

Modesto Junior College
CTE Deans' Reallocation Meeting
February 27, 2013
Morris Conference Room B
10:30am-12:00pm

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

1. **Proposals** – 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 \$41,000.
2. **CTE Advisory Meeting** – Discussion was held regarding our upcoming CTE Annual Local Planning Team Advisory Meeting. Patrick Bettencourt confirmed the starting time of the Glacier Hall Tour so he could have his group ready. Tours will begin at 5:30 p.m. There will be 5 tour guides that will meet the Planning Team Members in the lobby where tours will begin. The tours will last approximately 30 minutes and are planned to be completed in time for the members to reach MSR for the meeting by 6:15 p.m.

Melissa Beach explained there are several outstanding RSVPs so she will resend the list to Deans to contact their faculty and representatives to confirm participation. She confirmed that she has all documents/handouts for the folder and is currently preparing the annual newsletter.

After the tour, dinner will be served right away as Julie Haynes presents her Vet Tech Program report. We will then begin the panel members' discussion with a Q&A session. The Deans confirmed who would be on the panel as presenters. Panel members will be instructed to tell about their company/representation; their workforce needs; and how they envision MJC could help in meeting those needs.

Melissa will ask the Cupcake Lady for visual of their truck for the PowerPoint. Mark Anglin will make a CTE PowerPoint to run during the program showcasing all MJC career & technical education programs.

MEETING ADJOURNED

CAREER TECHNICAL EDUCATION						
REALLOCATION PROPOSALS						
SPRING 2013						
Division	Program	Description	Program Rank	Amount Requested	Amount Funded	Division Sub-Total Funded
AG	Animal Science	Pressure Washer		\$ 7,252.00	\$ 7,252.00	
SUB-TOTAL:						\$ 7,252.00
BBSS	Business Administration	Lab Assistant	0	\$ 2,000.00	\$ 2,000.00	
BBSS	Business Administration	Moniter	0	\$ 1,000.00	\$ 1,000.00	
SUB-TOTAL:						\$ 3,000.00
Tech Ed	Fire Sci	Fire Hose/Fire Engine Signage	0	\$ 8,557.00	\$ 8,557.00	
Tech Ed	Welding	Cutting Machine	0	\$ 7,800.00	\$ 7,800.00	
SUB-TOTAL:						\$ 16,357.00
ALHEFCS	Registered Nursing	Recording Equipment	0	\$ 4,000.00	\$ 4,000.00	
ALHEFCS	Registered Nursing	Baxter Spectrum Pump	0	\$ 3,000.00	\$ 3,000.00	
ALHEFCS	Child Development	Outdoor Playground Equipment	0	\$ 3,367.00	\$ 3,367.00	
ALHEFCS	Child Development	Moving Current Outdoor Equipment	0	\$ 3,100.00	\$ 3,100.00	
SUB-TOTAL:						\$ 13,467.00
TOTAL:				\$ 40,076.00	\$ 40,076.00	\$ 40,076.00

CTE \$\$ Amount Requested

Large (\$25,000 and above)	\$ _____
Medium (\$8,000-\$24,000)	\$ _____
Small (Below \$8,000)	\$ <u>7,000.00</u>

Please provide the rationale for your proposal below.

Division Rank: 1

Provide a brief description of your proposal.	Purchase a Hotsy – hot water Pressure Washer. This device is used to clean and sanitize the swine lab facilities; (specifically the farrowing rooms (2) and nurseries (2). It is paramount that students are instructed with the latest technology to properly sanitize confinement livestock facilities, which is critical to maintain bio-security and animal health.
How does this request Address your local plan?	The Animal Science CTE local plan encourages adopting new technology and this is an appropriate example of a new device being used in the swine industry. Students will have the opportunity to utilize this device to clean and sanitize the swine lab facilities. The goal is to improve the swine herd health by improving the bio-security program.
What core indicators are addressed?	Core Indicator #1 Skill Attainment, will be addressed from the standpoint that students will acquire new skills related to modern livestock production practices and will have the opportunity to learn through hands-on application. Core Indicator #2 Degrees and Transfer Ready, will be addressed as students will have another hands-on learning opportunity which will allow greater success for kinesthetic/tactile learners.
Advisory Team Input	The Animal Science Advisory Committee strongly supports expanding student learning opportunities especially as they address skill attainment and modern agricultural practices. I have spoken to swine producers in our area (Ryan Watje and Paul Fernandes) and both concur that the Pressure Washer is essential to the success of the swine lab facilities.
How will this assist you in meeting current programmatic needs or in new program development?	One of the on-going programmatic needs is in keeping agricultural education practices modern and relevant with today's agriculture industry. This grant will allow the animal science area to utilize a new production strategy and management method.
What impact will this have on meeting the MJC Strategic goals?	This grant directly addresses Strategic Goal #1, by improving student success rates by allowing greater hands-on learning opportunities and it may also increase student completion rates (persistence). Goal #1 is also addressed by improving relevant teaching and learning opportunities in light of changing technology.
What is the Anticipated Student	The completion of this project will directly impact students. Students will experience the proper technique in sanitation as it relates to animal health. This device will enhance student learning as students will be operating the

Hotsy Pacific

P O Box 4189
 Modesto, CA 95352-4189

Quote

MODESTO OFFICE
 1900 N 9th Street, Ste B
 Modesto, CA 95350
 (209) 578-8925
 FAX: (209) 578-8120

HAYWARD OFFICE
 28301 Industrial Blvd #D
 Hayward, CA 94545
 (510) 780-1655
 FAX: (510) 780-9090

Customer No.: MODESTOJC01

Quote No.: 6296

Quote To: Modesto Junior College
 Agriculture Department
 485 College Avenue
 Modesto, CA 95350
 (209) 578-8935
 Fax:

Ship To: Modesto Junior College
 Agriculture Department
 Tully & 9th Street
 Modesto, CA 95350
 Customer Contact:
 Caley Heiman:

Date	Ship Via	P.O.B.	Terms
11/26/12	Delivered	Origin	Net 10 Days

Purchase Order Number	Your Hotsy Representative	Required
	Craig Lopez	11/26/12

Quantity Required	Item Number	Description	Unit Price	Amount
1	895SS	HOTSY PRESSURE WASHER	6235.00	6235.00
1.000	923021	HOSE REEL 18 IN SS	410.00	410.00
1.000	FRT-S	FREIGHT-SOUTH INBOUND FREIGHT	184.00	184.00
1.000	MP	MISC PART 150 HOSE ASSEMBLY, CREDIT FOR 50 ON MACHINE	334.00	334.00

Quote subtotal	7118.00
Discount	-350.00
Sales tax @ 7.875%	489.87
Quote total	7257.87

PO Required

CTE \$\$ Amount Requested

Large (\$25,000 and above)	\$	
Medium (\$8,000-\$24,000)	\$	
Small (Below \$8,000)	\$	<u>4,000 \$2,000</u>

Please provide the rationale for your proposal below.

Division Rank: _____

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 114/116 lab area on a temporary basis for the remainder of the spring 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 (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. 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 coursework for the remainder of the spring 2013 semester only. A formal request for a permanent position will be requested through the appropriate venue to serve students in future semesters.

Other

CTE \$\$ Amount Requested

Large (\$25,000 and above)	\$ _____
Medium (\$8,000-\$24,000)	\$ _____
Small (Below \$8,000)	\$ <u>1,000</u>

Please provide the rationale for your proposal below.

Division Rank: _____

Provide a brief description of your proposal.	Add a second monitor (and supporting video card) to the teaching station in FH 111 to view the student stations while teaching (similar to the setup before we left Founder's Hall for the remodel)
How does this request Address your local plan?	The foregoing request addresses the need to increase student success and provide support for high demand computerized accounting courses within the Business Administration Department and all departments who teach in this classroom. The extra monitor will make faculty able to view student work while teaching and more easily able to assist students who need individual help during class.
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 computerized accounting courses.
How will this assist you in meeting current programmatic needs or in new program development?	The foregoing request assist in increasing student success and providing support for students in the classroom environment.
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 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	Faculty will be able to meet student needs in the FH 111 classroom.

Impact

**Feasibility of
Project Completion**

Other

This project can easily be completed by the end of the semester.

CTE \$\$ Amount Requested

Large (\$25,000 and above) \$ _____
 Medium (\$8,000-\$24,000) \$ 8557.16
 Small (Below \$8,000) \$ _____

Please provide the rationale for your proposal below.

Division Rank: 1

<p>Provide a brief description of your proposal.</p>	<p>Purchase municipal fire hose in the following quantities; 16 fifty foot lengths of 1.75" municipal fire hose at \$110.58 ea., 20 fifty foot segments of 2.5" municipal fire hose at \$161.56 ea., 15 one hundred foot segments of 1.5" wildland fire hose at \$136.36 ea. Additionally we will purchase appropriate markings for our recently purchased fire engine to signify that it is property of YCCD and for training use only at a cost of approx. \$850. Sales tax has been included in the estimate.</p>	
<p>How does this request Address your local plan?</p>	<p>The Regional Fire Training Center provides in-service and pre-service training to firefighters. California State Fire Training accredited fire academies are required to teach all types of firefighting; i.e. wildland, structural, etc.</p>	
<p>What core indicators are addressed?</p>	<p>Core Indicator 1-Academic, Vocational, and Technical Skills proficiencies.</p>	
<p>Advisory Team Input</p>	<p>The Regional Fire Training Center has an advisory committee, which consists of college faculty and six fire department representatives, three each from career and volunteer agencies. This team provides input on training and training methods used at the RFTC.</p>	
<p>How will this assist you in meeting current programmatic needs or in new program development?</p>	<p>Our program aims to provide training that meets and exceeds all State Fire Training standards and that is an accurate representation of what the students will encounter in their fire service career. This equipment will help provide that training.</p>	
<p>What impact will this have on meeting the MJC Strategic goals?</p>	<p>This program meets many of Modesto Junior College's strategic goals, including 2.4 – Track and respond to economic workforce trends, and 3.4 – Provide activities to encourage increased students, staff, and community participation.</p>	
<p>What is the Anticipated Student Impact</p>	<p>By having serviceable fire hose on the apparatus we will be able to continue providing the highest level of firefighter training.</p>	
<p>Feasibility of Project Completion</p>	<p>This is a very straightforward project which will be very feasible to implement.</p>	

CTE \$\$ Amount Requested

Large (\$25,000 and above)	\$
Medium (\$8,000-\$24,000)	<u>\$ 7,800.00 estimated</u>
Small (Below \$8,000)	\$

Please provide the rationale for your proposal below.

Division Rank: 1

<p>Provide a brief description of your proposal.</p>	<p>See attached Quote. The request for this funding is to purchase a saw capable of cutting stainless steel tubing. George Fisher Beveling and Cutting Machine.</p>	
<p>How does this request Address your local plan?</p>	<p>The food processing industries of the valley require large quantities of stainless steel of all sizes and types to meet sanitation requirements and codes. Accordingly this material is required to be welded and prepared to meet stringent, Sanitation procedures which requires specific welding, purging, and cutting equipment.</p>	
<p>What core indicators are addressed?</p>	<p>Technical Skills Attainment 1P1: "The validity of this measure is based on the cumulative assessment of technical skill attainment, as measured by the tests, papers, projects, activities, demonstrations of competency and other evaluative activities by local instructors...to ensure that students have mastered the necessary academic and career and technical skills before they complete their postsecondary education" Welding 206 Course Learning Outcomes evaluations have specific steeling tubing welding procedures required in the course. Students that do work on these CLOs are below standard as they cannot reach their potential with limited and inadequate equipment available to cut and prepare the required stainless steel. The acquisition of this equipment will enhance performance by students in this skill.</p> <p>Student Job Placement 4P1: The development of steel tubing welding procedure skills is a valued skill and industry. Having a more effective process that teaches this skill to students will enhance their marketability in industry.</p>	
<p>Advisory Team Input</p>	<p>While, the purchase of this saw was not specifically discussed at our last advisory meeting, industry representatives consistently discuss the rate of lab skill development as critical in the proper preparation of welders. To this end, stainless steel welding as a technique is highly valuable, common and critical to an effecting Welding Program surrounded by Food Process and Manufacturing. The Welding Program holds an annual Advisory Committee meeting for the program each year and faculty attends the Regional Advance Manufacturing Meetings held via YROP.</p>	
<p>How will this assist you in meeting current programmatic needs or in new program development?</p>	<p>Currently the most sanitary and effective method the welding program has to cut stainless steel tubing is with a band saw. The hardness of the stainless steel tubing destroys the saw blades so rapidly that it's not cost effective to continue the CLOs which require stainless steel tubing.</p>	

CTE \$\$ Amount Requested

Large (\$25,000 and above)	\$ <u>40,000.00</u>
Medium (\$8,000-\$24,000)	\$ _____
Small (Below \$8,000)	\$ _____

Please provide the rationale for your proposal below.

Division Rank: _____

<p>Provide a brief description of your proposal.</p>	<ol style="list-style-type: none"> 1. Purchase of Codec Camera and recording equipment for Human Patient Simulation (HPS) debriefings. Once we began the collaborative venture between medical students and nursing students, we saw the need for capturing the vital discussion and learning that was evident in the debriefing session after the HPS scenarios. Not only was the information critical to learning, the sharing of learning was groundbreaking in recognizing communication breakdowns between doctors and nurses which dramatically impact patient safety. The new equipment would enable teleconferencing and recording HPS debriefings and provide a major benefit in capturing discussion on patient safety and student learning outcomes. The equipment would assist in the collaborative project between medical & nursing students, videoconferencing to the distance education cohort and provide possibilities of publishing outcomes and/or creating a teaching video for schools of medicine and nursing. The equipment would also enable scheduling and recording student interviews during the leadership component of the ADN program. Students could review interviews for personal critique and improvement. This would benefit students in preparing for job interviews and the ever increasing competition to obtain employment. With minor adjustments, this same equipment could be used to record actual <i>patient care scenarios</i> in the HPS lab (HPSL) which could be teleconferenced to a class or remote site. 2. All students in the clinical setting utilize IV pumps when caring for patients. One acute care facility recently changed to the Baxter Spectrum pump. The MJC ADN program does not have the Baxter pump in the skills lab. Purchasing a Baxter pump would allow students to practice in a nonthreatening atmosphere prior to programming pumps on “real patients” in the clinical setting. Skill repetition leads to skill acquisition which leads to student success and contributes to patient safety. \$3,000
<p>How does this request Address your local plan?</p>	<p>This plan addresses Perkins CTE Act, section 135 (b) requirements in areas 1-7, and 10:11-13.</p>
<p>What core indicators are addressed?</p>	<p>Core Indicators are 1=Tech. Skill Attainment, and contributes to 2= Credential/Certificate/Degree</p>
<p>Advisory Team</p>	<p>Advisory member Julie Klein from Sonora Regional Medical Center:</p>

<p>Input</p>	<p>1). Will assist in delivery of content to distance education cohort, contribute to student success, improve communication between physicians and nurses and ultimately contribute to improved patient outcomes.</p> <p>2). Purchasing a Baxter pump will allow for practice and mastery of pump operation.</p>
<p>How will this assist you in meeting current programmatic needs or in new program development?</p>	<p>1). We currently have technicians funded by CTE to assist in the HPSL & high tech lecture rooms. Additional funding is needed for to purchase equipment for the HPSL and develop it into the high technology learning center it's designed to be. The HPSL has vast and exciting possibilities, some which can generate revenues. The needs of the ADN program are to capture HPS debriefing sessions and HPSL scenarios to enhance learning, communication and critical thinking.</p> <p>In light of recent Hospital Council and Song-Brown funding reductions, the ADN program must continue to reach out for funding sources. We broadcast classrooms simultaneously from Glacier Hall to the distance education cohort on Columbia campus. We would like to branch into the HPSL which is one of the fastest growing areas in nursing programs throughout the state. With CTE funding, we could purchase equipment for the HPSL that would enable recording HPSL scenarios in the lab, HPS debriefing in meeting room GH 230, leadership interviews and video conferencing meetings to remote classrooms. The HPSL and debriefing room would be fully operational and utilize all aspects of simulation training. Proper utilization of this equipment would assist us in meeting program needs and in new program development as evidenced by requirements 3,4,5,9,10:11-13 in Section 135 (b) of the 2011-2112 Perkins CTE Act.</p> <p>2). Purchasing a Baxter pump is part of continuing to provide up to date equipment in the ADN skills lab for student access and practice which improves skills and confidence.</p>
<p>What impact will this have on meeting the MJC Strategic goals?</p>	<p>1 & 2). Will 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>What is the Anticipated Student Impact</p>	<p>1). Will positively impact students in the ADN program. Anticipated impact is decreased stress in a safe learning environment, improved communication and improved patient safety as students explore areas of success and failure captured in the debriefing aspect of high fidelity simulations and during actual scenarios. <i>Capturing the debriefing is where the learning all comes together.</i> This type of instruction has been researched and proven to promote critical thinking and learning retention. Improved skill acquisition and improved student confidence. Improved patient care and positive feedback on graduate and employer evaluation surveys. Continued funding from Hospital Council as they receive well-prepared graduates!</p>

	2). Improved skill acquisition and improved student confidence. Improved patient care and positive feedback on graduate/ employer evaluation surveys. Continued funding from Hospital Council as they receive well-prepared graduates! Up to date resources as required by Board of Registered Nursing.
Feasibility of Project Completion	Purchase of equipment spring 2013 with implementation beginning fall 2013.

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

Division: Allied Health/Family and Consumer Sciences

Program TOP Code: 1305.10

Date: February 19, 2013

CTE \$\$ Amount Requested

Large (\$25,000 and above)	\$ _____
Medium (\$8,000-\$24,000)	<u>\$ 9,000.00</u>
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 course offers 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 and having a fully accessible outdoor classrooms for children and adults with mobility devices is a priority along with addressing safety issues in our instructional practicum courses.

Prioritized:

1. Climbing Structure/ADA Accessibility: Our college hosted a training facilitated by the Office of Civil Rights and it was shared that our children's outdoor climbing structure is required by law to be fully accessible. We just recently added a wheelchair ramp this last year. At this time, wheelchairs cannot safely utilize the ramp as the turnaround does not have safety features to keep the wheelchair from slipping over one of the four sides on the wheel chair turnaround. Our request is to add the safety wheel guards and hand rails to the existing ramp. The cost is \$3,367.31.

2. Climbing Structure/relocation/installation: The infant/toddler program for the CLDDV-127 course is operating in the Wawona building, portable 3. Currently, there is a beautiful climbing structure in the portable 4 outdoor playground area that we are requesting to be moved to the portable 3 outdoor playground area. There is not a climbing structure for the children in the program in portable 3 at this time. We did check with facilities and the playground equipment falls under the category of "instructional" equipment. It is specialized and beyond the scope of what facilities normally handles and they do not want to compromise the integrity and safety of the equipment. We contacted the company that sold the playground equipment to the college so that they can move the structure to ensure that it is safe when reinstalled. The cost to move the structure and parts is \$2,500.00 plus a \$600.00 fee for a required safety inspection totaling \$3,100.00

3. Garden/ADA Accessibility: Facilities has helped us clear a patch of ground approximately 400 square feet. We are requesting the purchase of raised planter boxes for children/adults using mobility devices to participate more fully in the gardening experience. With a trend toward organic gardening and better health and nutrition for our current and future generations of children, the garden tends to build life skills. Also needed for this project are the supplies to add sprinklers to each planter box and a timer box, so that the garden gets consistent watering. The cost is \$2,500.00

<p>How does this request Address your local plan?</p>	<p>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 and safety since we strive to be a model training site.</p>
<p>What core indicators are addressed?</p>	<p>Core Indicator 1 - Academic and Vocational skills in the practicum course; including a focus on the Early Interventionist Certificate. 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 stay current with all aspects of the industry and in the lab an environment that is up-to-date with current ADA requirements. 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. 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>
<p>Advisory Team Input</p>	<p>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 childhood educators and are in support of the items proposed.</p>
<p>How will this assist you in meeting current programmatic needs or in new program development?</p>	<p>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 this 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 site 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.</p>
<p>What impact will this have on meeting the MJC Strategic goals, especially the 2012-13 prioritized goals: 1, 4 & 10?</p>	<p>The Child Development Program acquiring these program improvements 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 as we respond 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.</p>
<p>What is the Anticipated Student Impact</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</p>

	<p>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>Feasibility of Project Completion</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.</p>
<p>Other</p>	<ol style="list-style-type: none"> 1. Outdoor Playground structure/Preschool Program – ramp to make it fully accessible. Materials and installation - Balance due (\$3,367.31) 2. Installation/move of existing climbing structure/Toddler Program/Blanchardconstruction@msn.com - \$2,000 plus Safety Inspection \$600.00 parts of \$500.00 = \$3100 3. Garden Project = \$2500.00

Revised 2-19-13