

CTE Deans' Reallocation Meeting

Agenda

February 26, 2014

2:30pm – 4:00pm

Morris Room 107 (*Temporary Morris B*)

Attendees: Mark Anglin, Melissa Beach, Patrick Bettencourt, Cece Hudelson, Pedro Mendez

- 1. Newsletter Update Soon – With Reports on Rep Input**
- 2. 2014-15 CTE Local Plan Due Date (4/25/14)**
- 3. 2013-14 CTE Final Reports Due Date (7/15/14)**
- 4. Reallocation - \$82,166**
- 5. Other**

Modesto Junior College
CTE Deans' Reallocation Meeting
February 26, 2014
Morris Room 107
2:30pm – 4:00pm

Present: Mark Anglin, Melissa Beach, Patrick Bettencourt, Cece Hudelson-Putnam, Pedro Mendez

1. **Newsletter Update Soon** – Melissa Beach explained that there was not enough time to prepare an annual CTE newsletter for the 2/25 CTE Advisory meeting with the meeting being held early and in the midst of several other work deadlines. However, she will be preparing a newsletter shortly. She asked deans who hadn't yet sent a report on their programs to please do so. She reminded deans she would still like to add a section to the newsletter that addresses/answers the requests made from outside panel members on what they would like to see from MJC. It would be great to provide feedback on how we took their recommendations, applied them and we could share the outcome.
2. **2014-15 CTE Local Plan Due Date (4/25/14)** – Mark Anglin reminded deans that their 2014-15 Local Application documents must be completed and sent to Melissa by 4/25/14. Melissa stressed the importance of meeting that deadline, as this year's online application process has changed and she's not sure what all that entails at this point. In fact, sending in the local application documents before the deadline is greatly appreciated.
3. **2013-14 CTE Final Reports Due Date (7/15/14)** – Mark and Melissa reminded deans that their 2013-14 CTE Final Report documents are due to Melissa by 7/15/14. Discussion was held on the confusion of having to complete the Local Applications for the next year before you close a year out by completing final reports. This is because your plan has to be in place before you can be allotted the funds. The final reports involve closing all the books for each fiscal year. Deans were reminded that Melissa sends the directions and documents to be completed at least one month before the deadline in hopes of receiving most of the completed documents prior to the deadline. This allows her more time for corrections and contacting deans with questions.
4. **Reallocation: \$82,166** – CTE Deans presented their proposals for the reallocated funds. Each year at this time, we sweep all unspent CTE dollars and reallocate based on need; how well the request addresses their local plan; proof of core indicators being addressed; sharing the advisory team input; explanation of how this will assist them in meeting current programmatic needs; what impact it will have on meeting MJC's strategic goals; student impact and feasibility of project completion. Some proposals came in at much higher prices, but when deans worked with one another to find other funding sources or options; we were able to approve almost all projects brought forward. The attached proposals were approved for the reallocation of approximately \$81,976. The proposed requests totaled \$184,112. (*see attached proposals list*)
5. **Other** – Discussion was held on how the State Chancellor's Office has decided to combine the Perkins Title IC and CTE Transition applications for fiscal year 2014-15. Mark and Melissa will be meeting with Grants and Florida Arias regarding the CTE Transition application, what this will entail, and who will complete it.

MEETING ADJOURNED

**MODESTO JUNIOR COLLEGE
CAREER TECHNICAL EDUCATION
2/26/14 Reallocation Meeting**

| CTE Program | Proposal | Proposed \$ Request | Division Total Proposed | Round 2 Proposed | Division Total Round 2 | Final Allotment | Total Division Allotment |
|--------------------------------------|---|---------------------|-------------------------|------------------|------------------------|------------------|--------------------------|
| Agriculture Mechanics | Excavator | 26,062.00 | | 26,062.00 | | 26,062.00 | |
| AGEN Sub-Total | | | 26,062.00 | | 26,062.00 | | 26,062.00 |
| Automotive | Engine Test Bench with AC Trainer | 20,000.00 | | 20,000.00 | | 20,000.00 | |
| Industrial Electronics | Modification & Wiring of 5 MCC Stations | 7,290.00 | | 7,290.00 | | 7,290.00 | |
| Industrial Electronics | Updating 7 Commercial Wiring Trainers | 10,900.00 | | 0.00 | | 0.00 | |
| Machine Tool | 3 Track Cutters | 5,500.00 | | 1,500.00 | | 1,500.00 | |
| Automotive | Hunter Gen II Scissor Lift | 30,000.00 | | 0.00 | | 0.00 | |
| Tech Ed Sub-Total | | | 73,690.00 | | 28,790.00 | | 28,790.00 |
| Business Administration & Accounting | Accounting Instructional Aide | 5,000.00 | | 5,000.00 | | 5,000.00 | |
| Computer Graphics | RAM | 3,874.00 | | 3,874.00 | | 3,874.00 | |
| Accounting & Bookkeeping | QuickBooks | 1,486.00 | | 0.00 | | 0.00 | |
| Administration of Justice | Guns | 24,000.00 | | 0.00 | | 0.00 | |
| BBSS Sub-Total | | | 34,360.00 | | 8,874.00 | | 8,874.00 |
| Nursing - Certified Home Health Aide | Curriculum Development | 5,000.00 | | 5,000.00 | | 5,000.00 | |
| Respiratory Care | Quick Lung for Adults Model | 4,000.00 | | 4,000.00 | | 4,000.00 | |
| Child Development | Samsung-Galaxy Tablets (8) (6) | 3,000.00 | | 1,500.00 | | 2,250.00 | |
| Nursing | SIM Pads (2) | 7,000.00 | | 7,000.00 | | 7,000.00 | |
| Nursing | SimJunior Laerdal Simulator Manikin | 31,000.00 | | 0.00 | | 0.00 | |
| AHFC Sub-Total | | | 50,000.00 | | 17,500.00 | | 18,250.00 |
| | | 184,112.00 | 184,112.00 | 81,226.00 | 81,226.00 | 81,976.00 | 81,976.00 |

May use for other purpose if grant comes through

Requests NOT Funded

Requests Not Fully Funded

CTE \$\$ Amount Requested

| | |
|----------------------------|---------------------|
| Large (\$25,000 and above) | \$ <u>26,062.25</u> |
| Medium (\$8,000-\$24,000) | \$ _____ |
| Small (Below \$8,000) | \$ _____ |

Please provide the rationale for your proposal below.

Division Rank: 1

Provide a brief description of your proposal.

Currently the Power Mechanics program has been approved funding to purchase a piece of hydraulic operated machinery in order to improve and expand the hydraulic portion of the curriculum in the Heavy Equipment Technician program. The best piece of equipment found to meet this need is a Caterpillar 303.5E CR hydraulic operated excavator. The cost of this piece of equipment exceeds the approved amount. With the additional funding being requested the excavator can be purchased.

How does this request Address your local plan?

Within the local plan it clearly states, **"To stay current with the industry, funding will be used to upgrade Agriculture program equipment."** Additionally it states, **"Funding will be used in areas where emerging technology requires the purchase of equipment needed to be current."** This meets the local plan by providing a piece of equipment that does bring the program up to standard in the area of hydraulic instruction. This will insure an improvement in technical skill attainment in virtually every class in the Power Mechanics program.

What core indicators are addressed?

Core 1 and Core 2 will be positively affected. Most likely the core indicator that will benefit the most is **Core 1, Skill Attainment**, because the hydraulic technology will be updated to current industry standards. **Core 4: Employment** will also be expected to increase due to program completers being better prepared by being trained on equipment that has the latest technology.

Advisory Team Input

The Power Mechanics Advisory committee is in full support of purchasing any equipment that improves the training opportunities for students in the program. This can be found in most any of the committee meeting minutes.

How will this assist you in meeting current programmatic needs or in new program development?

Programmatic needs in the Power Mechanics industry are continually changing especially in the field of technology. Some time ago an unsuccessful grant was written to purchase equipment to meet the needs in the area of hydraulics. In the process of researching what piece of equipment would be best suited for the program industry advisors suggested that we look into upgrading to modern equipment for training in the area of hydraulics. The hydraulic operated excavator meets that need. This would get all of the benefits of the hydraulics that we were looking for but in addition we would be getting the newest in other technology as well. This would allow students in the program to use this one piece of equipment across several courses in the program including: advanced diagnosis in the **Equipment Diagnosis and Repair** class; the track type undercarriage for the **Truck & Tractor Power Trains** class; equipment that has electronic programs that can be used in the **Machinery Management** class; advanced electronics for the **Heavy Machinery Electrical Systems** class; a piece of equipment the college doesn't own for the **Industrial/Agricultural Machinery** operations class; and finally the **Mobile Machinery Hydraulics** course.

Name: Gerald WrayDivision: Technical Ed, Workforce Development & Community Ed. Program TOP Code: 0948.00**CTE \$\$ Amount Requested**

Large (\$25,000 and above) \$ _____

Medium (\$8,000-\$24,000) \$20,000

Small (Below \$8,000) \$ _____

Please provide the rationale for your proposal below.**Division Rank:** 1.1

| | | |
|--|--|--|
| Provide a brief description of your proposal. | Engine Test Bench with <u>AC Trainer</u> . Replaces old ford engine on the rolling chassis and would be used in AUTEK 317, 319, 320 and 373 | |
| How does this request Address your local plan? | Aligns with the improvement of lab environments and updating equipment to industry standards. | |
| What core indicators are addressed? | Student Persistent and Success rates in courses linked to AUTEK 317, 319, 320 and 373. | |
| Advisory Team Input | The need for maintained open demonstrators and lab environments have been discussed and supported by the Transportation Advisory Committee. In January 2014, Automotive and Auto Body held the most recent meeting with industry partners. | |
| How will this assist you in meeting current programmatic needs or in new program development? | Improves the ability for applied learning environments for students. These types of trainers are very common with private automotive training schools such as UTI and WyoTech. | |
| What impact will this have on meeting the MJC Strategic goals? | Strategic Goal 1.2 Improve student persistent rates and 6.3 strengthen industry partnerships | |
| What is the Anticipated Student Impact | AUTEK 317, 319, 320 and 373 represent a student impact of 80 to 100 enrolled students per year. | |
| Feasibility of Project Completion | Very feasible. This is an upgrade to severely outdated equipment. | |
| Other | | |

Name: A DeAngelisDivision: Technical Ed, Workforce Development & Community Ed. Program TOP Code: 0934.00**CTE \$\$ Amount Requested**

Large (\$25,000 and above)

\$

Medium (\$8,000-\$24,000)

\$

Small (Below \$8,000)

\$

7,290**Please provide the rationale for your proposal below.****Division Rank:** 1.1

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| Provide a brief description of your proposal. | Modification and Wiring of 5 MCC Stations for integrated use with ELTEC 226, ELTEC 229, and ELTEC 232. These courses are offered each semester. |
| How does this request Address your local plan? | Improves the learning environment for Electronic Student Majors in these classes strengthening their ability to better meet course CLOs as well as Program PLOs. Investment creates a robust environment that regularly uses the MCC Stations |
| What core indicators are addressed? | Program Retention, Persistence and Success Rates. |
| Advisory Team Input | Advisory Groups recognize the value of fully integrating the MCC that were donated years ago and sit prominently in Sierra Hall 102. Greatly enhances environment. |
| How will this assist you in meeting current programmatic needs or in new program development? | Improvements are anticipated in three distinct measurements of the program <ol style="list-style-type: none"> 1. Skill development 2. Improved persistence and success rates in class 3. Improved employability into industry |
| What impact will this have on meeting the MJC Strategic goals? | Strategic Goal: 1.2 Improve student persistence rates Strategic Goal: 1.6 Promote and expand a welcoming environment Strategic Goal: 6.3 Expand business partnerships |
| What is the Anticipated Student Impact | Primary impacts for students: <ol style="list-style-type: none"> 1. Improved Retention and Success Rates 2. Improved skill development during lab periods |
| Feasibility of Project Completion | The proposal is very feasible. Instructor has organize recommended layout for MCC modifications. May 2014 is the expected completion date for project if funded. |
| Other | |

Name: Sonny GummDivision: Technical Ed, Workforce Development & Community Ed. Program TOP Code: 095630**CTE \$\$ Amount Requested**

Large (\$25,000 and above) \$ _____

Medium (\$8,000-\$24,000) \$ _____

Small (Below \$8,000) \$ 5,500 (3)**Please provide the rationale for your proposal below.****Division Rank:** 1.2

| | |
|--|---|
| Provide a brief description of your proposal. | Welding Program has had 3 of 4 machines needed for the Welding Program stop working. These machines called track cutters are needed to bevel heavy metal for our advanced welding procedures in both weld 300 and weld 204. Lead Instructor Sonny Gumm does not recommend repairing these track cutters, but rather replacing them with more reliable machine brands. At present, only one track cutter is operational. This presents significant barriers for operation and reliability of lab work required in both Welding 204 and Welding 300. |
| How does this request Address your local plan? | Updating equipment provide reliable track cutters for programs. The current brand has proven unreliable for lab use and needs to be upgraded. |
| What core indicators are addressed? | Ability for student to perform current lab assignments in WELD 204 and 300 tied to these course CLOs (outcome assessment impact). |
| Advisory Team Input | Emergency Request: Item has not presented or reviewed by advisory committee due to emergency nature of request. |
| How will this assist you in meeting current programmatic needs or in new program development? | Improved reliability in support of beveling heavy metal needs for WELD 204 and 300. |
| What impact will this have on meeting the MJC Strategic goals? | Strategic Goal: 1.2 Improve student persistence rates and Strategic Goal: 1.6. Promote a Welcoming Environment. |
| What is the Anticipated Student Impact | Skill development directly linked to students consistency and volume of heavy metal work. |
| Feasibility of Project Completion | High Feasible and immediate project. Acquisition of track cutters replaced on equipment and immediate use evident within March 2014. |
| Other | |

CTE \$\$ Amount Requested

| | |
|----------------------------|----------------|
| Large (\$25,000 and above) | \$ _____ |
| Medium (\$8,000-\$24,000) | \$ _____ |
| Small (Below \$8,000) | <u>\$5,000</u> |

Please provide the rationale for your proposal below.

Division Rank: _____

| | | |
|---|--|--|
| <p>Provide a brief description of your proposal.</p> | <p>To continue to provide lab access to CTE students and on-demand tutoring for Business Administration and Accounting students in the FH 114 lab. Temporary funding is needed for the remainder of the spring 2014 semester until ongoing general fund monies can be secured.</p> | |
| <p>How does this request Address your local plan?</p> | <p>The foregoing request addresses the need to increase student success and provide support for high demand accounting courses within the Business Administration Department. Further, this request also provides computer lab access to additional CTE programs including, but not limited to Office Administration and Administration of Justice.</p> | |
| <p>What core indicators are addressed?</p> | <p>The primary core indicator addressed by the foregoing request is to increase both student persistence and transfer.</p> | |
| <p>Advisory Team Input</p> | <p>Discussion has taken place within the recent advisory council meetings and industry professionals understand the need for student support in high demand courses. Based on the fall 2013 advisory meeting recommendations were made to increase lab hours for Business and Accounting students. To date, given the restructuring of the library, BBSS has actually had to reduce lab hours to CTE students for Spring 2014.</p> | |
| <p>How will this assist you in meeting current programmatic needs or in new program development?</p> | <p>Traditionally, accounting courses, similar to math, have high drop rates (statewide) as a result of the rigor and demand associated with the subject matter. In the past, a computer lab (formally FH 152) was set up to provide specialized computerized accounting assistance along with on-demand tutoring for bookkeeping and the core transfer level accounting courses. As a result of budget cuts, layoffs, and restructuring, the accounting lab has lost their specialized lab personnel that were able to assist the needs of accounting students. Further, staffing to cover the lab during the week has been lost as individuals were moved to the newly renovated library space. So, in addition to needing personnel that understand fundamental accounting theory, we now have no other staffing to keep the lab open during the week without the requested funding. As it stands now, the BBSS division has had to close the lab on Fridays due to lack of secured funding.</p> | |
| <p>What impact will this have on meeting the MJC Strategic goals?</p> | <p>The foregoing request addresses the following college-wide strategic goals: Goal 1 – to foster student success; Goal 2 – results will be part of program review analysis; Goal 3 – results will be integrated into CLO assessment; Goal 5 – results will be analyzed as part of the ongoing Business Administration staffing plan; Goal 8 – to expand and enhance the learning environment and delivery options; and Goal 9 – increase student engagement and success through access to support opportunities.</p> | |

What is the Anticipated Student Impact

Funding an accounting tutor and computer lab support staff will provide access to students enrolled in all Business Administration, Office Administration, and Administration of Justice courses, but in particular, will address the immediate needs of Financial, Managerial, Bookkeeping I and II, Computerized, and Spreadsheet accounting students. In addition to on-demand tutoring, this individual also oversees and manages the computer lab on Monday through Thursday from 9 am to 2 pm. Without the requested funding the FH 114 computer lab will have to limit hours to Monday through Thursday from 2 pm to 7 pm. Given that high student demand times are in the morning, we would not meet student needs.

Feasibility of Project Completion

It is the desire of the Business Administration Department to fund a short-term temporary individual to assist students with coursework for the remainder of the spring 2014 semester only. A formal request for a permanent position will be requested through the appropriate venue for future semesters.

Other

Name: John A. Zamora Division: Business, Behavioral, and Social Sciences Program TOP Code: _____ Date: 2/13/2014

CTE \$\$ Amount Requested

• **Small (Below \$8,000)** Please provide the rationale for your proposal below. Division Rank: _____

| Description | No. | Cost/Unit | Total |
|----------------------|-----|-----------|------------------|
| Crucial 12GB RAM Kit | 25 | \$143.99 | \$3599.75 |
| | | | |
| Sales Tax (7.63%) | | | \$274.66 |
| Total | | | \$3874.41 |

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| <p>Provide a brief description of your proposal.</p> | <p>Computing technology continues to advance which includes both hardware and software. The ability to use state of the art graphics programs and programming environments requires additional computing resources. The Dell Precision T3500 Workstations that CMPGR and CMPSC have are useful but we are now at the point where our current memory allocation on each computer is below what is considered entry level for the average user. The average entry level computer of today comes with 8GB of RAM. Our current workstations only have 6GB of RAM. Though 6GB of RAM was a minimum requirement three years ago it is below the minimum standard our programs need to provide the technology necessary for the learning experiences of our students. Understanding the need to be as efficient with resources available, proposal is requesting that we double the RAM in each of our 64 workstations from 6GB to 12GB of RAM. This can be accomplished by purchasing 24 sets of 12 GB RAM and repurposing those workstations memory of 6GB to the other 24 workstations so all machines will have the minimum 12GB needed for our programs. This request is very important to our programs.</p> |
| <p>How does this request Address your local plan?</p> | <p>It is important to improve and modernize the relevant technology that students use in the program. By upgrading the RAM on our workstation computers, this will extend the life of the machines beyond the 3 year time frame we expected to use them. This is very necessary to keep our programs current with minimum standards. We have also included an additional RAM kit in the event any of the RAM fails during the course of the lifetime of the machines.</p> |
| <p>What core indicators are addressed?</p> | <p>This request will enhance the technical skills attainment of students by using to industry-standard technology.</p> |
| <p>Advisory Team Input</p> | <p>The Advisory Teams for CMPSC and CMPGR continuously encourage student to use and access technologies that they will encounter in the workforce.</p> |
| <p>How will this assist you in meeting current programmatic needs or in new program development?</p> | <p>Current hardware and software requires ever increasing amounts of RAM in computers for the systems to work appropriately and effectively. Graphics software requires more RAM space to conduct work and render projects. Programming environments require more RAM in order to incorporate software engineering practices effectively. Virtual environments place an ever larger demand on RAM resources. Now, as our programs move into 3D printing, increasing the RAM in our machines becomes more pressing.</p> |
| <p>What impact will this have on meeting the MJC</p> | <p>Goal 1 is that MJC will continue to foster the success of all students by providing access to a broad array of quality, relevant teaching and learning programs, and appropriate services. The RAM will provide an environment that is relevant to students' learning that will foster their success in our programs and the workforce. Goal 2 relates to</p> |

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|---|--|--|
| Strategic goals? | program review and the program reviews for CMPSC and CMPGR outline the continuing needs of students regarding relevant technology in the classroom. Goal 6 emphasizes a connection with industry and having sufficient RAM is important in meeting the needs of students as it relates to the workforce. Goal 8 refers to expanding and enhancing the learning environment for students. The requested devices will enhance the learning environment for the students and expose them to industry-standard technology. | |
| What is the Anticipated Student Impact | Students will be able to experience the use of industry-standard equipment within the classroom and lab. This impacts all students taking CMPSC and CMPGR courses as this will improve all 64 of our workstation class computers. | |
| Feasibility of Project Completion | The proposal is feasible and the cost is very reasonable considering that RAM costs have increased over the last 6 months. This is a very good time to buy the RAM especially as these machines become older (since it becomes harder to purchase RAM for older technology). So it is good timing. | |
| Other | | |

1230.8

CTE \$\$ Amount Requested

| | |
|----------------------------|------------------|
| Large (\$25,000 and above) | \$ _____ |
| Medium (\$8,000-\$24,000) | \$ _____ |
| Small (Below \$8,000) | \$ <u>\$5000</u> |

Please provide the rationale for your proposal below.

Division Rank: _____

| | |
|--|---|
| Provide a brief description of your proposal. | The request is for \$5000 to compensate an adjunct faculty member for curriculum development. The appropriate content expert who could develop the curriculum for NURSE 53, Certified Home Health Aide, is an adjunct instructor whose responsibilities do not include curriculum development. Writing the curriculum, applying for state approval, and presenting the course outline of record to the MJC curriculum committee involved 80 hours at \$62.5/hour. |
| How does this request Address your local plan? | This specific activity is not in the 13-14 plan because at the time the plan was written it was not clear that the goal of creating this course could be achieved in the 13-14 year. |
| What core indicators are addressed? | (12) Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities. |
| Advisory Team Input | The need for the Home Health Aide course is supported by data from the Bureau of Labor Statistics and input from clinical sites with whom Allied Health partners. |
| How will this assist you in meeting current programmatic needs or in new program development? | This new course will add a rung in the career ladder between CNA and nursing and other Allied Health majors. The Home Health Aide certification is the natural next step after CNA licensure. |
| What impact will this have on meeting the MJC Strategic goals? | The activity contributes to Strategic Goal 1: MJC will continue to foster the success of all students by providing access to a broad array of quality, relevant teaching and learning programs and appropriate services. |
| What is the Anticipated Student Impact | The course will be offered for the first time in Summer 2014. Two sections serving 60 students are planned. After completing the course, those 60 students will be certified to work as Home Health Aides in residences and long-term care facilities in the community. |
| Feasibility of Project Completion | As long as the State Chancellor's office approves the curriculum in a timely manner, the course will be offered in Summer 2014. The funds can be expended immediately. |

CTE \$\$ Amount Requested

| | |
|----------------------------|--------------------|
| Large (\$25,000 and above) | \$ _____ |
| Medium (\$8,000-\$24,000) | \$ _____ |
| Small (Below \$8,000) | \$ <u>4,000.00</u> |

Please provide the rationale for your proposal below.

Division Rank: _____

Provide a brief description of your proposal.

A QuickLung for Adults simulates the spontaneously breathing patient in a variety of modes and patterns which can be directly setup to clinical laboratory ventilators.

How does this request Address your local plan?

Complies with Strengthening academic, career and technical skills of students participating in CTE programs (Column A, Section 135(b) 1,3,4,5,7,9,10:9, 10:10, 10:12)

What core indicators are addressed?

Core indicators 1 – Technical Skill Attainment, 2- Credential/Certificate/Degree: 4-Student Placement

Advisory Team Input

The Advisory Team is supportive of curriculum designed to enhance critical thinking and clinical reasoning as well as articulation for higher degrees. The Advisory Team is supportive of continued updates in equipment that will better prepare students for practical hands-on clinical experience.

How will this assist you in meeting current programmatic needs or in new program development?

The MJC Respiratory Care Program goal of successful completion of the program and transition into the job market as prepared and skilled practitioners can be attained. The QuickLung will allow instructors to introduce and teach innovative ventilator modalities in respiratory care which will assist in shaping prepared and competitive respiratory care practitioners.

What impact will this have on meeting the MJC Strategic goals?

The impact: Assist in meeting Strategic Plan – Goal 1: MJC will continue to foster the success of all students by providing access to quality, relevant teaching, learning programs, and appropriate services. Goal 8: MJC will expand and enhance the learning environment and delivery options for students.

What is the Anticipated Student Impact

Anticipated Student Impact: Positive impact for students enrolled in the Respiratory Care Program overall. Students will have access to instruction that promotes and enhances respiratory care knowledge and skills. Students will become familiar with technical as well as patient assessment skills that are required and tested on the upcoming combined Certified Respiratory Therapist (CRT), Registered Respiratory Therapist (RRT) advanced practitioner exam and in employment panel interviews.

**Feasibility of
Project Completion**

Begin spring semester 2014 and when funding is utilized – end of fall semester 2014.

Other

What is the Anticipated Student Impact Feasibility of Project Completion

Name: Early Care & Education Lab Programs (Toddler & Preschool) -- Pam Guerra-Schmidt / Cheryl Williams-Jackson

Division: Allied Health/Family and Consumer Sciences

Program TOP Code: 1305.10

Date: February 10, 2014

CTE \$\$ Amount Requested

Large (\$25,000 and above) \$ _____

Medium (\$8,000-\$24,000) \$ _____

Small (Below \$8,000) \$ 3,000.00 (approx.)

Please provide the rationale for your proposal below.

Division Rank: _____

Provide a brief description of your proposal.

This proposal request is to enhance and support the efforts of the Early Care & Education Lab Practicum (CLDDV-127, Infant/Toddler Practicum and CLDDV-128, Preschool Lab Practicum.) The preschool practicum is facilitated in the Me-Wuk building and the infant/toddler practicum is facilitated in the Wawona modular building, portable 3. These courses are mandatory courses for the Child Development AS Degree and the courses offer the child development majors an opportunity to complete their student teaching with either toddler or preschool aged children.

Striving to become a model training site for our Early Care & Education workforce community, we have the following request:

Samsung - Galaxy Tab 3 8.0 - 16GB - White: Documentation of children's growth and development is an area that the student teachers enrolled in CLDDV-127 and CLDDV-128 gain skills as they observation and interact with children and their teaching team. Students who will become employed in state or federally funded Early Care & Education sites require their staff to document and assess the children in the classroom. In the lab practicum courses, the instructors document the student teacher interactions as 60% of the overall grade based on the adult student's ability to apply what is being learned to their actual work with children. The tablets would provide an efficient tool for instructors to store and utilize the documentation that supports reflective supervision, and would assist in training students to complete portfolios focused on the child's growth and development.

How does this request Address your local plan?

The Child Development Program provides training to Early Childhood Educators and Liberal Studies majors for our service area. It is critical that our program be up-to-date in regards to ADA codes, quality environments, and safety since we strive to be a model training site. In addition, we are utilizing an environmental rating scale used widely in the child development profession to continue to make improvements to the indoor and outdoor environments.

What core indicators are addressed?

Core Indicator 1 - Academic and Vocational skills in the practicum course; including a focus on the Early Interventionist Certificate and the Teacher Certificate. Proficiency in the area of documenting a child's growth and development is an important tool that is valued by our two largest employers of Early Care & Education Teachers, Modesto City Schools and Stanislaus County Office of Education.

Core Indicator 3 – Providing our Child Development students experiential coursework in the lab to help them gain an understanding of work force expectations and to become the future leaders in our profession.

Core Indicator 5 – Ensuring that our Child Development faculty stays current with all aspects of the industry and that the lab environment is up-to-date with current ADA requirements and the ability to utilize reflective supervision in the classroom that is supported by formal documentation.

Core Indicator 7 – Upgrading or adapting equipment in regards to accessibility in participating in all aspects of the lab program.

Core Indicator 9 – Providing a course to prepare special populations, including single parents and males for high demand occupations in the Early Education industry. In the last five years, there has been an increase in the number of men who are striving to become Early Childhood Educators.

Advisory Team Input

We meet with our Child Development Advisory Committee each fall and spring. The committee membership includes Stanislaus County Office of Education, Modesto City Schools, private non-profit and for profit children's centers, Brandman University, CSU Stanislaus, Child Development Training Consortium, etc. The committee recognizes the Early Care & Education lab sites as a vital component to the training that is offered for Early Care & Education teachers and in support of the items proposed.

How will this assist you in meeting current programmatic needs or in new program development?

The CLDDV-127 Infant/Toddler Practicum and CLDDV-128 Preschool Practicum are part of the AS Degree for Child Development majors. The Infant/Toddler Practicum has been in our program review for several years and was opened in the summer of 2012 allowing for new program development within the department. The Preschool Practicum has been in operation for over 40 years. It is the program's goal for students to complete their student teaching in our model sites at MJC. Students complete one of the lab practicums as their experiential component of the Child Development program gaining experience and hands-on work in the classroom with toddlers or preschool-aged children. This training helps to prepare our students for greater success in gaining employment and for creating high-quality environments in their own programs.

What impact will this have on meeting the MJC Strategic goals?

Making improvements to the Early Care & Education program environments help to meet some of MJC's strategic goals especially Goals #1 and #6 as the lab is considered a unique and important learning program. Our program responds to the training requests of our work force where students are allowed to apply theoretical knowledge in a practicum setting. These projects would be responsive to the requests of our advisory committee as they encourage us to improve our program, which in turn trains the future Early Childhood Educators serving the children and families of our community.

Goal 1: Modesto Junior College will continue to foster the success of all students by providing access to a broad array of quality, relevant teaching and learning programs, and appropriate services.

Goal 6: Strengthen and expand partnerships with business and industry for program improvement and service to the community.

What is the Anticipated Student Impact

Students will have the opportunity to participate in not only a quality training program for Early Childhood Educators, but to also carry out their student teaching in a site that is fully accessible for adults and children using mobility devices--better preparing them for employment and for supporting the unique needs of children in a diverse world. In addition, the formal documentation of children and student teachers will allow students to gain valuable insights and skills in both their own teaching abilities and how to support learning opportunities for young children.

Feasibility of Project Completion

With support from CTE funds, all the materials and services needed for installation and purchases are available from the vendor noted below. A quote—facilitated through the YCCD Purchasing Department—has been obtained from a preferred vendor (Best Buy/Government and Education Division) for the purchase noted below.

Other

| | |
|---|---------------|
| Samsung Galaxy Tablets: 8 tablets @ \$299.99 each = | \$2,399.92 |
| Samsung Tablet Covers: 8 covers @ \$39.99 each = | 319.92 |
| Electronic Recycling Charge: | 24.00 |
| Estimated Sales Tax: | <u>207.39</u> |
| TOTAL COST: | \$2,951.23 |

Name: Gloria Coats Division: Allied Health-Nursing

Program TOP Code: ~~1203.00~~
1230

Date: 2/10/13

CTE \$\$ Amount Requested

Large (\$25,000 and above) \$ 38,000.00
Medium (\$8,000-\$24,000) \$
Small (Below \$8,000) \$

Please provide the rationale for your proposal below.

Division Rank: _____

Provide a brief description of your proposal.

1. SimJunior Laerdal Simulator Manikin with warranty and Sim Pad with warranty. This pediatric simulator would be used in the HPSL (Human Patient Simulation Lab) to replace a much worn out- of- date simulator. The current simulator was the first one purchased several years ago. The pediatric simulator is important to provide simulated clinical experiences for the 2nd semester students enrolled in N264. It is very difficult to obtain clinical experience with children in the hospital setting and simulation provides a learning environment in pediatric nursing for our students.
2. SimPads (2) to use in the Skills lab. SimPads allows instructors, to provide highly effective simulation based training in the Skills lab. The SimPad is compatible with other Laerdal products in our Skills Lab.

How does this request Address your local plan?

This plan addresses Perkins CTE Act, section 135(b) requirements

What core indicators are addressed?

Core Indicators are 1= Tech.Skill attainment and contributes to 2+ Credential/Certificate/Degree

Advisory Team Input

How will this assist you in meeting current programmatic needs or in new program development?

Purchasing the SimJunior will replace out-of-date technology in the HPSL and the SimPads will allow us to teach with our other Laerdal manikins in the Skills lab.

What impact will this have on meeting the MJC Strategic goals?

Purchase of these products will assist in meeting Strategic Goal 1: MJC will continue to foster the success of all students by providing access to a broad array of quality, relevant teaching and learning programs and appropriate services.

**What is the
Anticipated Student
Impact**

Every student in the MJC nursing program attends the HPSL each semester and will have access to up to date technology that simulates a real world work situation.

**Feasibility of
Project Completion**

Purchase of items spring 2014 with immediate use.

Other