

Related Training Programs

Electrical Apprenticeship



- Consistency across related training providers
- Continuous improvement process
- A process to add, remove and monitor related training providers





Consistency across related training providers

- Standards vs. Curriculum
 - Standards are learning outcomes
 - Curriculum refers to the "instructors manual" –
 NCCER is an example
- Process to update standards



Continuous improvement process

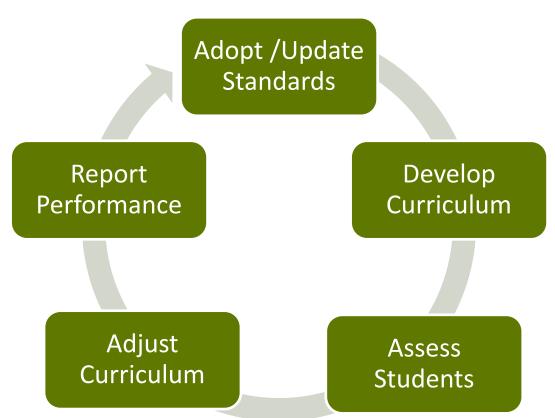
- Need assessments to measure whether students are learning what's being taught.
- Information from assessments influences updates to curriculum.



A process to add, remove and monitor related training providers

- There should be a transparent process by which related training providers are added to the list of approved providers.
- Data is needed for decisions on whether a provider should be removed from the list.







Today Future State

	Task	Implementation
✓	Update Standards for Years 1-4	Two 2-day meetings with 8-12 instructors/industry members.
✓	Criticality Survey	Online survey of industry members to rate the standards as nice to know, need to know, critical to know.
✓	Board Adoption of Standards	
✓	Assessment Development	3-day meeting with instructors to develop test questions.
	Pilot Assessment	Test students at the end of current year.
	Item Analysis	1-2 day meeting of instructors to review pilot results and modify questions as needed.
	Assessment Administration	1 st "official" assessment.
	Cut Score Development	1 day meeting of instructors to set "cut score" for pass/fail of assessment.
	Present Performance Report to Board	Annually.

We prepare Ic

Filters: Date Assessment Taken (2016-02-02 : 2016-05-23)

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Assessment: Idaho Automotive Technology

Number participants: 179

Items on assessment: 100

Cut score: 64

Testing range: 02/16/2016 - 05/23/2016

Time limit: 01:00:00

Minimum score possible: 0

Maximum score possible: 100

Mean score: 64.31 / 100 (64.31%)

Median score: 65.00 / 100 (65.00%)

Mode score: The following score(s) occurred 10 time(s): 58

Standard deviation: 12.38

Reliability coefficient (KR21): 0.8583

Range: 68

Interquartile range: 18

	Min	Max	Mean
Score	27	95	64.31 (64.31%)
Time	0.10.08	2,30:00	0:38:04
Items Answered	93	100	99,9

We prepare Idaho's youth and adults for high-skill, in-demand careers.



Automotive Technology	
) Content Standard 1.0: Identify and utilize safety procedures and proper tools	71.61%
Performance Standard 1.1: Demonstrate general lab safety rules and procedures	75%
1) 1.1.1 Describe general shop safety rules and procedures	78.03%
1.1.2 Utilize safe procedures for handling of tools and equipment	33.8%
1.1.3 Identify and use proper placement of floor jacks and jack standards	89.11%
1.1.4 Identify and use proper procedures for safe vehicle life operation	79.05%
5) 1.1.5 Utilize proper ventilation procedures for working within the lab/shop	
area	67.88%
1.1.6 Identify marked safety areas	93.3%
7) 1.1.7 Identify the location and the types of fire extinguishers and other fire	
safety equipment; demonstrate knowledge of the procedures for using fire extinguishers and other safety equipment	79.33%
8) 1.1.8 Identify the location and use of eye wash stations	82.12%
9) 1.1.9 Identify the location of the posted evacuation routes	68.99%
10) 1.1.10 Comply with the required use of safety glasses, ear protection,	
gloves and shoes during lab/shop activities	63.13%
11) 1.1.11 Identify and wear appropriate clothing for lab/shop activities	87.71%
12) 1.1.12 Secure hair and jewelry for lab/shop activities	98.32%
13) 1.1.13 Identify safety aspects of supplemental restraint systems (SRS),	
electronic brake control systems, and hybrid vehicle high voltage circuits	60.89%
14) 1.1.14 Identify safety aspects of high voltage circuits (such as high intensity	
discharge (HID) lamps, ignition systems, injection systems, etc.)	80.45%
16) 1.1.16 Handle and dispose of hazardous waste and materials	89.94%



Draft Process to Add, Remove and Monitor Related Training Providers

See handout