



## **BOARD OF DIRECTORS MEETING**

**Date: March 27, 2018**  
**Place: Manhattan Area Technical College**  
**Room 104a at 5:30 p.m.**

2018  
Therese Adams – Chair (Riley)

### **Board of Directors**

Wendy King-Luttman (Clay)  
Marla Brandon (Pottawatomie)  
Randall Anderes (Riley)  
Irma O'Dell (Geary)  
LJ Baker (Geary)  
David Fritchen (Riley)  
John Pagen (Riley)

### **Administration/Staff**

Jim Genandt (President/CEO)  
Tracy Geisler (Exec. Assistant/Board Clerk)  
Carmela Jacobs  
Sarah Phillips  
Keith Zachariasen  
Cris Fanning  
Josh Gfeller  
Alex Anderson (Faculty Senate)



**Board of Directors Meeting Agenda  
Manhattan Area Technical College  
March 27, 2018  
Board meeting at 5:30 p.m.**

**Board of Directors:**

___ Adams, Therese Chair (Riley)	___ Fritchen, David (Riley)	___ O'Dell, Irma (Geary)
___ Anderes, Randall Vice Chair (Riley)	___ Pagen, John (Riley)	___ Baker L J (Geary)
___ Brandon, Marla (Pottawatomie)	___ King-Luttman, Wendy (Clay)	

**Administration/Staff:**

___ Genandt, Jim (President/CEO)	___ Geisler, Tracy (Board Clerk)	___ Phillips, Sarah
___ Jacobs, Carmela	___ Zachariasen, Keith	___ Fanning, Cris
___ Gfeller, Josh	___ Anderson, Alex	___ Student Senate

**\_\_\_ Call to Order**

- Introductions

**\_\_\_ Program/Department Highlights**

- Welding update (Chris Nichols/Blaise Wilson)
- League for Innovation presentation summary (Brian Koch/Matt Schacht)
- Dental Hygiene (Kylie Austin)

**\_\_\_ Incidental Information**

- Additions/Changes to Agenda
- BOD Member Community Report

**\_\_\_ Consent Agenda** (Routine items requiring BOD action) \*

- Approval of February 2018 Meeting Minutes (Attachment 1)\*
- Approval of February Check Register w/Threshold Expenditures (Attachment 2)\*
- Organizational Update (Attachment 3)\*

**\_\_\_ General Agenda** (Items possibly requiring BOD Action)

- Recommendation: Adult Learning Center (Attachment 4)\* (Sarah Phillips & Cris Fanning)
- Recommendation: Associate Degree Nursing Program; Alternate Prerequisite (Handout)\* (Sarah Phillips & Laurie Stegeman)

**\_\_\_ Discussion of Ends** (Demonstration, Testimonial, or Report of Results related to Board Mission)

- None

## \_\_\_ **Evaluation of Board Process**

- Board Retreat

## \_\_\_ **Ownership Linkage** (Related to Owner Expectations, "Gaps", Meeting Expectations, Identifying New Needs of Employers, etc.)

- President's Report (Attachment 5)
- Campaign Update (Jim and Tracy)

## **EXECUTIVE SESSION:**

- Negotiations
- Nonelected Personnel Matters

## **Meetings and Upcoming Events:**

MATC Open House: Thursday, April 12 at 9:00 a.m. – 1:00 p.m.

Next Board Meeting: Tuesday, April 24 at 5:30 p.m. in room 104a.

\* Requires BOD Action

Manhattan Area Technical College  
Board of Directors Meeting  
February 27, 2018 Room 104a at 5:30 p.m.

1. The Board of Directors of the Manhattan Area Technical College met February 27, 2018 at 5:30 p.m. in room 104a.

Members present: Therese Adams, Irma O'Dell, Randall Anderes, Wendy King-Luttman, John Page, Marla Brandon and David Fritchen.

Members absent: L J Baker

Also present: Jim Genandt, President/CEO; Tracy Geisler, Executive Assistant/Board Clerk; Sarah Phillips, Carmela Jacobs, and Keith Zachariasen

2. CALL TO ORDER

Therese Adams called the meeting to order at 5:30 p.m.

3. INCIDENTAL INFORMATION

- Board Clerk, Tracy Geisler stated that an executive session would be added for consultation with an attorney.
- Michel Mackeprang, Admissions Coordinator; LaToya Craft, Student Account Coordinator; Mary Dowling, SGO representative and Work Study for front office.

EXECUTIVE SESSION: CONSULTATION WITH AN ATTORNEY

Randall Anderes moved to go into executive session at 5:36 p.m. and return to open session at 5:52 p.m. Marla Brandon seconded. Motion carried 7 yeas, 0 nays. At 5:52 p.m., Randall Anderes moved to return to open session. Marla seconded. Motion carried 7 yeas, 0 nays.

4. CONSENT AGENDA (items possibly requiring BOD action)\*

- Marla Brandon moved to approve the Consent Agenda (attachments 1, 2 and 3). John Pagen seconded. Motion carried 7 yeas, 0 nays.

5. GENERAL AGENDA (Routine items requiring BOD action)\*

- Marla Brandon moved to approve the Monitoring Report: Quarterly Financial Condition (attachment 4). Irma O'Dell seconded. Motion carried 7 yeas, 0 nays.
- David Fritchen moved to approve the Academic Program Proposal Recommendation (attachment 5). Associate of Applied Science in General Studies. 2). Certificate in Management/Entrepreneurship. Marla Brandon seconded. Motion carried 7 yeas, 0 nays.

6. DISCUSSION OF ENDS (Demonstration, Testimonial, or Report of Results related to Board Mission)

- Jim Genandt discussed grant updates.

7. EVALUATION OF BOARD PROCESS

- Board Retreat Discussion

8. OWNERSHIP LINKAGE (related to Owner Expectations, “Gaps”, Meeting Expectations, Identifying New Needs of Employers, etc.).

- Jim Genandt and Tracy Geisler shared the update on Opportunity Funding and the campaign.
- Jim Genandt discussed his President’s report (Attachment 6).

EXECUTIVE SESSION: CONFIDENTIAL FINANCIAL AFFAIRS

- Randall Anderes moved to go into executive session at 6:28 p.m. and return to open session a 6:38 p.m. Marla Brandon seconded. Motion carried 7 yeas, 0 nays. At 6:38 p.m., Randall Anderes moved to return to open session. Marla Brandon. Motion carried 7 yeas, 0 nays.

EXECUTIVE SESSION: NONELECTED PERSONNEL MATTERS

- Randall Anderes moved to go into executive session at 6:38 p.m. and return to open session a 6:50 p.m. Marla Brandon seconded. Motion carried 7 yeas, 0 nays. At 6:50 p.m., Randall Anderes moved to return to open session. Marla Brandon seconded. Motion carried 7 yeas, 0 nays.

ADJOURNMENT: Therese Adams, Board Chair adjourned the meeting at 6:50 p.m.

\_\_\_\_\_  
MATC Board Clerk

\_\_\_\_\_  
Date

Approved:  
Chair

\_\_\_\_\_  
Date



March 27, 2018

Attachment 2

**To: MATC Board of Directors**  
**From: Carmela Jacobs, Vice President of Operations**  
**Re: February 2018 Expenditures**

Category	Costs
Payroll, Withholdings and Benefits	\$ 317,499.51
Facilities	\$ 41,972.56
Student Payments	\$ 506,671.61
Program Expenditures	\$ 115,031.79
Other Operating costs	\$ 253,787.43
<b>Total February Expenditures</b>	<b>\$ 1,234,962.90</b>

Threshold Expenditures > \$5,000				
Vendor Name	Item(s) Purchased	Department	Cost	Funding
All Star Custodial Services	Custodial Services	All School	\$ 6,100.00	general fund
Patterson Dental Supply	Air Compressor and Dry Vac	DH	\$ 16,050.00	Capital Outlay
Varney & Associates	2016-2017 Audit	All School	\$ 8,100.00	general fund
EBSCO Information Service	EBSCO CINAHL & Dentistry Database	TLC/DH	\$ 12,719.00	Credit Hour Fee
SafeDefend, LLC	SafeDefend Emergency Alert System	All School	\$ 11,825.00	Credit Hour Fee
USD378 - Riley Country HS	SB155 Payment per MOU	All School	\$ 6,394.13	State Funds
USD320 - Wamego HS	SB155 Payment per MOU	All School	\$ 19,676.10	State Funds
USD383 - MHS	SB155 Payment per MOU	All School	\$ 92,427.94	State Funds
USD383 - MHS	Concurrent Instruction fee per MOU	All School	\$ 20,625.00	State Funds
Wolf Robotics	Lincoln Welding Robot	Welding	\$ 78,179.00	Perkins Reserve Grant
Westar	Utilities	All School	\$ 9,284.43	general fund
KPERS	Remit PR 2.15.18 Deductions	All School	\$ 8,604.60	payroll deductions
KPERS	Remit PR 2.28.18 Deductions	All School	\$ 8,814.75	payroll deductions
IRS	Federal Tax Payment/Remit PR 2.15.18 Deductions	All School	\$ 33,657.36	pr ded/general fund
IRS	Federal Tax Payment/Remit PR 2.28.18 Deductions	All School	\$ 36,838.22	pr ded/general fund
Blue Cross Blue Shield	Health Insurance Coverage	All School	\$ 34,354.43	pr ded/general fund
<b>Total February Expenditures Exceeding Threshold</b>			<b>\$ 403,649.96</b>	

**MEMORANDUM**

To: MATC Board of Directors  
From: Jim Genandt, President  
Date: March 27, 2018  
Re: Organizational Update

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Consent Agenda:  
Organizational Update

**1) Revisions to organizational structure/positions**

- a. none

**2) New Hires**

- a. Dr. Blaine Knox, Dentist (Start Date: July 1, 2018)

**3) Terminations/Resignations**

- a. none

**4) Advertised positions**

- a. CNA Adjunct Instructor
- b. CMA Adjunct Instructor
- c. Nurse Clinical (PN) Instructor
- d. Math Adjunct Instructor
- e. Adjunct Instructor Consideration Opportunity

MARCH 20, 2018

MANHATTAN TECH  
ADULT LEARNING CENTER  
TRANSITION & PROPOSED OPERATIONS

[www.manhattantech.edu](http://www.manhattantech.edu)



# Contents

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General Information .....	2
Transition Process.....	3
Leadership.....	3
Location & Equipment .....	3
Logistics.....	5
Budget.....	5
Proposed Operations .....	6
Personnel .....	6
Leader .....	6
Director .....	6
Associate Director/Career Coach.....	6
Instructors – 1 full-time, 2-3 part-time .....	7
Additional Personnel.....	7
Admission to Adult Education Programs .....	8
Programming .....	8
Adult Basic and Secondary Education.....	8
GED Program.....	8
Accelerated Opportunity-Kansas (AO-K)/GED Accelerator.....	8
English as a Second Language (ESL) .....	9
Assessment .....	9
ALC Achievement Center .....	9
TLC Achievement Center.....	10
Alignment to WIOA and AEFLA .....	10
WIOA Performance Measures .....	10
AEFLA Proposal .....	10
Program Evaluation.....	12
Logic Model.....	13

# General Information

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The Adult Learning Center (ALC), a unit of USD 383 Manhattan-Ogden (USD 383), has been serving the Manhattan and surrounding communities since 1966 through Adult Basic and Secondary Education programs, including GED completion and English as a Second Language (ESL) courses.

Manhattan Area Technical College (MATC) is a public technical college, accredited by the Higher Learning Commission of the North Central Association, offering 14 programs leading to an Associate of Applied Science degree or Technical Certificates. MATC is the only two-year technical postsecondary institution serving a ten-county area in northeast Kansas. The college employs 32 faculty, 33 adjunct faculty and 36 staff that provide a range of support services for students. Included in these services are academic advising, federal financial aid, early alert and retention, and peer tutoring.

Kansas Adult Education is the first step in a career pathways system that meets the demands of the Kansas workforce for high skills and the needs of Kansas workers for high wages. Manhattan Area Technical College (MATC) is prepared to continue to increase access and opportunities for the adult population through the transition of the Adult Learning Center from USD 383, and to enhance a targeted pathway for adults seeking high quality careers through active workforce development.

The current mission of MATC is to provide quality technical and general education to prepare individuals to pursue technologically advanced careers and lead productive lives in a dynamic and diverse environment. The inclusion of the Adult Learning Center at MATC will include a blending of the current mission for adult education in Kansas with the current mission of MATC. A proposed new mission statement, upon approval from MATC faculty and staff, will read as follows:

*Manhattan Area Technical College provides quality adult, technical, and general education to prepare individuals to pursue postsecondary education and technologically advanced careers, and to lead productive lives in a dynamic and diverse global environment*

Adult Education staff members of the Kansas Board of Regents have been consulted to develop the transition plan and assist in the successful implementation of the program to MATC. MATC is appreciative of the assistance and coordination of the staff and administration of USD 383 to ensure a successful transition.

## Transition Process

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The ALC will fully transition from USD 383 to MATC, including resources from the taxing authority of USD 383, state and federal support for adult education, and revenues generated through the services and programs of the ALC, effective July 1, 2018. Additionally, mill levy funding provided to USD 383 will transfer to MATC for two years following the transition (through FY 2020), as well as any grants funds awarded to USD 383 from the Kansas Board of Regents (KBOR) to support the ALC.

## Leadership

The primary transition team at MATC consists of the President of MATC, the Vice-President of Student Success/CAO, and the Dean of Effective Learning & Innovation. Additional members of senior administration are also updated and consulted as needed, and is comprised of the aforementioned as well as the Chief Information & Security Officer, VP of Institutional Effectiveness, and the VP of Operations/Chief Financial Officer. The MATC Board of Directors, as well as faculty and staff at MATC, have been informed and are supportive of the acquisition of the ALC.

The transition team at MATC is dedicated to upholding the commitment made to the local and surrounding counties to provide high-quality adult basic and secondary education, GED services, and support for those seeking to improve their literacy and civic skills. Likewise, MATC will proactively seek innovative and effective approaches to expanding these services through hybrid and online course offerings using an established, successful model of distance education.

## Location & Equipment

The ALC will be located on the main MATC campus at 3136 Dickens Avenue in Manhattan, KS. The College provides free parking for all students, faculty, and staff, is easily accessible from Seth Childs Road, and is within one mile of all major amenities. MATC is also a designated stop on the ATA bus route, which current MATC students frequently utilize. ALC staff, faculty, and students will be able to access services and resources from the entire college, including classrooms, the Commons area, general facilities, computer labs, and the Teaching & Learning Center.

In addition to accessing the entire college campus, MATC will also provide a dedicated, handicap-accessible building on campus of approximately 3600 square feet for services and programs related to the ALC. Figure 1, below, provides a preliminary overview of the space.

Figure 1: ALC at MATC Floor Plan



Adults admitted to any program in the ALC will also have access to college-wide services, including, but not limited to, access to services in the Teaching & Learning Center (TLC) such as tutoring, success seminars, private study areas, and the SGO-sponsored food pantry and professional closet. Participants will also have multiple opportunities and advisement to develop a personalized pathway for entering the workforce with the knowledge and skills needed for the 21<sup>st</sup> Century.

Senior administrators conducted a visit to the current ALC location in early March to assess the existing equipment, including tables, chairs, computers, monitors, filing systems, and instructional materials, and will determine by the end of March what will be best utilized in the space and what will meet minimum technology requirements for the program.

## Logistics

The success of the transition process relies on clear and concise communication between the current leadership of the ALC, the MATC transition team, and appropriate staff at the Kansas Board of Regents (KBOR). This will include information related to curricular and testing contracts/licenses, pertinent deadlines for funding continuation, current and continuing participants' contact information, individual plans of study, fiscal and progress reports, and current policies and procedures that align with the expected outcomes of participants in an adult education program. Communication between the entities is conducted through multiple and varied channels, with significant information documented in writing via email.

The ALC at MATC will have a slightly modified logo to better match the overall college marketing plan, yet will remain familiar to the local school and business community. A mock-up of a possible logo is provided in Figure 2 on the right. Additionally, MATC is in the process of completely redesigning the existing website, and the ALC will have a dedicated landing page that is accessible from the main website within one click.

Figure 2: Proposed ALC at MATC logo



The transition team at MATC anticipates business-as-usual procedures by current leadership at the ALC, including providing instructional and advising services to current participants, completion of procedures to maintain funding sources, and candid, open communication regarding the process to current ALC employees, community members, and potential participants. The transition team commits to providing open communication to the current ALC faculty and staff, the state director of adult education at the Kansas Board of Regents, USD 383 administration and board members, as well as the local and surrounding communities. Additionally, MATC commits to ensuring that current programming and services will continue in Fall 2018 in adult education, ESL, and assessment of services following the official transition on July 1, 2018.

## Budget

A properly staffed, efficiently managed, and appropriately equipped program are the key components to meeting the KBOR standards for adult education programs. MATC will utilize several funding sources, including state and federal monies for adult education, mill levy funding from USD 383, and in-kind contributions to meet the program goals. These goals are to: 1) attract high-quality staff members; 2) deliver quality programming through multiple instructional delivery methods; 3) provide necessary upgrades to technology; 4) enhance recruitment in the service area to increase enrollment; 5) refurbish the existing structure at MATC to meet the needs of students; and; 6) institute practices and procedures to create a financially sustainable program. A detailed spending proposal will be included in the FY19 college budget for MATC Board approval and provided to USD 383 for fiscal transparency.

# Proposed Operations

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## Personnel

The Kansas Adult Education competencies provide the foundation for job expectations, in addition to job descriptions to include language specific to employees of MATC. Evaluation of staff will follow the timeline and processes of MATC evaluation procedures. Current hiring processes and policies at MATC take precedence in hiring for the positions with the ALC to ensure compliance with MATC policies and procedures. Applications from current employees of the ALC are encouraged, and MATC reserves the right to conduct pre-interviews with any potential employee prior to formal announcements of open positions in April 2018.

## Leader

The current Dean of Effective Learning & Innovation at MATC will oversee the transition process and program implementation on a .25 FTE, 12-month contract as Program Leader. This position will be responsible for hiring and training ALC staff, overseeing the renovations for the ALC dedicated space, approving all levels of marketing and communication, and collaborating with the ALC at MATC team to determine curricular, programming, and evaluation decisions and processes.

## Director

This position will be a full-time, 12-month, 1.0 FTE position and will provide program leadership and direction; plans, develops, implements, and evaluates all aspects of program and personnel in collaboration with the Program Leader and Associate Director. The Director will also be required to provide instruction and perform other duties as assigned. The Director will be evaluated using the six competencies and associated performance indicators of Vision, Culture, Operations, Fiscal Accountability, Collaboration, and Ethics and is responsible for the following:

- Facilitates the development, implementation, and stewardship of a vision of life-long learning to successfully function as family members, community members, and employees of MATC.
- Advocates, develops, nurtures, and sustains a program culture conducive to adult learning and staff professional growth.
- Ensures management of the organization, operations, and resources for a safe, efficient, and effective environment.
- Follows fiscal guidelines, regulations, principles, and standards when developing or committing fiscal resources or processing financial transactions.
- Collaborates with other educational providers and community agencies, responding to diverse community interests and needs, and leverages community resources.
- Acts with integrity, equality, and in an ethical manner by adhering to a core set of values that are represented in decisions and actions.

## Associate Director/Career Coach

This is a full-time, 12-month, 1.0 FTE position and will report to the Director of the program. The Associate Director/Career Coach will also be required to provide instruction and perform other duties as assigned. The position will be evaluated using the six competencies and associated performance indicators of Vision, Culture, Operations, Fiscal Accountability, Collaboration, and Ethics and is responsible for the following:

- Works with program and college leadership to cultivate relationships that strengthen

community options and reduce duplications.

- Collaborates with the Leader and Director to identify, implement, and evaluate curriculum for proficiency gains.
- Supports students' goals and development.
- Guides students to identify realistic educational and career goals.
- Coordinates services with relevant postsecondary departments and community agencies.

## Instructors – 1 full-time, 2-3 part-time

These 10-month positions will range from full-time, 1.0 FTE, to half-time, 0.5 FTE positions, reporting directly to the Associate Director. Initial contracts will be for 10 months, with opportunities for additional stipends based upon summer enrollments and load. The competencies for any program teachers fall within four broad domains with 17 associated individual and observable competencies in the adult education context. The competencies represent the core knowledge and skills expected of any adult education teacher, supporting effective teaching practices and enhanced learner outcomes. These competencies align with the expectations of any instructor at MATC to include the following responsibilities:

- Monitor and manage student learning and performance through data.
- Plan and deliver high-quality, evidence-based instruction using curriculum and resources appropriate for the adult learner.
- Effectively communicate to motivate and engage learners.
- Promote and model professionalism within and outside of the classroom and engage in informal educational opportunities to build knowledge and skills.

## Additional Personnel

The Leader, Director, Associate Director, and Instructors make up the core team of the ALC at MATC, and are responsible for identifying additional support necessary in the areas of administrative assistance, marketing, advising, and testing. The core team will develop position descriptions and conduct the search process in June 2018 for the following anticipated positions:

### *Testing Coordinator*

This will be a full-time, 1.0 FTE position reporting the Director of the program. This individual will be responsible for coordinating all aspects of the testing center, including scheduling, administering, and reporting tests in addition to ensuring compliance with guidelines provided by the testing service. A needs assessment will be conducted within the first year to determine if additional testing personnel are needed for evening and weekend test administration.

### *Administrative Specialist*

This will be a full-time, 12-month, 1.0 FTE position, and may potentially be co-funded 50/50 between Adult Education funding and MATC funding. This person will be responsible for providing assistance to the entire team at the ALC with general administrative assistance, as well as in the areas of communication and data entry. This individual will report directly to the program Leader.

## Admission to Adult Education Programs

MATC will assume responsibility as the eligible provider for individuals seeking services through the ALC. Eligible individuals will be admitted to programming if they meet the established criteria from WIOA Sec. 203(4), as follows:

- Who are at least 16 years of age;
- Who are not enrolled or required to be enrolled in secondary school under state law; and
- Who—
  - are basic skills deficient
  - do not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
  - is an English Language Learner

## Programming

The Proficiency Attainment Model (PAM) will be applied for all programming decisions at the ALC at MATC as it provides the framework for adult education in the state of Kansas. An annual schedule of orientations will be established in July 2018 once the core team of the ALC is hired and trained at MATC. Programming will resume for ESL, ABE/GED, and Project Excel (AO-K) in August 2018. Once programming is established, various pathways (face-to-face instruction, hybrid, and online) will be determined as continual recruitment activities occur. Determination for services will be based upon the individual student's needs and career goals, and will be readily available for those meeting the criteria set forth by WIOA.

## Adult Basic and Secondary Education

Adult Basic Education (ABE) and Adult Secondary Education (ASE) instruction uses College and Career Readiness Standards for Adult Education and TABE (Test of Adult Basic Education) competencies as the basis for a curriculum. Connections to the adult learners' roles of worker, family member, citizen and lifelong learner, as well as their own learning styles, form the foundation of this program.

## GED Program

The GED program has become a significant means for adults to acquire a high school equivalency diploma. GED Tests cover reasoning through Language Arts, Social Studies, Science, and Mathematical Reasoning. Classes blend College and Career Readiness Standards for Adult Education and TABE competencies with GED preparation. Students will participate in assessments to determine what, if any, ABE courses need to be included in their Individual Success Plan in order to successfully enter the program.

## Accelerated Opportunity-Kansas (AO-K)/GED Accelerator

Students who do not have a high school diploma or need to enhance their reading and/or math skills, but would like to obtain certification as a CNA, in the Allied Health Field, Building Trades, or Welding, may enroll at Manhattan Area Technical College (MATC). Participants will prepare for the GED or strengthen their academic skills while also working with an adult secondary instructor as they concurrently complete their pathway certifications.

The Open Door Diploma Completion program will continue to be managed by USD 383 as it requires a certified secondary instructor for course delivery.



## English as a Second Language (ESL)

ESL classes are designed to provide English language instruction to non-English speaking adults and to provide them with the information needed to understand and function in an English-speaking culture. English literacy (ESL) programs offer instruction in speaking and listening, reading, and writing, in real-life settings pertaining to the adults' roles as worker, family member, citizen and lifelong learner. College and Career Readiness Standards for Adult Education and TABE (Test of Adult Basic Education) ESL competencies offer a framework for instruction. Computer literacy skills will be integrated into the curriculum and instruction through the use of Burlington English programming, with instructors acting as facilitators and mentors to students.

ESL services will be provided through AEFLA funding to any students meeting the requirements of adult education as mandated by WIOA. Individuals on non-immigrant visas will not be eligible for services through AEFLA but may participate in ESL courses for a nominal fee *if there are seats available*. At any point in the program non-AEFLA funded participants may be restricted if the seat is needed for a qualified student. Individuals residing in the United States through any type of VISA seeking post-secondary coursework at MATC need to consult with the admissions staff concerning their eligibility to be enrolled at the college.

Additional family literacy activities will be sponsored throughout the year through the ALC to increase access to services and language instruction. A needs assessment will be conducted by the core team of the ALC to determine the needs in collaboration with education agencies, businesses, and Ft. Riley.

## Assessment

Various assessments provide key indicators for the appropriate curriculum, instruction, and services needed by each individual adult learner. Formal pre-assessment begins at orientation, with either the TABE 11/12 (ABE/GED) or TABE Clas-E (ESL) to best determine programming for each student. Formal and informal formative assessments will be conducted during instruction, and additional standardized testing is completed at the end of programming for each student. Individual Success Plans and Vertical Career Pathways are unique to each adult learner's reality and will be developed and reassessed based upon the student's performance. The proposed plan includes the establishment of a testing center, the ALC Achievement Center, in the dedicated space for the ALC at MATC, as well as the use of the current MATC Achievement Center already established in the college's Teaching & Learning Center (TLC). Anyone seeking assessment services through the ALC or TLC can easily access testing availability through the use of Register Blast, and online reservation and payment portal currently used at MATC. All standardized performance procedures outlined in the Kansas Adult Education Policy Manual will be adhered to by MATC.

## ALC Achievement Center

Testing currently offered at the ALC includes license agreements with large-scale entities Educational Testing Service (ETS), Pearson VUE, and NRC. Technological and physical requirements in order to become an authorized provider of the assessments through these companies has been considered in the dedicated space at MATC, to include 22 test-ready computers, proctor seating, a sign-in station, and a waiting area for test-takers. The ALC Achievement Center at MATC will utilize existing equipment from the ALC, such as video cameras, monitoring system, and desk dividers. The core team of the ALC at MATC will establish formal license agreements for the ALC Achievement Center in time for August 2018 programming.

## TLC Achievement Center

MATC will continue to provide assessment services to participants and support instructors through the college's Achievement Center in the Teaching and Learning Center (TLC). Developed as part of the College's Title III Strengthening Institutions federal grant (U.S. Department of Education, \$450,000 per year for 5 years), the grant project has renovated facilities and reinvigorated MATC's capacity to support in-person and online tutoring, testing, and related services to enhance students' time management, notetaking, test preparation, and intervention activities. The existing space is being reviewed for use as a second authorized provider for ETS, Pearson VUE, and NRC assessments, increasing the potential assessment capacity to forty six seats (twenty two in the ALC Achievement Center and twenty four in the TLC Achievement Center).

## Alignment to WIOA and AEFLA

The standards and measures of a quality adult education program in the Kansas Adult Education Policy Manual provides indicators for the ALC at MATC. Data is collected through pre-assessments, PABLO, KHEDS, and general program documentation. The state director of adult education provides benchmarks based upon past performance, and these will be utilized as part of overall program evaluation.

## WIOA Performance Measures

Measureable skill gains for participants are used as part of the state funding formula. These outcomes include completing or advancing one or more EFL from the starting level, entering post-secondary education, or attainment of high school equivalency. In addition to the core outcomes, there are five follow-up performance measures:

- 1) Employment Rate 2<sup>nd</sup> Quarter after Exit
- 2) Median Earnings 2<sup>nd</sup> Quarter after Exit
- 3) Employment Rate 4<sup>th</sup> Quarter after Exit
- 4) Credential Attainment
- 5) Effectiveness in Serving Employers

Kansas also provides performance measures that are unique to the state and/or optional federal measures. These will be reviewed and potentially implemented once the program is fully established at MATC.

## AEFLA Proposal

In compliance with the Adult Education and Family Literacy (AEFLA) award under the Workforce Innovation and Opportunity Act (WIOA), MATC commits to the 5 objectives outlined in the grant narrative. The original objectives are aligned with the performance indicators directly related to the services and support available through existing MATC services and partnerships.

### *Objective #1: Increased enrollment through new, continued, and renewed partnerships*

MATC will continue to support family literacy efforts through adult learning opportunities through connections with existing ALC partners and integration of adult education with current MATC partnerships.

### Performance Measure 1.1: Marketing of services

All networks currently utilized by MATC are available for the dissemination of information, including, but not limited to, the following: multiple social networks, hard and soft mailings, frequent radio broadcasts, full color brochures, dedicated web pages, and existing relationships with local and regional business entities. MATC has access to multiple high schools in the region, as well as business leaders through their Program Advisory Committees.

### Performance Measure 1.2: Recruitment

Individual Success Plans, providing a seamless transition in vertical career pathways, will be the cornerstone of the program's success. Advisors within the adult education and ESL programs will access training aligned with current advising practices at MATC to ensure that every student is provided with a career pathway that fits their individual needs as well as provides increased access to opportunities for career exploration and attainment.

### *Objective #2: Increased retention through distance, hybrid, and online instruction*

MATC was awarded a five-year, 2.2 million dollar grant in 2016 through the Office of Post-Secondary Education which allows for consistent and multiple upgrades to the technology infrastructure, a dedicated Student Retention Specialist and Distance Education Specialist, piloting of specific program coursework for hybrid/online delivery, and the college-wide transition to Canvas as the primary Learning Management System.

### Performance Measure 2.1: Retention and promotion of adult education students

Successful pilots of coursework for the Accounting Certificate program have shown high levels of student engagement and satisfaction with various distance education models, including utilization of flipped classrooms. The strong foundation for distance education currently established at MATC, combined with the external funding support, will allow adult education staff to more effectively monitor and intervene with retention services such as the Early Alert system, Individual Success Plans, and peer tutoring services.

### Performance Measure 2.2: Expanding services for entire service area

The service area for the ALC is comprised of 14 counties, spanning from the Nebraska border in Washington and Marshall Counties, and as far south as Greenwood County. From 2003-2016, over 98% of the population served were comprised of adult learners in three counties (Riley, Geary, and Pottawatomie), with 83% of those being from Riley county alone. Given the capacities for technology integration and innovation at MATC, accessibility to Adult and ESL learning opportunities will be a primary focus for marketing and recruitment outside of the three counties currently serving the majority.

### *Objective #3: Expand the emerging integrated delivery system*

The transition of the ALC to MATC will streamline processes and procedures to ensure successful and efficient implementation of AOK/GED Pathways.

### Performance Measure 3.1: Increase enrollment in the AOK/GED Pathways

MATC has a dedicated Instructional Outreach Specialist as part of the Admissions team that serves as the primary connection between local high schools and MATC programs. The ALC at MATC will allow for clear communication and constant collaboration to identify and enroll students who would be eligible for either the AOK program or a GED pathway.

#### *Objective #4: Effective instruction resulting in educational functional level (EFL) gains*

The overall college system for program and course evaluation, including access to the data team working specifically on research and reporting, provides a starting point for instruction. Orientations and enrollments for programming will occur every six weeks through the fall and spring semesters. Summer programming will be offered as needs are assessed.

##### *Performance Measure 4.1: Course assessment*

Formative and summative course assessment will be completed and adjustments to instructional and/or materials routinely and as determined by students' EFL gains. Students that are not performing according to their anticipated Individual Success Plan will be referred to appropriate support services (retention specialist, peer tutors, etc.). Observations of course instruction will occur, at minimum, once during 6-8 week courses. The staff member's employee file will include documentation of all Instructional observations, follow-up communications, and as necessary, performance improvement plans.

##### *Performance Measure 4.2: Program Council*

MATC proposes a formation of a Program Council (PC) for the ALC that would be comprised of local and regional businesses, community members, and families that access, refer, or hire graduates of the ALC. The PC will meet biannually to make recommendations to program staff, as well as receiving quarterly updates from the Director.

#### *Objective #5: Alignment with 21<sup>st</sup> Century technology goals*

MATC proposes to utilize funding to enhance the technology resources within the dedicated space for the ALC, including new computers, expanded bandwidth, and an increase in access points for Wi-Fi capacities. Current stand-alone technology instruction will be integrated within each course in order to meet 21<sup>st</sup> century goals. Additional resources on the college campus include multiple computer labs as well as the Teaching & Learning Center (TLC). MATC provides every student on the campus with accessible and reliable technologies in a centralized location, including a private study room, two semi-private study cubicles, and eight individual workstations. Students can access program-specific databases, general electronic databases, as well as utilize an online library catalog to check out various forms of media. Housed within the TLC is the Instructional Design and Virtual Development office, where students, faculty, and staff can receive assistance with technology-related issues.

##### *Performance Measure 5.1: Success Seminars*

The ALC at MATC staff will collaborate with TLC staff to implement a series of Success Seminars that focus on information and media literacy, especially as it relates to effective communication and collaboration using various technologies. Attendance will be open to all students, with recommended to mandated attendance based upon the ALC student's performance on pre-testing.

## **Program Evaluation**

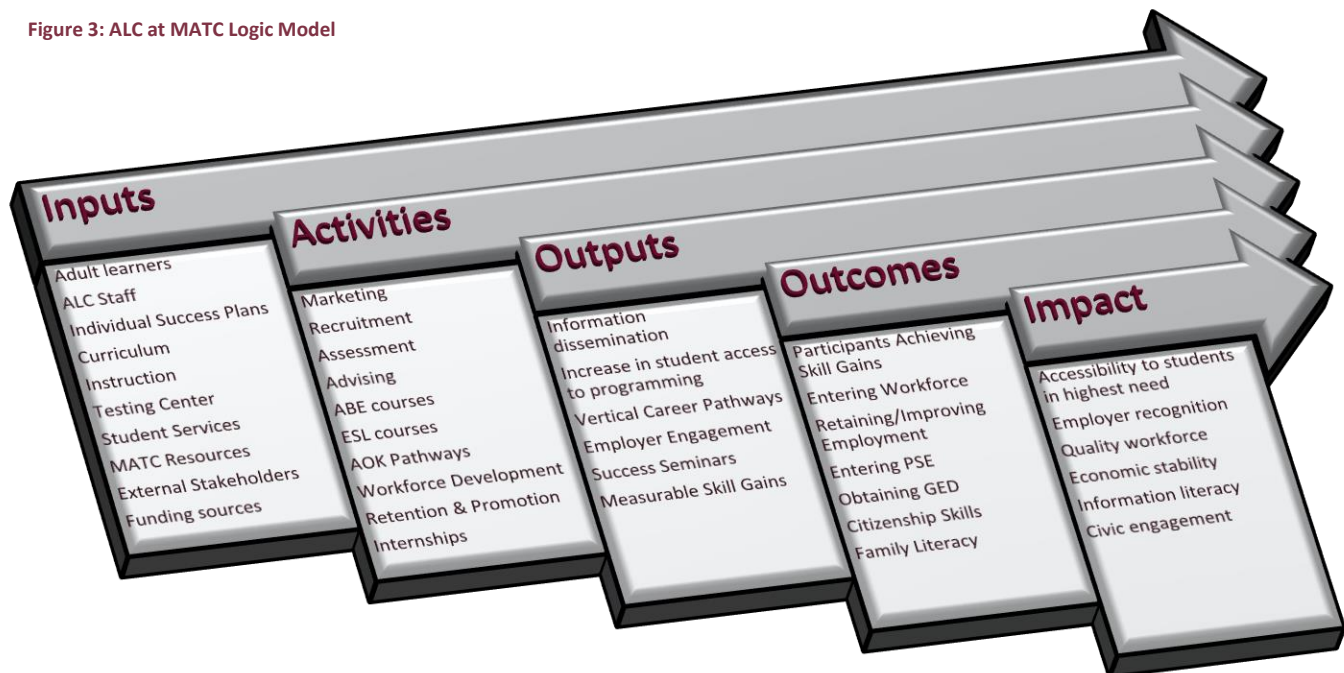
The Joint Committee on Standards for Educational Evaluation (JCSEE) identified five attributes of quality evaluations in order to improve the utilization of open standards (Yarbrough, Shulha, Hopson, and Caruthers, 2011). MATC will utilize these core attributes of utility, feasibility, propriety, accuracy, and accountability in the planning, development, implementation, and refinement/improvement processes of the ALC program. Building upon the foundation provided by the JCSEE, standards, measures, and benchmarks provided in the

FY2017 Indicators of a Quality Adult Education Program, the College & Career Readiness Standards (CCRS) for Adult Education, and benchmarks provided by the Kansas Board of Regents will be included in the evaluation.

## Logic Model

The use of a logic model provides a visual of the systematic process for program evaluation, as well as the relationship between and among resources and services available for program success. The basic elements include the work to be completed as well as the intended results through delineation of inputs, activities, outputs, outcomes, and impact. Figure 1 below illustrates the program evaluation variables.

Figure 3: ALC at MATC Logic Model



### Inputs

The inputs are based upon the resources available to carry out the activities. The adult learners and ALC staff will be involved the most during the program, and most evaluation activities will focus on their performance. The KBOR-approved curriculum will be aligned to the CCRS, TABE, and GED 14, and instruction will occur in multiple formats; direct instruction, small group, co-teaching, online self-directed learning, and hybrid formats such as the flipped classroom. The testing center, upon approval from third-party vendors, will include diagnostics such as the Test of Basic Education (TABE), the Test of English for Speakers of Other Languages (TOEFL), and the GED battery of tests. Student services such as the resources in the MATC Teaching & Learning Center, student organizations, and MATC student functions will be available to all incoming adult learners of the ALC. Additional MATC resources, including specific personnel, technology resources, and a dedicated building on campus are also part of the inputs. External stakeholders include the community at large, business owners, USD 383, KBOR, families of participants, and members of the Program Council (PC), comprised of local and regional businesses, community members, and families that access, refer, or hire graduates of the ALC. The sources of funding include federal (AEFLA), state (KBOR), and local (mill levy).

### *Activities*

Activities rely on the inputs, or resources, that are available, and continue to drive the processes of a successful adult education program. Marketing of services, recruitment of eligible participants, testing for placement in appropriate programs, and advising on career pathways rely on the ALC staff and adult learners. Likewise, effective delivery of curriculum and instruction at the appropriate Educational Functioning Level (EFL) ensures that ABE courses, ESL courses, and AOK pathways are viable activities. All participants will have access to workforce development advising and seminars, retention services, and, as permitted by the program, internships in partnership with external stakeholders.

### *Outputs*

It is anticipated that various outputs will be generated based upon the inputs and activities that are planned for the ALC at MATC. As mentioned previously, fourteen counties are in the ALC service area, with a majority, nearly 99%, of participants coming from only three of those counties. Increased and innovated communication and information dissemination will lead to amplified access to the services to the entire service area. These participants will have opportunities to be placed on Vertical Career Pathways to ensure they have options to advance further in their education and/or career once they successfully complete their program. Student Success Seminars and employer engagement will provide them with the soft skills that employers seek, and Individual Success Plans will ensure success while engaged in academics.

### *Outcomes*

Benchmarks provided by KBOR, including targets for completers in all EFLs and advancement through either GED attainment or matriculation to post-secondary education provide the framework for the program evaluation outcomes. In order to determine if additional intervention is necessary, employers of ALC completers will be encouraged to work with the ALC in order to improve students' employment or provide access to opportunities for advancement in their career. Kansas currently ranks 8<sup>th</sup> in measureable skill gains in the contiguous United States (OCTAE, 2018), and MATC is committed to upholding this status through analysis of the outcomes data and refinement of programming to best meet the needs of the students and all stakeholders.

### *Impact*

While not as quantitative nor as measureable in nature as outcomes, the impact of the program on the students, employer, and community will be evaluated informally and formally. The core team of the ALC will establish the process of collecting and documenting qualitative data. Once established, the core team will work specifically with MATC faculty and staff to determine additional impacts internally.

**Date:** March 28, 2018  
**To:** Board of Education  
**From:** Superintendent Marvin Wade  
**RE:** Adult Learning Center Transition from USD 383 to MATC

**Prepared by:** Marvin Wade, Superintendent, USD 383  
Jim Genandt, President/Chief Executive Officer, MATC  
Connie Beene, Senior Director - Adult & Career Technical Education, Kansas Board of Regents  
Chris Fanning, Dean - Effective Learning & Innovation, MATC  
Sarah Phillips, Vice President - Student Success/Chief Academic Officer, MATC  
Vickie Fix-Turkowski, Director of Adult Education, USD 383  
Lacee Sell, Executive Director of Teaching and Learning, USD 383  
Lew Faust, Director of Business Services, USD 383  
Eric Reid, Assistant Superintendent, USD 383

**Background Information:**

There are 20 adult education programs in Kansas administered by the Kansas Board of Regents (KBOR). Four of these programs also operate under guidance of a school district (Paola USD 368, Lawrence USD 497, Salina USD 305, and Manhattan-Ogden USD 383's Adult Learning Center). The ALC of USD 383 has been in existence for over 50 years. During this half-century, the ALC has thrived by being responsive to changes in adult education and workplace/workforce dynamics outside the realm of traditional K-12 public education. What started as a commitment from five volunteer tutors in 1966 evolved through the years as teachers were hired, a testing center was created, an alternative path was developed for adults to obtain a high school diploma, and services were implemented to help adults develop English-language skills needed to gain employment. Throughout this evolution, there has been a consistent focus on helping adults IF they are willing to work hard to achieve their goals - a system committed to empowerment rather than entitlement.

**Current Considerations:**

The ALC provides services such as adult basic education, GED preparation, and English as a Second Language Instruction. The ALC also has an agreement with Manhattan Area Technical College to provide pathways in allied health, welding, and building trades, as well as to promote Accelerating Opportunity Kansas (AOK). The underlying philosophy of AOK is to allow participants to acquire technical skills and credentials while simultaneously improving academic skills. Essentially, these students receive academic support while earning a technical certificate.

Given that KBOR has oversight over the ALC, and that MATC is one of the technical colleges coordinated by KBOR, with both entities committed to skill development and credentialing, it is recommended that operational oversight of ALC transition from USD 383 to MATC effective July 1, 2018. The attached *Memorandum of Understanding and Adult Learning Center Transition & Proposed Operation* documents –which outline the terms and conditions of this transition– will be presented to the MATC and USD 383 Boards on March 27 and March 28, 2018, respectively.

Prior to being on the USD 383 board agenda for March 28, 2018, the concept of transitioning ALC from USD 383 to MATC was presented at Facility and Growth Committee meetings held November 8, 2017 and January 9, 2018. Numerous other planning meetings have occurred between representatives of USD 383, MATC and KBOR since May 2017.

Representatives of MATC and KBOR will attend the USD 383 March 28, 2018 board meeting.

**District Goal(s):**

1. The education of all students will be based on high academic standards.
5. The district will provide support of programs through existing and new resources.
7. Lifelong learning experiences will be offered for pre-kindergarten through adult regardless of age, gender, ability, race, religion, or economic status.
10. The appropriate use of technology for learning, instruction, communication, and management will be supported.
11. The district and the schools will provide a safe and orderly environment.
14. Partnerships will be maintained and expanded with the broader communities.

**Board of Education Policies:**

ABE District Goals and Objectives

IA Philosophy  
IDAB Support Programs

**Financial Implications:**

Moving ALC from USD 383 to MATC will not impact the USD 383 budget. Adult Education is funded from federal, state and local sources. With this transition, federal and state funds would flow directly to MATC. The local cash match for Adult Education comes from a one-half mill levy approved by the USD 383 Board. You will recall this as the Adult Basic Education Tax Levy Resolution approved by the Board during its February 21, 2018 meeting. During fiscal years 2016, 2017 and 2018, this levy has generated \$278,698, \$293,114, and \$287,700, respectively. The MOU mentions USD 383 continuing to provide collected Adult Education levy funds to MATC for two years (2018-19 and 2019-20) after the program moves to MATC. This is because MATC is creating the space for the program and needs two years of funding to cover costs of accommodating the ALC.

**Recommendation:**

The administration respectfully recommends that final approval (A<sup>2</sup>) be given for the ALC to transition from USD 383 to MATC, effective July 1, 2018 as presented in MOU and Transition & Proposed Operation documents.

**Recommended Motion:**

"I move to give final approval for the ALC to transition from USD 383 to MATC, effective July 1, 2018 as presented in MOU and Transition & Proposed Operation documents."



**CONTRACTUAL PROVISIONS ATTACHMENT**

Important: This form contains mandatory contract provisions and must be attached to or incorporated in all copies of any contractual agreement. If it is attached to the vendor/contractor's standard contract form, then that form must be altered to contain the following provision:

"The Provisions found in Contractual Provisions Attachment (Form DA-146a, Rev. 06-12), which is attached hereto, are hereby incorporated in this contract and made a part thereof."

The parties agree that the following provisions are hereby incorporated into the contract to which it is attached and made a part thereof, said contract being the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

1. **Terms Herein Controlling Provisions:** It is expressly agreed that the terms of each and every provision in this attachment shall prevail and control over the terms of any other conflicting provision in any other document relating to and a part of the contract in which this attachment is incorporated. Any terms that conflict or could be interpreted to conflict with this attachment are nullified.
2. **Kansas Law and Venue:** This contract shall be subject to, governed by, and construed according to the laws of the State of Kansas, and jurisdiction and venue of any suit in connection with this contract shall reside only in courts located in the State of Kansas.
3. **Termination Due To Lack Of Funding Appropriation:** If, in the judgment of the Director of Accounts and Reports, Department of Administration, sufficient funds are not appropriated to continue the function performed in this agreement and for the payment of the charges-hereunder, State may terminate this agreement at the end of its current fiscal year. State agrees to give written notice of termination to contractor at least 30 days prior to the end of its current fiscal year, and shall give such notice for a greater period prior to the end of such fiscal year as may be provided in this contract, except that such notice shall not be required prior to 90 days before the end of such fiscal year. Contractor shall have the right, at the end of such fiscal year, to take possession of any equipment provided State under the contract. State will pay to the contractor all regular contractual payments incurred through the end of such fiscal year, plus contractual charges incidental to the return of any such equipment. Upon termination of the agreement by State, title to any such equipment shall revert to contractor at the end of the State's current fiscal year. The termination of the contract pursuant to this paragraph shall not cause any penalty to be charged to the agency or the contractor.
4. **Disclaimer Of Liability:** No provision of this contract will be given effect that attempts to require the State of Kansas or its agencies to defend, hold harmless, or indemnify any contractor or third party for any acts or omissions. The liability of the State of Kansas is defined under the Kansas Tort Claims Act (K.S.A. 75-6101 et seq.).
5. **Anti-Discrimination Clause:** The contractor agrees: (a) to comply with the Kansas Act Against Discrimination (K.S.A. 44-1001 et seq.) and the Kansas Age Discrimination in Employment Act (K.S.A. 44-1111 et seq.) and the applicable provisions of the Americans With Disabilities Act (42 U.S.C. 12101 et seq.) (ADA) and to not discriminate against any person because of race, religion, color, sex, disability, national origin or ancestry, or age in the admission or access to, or treatment or employment in, its programs or activities; (b) to include in all solicitations or advertisements for employees, the phrase "equal opportunity employer"; (c) to comply with the reporting requirements set out at K.S.A. 44-1031 and K.S.A. 44-1116; (d) to include those provisions in every subcontract or purchase order so that they are binding upon such subcontractor or vendor; (e) that a failure to comply with the reporting requirements of (c) above or if the contractor is found guilty of any violation of such acts by the Kansas Human Rights Commission, such violation shall constitute a breach of contract and the contract may be cancelled, terminated or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration; (f) if it is determined that the contractor has violated applicable provisions of ADA, such violation shall constitute a breach of contract and the contract may be cancelled, terminated or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration.

Contractor agrees to comply with all applicable state and federal anti-discrimination laws.

The provisions of this paragraph number 5 (with the exception of those provisions relating to the ADA) are not applicable to a contractor who employs fewer than four employees during the term of such contract or whose contracts with the contracting State agency cumulatively total \$5,000 or less during the fiscal year of such agency.

6. **Acceptance Of Contract:** This contract shall not be considered accepted, approved or otherwise effective until the statutorily required approvals and certifications have been given.
7. **Arbitration, Damages, Warranties:** Notwithstanding any language to the contrary, no interpretation of this contract shall find that the State or its agencies have agreed to binding arbitration, or the payment of damages or penalties. Further, the State of Kansas and its agencies do not agree to pay attorney fees, costs, or late payment charges beyond those available under the Kansas Prompt Payment Act (K.S.A. 75-6403), and no provision will be given effect that attempts to exclude, modify, disclaim or otherwise attempt to limit any damages available to the State of Kansas or its agencies at law, including but not limited to the implied warranties of merchantability and fitness for a particular purpose.
8. **Representative's Authority To Contract:** By signing this contract, the representative of the contractor thereby represents that such person is duly authorized by the contractor to execute this contract on behalf of the contractor and that the contractor agrees to be bound by the provisions thereof.
9. **Responsibility For Taxes:** The State of Kansas and its agencies shall not be responsible for, nor indemnify a contractor for, any federal, state or local taxes which may be imposed or levied upon the subject matter of this contract.
10. **Insurance:** The State of Kansas and its agencies shall not be required to purchase any insurance against loss or damage to property or any other subject matter relating to this contract, nor shall this contract require them to establish a "self-insurance" fund to protect against any such loss or

damage. Subject to the provisions of the Kansas Tort Claims Act (K.S.A. 75-6101 et seq.), the contractor shall bear the risk of any loss or damage to any property in which the contractor holds title.

11. **Information:** No provision of this contract shall be construed as limiting the Legislative Division of Post Audit from having access to information pursuant to K.S.A. 46-1101 et seq.
12. **The Eleventh Amendment:** "The Eleventh Amendment is an inherent and incumbent protection with the State of Kansas and need not be reserved, but prudence requires the State to reiterate that nothing related to this contract shall be deemed a waiver of the Eleventh Amendment."
13. **Campaign Contributions / Lobbying:** Funds provided through a grant award or contract shall not be given or received in exchange for the making of a campaign contribution. No part of the funds provided through this contract shall be used to influence or attempt to influence an officer or employee of any State of Kansas agency or a member of the Legislature regarding any pending legislation or the awarding, extension, continuation, renewal, amendment or modification of any government contract, grant, loan, or cooperative agreement.

## MEMORANDUM OF UNDERSTANDING

This agreement is made this \_\_\_\_\_ day of \_\_\_\_\_, 2018, between Manhattan-Ogden U.S.D. 383 (“USD 383”) and Manhattan Area Technical College (“MATC”);

WHEREAS USD 383 has offered services through its Adult Learning Center (“ALC”) to persons in Manhattan and the surrounding region since 1966; and

WHEREAS the ALC provides approved testing center operations as well as programs and certifications for persons over the age of 16 to assist with basic adult education, GED preparation, English as a Second Language courses, diploma completion, and pathways into postsecondary education; and

WHEREAS the ALC has provided services and programs of benefit to USD 383 and beyond in helping individuals achieve critical education objective benefiting the individual with quality of life, earning potential, and improved citizenship awareness; and

WHEREAS the ALC also assists individuals with ESL access enhancing communication skills and occupational opportunities in the region; and

WHEREAS during 2016-2017, USD 383, MATC, and the ALC collaborated to launch access to career training to meet standards developed by the Kansas Board of Regents; and

WHEREAS postsecondary education, particularly in career and technical education, reinforces learning options with improved job opportunities for the adult population and also supports regional workforce needs;

NOW THEREFORE, it is agreed between the parties as follows:

1. The parties will transition the ALC from USD 383 to MATC, effective July 1, 2018.
2. Resources for the ALC come from several sources, including the taxing authority of USD 383, state support (including federal resources) for adult education and revenues generated through the services and programs of ALC. Since MATC has no taxing authority, it is critical to the transition contemplated by the parties that sufficient resources are provided after the transition.
3. In recognition of MATC’s need to fund facility improvements and support transitional operation costs in order to accommodate the addition of ALC to its programs, USD 383 agrees to renew its levy funding adult education and transfer these funds to MATC for two years following the effective date of the transfer. In addition, the grant supporting ALC from the Kansas Board of Regents will, with consent of the Board, be provided directly to MATC rather than to USD 383 for use in ALC.

4. MATC agrees to provide facilities for relocation of ALC to its campus by July 1, 2018 and to assume management of the ALC and its personnel and operations at that time. Any current classroom and/or office equipment used by the ALC now, and suitable for relocation to MATC, will be used at the next location.

5. MATC will provide performance and budgetary updates as requested by USD 383 regarding the ALC. MATC will also welcome any member of USD 383 senior administration and/or its board members who desire to have a related agenda item discussed at a MATC board meeting regarding the ALC program. Although MATC cannot incur financial liability for the ALC, the parties will assist ALC in pursuing resources and funding to meet its operational requirements. Staffing and support for ALC will need identified and committed revenue sources, and MATC will coordinate with ALC staff to ensure that all appropriate data and reports are developed and submitted as required.

6. Current personnel employed at the ALC will not be transferred automatically but will have to apply to MATC for consideration of employment. All ALC employees under MATC will be governed by the policies and procedures of MATC, and will not be part of the professional employee staff or its organization.

7. USD 383's Superintendent and MATC's President will be the primary contact persons for implementing and completing the transition contemplated by this agreement. Administrators representing the Kansas Board of Regents will provide assistance so requirements of the Workforce Innovation and Opportunity Act will be met as the result of this transition.

8. The contractual provisions attachment (DA-146a) attached hereto is made a part of this agreement.

\_\_\_\_\_  
By: \_\_\_\_\_  
President, USD 383 Board of Education

\_\_\_\_\_  
By: \_\_\_\_\_  
President, Manhattan Area Technical College

## President's Report: March 2018

## Owner Expectations:

- ✓ We are part of the Chamber project on education and workforce training, and we partner with Kristin Durkee's 4<sup>th</sup> grade class at Marlatt Elementary. Tracy and I met for the second time with the youngsters and their teacher on March 1. We provided them with t-shirts, and a career workbook...targeting what they are interested in, things they do for fun, etc., and will go over their answers with them in upcoming meetings, as well as their tour of MATC!
- ✓ There have been many meetings concerning the transition of the Adult Learning Center to MATC from USD 383. Cris Fanning and Sarah Phillips have had the lead for us on this project. Keith, Carmela, Josh, and Andrew have also participated as we have reviewed their operation, their equipment and furniture, and consulted with KBOR staff on the transition and operational plan. USD 383's Board will vote on the project on March 28.
- ✓ The only follow-up item from our accreditation visit is on assessment of student learning. I have worked with members of the committee and shared my recommendations on using a blend of past practice with a couple of new elements to help us address the issues identified by HLC. The committee, led by Ken Sisley and working with Sarah Phillips, Cris Fanning, and Kim Withroder, have developed a process using Canvas to help guide and track our assessment data for core outcomes (general education). We will be taking the revised approach to the HLC annual conference in Chicago in April to share with HLC staff and others to ensure we are meeting our needs to complete a stronger, more valuable assessment process.
- ✓ Jim Barnett, candidate for Governor, came to MATC for a visit March 19. He listened to our story of student performance, the economic value of our college, our issues that often slow our ability to expand, and more. He spent an hour with us while he was in Manhattan!
- ✓ Campus Cleanup-Part I was on March 22 with staff during spring break. Thanks to all who participated in several projects! We will have another right before our Open House event.
- ✓ Spring Enrollment: 886 unduplicated headcount for the spring semester 2018 (just under a 4% increase from spring 2017), 287 fulltime students, 595 part-time, 7,123.5 credit hours total. High school students account for 425 of the enrollment (340 from Manhattan, 60 from Riley County, 16 from Wamego, and 9 from Blue Valley).

## Employer Needs &amp; Response:

- ✓ I am working with Keven Ward (TRANE) to set up visits of facilities around the state for several of us, including board members who want to participate: to tour Wichita Tech, the TRANE Lenexa Visitor Center, and Washburn Tech.
- ✓ Thanks to Dan Kirkpatrick, Brian Koch, and many others from MATC who helped with the Job Fair with KansasWorks on March 8. During my visit, I received many compliments about our students, faculty and staff...and our role in the area. We had over 40 students attend the job fair (out of over 200 total registered participants).
- ✓ I am working with Jack Allston (Pott Co. economic development) and Trent Armbrust (Manhattan Chamber) to design options to get our own Fab Lab/Makerspace lab in place during 2018-19.
- ✓ I attended the Manhattan Chamber Board meeting March 14, and Good Morning Manhattan March 22.
- ✓ I participated in a meeting at Junction City HS concerning CTE programs on March 14, with the JCHS principal and CTE director and Theresa Bramlage. We are scheduling a time for the JC CTE staff to come for a tour and then a meeting to begin articulation sessions, and work toward identifying appropriate programs, courses, and HS facilities, hoping to pilot some courses by fall 2018.

- ✓ Trent Armbrust, Barb Wenger and I are meeting at least monthly on Animal Health Corridor and our options and strategies to become more visible and active with relevant meetings and functions.
- ✓ I attended the ribbon cutting for Childrens Mercy clinics at Geary Co Hospital March 15, Randall and Wendy were both there as well. I had a good visit with the Bramlages during that event as well.
- ✓ Lauren Rust, Jeff Pishny, and Alex Anderson hosted a meeting with MHS personnel to help them make progress toward their auto tech accreditation in NATEF.

Resource Development:

- ✓ Fundraising Campaign updates
  - Meetings with the Operations committee.
  - Meetings with key stakeholders: Brian Coonrod, Lyle Butler, Vern Henricks, Fred Willich, Phil Howe.
  - Lee Borck group (Tom Toll, John & Linda Ferguson, Jerry Kuckelman, Pat Farley, Dana and Marcia Hauck) visit was on March 16.
  - Tracy and I will attend the Greater Manhattan Community Foundation Awards event Monday, March 26.

