

# CTE Dean's Proposal Meeting

## Agenda

September 19, 2013  
2:00pm – 4:00pm  
Morris Conference Room B

- 1) CTE Items of Importance
  - A. Quarterly Report (More Detail) *provide examples* Melissa Beach
  
- 2) Deadline for ALL Expenditures (2/1/14) Mark Anglin
  - (Reallocation Mtg. approximately 3/1/14)*
  - A. Importance of spending all funds-aligned with CTE Local Plan
  - B. Properly Figuring Salary/Benefits
  - C. Encumbrances (Don't leave unspent)
  - D. Unspent Funds 12-13 Discussion
  - E. Late Purchases Not Received by 6/30/13
  
- 3) Announcements: Melissa Beach
  - A. Annual Advisory Local Planning Team Meeting-March 2014
    - a) Ideas for Panel Members' Focus
  - B. Annual CCCAOE Fall Conf. Riviera Resort & Spa, Palm Springs (October 23-25)
  - C. Annual CCCAOE Spring Conf. Holiday Inn, Sacramento (March 12-14)
  
- 4) CTE Proposals from Deans Mark Anglin
  - A. 10% held back for emergencies
  - B. \$143,306 for proposals
  
- 5) Other

Modesto Junior College  
CTE Proposal Meeting  
September 19, 2013  
Morris Conference Room A  
2:00pm – 4:00pm

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

## 1. CTE ITEMS OF IMPORTANCE

- A. Quarterly Report** – Examples of well written quarterly reports were shared. It was emphasized that what made those reports exceptional is that it was clearly explained for what the CTE funds were spent and that there was an emphasis on program improvement, student success, meeting industry needs, etc. The importance of giving more detailed information in the reports was stressed. When reporting quarterly information on expenditures, instead of stating that “CTE funds paid for Instructional Aid’s Salary”, explain how the expenditure actually aided in the expansion of a program; improved a program; or assisted in initiating a new program.
- B. Properly Figuring Salary/Benefits** - If there is uncertainty in how to properly calculate salary and fringe expenditures contact College & Administrative Services and/or Mary (Menge) Bylsma to receive assistance. This will prevent leaving unspent dollars in salary and fringe at year end.
- C. Encumbrances/ Unspent Funds 12-13 Discussion** – Deans were reminded to keep an eye on their CTE expenditures and contact Purchasing to release extra funds in PO’s before it’s too late. Encumbrances remained encumbered at the end of 12-13 without receiving the purchases and this resulted in unspent CTE funds and added work for the CAS office and Accounting.
- D. Late Purchases Not received by 6/30/13** – In May or June of this year, Melissa Beach contacted all CTE Deans to inquire as to whether or not remaining CTE funds would be spent. Any unspent funds were allocated to departments that had a need as long the purchases could be made and items received prior to 6/30/13. Unfortunately, that didn’t work for a couple areas and funds were left encumbered. There was still confusion in some departments as to why funds could not roll into the new fiscal year for purchase of the items. It must be stressed that CTE funds absolutely cannot carry into the next fiscal year. All CTE purchases must be received and paid for within the fiscal year the funds were allocated. To assure this will not happen in the future, Deans agreed that all unspent funds in supply, travel and/or equipment will be swept on March 30, 2014 and reallocated to areas of need.

## 2. ANNOUNCEMENTS

- A. Annual Advisory Local Planning Team Meeting-March 2014** – Melissa Beach will email internal and external CTE Local Planning Team members with a few date options for the 2014 Annual Advisory Meeting so we can get the date saved on our calendars. She will check on 2/25, 2/27, 3/4 and 3/6/14 dates Mark Anglin asked the deans to come up with ideas and plans for the focus on this upcoming meeting. Last year was very successful as we had panel members from several industry areas (Agriculture, Business, Nursing, Small Business, etc.) that educated us as to how MJC CTE programs could assist them in meeting their workforce needs. Ideas for this year included having an experienced student panel, report out on what was asked of us last year and what we did to achieve those requests, etc.

The CTE Deans discussed possible tours for this year’s meeting with suggestions of either the Technical Education/Workforce Training area or the Regional Fire Training Center. Pedro

Mendez said he would contact the Modesto Chamber of Commerce and possibly the Alliance to report on education.

**B. Annual CCCAOE Conferences** – The annual CCAOE conferences for 2013-14 are: 10/23-10/25/13 CCCAOE Fall Conference at Riviera Resort & Spa, Palm Springs and 3/12-3/14/14 CCCAOE Spring Conference at Holiday Inn, Sacramento. Melissa Beach will make reservations for CTE deans and herself for the Spring CCCAOE Conference.

**3. CTE Proposals** – Mark Anglin explained that all purchases needed to be done expeditiously. There was a total of \$183,942 in CTE proposals received. \$128,632 was allocated leaving approximately \$8,735 in case of emergency.

Those present shared proposals and the following proposals were approved and approved for distribution to each of the following programs (*see attached proposals grid*): Administration of Justice-\$17,000; Business-\$5,800; Fire Science-\$10,000; Welding-\$6,500; Electronics-\$4,000; Machine Tool-\$46,274; Tech Ed all programs-\$8,500; Registered Nursing-\$14,500; Medical Assisting-\$10,000; Respiratory Care-\$2,000; Child Development-\$4,058.

There may be an additional \$30,000 available if this year's Early College salary/fringe percentage is not charged to CTE. Mark Anglin will inquire on this.

**MEETING ADJOURNED**

**CAREER TECHNICAL EDUCATION**

**PROJECT PROPOSALS**

**FALL 2013**

<b>Division</b>	<b>Program</b>	<b>Description</b>	<b>Program Rank</b>	<b>Amount Requested</b>	<b>Division Sub-Total Requested</b>	<b>Amount Funded</b>	<b>Division Sub-Total Funded</b>
ALHEFCS	Nursing	Software-computerized Curriculum Mgmt Articulation Plan		\$ 3,500.00		\$ 3,500.00	
ALHEFCS	Nursing	Technicians		\$ 13,000.00		\$ 6,500.00	
ALHEFCS	Nursing	10-Xenon Scanners & Life form Foot		\$ 4,500.00		\$ 4,500.00	
ALHEFCS	Nursing	Conference		\$ 1,550.00		\$ -	
ALHEFCS	Medical Assisting	Instructional Support		\$ 10,000.00		\$ 10,000.00	
ALHEFCS	Respiratory Care	Respiratory Care National Conference		\$ 2,000.00		\$ 2,000.00	
ALHEFCS	Child Development	5 Wooden Stepstools for Children		\$ 500.00		\$ 500.00	
ALHEFCS	Child Development	Climbing Structure		\$ 3,558.00		\$ 3,558.00	
<b>SUB-TOTAL:</b>					<b>\$ 38,608.00</b>		<b>\$ 30,558.00</b>
BBSS	Administration of Justice	Security Escort Program (Internship)		\$ 3,000.00		\$ 3,000.00	
BBSS	Administration of Justice	Gun Range Course (Lease)		\$ 14,000.00		\$ 14,000.00	
BBSS	Business Administration	Temporary Tutor		\$ 4,000.00		\$ 4,000.00	
BBSS	Office Administration	Recruiting Banners		\$ 800.00		\$ 800.00	
BBSS	Office Administration	Textbooks (Loan)		\$ 1,000.00		\$ 1,000.00	
BBSS	Computer Graphics	Master Box 3D Printer		\$ 2,700.00		\$ -	
BBSS	Computer Graphics	Maya Software		\$ 960.00		\$ -	
BBSS	Computer Graphics	Adobe Upgrade		\$ 3,600.00		\$ -	
<b>SUB-TOTAL:</b>					<b>\$ 30,060.00</b>		<b>\$ 22,800.00</b>
Tech Ed	Welding	Optima Pulse Pendant		\$ 6,500.00		\$ 6,500.00	
Tech Ed	Electronics	Fabrication Bench Top Tools		\$ 4,000.00		\$ 4,000.00	
Tech Ed	Machine Tool Technology	CNC Machine Center (SB 114)		\$ 46,274.00		\$ 46,274.00	
Tech Ed	Tech Ed	Stand UP Narrow Isle Lift (Used)		\$ 8,500.00		\$ 8,500.00	
Tech Ed	Auto Technology	Hunter Gen II Scissor Lift		\$ 30,000.00		\$ -	
Tech Ed	EMS	Ambulance (Used)		\$ 20,000.00		\$ 10,000.00	
<b>SUB-TOTAL:</b>					<b>\$ 115,274.00</b>		<b>\$ 75,274.00</b>
<b>SUB-TOTAL:</b>					<b>\$ 183,942.00</b>		<b>\$ 128,632.00</b>
<b>TOTAL:</b>				<b>\$ 183,942.00</b>	<b>\$ 183,942.00</b>	<b>\$ 128,632.00</b>	<b>\$ 128,632.00</b>

**CTE \$\$ Amount Requested**

Large (\$25,000 and above)	\$ _____
Medium (\$8,000-\$24,000)	\$ <u>22,550.00</u>
Small (Below \$8,000)	\$ _____

**Please provide the rationale for your proposal below.**

**Division Rank:** \_\_\_\_\_

<p><b>Provide a brief description of your proposal.</b></p>	<p>Computerized Curriculum Management Articulation Plan (C-MAP)- \$3500.00                  Fund technicians to a). Work in the newly remodeled REDBUD Human Patient Simulation Lab (HPSL) and b). oversee the classroom technology- \$13,000.00                  Purchase 10 Xenon hand held scanners with industry-leading performance for use in skills lab and HPSL for training in medication administration - \$4000.00                  HPSL Conference in Chico, CA: Faculty training in Human Patient Simulation – \$1550.00                  Life Form Pressure Ulcer: Foot - \$500.00</p>
<p><b>How does this request Address your local plan?</b></p>	<p>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)</p>
<p><b>What core indicators are addressed?</b></p>	<p>Core indicators 1 – Technical Skill Attainment, 2-Credential/Certificate/Degree; 3-Student Persistence or Transfer, and 4-Student Placement</p>
<p><b>Advisory Team Input</b></p>	<p>The Advisory team is supportive of upgrading curriculum to enhance critical thinking and clinical reasoning as well as articulation for higher degrees. The Advisory team is supportive of utilizing simulated learning experiences and modern equipment/supplies that are consistent with the hospitals where graduates will intern and ultimately practice. Funding a technician/s for the HPSL will enable recording, review and debriefing of simulated experiences in a safe environment. This type of advanced instruction has been researched and proven to increase learning and retention. It contributes to student success and ultimately patient safety. In addition, the advisory committee is supportive of ongoing professional improvement of nursing faculty that supports student success and preparedness.</p>
<p><b>How will this assist you in meeting current programmatic needs or in new program development?</b></p>	<p>The MJC distance education cohort is housed in the newly remodeled REDBUD building on the Columbia College. This building has advanced classrooms with videoconferencing capabilities, a fully functional HPSL, control rooms and a debriefing conference room. Technological assistance is needed to assist faculty in utilizing the resources to make an optimal student learning experience. In addition, faculty professional development is necessary to keep current with technology changes and innovative teaching methods in the HPSL.                  The C-MAP allows faculty to utilize on a concept based curriculum with Quality, Safety &amp; Education in Nursing (QSEN) and Institute of Medicine’s (IOM) recommendations embedded in the computerized program’s curriculum. As we continue to formulate a transfer model curriculum for articulation to higher education, this program will be used to minimize units yet maintain quality education while linking concepts, objectives and course learning outcomes</p>

	<p>across all four semesters of the ADN program's curriculum.</p> <p>Purchase of hand held scanners will allow students to simulate the medication administration process commonly used in hospitals. Proper utilization of this equipment and resources mentioned above assists the ADN program in meeting program needs and in new program development as evidenced by requirements 1,3,4,5,7,9,10:9,10:10, 10:12 in Section 135 (b) of the 2012-2013 Perkins CTE Act.</p>	
<p><b>What impact will this have on meeting the MJC Strategic goals?</b></p>	<p>The impact: Assist in meeting Strategic Plan – Goal 1: MJC will continue to foster the success of all student by providing access to a broad array of quality, relevant teaching and learning programs and appropriate services; Goal 2: MJC will tie Program Review to resource allocation decisions: staffing, technology, instructional equipment and facilities; Goal 6: MJC will expand and enhance outreach to business, industry and the community based on identified needs and opportunities; Goal 8: MJC will expand and enhance the learning environment and delivery options for students; and Goal 9: MJC will develop a plan to increase student engagement in order to improve overall student success. Utilizing technicians to assist in advanced technology to adequately deliver high quality instruction also coincides with the college's mission statement of offering innovative instruction, a comprehensive student-centered learning community and responding to the diverse needs of our students.</p>	
<p><b>What is the Anticipated Student Impact</b></p>	<p>Anticipated Student Impact: Positive impact for students in the distance education cohort and in the ADN program overall. Students will have improved simulation experiences on a manikin rather than actual human patients. This will be recorded and debriefed and allow the student to participate in evaluating their own clinical experience in a safe, non-threatening environment with faculty who are up to date with the latest techniques in high fidelity simulation. Classroom learning may be delivered with better ease and efficiency due to technician assistance. Students will be familiar with using scanners for medication administration due to their exposure in the skills lab. This contributes to student success and patient safety in the hospital environment. The curriculum units will be reduced but remain high quality with a focus on concepts, QSEN, IOM and meeting articulation requirements. This benefits students in lessening the unit requirements, the cost for their education, and the time commitment for the course. It prepares students for the National Council Licensing Examination (NCLEX), practice as a Registered Nurse (RN) and articulation for higher education.</p>	
<p><b>Feasibility of Project Completion Other</b></p>	<p>Begin fall semester 2013 and end when funding is utilized – end of spring semester 2014.</p>	

**CTE \$\$ Amount Requested**

Large (\$25,000 and above) \$  
 Medium (\$8,000-\$24,000) \$10,030.12  
 Small (Below \$8,000) \$

**Please provide the rationale for your proposal below.**

**Division Rank:** \_\_\_\_\_

<p><b>Provide a brief description of your proposal.</b></p>	<p>My proposal is to bring in assistant into the lab portion of courses: MMDAST 323, MMDAST 324, MMDAST 325. The assistant will provide hands-on academic support as a supplement to their classroom teaching. Prepare laboratories and lessons as requested by the instructor. They will respond to a variety of requests for assistance from students and instructors. They will also explain and ensure adherence to laboratory and program procedures, goals and objectives. to help with mentor or tutor to help in lab portion of medical assisting courses.</p>
<p><b>How does this request Address your local plan?</b></p>	<p>This plan address the local plan in that would allow better preparation of students and allow student to build strong skills which are necessary.</p>
<p><b>What core indicators are addressed?</b></p>	<p>This proposal addresses core indicators 1 – skill attainment and 2- completions. It will foster the success of all students by providing access to a broad array of quality, relevant teaching and learning.</p>
<p><b>Advisory Team Input</b></p>	<p>During our spring 2012 advisory meeting the advisory committee discussed concerns about entry-level skills and problems were identified. Our advisory team input was to develop entry level competencies. These competencies are an expectation of what an employer would be looking for in a medical assistant. These are necessary skills that are needed for entry level employment.</p>
<p><b>How will this assist you in meeting current programmatic needs or in new program development?</b></p>	<p>This would assist student outcomes and employment opportunity. The tutoring and mentoring of medical assisting students to achieve success in the medical assisting program.  The medical assisting program has many students who are first generation, second language and single parents. The mentor and tutoring is necessary component for retention and student success.</p>
<p><b>What impact will this have on meeting the MJC Strategic goals, especially goals?</b></p>	<p>This plan would impact strategic goal 1. This plan would foster success of all students by providing access. It also impacts strategic goal 8 it that it would enhance the learning environment and delivery options for students. Strategic goal 9 would be impacted in that the plan would increase student engagement in order ti improve overall student success..</p>
<p><b>What is the Anticipated Student Impact</b></p>	<p>The anticipated impact on student would be retention of skills, which would lead to student success. Also for some students it would be opportunity for the first time in their life to have completion of their own. This should increase certificates.</p>
<p><b>Feasibility of Project Completion</b></p>	<p>We would look at the outcomes and adjust the plan as needed</p>
<p><b>Other</b></p>	<p></p>

**CTE \$\$ Amount Requested**

Large (\$25,000 and above) \$ \_\_\_\_\_  
 Medium (\$8,000-\$24,000) \$ 2000.00  
 Small (Below \$8,000) \$ \_\_\_\_\_

**Please provide the rationale for your proposal below.**

**Division Rank:** \_\_\_\_\_

<p><b>Provide a brief description of your proposal.</b></p>	<p>American Association of Respiratory Care International Conference in Anaheim, California - \$2000.00</p>	
<p><b>How does this request Address your local plan?</b></p>	<p>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)</p>	
<p><b>What core indicators are addressed?</b></p>	<p>Core indicators 1 – Technical Skill Attainment, 2-Credential/Certificate/Degree; 3-Student Persistence or Transfer, and 4-Student Placement</p>	
<p><b>Advisory Team Input</b></p>	<p>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 ongoing professional development and improvement of respiratory care faculty that supports student success and preparedness. The Advisory Team is supportive of professional networking that lends opportunities for student job placement in the local, state, and national job market.</p>	
<p><b>How will this assist you in meeting current programmatic needs or in new program development?</b></p>	<p>The MJC Respiratory Program goal of successful completion of the program and transition into the job market as prepared and skilled practitioners can be attained. Informed instructors who introduce and teach innovative strategies and technologically advanced modalities in respiratory care, will assist in shaping prepared and competitive respiratory therapist. The dynamic respiratory care work environment requires practitioners be not only trained but possess advanced practitioner credentials, i.e. the Registered Respiratory Therapist Exam. Continuing education will assist the respiratory care faculty in new program development to prepare students for the revised 2015 credentialing requirements.</p>	
<p><b>What impact will this have on meeting the MJC Strategic goals?</b></p>	<p>The impact: Assist in meeting Strategic Plan – 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; Goal 6: MJC will expand and enhance outreach to business, industry, and the community based on identified needs and opportunities; and Goal 8: MJC will expand and enhance the learning environment and delivery options for students.</p>	
<p><b>What is the Anticipated Student Impact</b></p>	<p>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 entry level</p>	



**What is the Anticipated Student Impact Feasibility of Project Completion**

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

Division: Allied Health/Family and Consumer Sciences

Program TOP Code: 1305.10

Date: September 13, 2013

**CTE \$\$ Amount Requested**

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

Medium (\$8,000-\$24,000) \$ 8,588.25

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

**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 Practicums (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 community, we have the following requests prioritized:

1. Climbing Structure: The infant/toddler program for the CLDDV-127 course is operating in the Wawona building, portable 3. Playground equipment falls under the category of “instructional” equipment. The program is in its fifth semester and continues to be in need of start-up equipment. The toddler’s physical development is supported from offering climbing structures in the indoor environment. The request is for one tunnel and two wood climbing structures; one for each toddler classroom (1305.00, 220.00, 1780.00 plus sales tax 253.00 = \$3558.00)

2. Outdoor furniture: Each semester, both the toddler (Wawona, portable 3) and preschool (Me-Wuk building) classrooms have an environmental rating scale that is completed. It has been noted in this scale that both classrooms lack outdoor, adult sized furniture for parents with and without mobility issues. Currently, only child-sized furniture is available, leaving adult family members without a place to sit comfortably in the programs. While some adults are able to sit in child-sized chairs or on the floor, family members and adult students with mobility issues are left without a place to sit. In both programs, family members are required to participate in the program each and every semester. The request is for two commercial quality outdoor loveseats for each program (4 @ \$1050 = \$4200 plus sales tax 320.25 = \$4530.25)

3. Wooden steps: This summer the preschool program was granted CTE funds to purchase fully accessible gardening

	boxes. They are installed and the next step is to provide steps that will not rot in the outdoor garden so that children not using mobility devices can reach the boxes. (5 @ \$100.00 = \$500.00)	
<b>How does this request Address your local plan?</b>	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.	
<b>What core indicators are addressed?</b>	<p>Core Indicator 1 - Academic and Vocational skills in the practicum course; including a focus on the Early Interventionist Certificate.</p> <p>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.</p> <p>Core Indicator 5 – ensuring that our Child Development faculty stay current with all aspects of the industry and in the lab an environment that is up-to-date with current ADA requirements.</p> <p>Core Indicator 7 – Upgrading or adapting equipment in regards to accessibility in participating in all aspects of the lab program including gardening and the climbing structure.</p> <p>Core Indicator 9 – Providing a course to prepare special population, 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.</p>	
<b>Advisory Team Input</b>	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.	
<b>How will this assist you in meeting current programmatic needs or in new program development?</b>	The CLDDV-127 Infant/Toddler Practicum and CLDDV-128 Preschool Practicum is 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 summer 2012 allowing for new program development within the department. 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.	

<p><b>What impact will this have on meeting the MJC Strategic goals, especially the 2012-13 prioritized goals: 1, 4 &amp; 10?</b></p>	<p>Making improvements to the Early Care &amp; 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.</p> <p>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.</p> <p>Goal 6: Strengthen and expand partnerships with business and industry for program improvement and service to the community.</p>	
<p><b>What is the Anticipated Student Impact</b></p>	<p>Students will have the opportunity to participate in not only a quality training program for Early Childhood Educators, but 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 better preparing them to support the unique needs of children in a diverse world. The students also receive training in a program that values and recognizes the need to modify the buildings for safety issues. Early Childhood Educators are required through State licensing to maintain the safety of their children's classrooms at all times; the changes made in the practicums allows for opportunities for the students to be part of identifying and problem solving safety issues along with putting an emphasis on access for all children and adults.</p>	
<p><b>Feasibility of Project Completion</b></p>	<p>With support from CTE funds, all the materials and services needed for installation and purchases are available from vendors as noted below. The projects can be completed in a timely manner once funds are released. Quotes have already been obtained for the purchases noted below.</p>	
<p><b>Other</b></p>	<ol style="list-style-type: none"> <li>1. Indoor climbing structures/toddler program (1305.00 + 220.00 + 1780.00 plus sales tax 253.00 = \$3558.00)</li> <li>2. Outdoor furniture for children's programs ((4 @ \$1050 = \$4200 plus sales tax 320.25 = \$4530.25)</li> <li>3. Wooden steps (5 @ \$100.00 = \$500.00)</li> </ol>	

**CTE \$\$ Amount Requested**

Large (\$25,000 and above)	\$ _____
Medium (\$8,000-\$24,000)	\$ <u>3,000</u>
Small (Below \$8,000)	\$ _____

Please provide the rationale for your proposal below.

Division Rank: 3

**Provide a brief description of your proposal.**

The Escort service provided by security at MJC is not able to support itself. The Administration of Justice department would like to provide this service as an internship program for Adju students. Administration of Justice students who have completed a minimum of two courses, will apply to become a Campus Escort. Student interns will be interviewed by YCCD security and work to provide support to security at night on both East and West Campuses.

**How does this request Address your local plan?**

Internships have been identified on the Administration of Justice plan for a number of years, yet no monies have been available to fulfill this goal.

**What core indicators are addressed?**

- 1 = Tech. Skill Attainment
- 3 = Student Persistence or Transfer
- 4 = Student Placement
- 5 = Nontrad. Participation
- 6 = Nontrad. Completion

**Advisory Team Input**

The advisory team is very excited about this opportunity.

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

The Administration of Justice program has been a strategic member in the police, security, and correctional programs within the local community. Decimated by retirements, the Administration of Justice faculty have not had the expertise and support to offer this type of program. Working together with the security department at YCCD creates a great long-term liaison to provide internships, create relevant workforce training opportunities, and promote a safe college environment.

Merced College is currently assessing the establishment of a Police Academy and our interns would have a better understanding of police work through the Escort experience.

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

1.6 Promote and expand a welcoming campus environment.

*Goal 5*

MJC will collaboratively develop a staffing plan that includes realistic outcomes of program review for both instructional and student services programs, including attention to potential growth areas, program decline, and impending retirements.

*Goal 6*

MJC will expand and enhance outreach to business, industry and the community based on identified needs and opportunities.

***Goal 10***

MJC will improve the planning and budget process to foster an environment of informed participation and budgetary understanding.

**What is the Anticipated Student Impact**

Students will attain internship units and financial support through this proposal.

**Feasibility of Project Completion  
Other**

Attainable. Already begun, but will not continue or expand without funding.

This program will provide students with great job experience and promote security and safety on MJC campuses.

**CTE \$\$ Amount Requested**

Large (\$25,000 and above)	\$ _____
Medium (\$8,000-\$24,000)	\$ <u>14,000</u>
Small (Below \$8,000)	\$ _____

Please provide the rationale for your proposal below.

Division Rank: 1

**Provide a brief description of your proposal.**

To cover instructional costs for the Gun Range courses for the academic year of 2013-2014. These courses have been rejuvenated in order to provide a thorough academic and professional training for law enforcement careers. Costs include: rental of gun range (3 courses x \$3000) and instructional costs to provide range master and armorer (approx \$3,150 and \$1,470 per course). Lead instructor costs borne by MJC. Total costs: \$7,620 per course or 13,920 for three courses.

**How does this request Address your local plan?**

Our local plan requires us to develop, improve, or expand the use of technology in CTE...to provide students with the skills needed to enter technology fields and collaborate with industries to offer these programs (135(b) 4). These courses are a collaborative effort between the Modesto Police Department and MJC. The skills students will learn will enable them to identify the type of law enforcement job that they may pursue.

**What core indicators are addressed?**

- 1 – Technical Skill Attainment
- 2- Credential/Certificate/Degree
- 4- Student Placement
- 5- Nontraditional Participation
- 6-Nontraditional Completion

**Advisory Team Input**

The advisory team is supportive of this opportunity and helped to facilitate this collaboration.

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

The Range courses will better prepare the students to successfully complete the firearms portion of a Police Academy.

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

- 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: MJC will expand and enhance outreach to business, industry and the community based on identified needs and opportunities.

	Goal 8: MJC will expand and enhance the learning environment and delivery options for students.	
<b>What is the Anticipated Student Impact</b>		
<b>Feasibility of Project Completion</b>	These courses will be completed with adequate funding to the Administration of Justice program.	
<b>Other</b>	These courses will provide training needed for application to police academies. Numerous local agencies are currently paying for candidates to attend.	

**CTE \$\$ Amount Requested**

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

Please provide the rationale for your proposal below.

Division Rank: 2

**Provide a brief description of your proposal.**

To hire a qualified, on demand, tutor/lab assistant to assist accounting and business students in the FH 114 lab area on a temporary basis for the remainder of the fall semester.

**How does this request Address your local plan?**

The foregoing request addresses the need to increase student success and provide support for high demand accounting courses within the Business Administration Department.

**What core indicators are addressed?**

The primary core indicator addressed by the foregoing request is to increase both student persistence and transfer.

**Advisory Team Input**

Discussion has taken place within the recent advisory council meetings and industry professionals understand the need for student support in high demand accounting courses.

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

Traditionally, accounting courses, similar to math, have high drop rates (state wide) 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. Although the lab is staffed with personnel to oversee student activities, the primary staff now consists of non-accounting personnel. The only remaining staff member who knew the accounting curriculum well enough to tutor in the subject area has been moved during high demand times to the math tutoring center and is unavailable to serve the needs of accounting students.

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

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.



**What is the Anticipated Student Impact**

Funding a tutor and accounting support staff will provide access to students enrolled in all Business Administration courses, but in particular, will address the immediate needs of Financial, Managerial, Bookkeeping I and II, Computerized, and Spreadsheet accounting students. There are 21 accounting course sections offered this spring alone. At this point in the semester, there is only one student tutor available and he is not qualified to tutor several of the accounting courses and of the classes he can tutor, the demand exceeds his available time. As noted earlier, the one part-time, permanent staff member with an accounting background has been moved to the math tutoring center during high demand times and Business Administration students are not being adequately served.

**Feasibility of Project Completion**

It is the desire of the Business Administration Department to fund a short-term temporary individual to assist students with course work for the remainder of the fall 2013 semester only. A formal request for a permanent position will be requested through the appropriate venue to serve students in future semesters once the Integrated Learning Center returns to the library, leaving FH 114 without full-time support.

**Other**

**CTE \$\$ Amount Requested**

Large (\$25,000 and above)	\$ _____
Medium (\$8,000-\$24,000)	\$ _____
Small (Below \$8,000)	\$ <u>800</u>

Please provide the rationale for your proposal below.

Division Rank: 5

<b>Provide a brief description of your proposal.</b>	The Business and Office Administration areas would like to start marketing our programs at local high schools and other events to build enrollment. We request two retractable banner signs to allow for a visual backdrop to our booth/table. They are double-sided vinyl retractable, portable signs, and the cost includes graphics and wording on the vinyl. This would complement the newly designed brochures for our areas.	
<b>How does this request Address your local plan?</b>	Section 135b, 2.1 and 2.2—Provide outreach to high school students and support program linkages with local high schools Section 135b, 9.1—Expanding recruitment for special programs Section 135c (2)—Create open house for high school seniors and new students Section 135c (17)—Expand recruitment activities among nontraditional student populations	
<b>What core indicators are addressed?</b>	Because this is primarily a marketing tool, it can be assumed that it would increase participation of both non-traditional and special populations.	
<b>Advisory Team Input</b>	The Advisory Committee has not met this fall, but will be meeting later in the semester.	
<b>How will this assist you in meeting current programmatic needs or in new program development?</b>	An increase in the student participation in our programs may allow us to offer more of our courses on a regular basis due to student demand. This would most likely increase our student completers and transfers.	
<b>What impact will this have on meeting the MJC Strategic goals?</b>	Goal 4--Leadership responsible for governance at MJC will create a climate that empowers all MJC employees to be engaged in the campus community and that encourages respect, trust and integrity through open communication and professional development. Goal 6--MJC will expand and enhance outreach to business, industry and the community based on identified needs and opportunities.	
<b>What is the Anticipated Student Impact</b>	The overall student population could be expanded to include students who may have been unsure if they would like to attend MJC. The students would also be able to discuss careers and job possibilities with faculty during the events. Also, these events lend overall publicity to MJC and what it has to offer the local population.	
<b>Feasibility of Project Completion</b>	The banners will be ordered by the end of the fall semester if money is available.	
<b>Other</b>	None	

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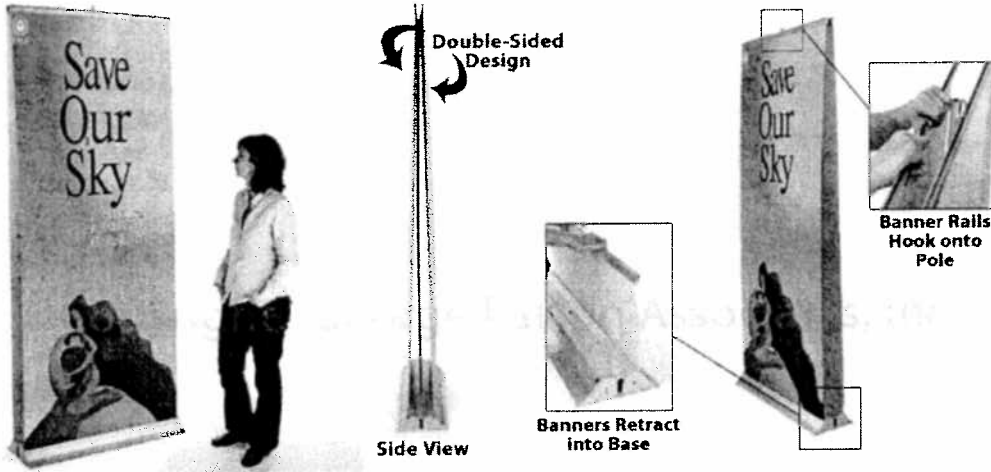
Show Banner Exhibits (2) Custom Graphics Back-to-Back

Display Products > Banner Flag Stands > Roll Stands > Vinyl Banners Stand

SKU#: BWPD7833SL

Built-To-Order

Ships approximately 4 busi days after artwork is appr



Quantity	Price (USC)
1 - 2	\$350.48
3 - 8	\$291.51
9 - 22	\$268.07

1 [ADD TO CART](#)

Delayed Shipment: Add 4 days  
 Built-To-Order  
 Customer Provided Artwork Req  
 Physical Graphics Proof

- Show banner exhibits (2) 33-1/4"w x 77"h graphics back-to-back for use in a central location.
- Custom digitally printed signs are included and pre-installed for immediate use.
- Aluminum base, pole and banner rails have a silver finish for promotions at any industry trade show.
- Retractable feature and black nylon carrying bag allow presenters to easily transport the unit.

Description | Specifications | Ordering Info | Images

This show banner that includes two vinyl inserts and a stand is a complete exhibit, shipping with custom graphics fully installed for instant set-up upon being received. The viewable area of each graphic is 33-1/4"w x 77"h. This show banner that is customized with digital printing can include complex, detailed images with gradients. Many businesses have trouble making their exhibit stand out when attending tradeshows and conventions. This show banner that is double-sided, also known as a custom sign stand, is the ideal solution for differentiating your booth from the competition due to the included intricate custom graphics that the buyer creates. Furthermore, when in-stock, this stand ships in less than 1 week [after artwork approval] fully customized.



Black Nylon Carrying Bag Included

This pop-up exhibit, tall show banner stand features a roll-up mechanism, which makes both graphics retractable. Presenters can almost effortlessly take the unit down, then set it up at the next show. A black nylon carrying bag is included with this show banner for tradeshows. All components, except for the vinyl inserts with digital printing, are constructed from aluminum. The aluminum construction has two major benefits. First, the stands are lightweight, which contributes to the unit's portability, and also saves businesses money on the initial shipping costs. Second, the aluminum is relatively low cost, resulting in the affordability of this display. The inclusion of quality custom graphics printed on vinyl, along with the numerous user-friendly features, make these tradeshow exhibits an incredible value!

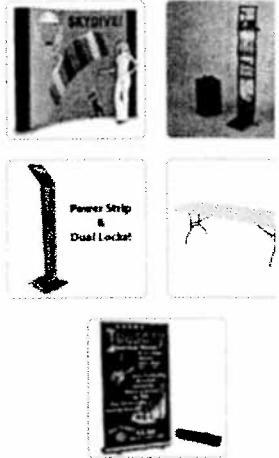
Design Templates



Dimensions:

Overall: 33-3/4"w x 82"h x 10-1/8"d  
 Viewable Area: 33-1/4"w x 77"h  
 Vinyl Insert: 34-1/4"w x 88"h

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**CTE \$\$ Amount Requested**

**Large (\$25,000 and above)** \$ \_\_\_\_\_  
**Medium (\$8,000-\$24,000)** \$ \_\_\_\_\_  
**Small (Below \$8,000)** \$ 1,000

Please provide the rationale for your proposal below.

**Division Rank:** 4

<b>Provide a brief description of your proposal.</b>	The most recent version of software for our Keyboarding for Speed and Accuracy course requires students to purchase a textbook and an online access code. Our current software only requires a textbook and is sufficient for skill development. This funding will purchase approximately 10-20 textbooks for students to use while they are working on their OFADM 303, 306, or 307 coursework. All coursework must be completed in Founders Hall 131, so the textbooks will not leave the room.	
<b>How does this request Address your local plan?</b>	In Section 135c of our local CTE plan, it calls for purchasing resources designed to strengthen and support academic and technical skill achievement. Providing the textbook for our students is a positive step towards achieving this goal.	
<b>What core indicators are addressed?</b>	1P1 - Technical Skill Attainment—keyboarding skill development and job readiness. 2P1 - Credential, Certificate or Diploma—courses are included in our degrees and certificates. 3P1 - Student Retention or Transfer—will allow students to complete the course at a fraction of the regular cost and progress through all three keyboarding skill development sections.	
<b>Advisory Team Input</b>	The Advisory Committee has not met this fall, but will be meeting later in the semester.	
<b>How will this assist you in meeting current programmatic needs or in new program development?</b>	Recent Title 5 changes to the repeatability of a course required us to make curricular changes to our OFADM 303, Keyboarding for Speed and Accuracy course. This course provides students the opportunity to develop and refine their keyboarding skill. Our new sections, OFADM 306—Keyboarding for Speed and OFADM 307—Keyboarding for Accuracy allows students the opportunity to further refine and polish their keyboarding skill.	
<b>What impact will this have on meeting the MJC Strategic goals?</b>	Goal 8-- MJC will expand and enhance the learning environment and delivery options for students. Goal 9-- MJC will develop a plan to increase student engagement in order to improve overall student success.	
<b>What is the Anticipated Student Impact</b>	Approximately 85 percent of MJC students receive financial aid—this proposal will assist in reducing the overall cost of college and provide students the opportunity to perfect their keyboarding skill.	
<b>Feasibility of Project Completion</b>	Once the funds are distributed, textbooks will be purchased and will become available for students to use immediately.	
<b>Other</b>	None	

**CTE \$\$ Amount Requested**

Large (\$25,000 and above) \$ \_\_\_\_\_  
 Medium (\$8,000-\$24,000) \$ \_\_\_\_\_  
 Small (Below \$8,000) \$ (est.) \$6,500

**Please provide the rationale for your proposal below.**

**Division Rank:** \_\_\_\_\_

**Provide a brief description of your proposal.**

Accessories to 4 Welding Stations purchased by Modesto City Schools to support pulse welding techniques used in industry.

**How does this request Address your local plan?**

Provides welding students with the pulse welding training used in industry. This adds to the rounded nature of student skill development in the classroom.

**What core indicators are addressed?**

Improve technical skills, persistence rates and enhance employability in industry.

**Advisory Team Input**

N/A

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

Pulse welding techniques are becoming more common and preferred techniques for MIG and TIG welding in industry. Therefore, student exposure during applied labs is a skill that is a must. At present, we have limited pulse welding capable stations.

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

1.2 Improve student persistence rates  
 1.6 Promote and expand a welcoming campus environment for CTE students by maintain labs with relevant technology and equipment

**What is the Anticipated Student Impact**

WELD 204 and 206 students will be exposed to pulse welding techniques.

**Feasibility of Project Completion**

Very Feasible. The Welding Stations were purchased by Modesto City Schools. The stations averaged \$4,000 per station. However, the accessories for pulse welding were not purchased. Overall, Modesto City Schools (MCS) contributed an estimated \$30,000 in updated welding stations.

**Other**

**Project Completion**

Education based classes and develop college curricular 1 – 2 unit course for CTE programs.

**Other**


Name: Jim HowenDivision: Technical EducationProgram TOP Code: 093400Date: 09/16/13**CTE \$\$ Amount Requested**

Large (\$25,000 and above) \$ \_\_\_\_\_  
 Medium (\$8,000-\$24,000) \$ \_\_\_\_\_  
 Small (Below \$8,000) \$ 4,000

**Please provide the rationale for your proposal below.****Division Rank:**2.4

<b>Provide a brief description of your proposal.</b>	Update in Electronic Fabrication Bench Top Tools for students enrolled in ELTEC 205.	
<b>How does this request Address your local plan?</b>	The Electronics Fabrication lab has relocated to Sierra 106. Many of the fabrication tools are worn down and require replacements. This includes special rotating vices, and specific classroom tools for students to use during applied lab time.	
<b>What core indicators are addressed?</b>	Student enrollment, persistence and success rates in the classroom.	
<b>Advisory Team Input</b>	N/A	
<b>How will this assist you in meeting current programmatic needs or in new program development?</b>	Proper bench tools and equipment is essential in students being able to perform course objective and learning outcomes of the class. Evaluation of the ability for students "to do" a project adequately and be measured against efficiency and quality standards is inhibited if lab does not have sufficient functioning tools. This is the only course of its kind in the program and the only time students are exposed to these techniques.	
<b>What impact will this have on meeting the MJC Strategic goals?</b>	1.2 Improve student persistence rates 1.6 Promote and expand a welcoming campus environment for CTE students by maintain labs with relevant technology and equipment	
<b>What is the Anticipated Student Impact</b>	Impact 30 to 35 students each academic year. High persistence rates and success rates as students will have sufficient volume of tooling as well as functional tools to support projects assigned to be completed during lab times.	
<b>Feasibility of Project Completion</b>	Feasible. Tool acquisition will replace worn tools and add new tools used in electronic fabrication	
<b>Other</b>		

**CTE \$\$ Amount Requested**

Large (\$25,000 and above)	<u>\$46,274.31</u>
Medium (\$8,000-\$24,000)	<u>\$</u>
Small (Below \$8,000)	<u>\$</u>

Please provide the rationale for your proposal below.

Division Rank: \_\_\_\_\_

**Provide a brief description of your proposal.**

To purchase a small CNC machining center and necessary tooling to support the CNC programming classes which are currently held in Sierra 114. The items to be purchase are as follows:

\$37,995	Haas Mini Mill #2
\$ 1,295	Rigid Tapping upgrade
\$ 2,395	Macro upgrade
\$ 2,395	4 <sup>th</sup> axis upgrade
\$ 595	Coolant System upgrade
(\$6,701.25)	Educational Discount (15%)
\$ 2,800.56	Sales tax
\$ 750	Freight (estimated)
\$ 1,250	Rigging (estimated)
\$ 2,000	Milling vice, tool cabinet, hand tools, milling cutters, drills, collets, etc.
<u>\$ 1,500</u>	Provide power to area where machine is to be used
<b>\$46,274.31</b>	<b>Total cost of project</b>

**How does this request Address your local plan?**

The acquisition of a small Computer Numeric Controlled (CNC) machining center has been high on the list of needed equipment for the Machine Tool Technology program for many years. Due to the lack of the necessary equipment, students are not able to actually run the programs that have been developed to make parts. The inability of students to be able to truly complete the process by producing a part has limited the effective delivery of the curriculum for all of the CNC programming classes offered at Modesto Jr. College.

**What core indicators are addressed?**

Student persistence and success rates in Machine Tool Technology program and classes.

**Advisory Team Input**

The acquisition of such a piece of equipment has been a regular topic of discussion at each of the two regularly held Machine Tool Technology Advisory Committee meetings for the last four or five years. During this time Jeff Weaver has written grant proposals for the purchase of new machines, and he has also pursued the purchase of used machines. The committee's concerns with the purchase of a machine were generally focused in three areas: (1) Most small machines are PC driven and typically do not have the operator interface controls that are typically found on machines



found being used in industry, thus limiting the usefulness as a training machine. (2) Most of the smaller machines fall into the "Hobby" category and do not have the features, rigidity, power, usable life span, and product support that the school would need. (3) By purchasing a used machine, the number of problem free years that such a machine would be appropriate for industry training would be greatly reduced.

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

Currently, all of the CNC Machine Tool programming classes offered at MJC are held in the computer lab in Sierra 114 as access to a large number of computers is essential. The programs that the students produce are then input into a simulator that is used to verify the technical requirements of the program and then graphically simulate the tool path movements (in two dimensions) on the screen. Although this simulation is a great tool in developing programs, it cannot detect all of the problems that may be encountered and cannot produce a final product for inspection. The process is incomplete from both a programming as well as a production perspective. The classes as now run also do not allow the student the satisfaction and the reward of having the tangible results of one's hours of labor in hand.

The machine that is being requested is a smaller version of the same brand (Haas) of CNC machining centers that are the primary training machines used in the Machine Tool Technology Lab in Ansil Adams 101. The operator control panel has been upgraded since ours were purchased 18 years ago, but is still very similar to what we now have and is typical to all of the controllers that Haas uses on all of machines that they sell. Haas machines are built in Oxnard, California. Haas is one of the largest machine tool builders in the world and are noted for their customer support. We currently have three Haas machine tools, the first purchased 18 years ago, and they have proven to be excellent industry training machines.

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

- 1.2 Improve student persistence rates
- 1.6 Promote and expand a welcoming campus environment for CTE students by maintain labs with relevant technology and equipment

**What is the Anticipated Student Impact**

It is expected that student interest, enrollment, and completion rates will improve as all of the programming courses effected will have greater relevancy to the situations encountered in the workplace. The stated goals of the programming classes will be fully achieved when the circle of design – to - programming – to – production – to – evaluation is complete.

**Feasibility of Project Completion**

100% feasibility of project completion. 220 VAC power and compressed air needed to operate the machine is readily available in Sierra 102, the lab adjacent to the programming classroom in Sierra 114 where the machine will be placed. Many of the students taking the programming classes have already been trained in the use of this type of machine and, once installed, it will be put to use by those qualified students immediately.

**Other**

The placement of this, as well as a CNC turning center, has been a topic of discussion for some time in the development of the IML (Integrated Manufacturing Lab) in Sierra 102. The purchase of this equipment will address the most obvious weak link in the entire Machine Tool Technology program as well as be one more step towards the division goal of tying many of the many disciplines together.

**CTE \$\$ Amount Requested**

Large (\$25,000 and above) \$ \_\_\_\_\_  
 Medium (\$8,000-\$24,000) \$ \_\_\_\_\_  
 Small (Below \$8,000) \$ 8,500

**Please provide the rationale for your proposal below.**

**Division Rank:** \_\_\_\_\_

**Provide a brief description of your proposal.**

Used Narrow Isle Standup Forklift. Needed to support movement of products in confined spaces located in the Auto Body, Automotive, Welding and Electrical Labs. Lift will also complement the sit down propane lift in supporting forklift training for warehouse and logistics program.

**How does this request Address your local plan?**

Maintain technology to current industry standards. Support resource movement of industrial metal and equipment skill exposure required of all maintenance students.

**What core indicators are addressed?**

Skill development, safety and employment in industry

**Advisory Team Input**

Logistic Advisory, Regional Manufacturing Advisory groups validate the importance of equipment lift skills.

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

The Workforce Development has delivered forklift certification training. With the two battery lifts now malfunctioning it will cost the college and estimated \$10,000 to repair the batteries for the sit down. We have worked with Transportation to acquire a propane sit down. It is a wise investment and provides more relevant skill enhancement for students to add a narrow aisle lift.

**What impact will this have on meeting the MJC Strategic goals, especially the 2011-12 prioritized goals: 1, 4 & 10?**

1.2 Improve student persistence rates  
 1.6 Promote and expand a welcoming campus environment for CTE students by maintain labs with relevant technology and equipment

**What is the Anticipated Student Impact**

MJC OSHA Aligned Forklift Training that is relevant for Manufacturing and Warehouse and Distribution.

**Feasibility of**

High Feasibility. Forklift training occurred in Spring and Summer. This will allow us to provide Community

**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:** 2.3

**Provide a brief description of your proposal.**

Acquire a used Ambulance to support learning demonstration and skill environment for EMS 389 and EMS 390 EMT Course Work.

**How does this request Address your local plan?**

The addition of an ambulance would greatly enhance the simulation environment for several exercises conducted by students. In particular, exposure in conducting many of their skills inside the confined space of an ambulance.

**What core indicators are addressed?**

We anticipate this will strengthen Core Indicator 1: skill attainment and Core Indicator 4: employment for successfully completing EMS 389 and 390 classes.

**Advisory Team Input**

The RFTC Advisory group meets monthly. EMT is critical as an individual program; however, the program and courses also support skill development and training required by fire agencies. This acquisition enhance the applied learning experience of students.

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

Acquisition of an ambulance provides a core simulated item in the life of an EMT. Presently, students conduct skill training in classrooms and outside. However, skill practice is not conducted in the confines of an Ambulance.

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

1.2 Improve student persistence rates  
 1.6 Promote and expand a welcoming campus environment for CTE students by maintain labs with relevant technology and equipment

**What is the Anticipated Student Impact**

Based on EMS 389 and 390 enrollments each year, this investment would impact approximately 80 students annually.

**Feasibility of Project Completion**

Feasibility is high. A site ambulance would be immediately incorporated into current classes.

**Other**