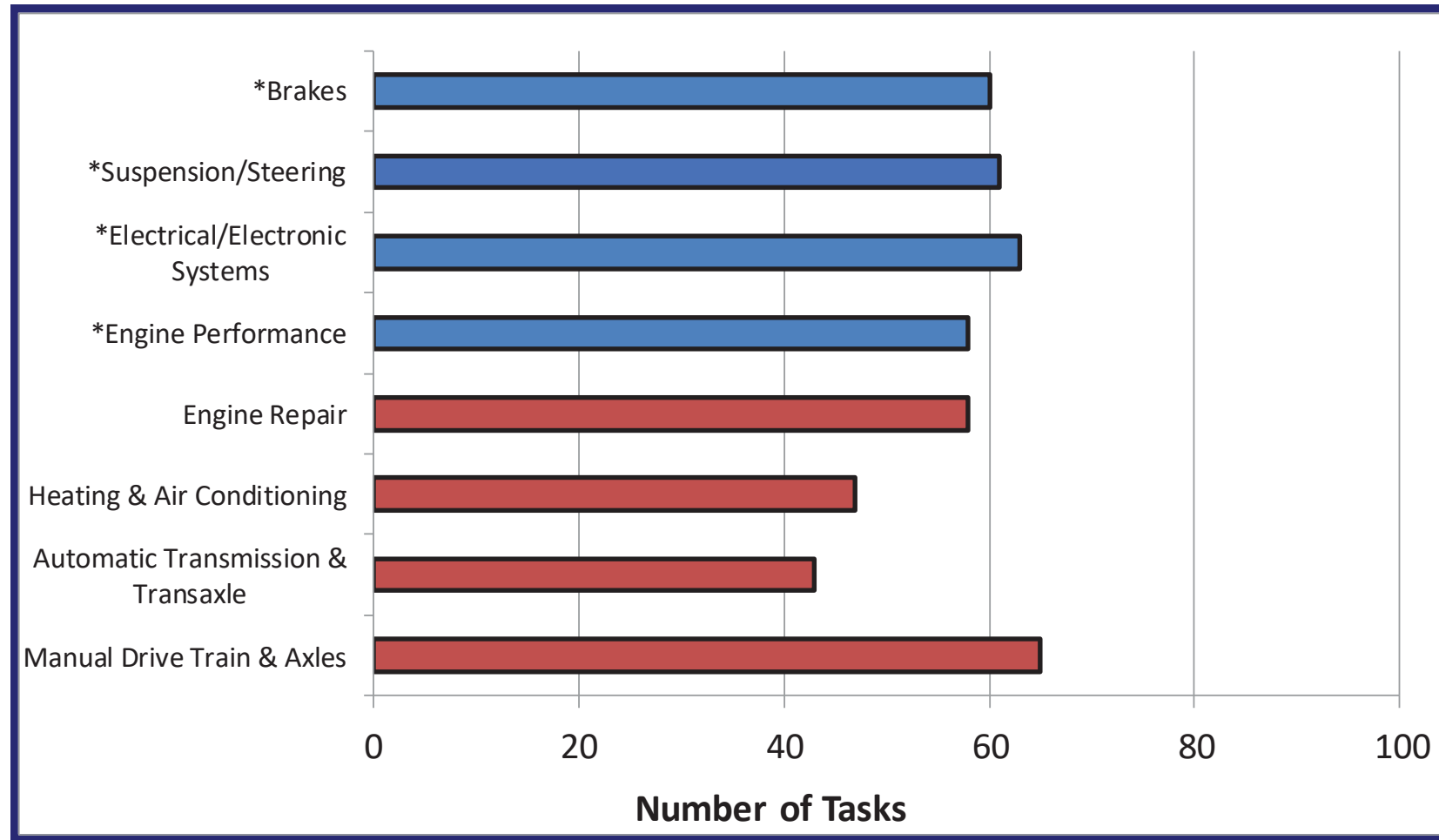
ASE Collision Repair & Refinish Standards



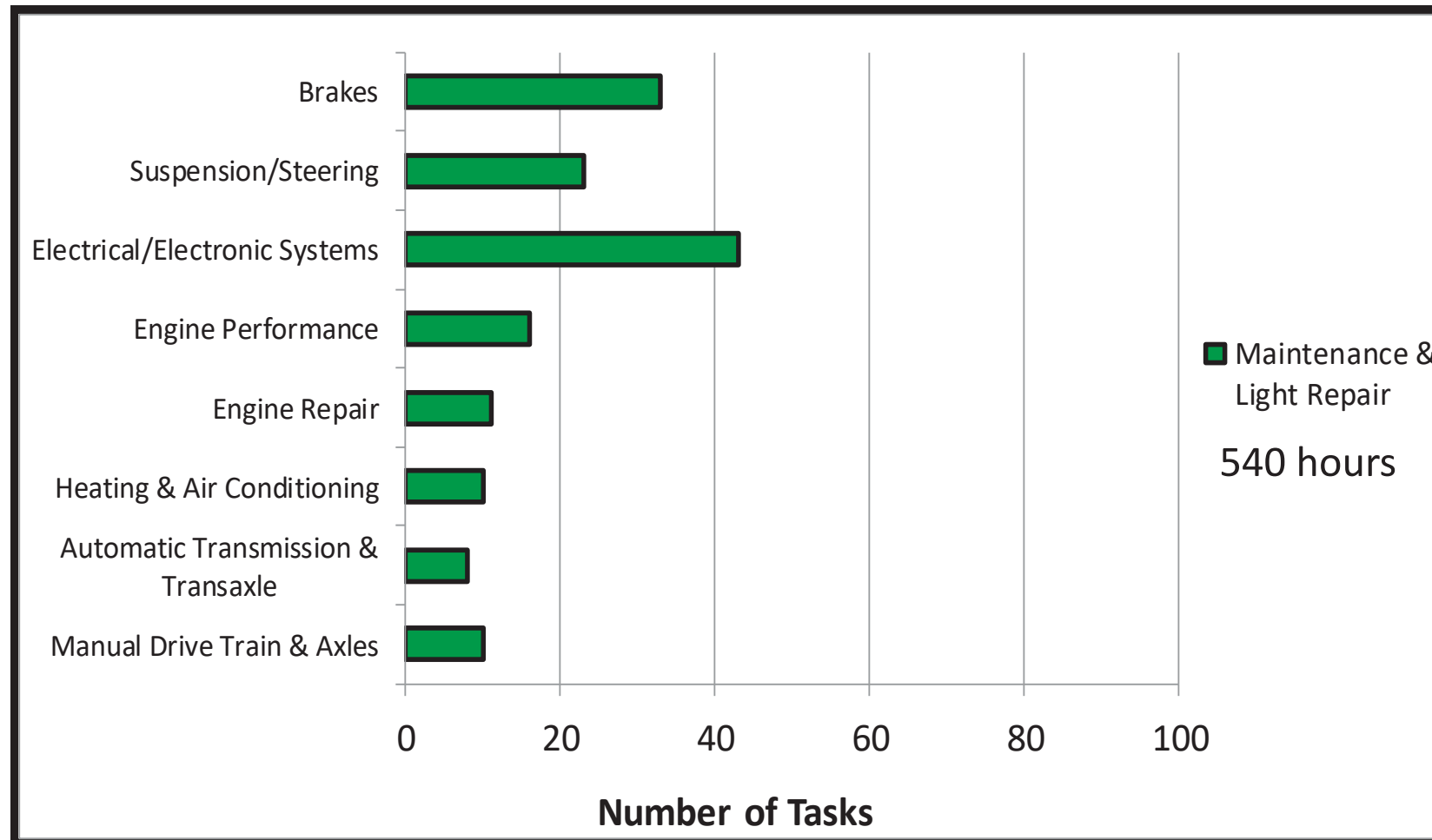
ASE Accredited Collision & Refinish Programs



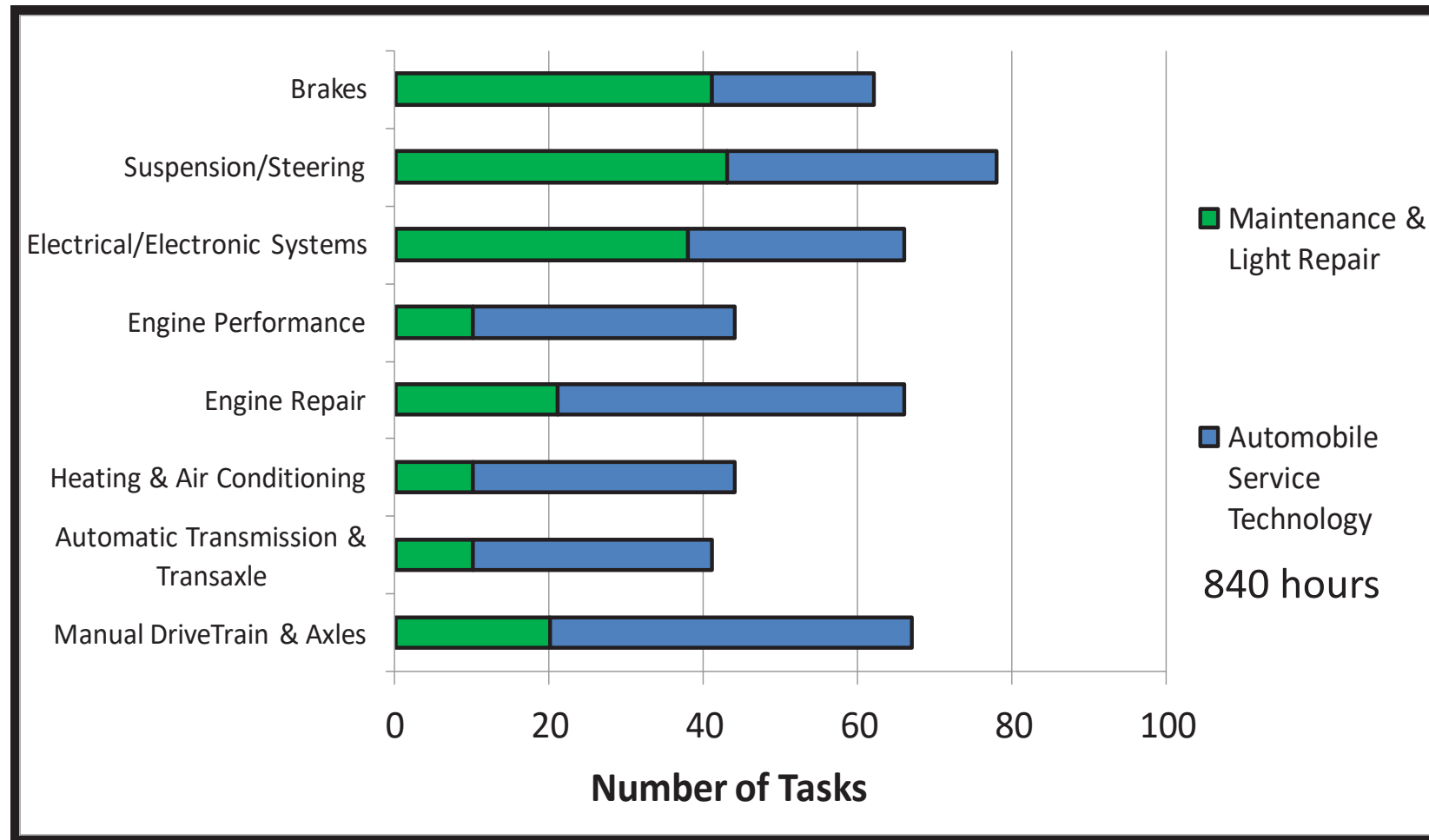
ASE Automotive Program Model (pre-2013)



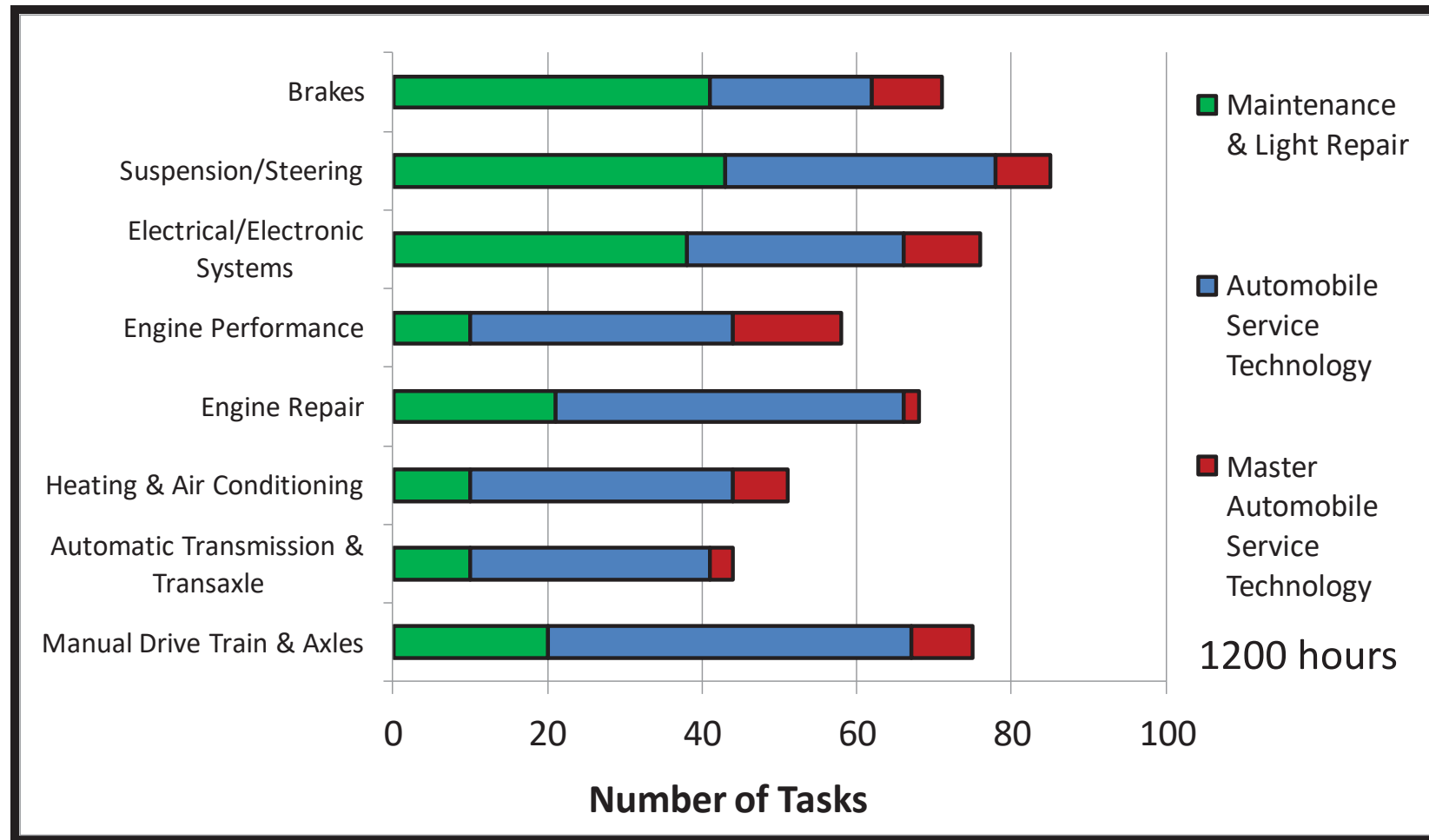
ASE Automotive Program - MLR



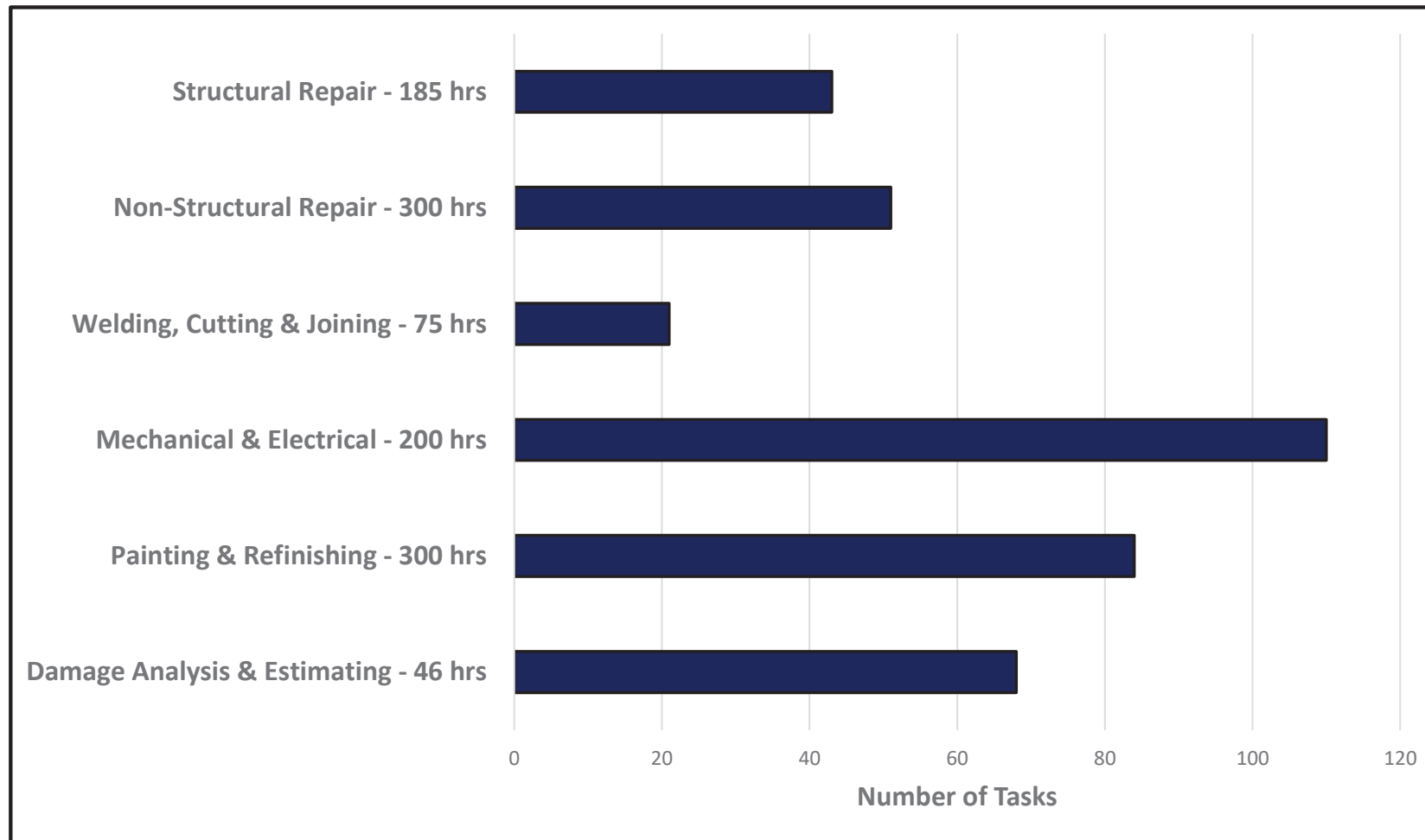
ASE Automotive Program - AST



ASE Automotive Program - MAST



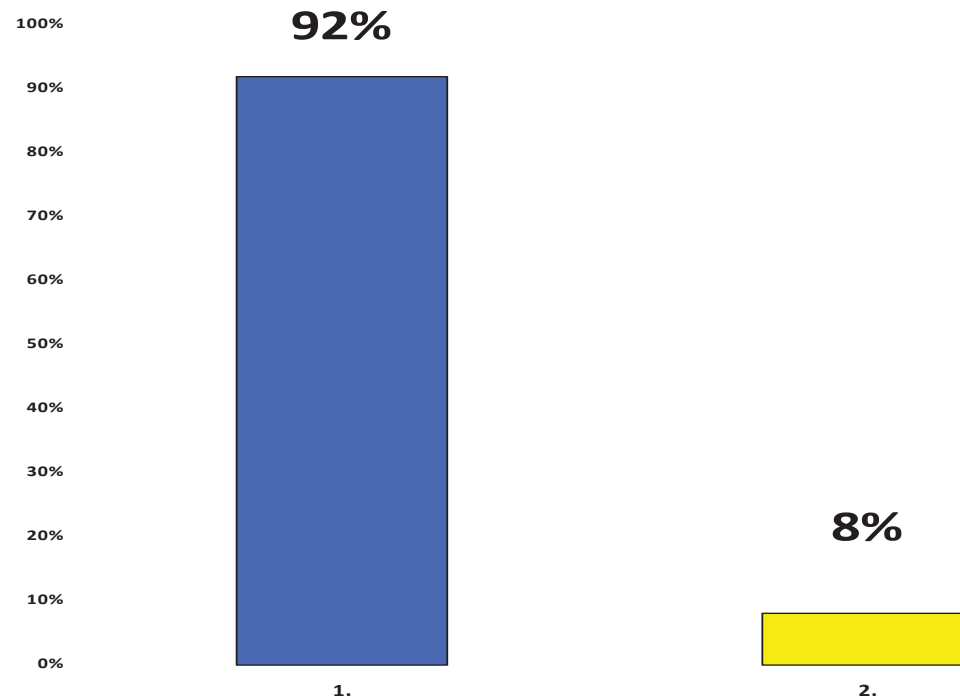
ASE Collision Repair & Refinish Standards



Audience Response Question:

Do you see a need for more qualified entry-level technicians?

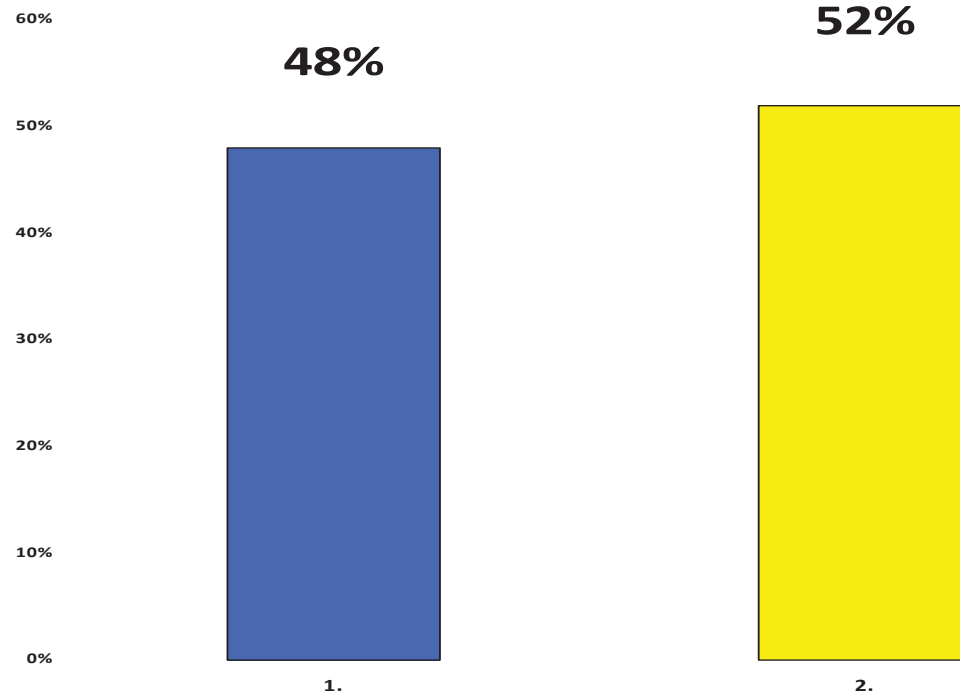
- 1. Yes
- 2. No



Audience Response Question:

Do you serve on the advisory committee at a local high school or college?

1. Yes
2. No



Next Steps

Special Meeting

Continued discussion with instructors and industry

Thursday, Nov. 7th – 7 am to 8:45 am

LVCC Upper North Hall Room N231

Standards Update Meeting – Leesburg VA – February 2020



COLLISION INDUSTRY
CONFERENCE

Collision Industry Survey; Entry-Level Skills

PRESENTED BY: George Arrants, ASE Education Foundation

Overview of Survey

Thanks to Cengage Learning, AMi & CIC

Call with Gene Lopez and David Luehr Their committee's involvement

Reduce the number of tasks to potential “Entry-Level” only

Total of 140 opened and took the survey

107 Answered the questions

Only 57 answered the skills/tasks Section

Shortage of “Applicants” or “Qualified” Applicants?

Recognize ASE & I-CAR

Applicants - 30%

Qualified Applicants - 70%

Do you promote ASE certification of your technicians? 70% Yes

Do you recognize Student ASE certifications? 80% Yes

Do you promote I-CAR certification of your technicians? 95%

Do you offer training to your technicians? 90%

Results by the numbers

SAFETY – very high 90%

Non-Structural Analysis;

Preparation 56% - 94% with most being above 80% & Higher

Outer Body Panel Repairs, Replacements, and Adjustments 70% - 82%

Except 2- related to align Doors, Tail gates & Sliding doors

Metal Finishing & Body Filling 72% - 89%

Except Aluminum 43% - 51% & “Weld-on pulling Attachments 60% - 63%

Movable Glass & Hardware 65% - 82%

Plastic & Adhesives 55% - 84%

Clean, inspect, and prepare reusable fasteners 82%

Welding, Cutting and Joining 38% - 79% most being around 50%

Results by the numbers

Painting & Refinishing;

Surface Preparation 64% - 95% most being 77% +

Spray Gun and Related Equipment Operation 60% - 73%

Final Detail 86% - 91%

Damage Analysis

Position the vehicle for inspection 82%

Prepare vehicle for inspection by providing access to damaged areas. 86%

Prepare vehicle for inspection by providing access to damaged areas. 52% - 76%

Except: Project positive attitude and professional appearance 89%

I-CAR PDP-Education Edition Curriculum

- ✓ The development of our fourth generation
- ✓ Conversation with Bill Stage
- ✓ All Tasks at 80% “yes” are in the new Edition Curriculum

Thank You!



Education Foundation

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COLLISION INDUSTRY
C O N F E R E N C E

Entry-Level Technician Accreditation

PRESENTED BY: Gene Lopez, Seidner's Collision Center

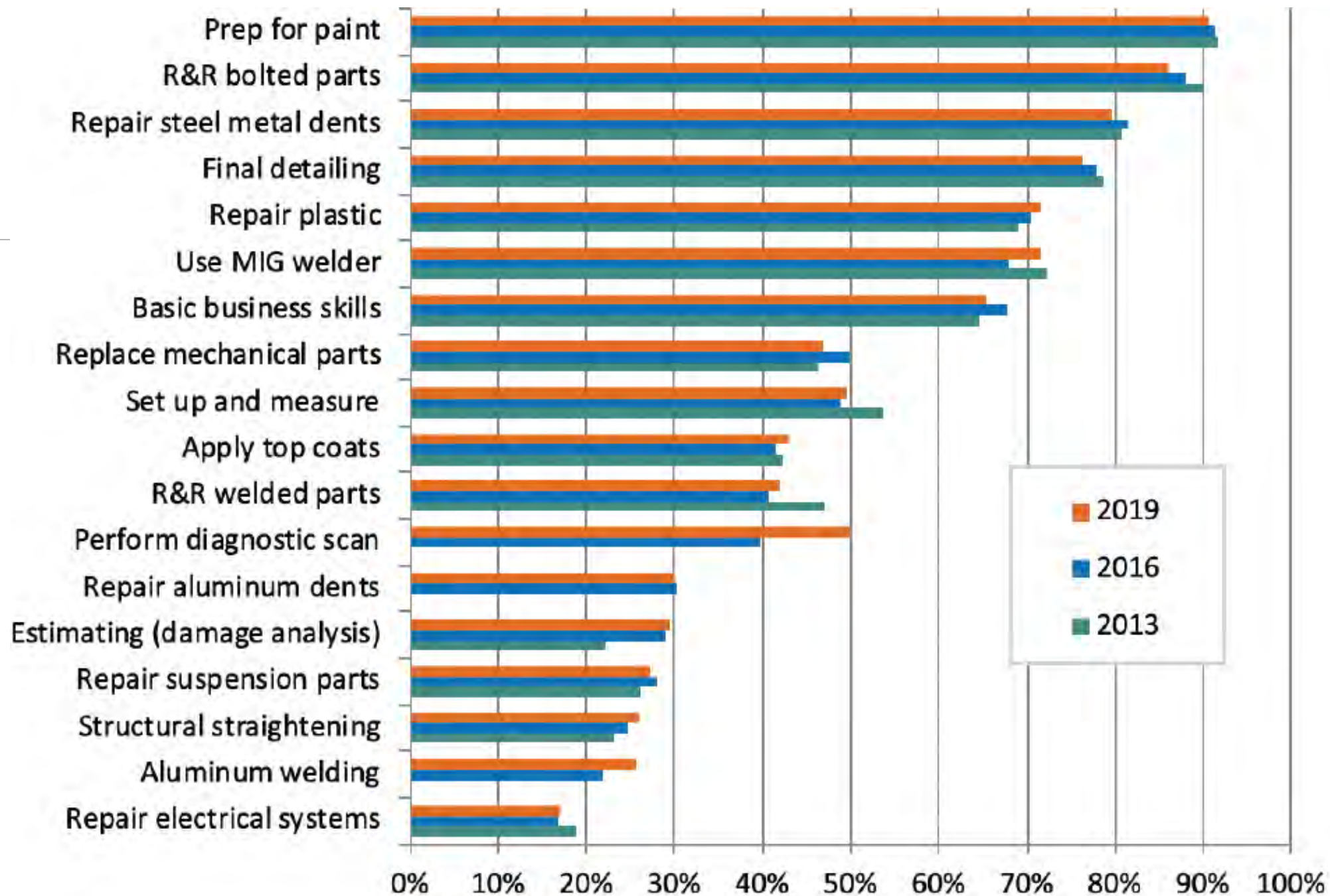
SNAPSHOT of the Collision Repair Industry:

Entry-Level Technician Task Expectations

Since 1995, the top five task expectations have remained constant, the most recent 2019 Snapshot shows...

- Prep for Paint
- R&R Bolted Parts
- Dent Repair (Repair Steel Metal Dents)
- Final Detailing
- Plastic Repairs

Entry-Level Technician Task Expectations



What if...this Vision & Mission were met, and every CTE and/or future CTE was able to achieve these...

Vision: Collision repair businesses will be able to hire properly educated and trained candidates that can perform entry-level tasks in a competent manner with little or no supervision.

Mission: To provide students with competency-based collision repair training for entry-level tasks and work experience through internships in collision repair businesses.

Rebuild Short Term Task Training

Focus on Secondary Education (high school)

- 54 basic tasks / 360 Hours of combined classroom & lab time
- R&R Bolted on Parts
- Prep for Paint
- Minor Dent Repair
- Final Detailing
- Plastic Repair
- Soft Skills – Safety & Employability

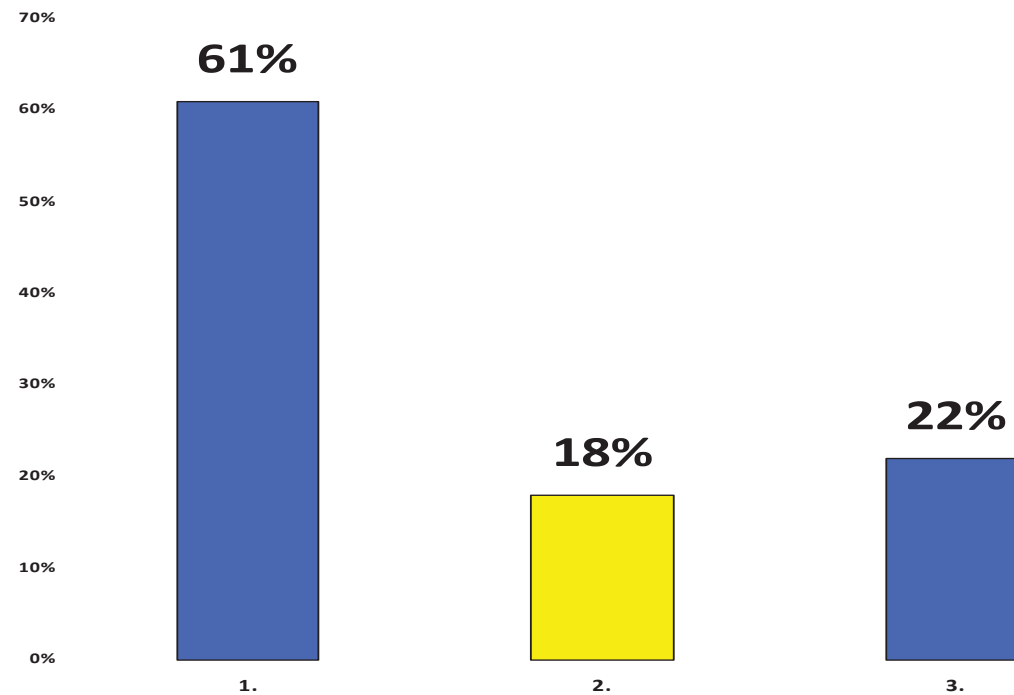
What a reduced task list could mean

- A renewed acceptance of Auto Collision Technology in our high schools (Secondary Education)
- Less burden on the budget requirements for Equipment, Tools & Materials in high schools
- Fewer learning hours to meet the accreditation requirements
- A Gateway to advanced learning – in time encourage SKILLS USA participation
- Increase the CTE staff and encourage new teachers

Audience Response Question:

If you are involved in a schools advisory group, do you feel that your participation makes a difference?

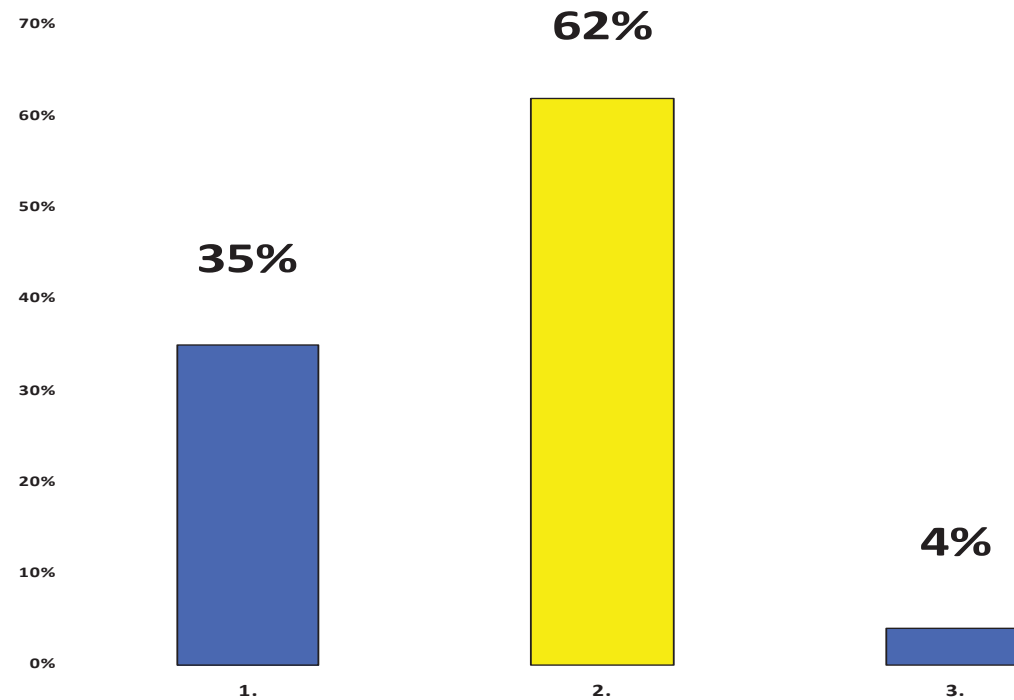
1. Yes
2. No
3. Abstain



Audience Response Question:

Are you involved in any legislative activity in your state?

- 1. Yes
- 2. No
- 3. Abstain



Thank you

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