

2012-13 VTEA TITLE I-C YEAR-TO-DATE EXPENDITURES AND PROGRESS REPORT

California Community Colleges
Career and Technical Education

Reporting Time Frame (Select One)

1. Grant Agreement No.: 12-C01- **070** Total Grant Award: **\$654,862**

2. District/College: **Yosemite Community College District/Modesto Junior College**

3. Project Director: **Mark Anglin** Account# **12-8110-xxx**
Asst: Melissa Beach, beachm@mjc.edu

<input type="checkbox"/> 1st Quarter	(7/1-9/30)	Due 10/31
<input type="checkbox"/> 2nd Quarter	(7/1-12/31)	Due 1/31
<input checked="" type="checkbox"/> 3rd Quarter	(7/1-3/31)	Due 4/30
<input type="checkbox"/> 4th Quarter	(7/1-6/30)	Due 7/31

PLEASE REPORT CUMULATIVE EXPENSES FOR ALL COMPLETED QUARTERS

4. VTEA I-C FUNDS	1st QUARTER			2nd QUARTER			3rd QUARTER			4th QUARTER		
	Budget	Expenditure	Balance	Budget	Expenditure	Balance	Budget	Expenditure	Balance	Budget	Expenditure	Balance
5. 1000 Instructional Salaries							60,483	41,933	18,550			
6. 2000 Noninstructional Salaries							292,288	186,286	106,002			
7. 3000 Employee Benefits							96,831	78,166	18,665			
8. 4000 Supplies and Materials							77,193	45,091	32,102			
9. 5000 Other Operating Exp. & Svs.							31,657	15,572	16,085			
10. 6000 Capital Outlay							96,410	41,507	54,903			
11. 7000 Other Outgo							0		0			
12. Administration*												
13. Total Expenditures				0	0	0	654,862	408,555	246,307	0	0	0

*Administration is limited to 5 percent of the total direct expenditures.

15. **Progress Report (Check one and complete the reverse side)**

Activities are being conducted as planned.

Activities are not being conducted as planned.

16. **Expenditures meet guideline* (Check one and complete #20 on the reverse side)**

Yes No

Percent of Allocation Expended:	62%
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Guideline:

1st Quarter at least 20% of total allocation expended,
2nd Quarter at least 44% of total allocation expended,
3rd Quarter at least 68% of total allocation expended,
4th Quarter at least 84% of total allocation expended, 100% obligated

These guidelines are based the standard payment of the allocation under apportionment.



CTE 3rd Quarter Report

In Ag (0101), lab supplies were purchased for the use of special lab projects in Registered Veterinary Technician, Animal Science and Floral Design Programs; projection units were purchased for two Ag classrooms which have improved the technology to deliver curriculum materials to students in all Ag courses being taught in those rooms; a steam pressure washer was purchased to use in the instruction of proper sanitation techniques for livestock production including swine and poultry; and funds were provided for the Livestock Judging and Show teams to attend the Porterville Livestock Show & Judging competitive events, enabling the teams to develop skills in livestock selection and evaluation, critical thinking, and public speaking. In Administration of Justice (2105), internships were provided to students working in liaison with the MJC Security Department. Approximately 4-6 students are being trained and utilized as "campus escorts" to promote security on campus at night. In Business (0501), Quick Books 2013 was purchased for Accounting classrooms and related labs. Quick books will be used for instruction in BUSAD 203 -Computerized Accounting courses. Students learn to apply the accounting cycle to a computerized environment similar to what can be expected in the work place. Keeping our classroom software current makes student job skills market-ready; student and staff assistants are employed in instructional labs (accounting, office administration, computer science and computer graphics) to increase student success by directly helping each student individually with his or her class work; and typewriter ribbon was purchased for the keyboarding classes offered in the Office Administration Program. In Child Development (1305), 2 core courses, CLDDV-127, Infant/Toddler Lab and CLDDV-128, Preschool Lab, are necessary for both certificates and the degree, and these courses are supported consistently through CTE funding. The Child Development Specialist assists in these labs enhancing student outcomes and successful completion of the courses. The courses also provide student internships. Currently we have 6 student interns in the CLDDV-127 course with two more projected to start in the CLDDV-128 course. These 2 practicum courses provide work-based learning experiences for our child development majors. In addition, the students in these courses have the opportunity to become mentees and are able to access services in a mentor site that is funded through a quality initiative program called the Early Childhood Mentor Program; a required parenting course is facilitated through Community Education and is for families of children enrolled in the Early Care & Education Lab programs allowing for a connection with our community; our other community partnership is with the Child development faculty and the Child Development Advisory Committee where input is received from the local early care and education sites. Our department was recognized in fall 2012 by one of our largest employers of our students, Stanislaus County Office of Education (SCOE.) The preschool lab setting did receive CTE funding this academic year to add a wheel chair ramp to the existing equipment and most recently the safety features were purchased and will be installed in the near future. In Certified Nursing Asst. (1230.30, new and basic skills are being experienced by the nurse assistants in this program, they will have continued application of using their stethoscopes, protective gear and isolation gowns with a patient that is in need of special care. The students also have an opportunity to obtain a perspective from with a new kit called Chronic Care Simulation Tool Kit. This kit simulates several vision problems that our elderly population has such as cataracts, impaired peripheral vision and partial retinal detachment. The students will be able to simulate a patient that has had a cerebrovascular accident (CVA) with a new suit that they will each wear during class to realize the difficulty in a patient with one sided weakness or impairment. In Fire Science (2133) and EMS (1250), they replaced two aging fire engines with the purchase of one engine from Modesto Regional Fire Authority. Additionally, equipment needed to outfit the engine for service as a training apparatus was purchased, including municipal fire hose, wild land fire hose, and fire training shelters. This equipment has benefitted many of our classes including our fire academy which utilizes the engine most frequently and relies on such equipment to provide realistic and safe training for our students. The new engine and equipment was placed in use at the beginning of the Spring'13 semester and has proven to be a great benefit to our programs and is appreciated by our students and staff for its good condition and usefulness. Prior to the purchase of this equipment, the fire science program was not able to take our engines off campus for use on wildland training scenarios and other trainings that were not held at the Regional Fire Training Center. In Medical Assisting (1208), the Medical Assisting clinical coordinator continues to provide oversight of the Practicum experience, including on-site assessment of student experiences and the quality of learning opportunities. These clinical sites have allowed the students to transfer their skills to the work environment. It has also given them opportunity for employment; Medical Assisting lab assistant continues to provide support for the lab portion of our program and this continued support allows for more student participation in the lab and enables students to practice their skills and increase their knowledge base. In RN (1230.10), CTE funds were spent on technicians for the classroom and Human Patient Simulation lab (HPSL). This contributed to an enhanced learning environment and supported differing student learning styles. CTE funds were spent to purchase Assessment Technology Institute's "Curriculum Management & Articulation Program" (C-MAP) which is a content management system for nursing curriculum. It is a time-saving system designed to assist faculty in nursing education. It allows for a customized computer-based nursing curriculum with an inherent logic that flows from program philosophy through core concepts to program outcomes, course of study, course objectives and content. It tracks and records curriculum changes over time and enhances nursing regulatory and accreditation requirements. We have not begun to utilize this program yet, but are taking the necessary steps for implementation. CTE funds were spent on non-instructional supplies, laundry for the skills lab, and on messaging services. These items allowed us to keep the skills lab stocked with supplies, clean linens for the beds and pagers to communicate in the clinical setting. CTE funds were spent on recording equipment for debriefing in the HPSL to capture the discussion and learning that takes place after simulations. Debriefing is where the bulk of learning takes place. While students can already visualize the actual scenario, recording the discussion that takes place in debriefing will be valuable for reflection and study. In Respiratory Care (1210), they used CTE funds to purchase equipment for lab, educational DVDs for the classroom and secure assessment exams for the computer lab. The equipment for lab consisted of pulmonary function flow sensors, so that the students can perform testing on each other. This equipment prepares the students to perform these tests in a clinical situation and also is used to practice interpreting results of their fellow students PFT results. The DVDs cover difficult medical concepts, procedures and diseases which are used to enhance student comprehension. The secure assessment exams were purchased through the National Board for Respiratory Care, the organization responsible for administering board exams, and are designed to increase student's success on entry level board exams. The current pass rate for the most recent graduating class is 83%, which is above our threshold. In (0934) Industrial Electronics, Professor DeAngelis has attended the IREQ Solar Training and Education and Adjunct Instructors Marty McKinsey and Michael Ryun enrolled in online Rexel Training to learn RS Logix 5000 products for professional development; Instructors Jim Howen and Adrian DeAngelis contributed input on the Industrial Electronics Program in designing a Manufacturing Technology (Interdisciplinary) Certificate involving instructional disciplines that include agriculture mechanics, machine tool technology, welding and industrial electronics; ELTEC faculty continued to support the 2012-13 ACT Program Cohort students enrolled in the Electrician Pathway, Computer Hardware Pathway and Manufacturing Pathway through their delivery of

course work in the spring 2013 semester. The ACT Program Pathways are listed in the California ETPL program for students. In Auto Tech (0948), MJC Automotive and Auto Body began the second EV Project. Students were selected in the fall to be part of the build and design team. The project is led by adjunct instructor Deven Chew. The team also last year's EV Spring 2012 Project Luis Rebollado assigned as a student mentor. The EV Conversion Project this year is a race, lithium powered go kart. Elements of the project include design, programming, fabrication, testing, mechanical construction, electrical and auto body shell custom paint for the project; the MJC Automotive Technology Department sponsored the Automotive Competition at the Annual Stanislaus County Occupational Olympics – a competition event for high school students. Program students participated by show casing the 2012 EV Pickup Truck and assisting professors with the high school competition event. (3) Professor Peterson continues to select student for participation in the CLEAN AIR CAR program. In Auto Body Collision (0949), Professor Jeff Beebe attended the Davis High School Career Day to promote the Auto Body program and other Tech Ed programs. Professor Beebe also presented workshops at Elliot Alternative Education in connection with Modesto Technical School Program between MJC and Modesto City Schools; Auto Body Professor Jeff Beebe continues to foster industry relationships with employers such as TESLA Motors and Burnside Body Shop for the development of internship and job placement sites for students; and Professor Beebe acquired an IPAD along with a wireless adapter for the projection system aimed at improving robust lectures via more integrated media and 5 notebooks have been identified for use in the lab by students when working on calculating estimations of jobs and interacting with estimating software. In Machine Tool Tech & Welding (0956), faculty continue to participate in 2012-13 ACT Program Cohort student applicants to assist with the review and recommendations of students interested in the ACT Welding Pathway and the ACT Advance Manufacturing pathway; professor Sonny Gumm continues to offer a Modesto City Schools ROP Welding Transition Program on Site at the West Campus on Wednesday for high school students interested in vocational based course work; the Machine Tool Technology Program is piloting MACH 303 via a Moogle lecture base format. The online design was built via the combine efforts of Professor Jeff Weaver and Adjunct Instructor John Branlund. This design increases the flexibility students having in enrolling for the advanced manual machining class by limited physical time required to laboratory times while conducting the lecture via online modules, small video demonstration and other products; Both Machine Tool Technology and Welding faculty sponsored Occupational Olympics Competitions during the March 2013 in their respective fields for high school students at the MJC West Campus and represented the division in the Stanislaus County Careers in Manufacturing outreach high school effort and provided representation and support with the Stanislaus County Manufacturing & Maintenance Apprenticeship Program during the Spring 2013 semester. (CAM Scholarships were collected in support of high school students seeking to major in the manufacturing related majors of: Industrial Electronics, Machining and/or Welding. In Counseling (6310), in collaboration with the Business program, an Office Administration student worker continues to assist in the general counseling office. Her hours will be extended through the early summer. A second Office Administration student worker was hired to assist in the Career Development & Transfer Center; Twenty (20) counselors attended a three day training to advance their skills on two career assessment tools, Myers-Briggs Type Indicator and Strong Interest Inventory. There are plans to potentially update the curriculum for GUIDE 111-Career Awareness and to add career exploration workshops, based on this training; the campus-wide job fair took place on March 26, 2013; in addition to the projects listed above that were initiated this year, this division continues to provide comprehensive guidance counseling, offer career assessments and inventories, and provides job placement opportunities. In DSPS (6420), program staff developed contracts with Learning Alley, a non-profit organization that works directly with publishers and colleges to deliver books in alternative media format. Learning Alley has served as an electronic book (e-book) library. Books that are not found within Learning Alley, or the department's own e-book library are manually formatted to serve CTE students w/disabilities. Besides books, AMC staff has received an increase in instructor handouts and college forms that need to be processed in audio formats. Students have overwhelmingly expressed satisfaction over this new process and the attention to detail in the service that they have been receiving. The department has started collected quantifiable data and began processing in order to evaluate its effectiveness. In Early College (6010), the Director continued to review best practices at other community colleges while reviewing various internship, externships, job placement, service learning and volunteer opportunities for MJC students. Some MJC programs require externships prior to certification or degree (AG, Nursing, Medical Assisting, Administration of Justice, etc.). Without a formal Work Experience program at the college, we are reviewing options to provide students with expanded access to hands-on learning experiences; in reviewing transcripts for students who completed articulated courses in high school and graduated in 2011 and 2012, 141 students who started MJC in the fall of 2012 have received credits that will be used for enrollment priority and/or graduation and transfer. Students who are currently enrolled in articulated courses in high school are completing the applications to be entered in the articulation data base. MJC continues to review the process of immediate transcribing of 2 + 2 credits while students are still in high school and we're hopeful that this process will be in place by the end of this fiscal year. In the Library (6110), CTE funds paid partial salaries for staff and computer lab assistants and they purchased the following vocational books: Hydraulics (2 copies), Machinery Management, AI Management Manuel, Psychiatric Rehabilitation Skills in Practice (2 copies), Occupational Safety, Health and Wellness, Fire and Life Safety Educator, Structural Fire Fighting Series and Principles of Vehicle Extrication. In Academic Administration (6010), the CTE Monitor continues to improve, update and oversee the CTE survey process; continues to update the CTE webpage with information for vocational instructors, students, community and outreach on MJC's vocational programs and certificates as well as informing them of our advisory meetings, actual reporting and our newsletter. On March 7, 2013, we held our annual CTE Local Planning Advisory Team meeting with CTE faculty, administrators, students and the industry with representatives attending from almost every MJC CTE program! The new format of the meeting was a huge success with a detail oriented tour of our new Glacier Hall (Health Professions building), PowerPoint presentation overviewing all MJC CTE programs, a special presentation on our Vet Tech program and last but not least an extremely informative panel of industry leaders representing manufacturing, small business entrepreneurs, health, agriculture and the general workforce.