



BOARD OF DIRECTORS MEETING

September 29, 2020
Manhattan Area Technical College

Zoom/live stream at 7:00 p.m.

2020

L.J. Baker – Chair (Riley)

Board of Directors

Wendy King-Luttman (Clay)
David Fritchen (Riley)
Tim Flanary (Pottawatomie)
David Urban (Riley)
Brett Ballou (Riley)
Will Allen (Geary)

Administration/Staff

Jim Genandt (President/CEO)
Tracy Geisler (Exec. Assistant, board clerk, RDC)
Sarah Phillips (VPSS/CAO/CSAO)
Carmela Jacobs (VP Operations/CFO/HR)
Josh Gfeller (Chief Info Security Officer)
Nathan Roberts (Dean Career/Tech Ed)
Neil Ross (Dean of Student Services)
Chris Boxberger (Director Title III/Adult Ed)



**Board of Directors Meeting Agenda
Manhattan Area Technical College
September 29, 2020
Zoom Board/live stream meeting
At 7:00 p.m.**

Board of Directors:

- | | |
|---|--------------------------|
| ___ Baker, L.J. Chair (Geary) | ___ Urban, David (Riley) |
| ___ King-Luttman, Wendy Vice Chair (Clay) | ___ Ballou, Bret (Riley) |
| ___ Fritchen, David (Riley) | ___ Allen, Will (Geary) |
| ___ Flanary, Tim (Pottawatomie) | |

Administration/Staff:

- | | | |
|----------------------------------|----------------------------------|---------------------|
| ___ Genandt, Jim (President/CEO) | ___ Geisler, Tracy (Board Clerk) | ___ Phillips, Sarah |
| ___ Jacobs, Carmela | ___ Gfeller, Josh | ___ Ross, Neil |
| ___ Roberts, Nathan | ___ Boxberger, Chris | ___ Dietrick, John |
| ___ Faculty Senate | | |

___ Call to Order

___ Introductions

- Will Allen – Board member, Geary County
- Mary Bell – Executive Assistant/Board Clerk

___ Declaration of Appreciation in Memory of Marlene Sedillos

Executive Session:

To discuss student matters to protect the individuals discussed.

Executive Session:

To discuss employee/employer negotiations and consultation with Attorney to protect the matters being discussed with the exception for negotiations under KOMA.

_____ Incidental Information

- BOD Member Community Report

_____ Consent Agenda (Routine items requiring BOD action) *

- August 2020 Meeting Minutes (Attachment 1) *
- Approval of August Check Register w/Threshold Expenditures (Attachment 2) *
- Organizational Update (Attachment 3) *
- President's Report (Attachment 4) *

_____ General Agenda (Items possibly requiring BOD Action)

- Fiscal year 2020 Interim Financial Statement (Attachment 5A & 5B) * (Carmela)
- Final report to Caroline Peine Foundation Grant (Attachment 6) * (Jim and Tracy)
- Memo to Board: Title IX Regulations Memo (Attachment 7) * (Neil)
- Updated Policy: # 5.1.2 Undergraduate Course Credit Transfer (Attachment 8) (Neil)
- Updated Policy: # 7.9.1 Animals on Campus (Attachment 9) (Neil)
- Policy Recommendation:
 - #3.7.5 Student and Community Complaint Procedure (Attachment 10) * (Neil)

_____ Discussion of Ends (Demonstration, Testimonial, or Report of Results related to Board Mission)

- CARES Grant Update (Attachment 11) (Jim and Carmela)
- Unemployment Fraud (Jim and Carmela)
- President Updates (USD 383, Covid-19, etc.) (Jim)
- Title III and Adult Ed Update (Chris)
- Covid Update - Neil
- Wamego Update
 - Carmela
 - Josh
 - Sarah
- Faculty Senate Update (Brian and Jeff)

_____ Evaluation of Board Process

-

_____ Ownership Linkage (Related to Owner Expectations, "Gaps", Meeting Expectations, Identifying New Needs of Employers, etc.)

- Foundation/Resource Development Update - Jim and Tracy

Meetings and Upcoming Events

- Next Board Meeting: October 27, 2020 @ 5:30 p.m. room 104a
- Match Day Wamego (online) : October 8, 2020

* Requires BOD Action

Note: As allowed under the Kansas Open Meetings Act, there will be no public comment periods held during Manhattan Area Technical College Board Meetings.

A Declaration of Appreciation in Memory of Marlene Sedillos
& An Expression of Condolences for Her Family & Friends

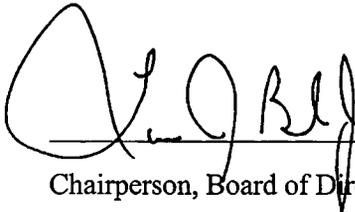
The Board of Directors of Manhattan Area Technical College, and on behalf of the Faculty, Staff, Students, and Alumni of the College, do hereby formally express their appreciation for the passion, service, and efforts of Dr. Marlene Sedillos during her career as a member of the Faculty and employee of the College; and

Do hereby commemorate her years as a professional educator committed to helping students learn, to helping students discover their potential for learning and achievement, and to helping her colleagues of the College advance collective work for their personal improvement and institutional advancement; and

Do hereby also express deepest condolences to the family and friends of Dr. Marlene Sedillos and trust that the memories of her service as an educator and connection as a friend and mentor to others will be remembered for many years and serve as an example for all of us;

We do hereby recognize the noble service and lasting memories of this colleague and friend for her fourteen years as a Faculty Member and Employee of Manhattan Area Technical College.

Approved this 29th day of September 2020 by the Manhattan Area Technical College Board of Directors,
as witnessed by:



Chairperson, Board of Directors

Manhattan Area Technical
College Board of Directors
Zoom and live stream Meeting
August 25, 2020 Room 104a

1. The Board of Directors of the Manhattan Area Technical College met via zoom on August 25, 2020 at 6:00p.m. (Board member retreat prior to board meeting).

Members present (via zoom): L.J. Baker, Wendy King-Luttman, David Fritchen, David Urban and Brett Ballou

Members absent: Will Allen, and Tim Flanary

Administration present (via zoom) Jim Genandt, President/CEO; Tracy Geisler, Executive Assistant/Board Clerk/ Resource Development Coordinator; Sarah Phillips, VP Student Success/CAO/CSAO; Carmela Jacobs, VP Operations/CFO/HR; Josh Gfeller, Chief Information Security Officer; Neil Ross, Dean of Student Services; Chris Boxberger, Director of Adult Education; Nathan Roberts, Dean of Career and Technical Education.

Meeting was livestreamed

2. CALL TO ORDER

- L.J. Baker called the meeting to order at 5:30 p.m.

3. INTRODUCTIONS:

- Welcome new board member Brett Ballou

4. CONSENT AGENDA (Routine items requiring BOD action) *

- David Fritchen moved to approve the Consent Agenda (attachments 1-5), Wendy King-Luttman seconded. Motion carried 5 yeas, 0 nays.

5. GENERAL AGENDA (items possibly requiring BOD action)

- Carmela Jacobs presented updated policy #6.2.4 Travel Expense & Reimbursement (attachment 6).
- Jim Genandt, Carmela Jacobs and Josh Gfeller discussed Covid-19 Funds (Safety and Economic Recovery).
- Nathan Roberts and Sarah Phillips discussed the Perkins Reserve Grant.
- Jeff Pishny shared the Perkins Grant Hybrid Car for the Automotive Technology Program.

6. DISCUSSION OF ENDS (Demonstration, Testimonial, or Report of Results related to Board Mission).
- Jim Genandt updated the board on USD 383 partnerships, Covid-19 and etc.
 - The following updates were given by administration:
 - Title III and Adult Ed – Chris Boxberger
 - Facility and HR Update – Carmela Jacobs
 - Instruction Update – Sarah Phillips
 - Security/Remote Update – Josh Gfeller
 - Student Services Update – Neil Ross
 - Faculty Senate Update – Brian Koch and Jeff Pishny
7. OWNERSHIP LINKAGE (related to Owner Expectations, “Gaps”, Meeting Expectations, Identifying New Needs of Employers, etc.).
- Jim Genandt and Tracy Geisler discussed the updates with resource development and the foundation.
 - Wamego match day is October 8, Tracy Geisler will send out additional information.
 - The Wamego Economic Development board voted to donate \$6,000.00 to MATC Foundation for the Wamego Center in 2020.

EXECUTIVE SESSION: NEGOTIATIONS: Relating to employer-employee negotiations.

Wendy King-Luttman moved to go into executive session to discuss matters at 7:11 p.m. and return to open session at 7:26 p.m. Brett Ballou seconded. Motion carried 5 yeas, 0 nays. At 7:26 p.m. Wendy King-Luttman moved to return to open session. David Urban seconded. Motion carried 5 yeas, 0 nays. At 7:27 p.m. L.J. Baker moved to go into executive session and return to open session at 7:32 p.m. Wendy King-Luttman seconded. Motion carried 5 yeas, 0 nays. At 7:32 p.m. Brett Ballou moved to return to open session. David Urban seconded. Motion carried 5 yeas, 0 nays. No action was taken.

EXECUTIVE SESSION: DATA REPORTING: Relating to financial affairs or trade secrets of corporations, partnerships, trusts, and individual proprietorship under KOMA. Wendy King-Luttman moved to go into executive session at 7:34 p.m. and return to open session at 7:44 p.m. David Urban seconded. Motion carried 5 yeas, 0 nays. At 7:44 p.m. Wendy King-Luttman moved to return to open session. Brett Ballou seconded. Motion carried 5 yeas, 0 nays. No action was taken.

ADJOURNMENT: L.J. Baker, Board Chair adjourned the meeting at 7:44 p.m.



September 29, 2020

To: MATC Board of Directors

From: Carmela Jacobs, VP Operations/CFO

Re: August 2020 Expenditures

Category	Costs	%
Payroll, Withholdings and Benefits	\$ 318,549.85	39.90%
Facilities	\$ 28,265.06	3.54%
Student Payments	\$ 39,302.97	4.92%
Program Expenditures	\$ 177,223.45	22.20%
ALC Operating Costs (excluding salary/benefits)	\$ 966.89	0.12%
Wamego	\$ 125,652.07	15.74%
Other Operating costs	\$ 108,496.46	13.59%
Total August Expenditures	\$ 798,456.75	100%

Threshold Expenditures > \$5,000				
Vendor Name	Item(s) Purchased	Cost	Department	Funding
ATI	ATI Consultant, Real Life Scenarios, CAP Packages	\$ 33,619.00	Nursing	nursing grant/course fees
Matheson Tri Gas	Student Tool Kits	\$ 28,454.09	Welding	student fees
Amazon Capital Services	Samsung Tablets (HVAC), Webcams/speakers (College)	\$ 7,930.42	HVAC/College	perkins/CARES grant
Matheson Tri-Gas	Miller Multimatic 255 Welders/Chopsaw/Machine Torch/Consumables	\$ 24,894.00	Welding	perkins reserve grant/course fees
Parsons Communications	Security Cameras/Server	\$ 10,198.91	All School	Title III
Central Bank	Escrow for Wamego Renovation	\$ 125,000.00	All School	capital outlay
CDW	Video Conferencing Kits/Accessories	\$ 16,033.03	All School	CARES grant
Little Apple Honda	2014 Prius	\$ 15,000.00	AMT	perkins
Brooks Brothers Trailers	Extendable Pole Trailer	\$ 11,120.00	EPD	perkins
CDW	Video Conferencing Kits/Accessories & Samsung Tablets	\$ 5,329.30	All School	Title III
TechSource Tools	Student Tool Kits	\$ 26,417.34	HVAC	student fees
CDW	Smart Board	\$ 6,458.45	All School	Title III
CINTAS	Sanitization Services, PPE (COVID)	\$ 16,911.64	All School	KBOR spark funding
College Board	Powerfaids Financial Aid Software Renewal	\$ 10,232.00	All School	general fund
Laerdal Medical Corp	Manikins for Nursing Labs	\$ 15,622.61	Nursing	nursing grant
Evergy	Energy Bill	\$ 5,733.36	All School	general fund
BCBS	Health Insurance	\$ 41,864.15	All School	general fund
Nationwide Trust Company	PR 7.31.2020 Payroll deductions	\$ 9,885.43	All School	payroll deduction
IRS	PR 8.15.2020 Payroll deductions	\$ 36,032.63	All School	payroll ded/gen fund
KS Dept of Revenue	PR 8.15.2020 Payroll deductions	\$ 5,347.90	All School	payroll ded/gen fund
KPERS	PR 8.15.2020 Payroll deductions	\$ 8,900.24	All School	payroll deduction
Nationwide Trust Company	PR 8.15.2020 Payroll deductions	\$ 5,328.46	All School	payroll deduction
Total August Expenditures Exceeding Threshold		\$ 466,312.96		



MEMORADUM TO: The Board of Directors
FROM: Jim Genandt, President
 Human Resources
DATE: September 29, 2020
SUBJECT: Consent Agenda: Organizational Update

New Hire/Rehires/New Positions					
Employee Name	Position Title	DOH	Department	Funding Source	Status
Mary Bell	Executive Asst/Board Clerk	9/21/2020	Administration	general fund	new hire
Promotions/Title Changes					
Employee Name	Position Title	DOC	Department	Funding Source	Status
Tracy Geisler	MATC Foundation Director	9/21/2020	Foundation	general fund	promotion
Separations/Retirements					
Employee Name	Position Title	DOS	Department	Funding Source	Status
Shannon Baker	Financial Operations Specialist	10/1/2020	Operations	Operating	Resignation
Advertised Positions					
Position Title			Department	Funding Source	Status
Adjunct Opportunities for Consideration			All Departments	Operating	Open
Part-Time Allied Health Instructor			Allied Health	Operating	Open
Electric Power and Distribution Program Assistant (Part-time)			EPD	Operating	Open
Welding Program Assistant			Welding	Operating	Open
Accounting Specialist - Purchasing/Payables			Operations	Operating	Open

President's Report: September 2020

Owner Expectations:

- We have had a series of meetings for the career academy project between MATC and USD 383. The business/industry advisory group for the planning grant approved a report which is attached for your review. We will continue to build out the plans with the goal of making this a reality within 24-36 months.
- I have had monthly video meetings with KSBE on work-based learning and our partnership with USD 383 on that implementation. The Wamego district was accepted for phase two to expand work-based learning, and we hope to be named their partner.
- I participated in the TEA budget and finance meeting and curriculum committee on 9/3.
- I presented testimony to the Legislative Budget Committee on 9/3 related to the technical colleges and COVID.
- I presented updates about the Kansas Technical Colleges to a joint board meeting of the State Regents and the State Board of Education on 9/9, and then to the KBOR Council of Presidents later that day. I also participated in the KBOR meeting on 9/10.
- I participated in the Leadership Manhattan board meeting on 9/11.
- Scott Smathers, VP of Workforce Development for KBOR, came by and visited with me on 9/11.
- I participated in an update of the Wamego renovations with our architect, contractors, and our project team on 9/14.
- I participated in the Manhattan High School Site Council meeting on 9/14.
- I participated in the Manhattan Chamber of Commerce board meeting on 9/15.
- I presented to the Technical Education Authority for the technical colleges on 9/24 and also participated in their strategic planning session in Topeka that day.
- I met with Steve Kearney, lobbyist for the technical colleges, and with Scott Smathers in Topeka on 9/25 to discuss legislative strategies.

Employer Needs & Response:

- I have had almost weekly meetings with the subcommittee for work-based learning of the Governor's Education Council, and with the full committee on 9/17, advancing policy proposals to the Governor for workforce development aligned with economic development.
- I visited with staff of the KC Tech Council on 9/11 to learn about their organization and its potential connections to MATC and our regional economy.

Resource Development:

- Four technical colleges are developing a proposal as a consortium: MATC, Salina Tech, North Central Kansas Tech, and North West Kansas Tech. We are developing a proposal for the U.S. Department of Labor Strengthening Community Colleges Training Grants program. \$40 million is allocated for the program, and 75% of those funds will go to consortium proposals. We are using a Washington, D.C. grant firm of Merchant McIntire to develop the proposal. We have been meeting twice a week as a group on this project.
- Carmela, Tracy and I participated in a meeting with BBN on 9/17 about campus facilities master planning options.
- I participated in the Flint Hills Builders Association golf scramble for scholarships in Wamego on 9/18 and was teamed up with employees from Affordable Electric Company. MATC Foundation was a hole sponsor for this golf tournament.



INTERNAL MONITORING REPORT
FINANCIAL CONDITION
JUNE 30, 2020

I hereby present my monitoring report on your Executive Limitations policy “Financial Condition” according to the annual schedule of reports. I certify that the information contained in this report, as prepared by Carmela Jacobs, Vice President of Operations/Chief Financial Officer, is true.

BROADEST POLICY PROVISION:

With respect to the actual, ongoing condition of the college's financial health, the President shall not cause or allow the development of fiscal jeopardy or a significant deviation of actual expenditures from Board priorities established in the ENDS policies:

Policy Provision #1:

Exceed the budget for the fiscal year (July 1 - June 30).

President’s INTERPRETATION:

The attached *Interim* Statements of Net Position and Statements of Revenues, Expenses and Changes in Net Position provide the College financial condition as of June 30, 2020. The full fiscal-year budget and year-to-date budget is presented on the *Interim* Statement of Revenues, Expenses and Changes in Net Position with comparison to actual results. (These are interim reports as our audit is scheduled for September 30 – October 2, 2020 and will likely have adjustments) The statements reflect a negative change of the net position of (\$87,890) for the fiscal year of 2020. The negative change in net position is derived from 1.) the decrease in enrollment for the Summer 20 semester; 2.) the delay in payment for Excel in CTE. Due to COVID-19, KBOR issued a statement that they would not collect SP20 Excel in CTE data. Instead, they used prior years’ data to issue payments to institutions. MATC received a payment that is approximately 17% of the projected amount due to MATC. The remainder of that payment is likely to be issued in January 2021.

I report compliance.

Policy Provision #2:

Fail to maintain an appropriate cash reserve.

President's INTERPRETATION:

The current cash position is reported on the attached Statements of Net Position. Total cash balance as of June 30, 2020 would support operations of the College for approximately 90 days without any additional income. Administration is acutely aware that this reserve level is not sufficient to support the College long-term. Sources and uses of funds are constantly being monitored and will be adjusted as needed.

I report compliance.

Signed , President Date September 29, 2020
Jim Genandt



September 29, 2020

TO: MATC Board of Directors

RE: Financial Monitoring Report - 4Q FY 20 *Interim* Statement of Net Position

Prepared By: Carmela Jacobs, VP of Operations/CFO

	Actual 6/30/2020	Actual 6/30/2019
ASSETS		
Current Assets:		
Cash and cash equivalents	1,341,233	1,457,339
Accounts receivable, net	128,720	92,858
Other receivables	159,768	111,599
Prepaid Expenses/Other Assets	23,817	23,817
Due to/from - Activity Accounts	9,651	(2,701)
Total Current Assets	1,663,189	1,682,912
Noncurrent Assets:		
Property, Plant and Equipment	9,060,326	7,409,413
Less: Accumulated depreciation	(3,668,371)	(3,483,098)
Total Noncurrent Assets	5,391,955	3,926,315
TOTAL ASSETS	7,055,144	5,609,227
LIABILITIES AND NET POSITION		
Current Liabilities		
Accounts payable and accrued liabilities	605,951	507,278
Deposits	12,450	27,500
Funds held for others - activity funds	83,624	29,682
Deferred revenue	-	-
Notes Payable-current portion	248,582	198,201
Total Current Liabilities	950,607	762,661
Non-Current Liabilities		
Notes Payable - non current portion	2,115,969	926,656
Total Non-Current Liabilities	2,115,969	926,656
Total Liabilities	3,066,576	1,689,317
Net Position		
Invested in capital assets, net of related debt	3,027,404	2,801,458
Unrestricted	804,616	1,118,452
Total Net Position	3,832,020	3,919,910
TOTAL LIABILITIES AND NET POSITION	6,828,750	5,609,227



September 29, 2020

TO: MATC Board of Directors

RE: Financial Monitoring Report - 4Q FY 20 *Interim* Statement of Revenues, Expenses, and Changes in Net Assets

Prepared By: Carmela Jacobs, VP of Operations/CFO

	Actual	Budget	% of budget
	6/30/2020	6/30/2020	
OPERATING REVENUES			
Student tuition and fees	\$ 3,316,220	\$ 3,931,085	84%
Federal grants and contracts	\$ 1,071,105	\$ 632,303	169%
State and local grants and contracts	\$ 1,044,742	\$ 340,710	307%
Sales and services of educational departments	\$ 21,137	\$ 465,228	5%
Other	\$ 3,543	\$ 879,450	0%
Total operating revenues	<u>\$ 5,456,747</u>	<u>\$ 6,248,776</u>	87%
OPERATING EXPENSES			
Salaries:	4,265,251	\$ 3,721,963	115%
Benefits	788,945	\$ 801,000	98%
Contractual Services	650,168	\$ 915,000	71%
Supplies and other operating expenses	1,780,965	\$ 2,621,863	68%
Utilities	126,103	\$ 140,000	90%
Repairs and Maintenance	91,236	\$ 77,169	118%
Depreciation and amortization	255,329	\$ 290,000	88%
Total operating expenses	<u>7,957,996</u>	<u>\$ 8,566,995</u>	93%
OPERATING INCOME (LOSS)	<u>\$ (2,501,249)</u>	<u>(2,318,219)</u>	
NON-OPERATING REVENUES (EXPENSES)			
State appropriations	2,389,912	\$ 2,305,998	104%
Interest Income	18,916	\$ 19,000	100%
Federal Grants	-	\$ -	
Gain on disposal of property, plant and equip	-	\$ -	
Transfer (to)/from Foundation	-	\$ -	
Interest expense	(17,986)	\$ (6,000)	300%
Total Non-Operating Revenues (Expense)	<u>2,390,843</u>	<u>2,318,998</u>	
CHANGE IN NET POSITION	(87,890)	\$ 779	
Net position - beginning of year	<u>\$ 3,919,910</u>	<u>\$ 3,919,910</u>	
Net position - end of year	<u>\$ 3,832,020</u>	<u>\$ 3,920,689</u>	

Report on the Planning Grant:
Manhattan-Ogden USD 383 and Manhattan Area Technical College
Career Academy/Work-Based Learning
September 10, 2020

The ***mission*** of this project is to develop realistic plans to strengthen capacity for USD 383 and MATC to provide college- and career-ready preparation, emphasizing the structures of a career academy and work-based learning in support of regional economic development.

The ***vision*** of this project is to enhance understanding, advocacy, and engagement of people and organizations about the value of the career academy and work-based learning components for community and economic development in our region.

Overview

Since March of 2020, the world has been tossed around by a health issue, COVID-19. This has interrupted life in all of its aspects. It has significantly affected education at all grades and levels. The local, regional, state, and national economies have all been impacted by the pandemic. Much of our time and effort has been concentrated on health safety for our families, colleagues, and ourselves. At the same time, life goes on. Opportunities arise. How we prepare to pursue the right opportunities shape the future. Or as it says in the Hitchhiker's Guide to the Galaxy, how well can we use our infinite improbability drive? That may not seem appropriate to this, but the meaning is this: how can we take what we have and apply it in different ways to create new and better opportunities?

One opportunity with direct benefit for our community and region is the implementation of a career academy arrangement between Manhattan-Ogden USD 383 and Manhattan Area Technical College. This arrangement, combined with the work-based learning initiative being started by USD 383, will improve and enhance the capacity of USD 383 to prepare students to be college and career ready before they graduate. Almost every student will have the opportunity to earn college credit before graduating from high school; many will be able to earn 1-2 semesters of general education and/or a technical education certificate or significant progress toward an associate of applied science degree due to this partnership.

From a community perspective, pushing this project to becoming reality matters for several reasons. Manhattan has embraced a regional perspective for economic development. Within the state of Kansas, there are few areas that can meet what is identified in this region:

- A major research, land-grant university;
- A major military installation;
- School districts with projected increases in enrollment in the near future (two adjoining counties are among the three Kansas counties projected to have double digit growth through 2045: Geary and Pottawatomie, along with Johnson; most counties are in declining population conditions);
- A leading technical college with a strong record of performance in student success;
- Progressive leaders in the area who recognize regional potential, especially if more persons, especially students, can be educated to have skills, knowledge, and understand the opportunities in this region for meaningful work and enjoyable community experiences.

Where We Are Now

USD 383 and MATC are already providing many options for students. The success of these endeavors reinforces the need for the career academy. Let's take out the coronavirus situation for a moment. Almost 400 MHS students have benefited from early college opportunities with MATC over the past few years. These have been in both general education and technical education courses. The students take classes at MHS, at MATC, and online.

The general education courses offered by MATC are part of the Kansas Board of Regents transfer matrix, so students know successfully passing those courses saves them time and money should they go on to any postsecondary institution in the state. The technical education courses help students gain demonstrable skills as well as college credit, enhancing their opportunities for industry-recognized credentials in a high demand occupational area. The instructors for these courses meet the KBOR and Higher Learning Commission (the accreditation organization for MATC) qualifications, and the instructors have been both MHS and MATC personnel.

The connection of the Adult Learning Center is also a strength of the partnership between MATC and USD 383. While we do not encourage any students to not complete their secondary school experience, those who do not complete have the opportunity to use the Adult Learning Center to earn their high school diploma. Enrollment and completion with the Center have increased, which is a benefit to the community. In addition, MATC has developed a Pearson Vue approved testing center on campus, so students and residents of the region have additional access to many credential and licensing testing.

MATC and USD 383 continue to work together to expand these early college options. The COVID-19 situation has interrupted the process. However, the health situation also makes an additional case for the career academy approach (which will be presented later in this report). Again, taking the virus out of the equation, what are logical next steps for this project?

Where We Go Next

One of the purposes of the planning grant was to establish a leadership team for the idea and advocate for the idea becoming reality. The E-BILT (Executive Business Industry Leadership Team) for the planning grant has participated in several meetings to understand and provide guidance for the idea of the career academy.

The E-BILT members are:

Dr. David Pauls – President of Surgical Associates PA
 Stacy Kohlmeier – Sr. Dir Customer Experience, MVP Solutions Group/Gibraltar Industries
 Vern Hendricks – President/CEO, Greater Manhattan Community Foundation
 George Kandt – Business Retention & Expansion Manager, Manhattan Chamber of Commerce
 Wayne Sloan – CEO, BHS Construction
 Matt Crocker – CEO of SPS Companies Inc.
 Jason Hilgers – Deputy City Manager, City of Manhattan
 Jarrod Willich – Vice President, Hi-Tech Interiors
 Kent Glasscock – President, KSU Innovation Partners
 Rebecca Robinson – Chief Corporate Engagement & Economic Development Officer,
 KSU Innovation Partners
 Lyle Butler – President, Manhattan Chamber of Commerce (retired) (will join group January 2021)
 David Urban – Senior Vice President (Commercial) Landmark Bank (Ex-Officio for Board of Directors)
 Terry Holdren – CEO/General Counsel, Kansas Farm Bureau

In support roles we have:

Marvin Wade – Superintendent, USD #383

Jim Genandt – President/CEO, Manhattan Area Technical College

Tracy Geisler - Foundation Director, Manhattan Area Technical College

Harry Watts – Project Development Consultant (Caroline Peine Grant), Manhattan Area Technical College

USD 383 is also a pilot district in the state to implement Work-Based Learning (WBL). MATC is their partner for this initiative. WBL aligns with the career academy approach as it builds on both educational and external business engagement to prepare students for postsecondary options (further higher education, job preparation and placement, military service, etc.). The career academy, combined with the WBL components, enable a new blend of public education and private sector connection, driving not only learning, but partnerships advancing community and economic development. Work-Based Learning will complement the entire career academy approach, helping more students be college and career ready before they complete secondary education, and providing early college access and achievement for many of them.

Think of the win-win-win potential of this project. We foresee outcomes such as these:

1. Supporting an enhanced student completion rate for USD 383;
2. Offer students additional options to learn through work-based learning activities;
3. Increasing the number of USD 383 students who earn college credit prior to graduation;
4. Reinforcing USD 383 and MATC instructors and support staff who make teaching and learning engaging and effective for the students;
5. Improving access to the regional workforce through mentoring, job shadowing, internships, and apprenticeships;
6. Strengthening engagement with regional employers, with an emphasis on opportunities in our region; and
7. Fortifying USD 383 students to be college and career ready for postsecondary education, careers, and more.

Several other components can be developed with this project that will benefit the community and the institutions. These components will be expanded from existing efforts, and the extended capacity will reinforce the economic and community development aspects of the project. The region's strategic plan, *Region Reimagined* (<https://regionreimagined.org/>), emphasizes regional *economic diversification, talent development, and entrepreneurial dynamism*—all benefit from the career academy project, as the project becomes a focus point for adding capacity in Manhattan for innovation and entrepreneurship. Specifically, the career academy will become a shared space to strengthen educational capacity, promoting developing local talent for the workforce, and increasing access to business development, business succession opportunities, and support for regional business retention and expansion. With engagement of Kansas State University, the academy will allow more options for USD 383 students and others to become active with the community's innovation and entrepreneurial training and promotion efforts. Further, some of the academy's offerings will further complement Kansas State University's efforts to be the leading global food science organization. An example of this already in place is with the MATC programs in biotechnology and critical environment technology along with biohazard risk reduction training in support of the National Bio and Agro-Defense Facility (NBAF) and its connection to the Kansas City Animal Health Corridor.

Capacity is the most critical need to move this project forward. Both educational units have had significant growth in recent years. The collaboration of the school district with the college and the transfer of the adult education program to the college is evidence of the strength and success of such collaboration.

Enrollment and completions with the adult learning program have been at record levels, and the program has quickly outgrown available facilities on the MATC campus. Similar capacity issues are now faced to increase access to technical programs that are **designed to meet regional economic development needs**. MATC has the smallest facilities “footprint” of any technical college in the state with approximately 80,000 square feet on its campus (Flint Hills Technical College is the next smallest at more than 150,000 square feet).

Several ideas have been presented to address capacity and the career academy project. Here is a summary of those discussions:

1. Consider using the current east campus (9th grade center) when the 9th grade moves to the high school (estimated to happen in 2022?). The east campus is owned by the school district, it is a large facility that with proper planning of programs and services to place there would have minimal renovation costs, and is also centrally located for the entire community of Manhattan ;
2. Consider erecting additional facilities at the MATC campus to replace modular units on the east side of the campus and/or on the hill (southwest corner of the campus);
3. Consider acquiring other existing sites as they become available in the community; and/or
4. Consider erecting a new facility on some other identified site within the school district jurisdiction/college service area.

Why do we need more capacity to do with the career academy approach and work-based learning? Let's consider what we CAN do with these ideas:

- Imagine a facility where MATC can provide courses and complete programs and pathways in areas such as health care, information technology, business administration and entrepreneurship, biotechnology, a makerspace lab, more general education courses and labs, and other career education options;
- Imagine a facility allowing students to receive support services to reinforce the quality and success of their learning experience;
- Imagine a facility that has space for representatives of regional businesses to engage with the students and instructors, as well as with employment preparation including coordination of internships and apprenticeships;
- Imagine a facility with an approved testing center that offers persons the opportunity to be assessed for industry-recognized credentials and educational credentials that improve chances for employment and advancement; and
- Imagine a facility to meet the needs of expanded adult education and services such as ESL to help undereducated persons prepare for optimal employment opportunities!

Imagine having such a facility that can continue to provide higher/HIRE educational access and learning even during a pandemic! MATC has been successful with re-opening our campus, as our ability to use online and hybrid delivery options, while making sure skills labs are “siloed” to minimize interaction of students with others, ensures we can keep educating persons for essential jobs...that fits the majority of MATC's technical programs.

Let's look at the real return on investment potential of this project. Currently around 400 MHS students take early college classes through MATC. Enrollment in the adult education program, with constant referrals of that clientele into higher education, has also increased. MATC had an enrollment increase of 116% from 2017-2020. USD 383 has had consistent enrollment growth, and that is projected to continue. Finally, approximately 60% of MATC graduates remain in Riley, Geary, and Pottawatomie

counties as employees, residents, consumers, and taxpayers. The career academy and work-based learning project can provide capacity for all of the current impact to increase, driving a local talent workforce for regional economic development. Our initial expectation is to double the MHS enrollment in early college courses (general education and/or technical education) by the 2025-26 academic year!

What We Need

So, if we want to move this forward, we need to advance the following:

1. Administrators from USD 383 and MATC will develop the interlocal agreement (MOU) to cover policies and procedures of operations, students, and employees, as well as evaluation processes for the project including student performance, college and career preparation metrics, operations of the project, and measurement of return on investment to the region;
2. Formalizing current and projected programs and courses which align with regional economic development, with occupational programs targeting high demand/high wage and/or critical need pathways;
3. Identify needed equipment, supplies, furniture, infrastructure to support the programs and courses;
4. Based on program and course requirements, analyzing the East Campus and/or other potential sites or new facilities with appropriate cost estimates to determine costs to implement and operate the academy;
5. Create needed groups of individuals/organizations to advocate for the project with specific resource development targets, scope of renovations and/or construction, equipment requirements for courses/programs, and implementation plan—aligned with the interlocal agreement for operations—with the tentative goal of opening the career academy no later than fall 2023.

TITLE IX NEW REGULATIONS BOARD MEMO

To:	MATC Board of Directors
From:	Neil Ross, Dean of Student Services
Subject:	Title IX Regulations
Date:	September 29, 2020

Title IX Background

In 2011, the Obama-era Department of Education (ED) perceived that colleges needed to be more victim-centered in addressing sexual violence and should have more transparent and accessible policies and procedures for addressing complaints. At the instigation of then Vice-President Joe Biden, ED issued a set of guidelines for colleges under Title IX in what is known as the Dear Colleague Letter. That letter resulted in investigation-centered approaches that were trauma-informed, confidential, and relatively informal. Almost immediately, accused students and employees began to sue colleges for violations of their due process rights. By 2017, ED under the Trump administration had taken a different perspective and withdrew the 2011 Dear Colleague Letter while also announcing that new Title IX regulations were needed to better safeguard the due process rights of accused individuals. The regulatory process took two years, with new regulations published in May 2020 that took effect on August 14, 2020.

Title IX New Policies and Procedures (Final Rule)

The 2020 Title IX regulations required all colleges to revise or rewrite their policies and procedures for addressing sex offenses, including sexual harassment, sexual assault, domestic violence, dating violence, and stalking. The regulations include fifteen pages of new requirements, and more than 2,000 pages of explanation of the provisions within those fifteen pages. The bottom line is that the college's policies are not all that different than before but the procedures for resolution of complaints have substantially changed.

Summary of New Regulations:

- Title IX protects students and employees who are impacted by sexual harassment, sexual assault, domestic violence, dating violence, and stalking. When these behaviors occur, and a formal complaint is made, the college is obligated to address and remedy them and ensure that no one is denied effective access to the educational program of the college.
- Colleges have jurisdiction requirements that they must follow to determine whether a complaint falls within Title IX or is to be addressed within other college policies and procedures.
- Complainants are well-protected by the regulations in terms of supportive measures that are offered by colleges to try to address the impact of sex offenses.
- Complainants and respondents are each entitled to an advisor of their choosing (who can be an attorney) throughout the resolution process, and the college can provide this advisor to each party, if needed.
- The regulations have now created options for informal resolution that were discouraged by the Dear Colleague Letter.
- To protect the due process rights of respondents, colleges are required to use a formal grievance process for certain types of allegations. That formal process includes an investigation, a live hearing,

questioning of the parties through their advisors, a determination by an objective decision-maker, and an appeal.

For an example of a flow process of the procedure refer to appendix A provided by ATIXA.

Association of Title IX Administrators (ATIXA) Guidance

Who is ATIXA?

ATIXA provides a professional association for school and college Title IX Coordinators, investigators, and administrators who are interested in serving their districts and campuses more effectively.

*Policy Guidance*¹

The ATIXA panel of experts has consulted internally and with external attorneys. Many of the attorneys share a consensus view that the Department of Education is out on a limb with some elements of the new regulations, and that the final rule is susceptible to litigation. It's doubtful the regulations in their entirety will be struck down, but some portions or sections may be.

For that reason, and because of the impending 2020 election, ATIXA's advice is that because the courts and the election will likely put the future of the Title IX regulations into serious question, it would be imprudent for any recipient to issue new policies and procedures that supersede previous policies and procedures on anything but an interim basis.

MATC's Response

MATC spent the past few months developing a comprehensive Interim sexual misconduct policy that strikes an effective balance: complying with the new federal mandates; sustaining our commitment to reducing sexual misconduct, protecting students and employees, and creating an atmosphere that leaves individuals comfortable about coming forward; and ensuring a fair process for all involved.

- The College continuing to review, respond to, and, where appropriate, investigate and adjudicate reports of sexual harassment and sexual misconduct impacting members of the community, even where those reports may involve allegations of misconduct that may fall outside of the narrow requirements prescribed by the new regulations.
- The College will provide an advisor of its choice free of charge to conduct cross examination on behalf of a party in circumstances where the party does not have an advisor.
- The College will continue to apply a "preponderance of the evidence" standard in cases of alleged sexual harassment or sexual misconduct made against students, faculty or staff at the college.
- The College continuing to offer supportive measures (such as confidential assistance through WellConnect, academic support, etc.) with or without participating in the formal investigation/adjudication process

¹ ATIXA. (2020). *ATIXA Interim Policy Guidance*. https://atixa.org/?download_library_file=68079&tkn=c0ce4af503

**Manhattan Area Technical College
Institutional Policy and Procedure Manual**

Policy No. 5.1.2

Title: Undergraduate Course Credit Transfer	
Originated by: President/CEO	
Revised by: Vice President Student Success/Dean of Student Services	
Signature	Date
Approved by: President/CEO	
Signature	Date
Reviewed on: 5/28/2009, 7/01/2011	Revised on: 9/24/2020

Policy Statement: Manhattan Area Technical College (MATC) welcomes transfer students and endorses the "[Joint Statement on Transfer and Award of Academic Credit](#)" approved by the American Council on Education, the American Association of Collegiate Registrars and Admissions Officers and the Council for Higher Education Accreditation. Many of the principles of that statement are inherent to this policy.

Rationale: The MATC Registrar's Office evaluates transfer credit after a transfer student is admitted to the college. MATC has a defined policy for the evaluation and awarding of college transfer credit, military transfer credit, and advanced placement/standardized examinations credit. This policy reflects our mission to anticipate and exceed the educational and workforce training needs of our community. Our central focus is preparing students to be successful in their careers through education, personal, and professional development.

The procedures outlined below ensure that only college level, degree/diploma-applicable course work is eligible for transfer credit; that military transfer credit is considered only for demonstrated competencies deemed comparable to college-level learning by the [American Council on Education](#); that advanced placement and standardized examination credit demonstrate collegiate-level equivalency; and that such demonstrated competencies are comparable to MATC course learning outcomes and consistent with transfer credit policies and standards.

Definitions:

Joint Statement on the Transfer and Award of Credit - The Joint Statement on Transfer and Award of Credit provides principles, criteria and guidelines for institutions to use in developing criteria, policies, procedures and practice in transferring and awarding credit. The statement was approved by the American Council on Education, the American Association of Collegiate

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Registrars and Admission Officers, and the Council on Higher Education Accreditation in 2001 and was endorsed by the Higher Learning Commission in 2000 (<http://www.acenet.edu>).

Articulation agreement - An "articulation agreement" is a formal agreement between two or more educational entities to accept credits in transfer toward a specific academic program.

Official Transcript - An official transcript must be sent directly from the institution to MATC; or, if hand-carried by a student, it must be delivered unopened with the official seal intact. Student copies and faxed transcripts are not considered official.

Regionally Accredited Institution - Colleges or universities that are accredited by a regional accrediting body recognized by the [Council on Higher Education Accreditation](#).

The Kansas Board of Regents Systemwide Transfer (SWT)

The Kansas Board of Regents approves new course(s) each year, guaranteed to transfer among all Kansas public postsecondary institutions. Faculty representatives develop the learning outcomes for all the courses. A student who successfully completes any of these courses at a Kansas public university, community college, or technical college will be able to transfer the course to any Kansas public postsecondary institution.

Each course approved and accepted by the Kansas Board of Regents is identified by a shared course number that supports a student-first philosophy and is designed to enhance educational planning and effortless course transfer. A Kansas Regents Shared Number (KRSN) uses a 3-letter prefix and a 4-digit course number to differentiate the KRSN number from individual institution course prefixes and numbers.

For a complete listing of the courses that have been approved by the Kansas Board of Regents for transfer as direct equivalents at all public Kansas postsecondary institutions view the [Kansas Board of Regents website](#).

Determination of Transferability

MATC awards credit in transfer for courses completed at colleges and universities accredited by [regional accrediting associations](#) recognized by the Council on Higher Education Accreditation (CHEA).

To be accepted, coursework must have been completed at an institution after it received accreditation or during the time it was granted candidacy status for accreditation from one of the regional accrediting associations linked above.

The following process outlines the steps taken to determine your transferability of credit. All decisions about transfer equivalency are discretionary on the part of the college: whether equivalency will be allowed, how much will be allowed, and how it will be applied. In exercising

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this discretion, the college will apply principles recommended by its regional accreditor and national higher education organizations that set standards for transfer credit. These principles focus on the level, content, quality, and comparability of a course and its relevance to the student's intended program of study.

- In order to transfer credit, a grade of "C" (2.0 on a 4.0 scale) or better must have been made in the subject.
- No credit is given for academic courses with pass/fail or satisfactory/unsatisfactory grades.
- To receive credit for a specific MATC course, the transferring course must be equivalent in content (and in college/university transfer credit hours) to a MATC course. Official transcripts from accredited institutions will be reviewed against established standard equivalencies and transfer equivalency recommended by the appropriate designee.
- Courses transferred as part of an earned associate's or bachelor's degree will be evaluated for equivalency without regard to the completion date. However, any course older than ten (10) years that was not completed as part of an earned degree will be evaluated by the appropriate designee on a case-by-case basis.
- Stand-alone courses or training (including military) completed outside of a structured program of study may be considered for Prior Learning Credit.
- A grade of "TR" (transfer) is awarded for all transfer courses. TR grades are not included in the computation of the student's college GPA.
- In evaluating courses for transfer equivalency, the standard for review should be not less than seventy-five (75) percent comparability of course content. For courses in a sequence, students need sufficient preparation to succeed in the next course in the sequence.
- International transfer credits must provide an official course evaluation of all foreign university and college transcripts from a [NACES](#) (National Association of Credential Evaluation Services) association member.
- MATC is required to accept any credits defined within formal articulation agreements it has with a sending institution. The college is only required to accept transfer credits according to articulation agreements it has approved.
- It is the student's responsibility to make certain all courses have been evaluated prior to scheduling to avoid repeating any course work.

MATC does not imply or guarantee that credits completed at MATC will be accepted or transferable to any other college, university, or institution. Each institution has its own policies governing the acceptance of credit from other institutions such as MATC. Students seeking to transfer credits earned at MATC to another institution should contact the other institution to which they seek admission to inquire as to that institution's policies on credit transfer.

College Procedures

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- It is the student's responsibility to submit official transcript(s) directly to the Registrar's Office for evaluation of transfer credits.
- An academic advisor performs a preliminary evaluation for the Registrar's Office utilizing course descriptions. If course descriptions are not sufficient. It may be deemed necessary, for students to supply a course syllabus for course(s) not already included in the College's listing of approved transfer courses.
- After a preliminary review by academic advisor, the documentation is passed along to the Registrar for final review and determination of transfer equivalencies.
- The Registrar posts transfer credits in Jenzabar One which then will translate to the student's unofficial transcript in MATC Online.

Appeals Process

To appeal the evaluation or transferability of a course evaluation, the student must submit a written request to the Registrar for re-evaluation of transfer credit. The appeal must be made within sixty (60) days of the transfer courses being entered and must include documentation for re-evaluation. Upon receipt of the appeal, the Registrar will submit a copy of the appeal to the VPSS. The Registrar will inform the student in writing within fourteen (14) working days if additional documentation for further evaluation is needed. The Registrar will inform the student in writing of the final transfer credit decision.

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Policy No. 7.9.1

Title: Animals on Campus Policy	
Originated by: President/CEO	
Revised by: Dean of Student Services/Dean of Career & Technical Education	
Signature _____	Date _____
Approved by: President/CEO	
Signature _____	Date _____
Reviewed on: _____	Revised on: 11/28/2012, 9/24/2020

Policy Statement: Manhattan Area Technical College has the responsibility to provide a safe and healthy learning environment. While it is recognized that many animals are well behaved and are brought to the campus by responsible persons for safety or convenience. However, not all persons attending or employed at MATC may feel comfortable around animals on campus. It is, therefore, necessary to set rules to ensure a harmonious work and learning environment and to limit issues of liability by the college and animal owners.

Rationale: In order to meet the needs of animal owners while protecting staff, students, and visitors who may have allergies or fears that could cause an animal to interfere with their ability to work or study, the following rules will apply when an animal is brought on the property of Manhattan Area Technical College.

Procedure:

1. To protect public health and safety, animals (other than service animals) are not permitted in College buildings.

2. A “service animal” is one that is individually trained to do work or perform tasks for the benefit of an individual with a disability, and the work or tasks performed by the animal are directly related to the individual’s disability. This definition encompasses all “service animals” as defined by the applicable regulations to the Americans with Disabilities Act ([28 C.F.R. § 35](#), [28 C.F.R. § 36](#), [29 C.F.R. § 1640](#), [29 C.F.R. § 1630](#)) and section 504 ([34 C.F.R. § 104](#), [45 C.F.R. § 84](#)) and encompasses all “assistance dogs” as defined by applicable Kansas statutes. “Emotional Support Animals” under the Fair Housing Act (FHA) are not considered “service animals” through this policy, as MATC does not operate college owned student housing facilities. Service animals assisting an individual with a disability are allowed on campus, but their owners must abide by the following:

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- a. Register the animal with accommodation services on campus.
 - b. The service animal must be under the control of its handler. Where it is not readily apparent that an animal is a service animal, an ADA coordinator or designee may ask if the animal is required because of a disability and what work or task the animal has been trained to perform.
 - c. MATC may exclude a service animal if the animal is not housebroken; would pose a direct threat to the health, safety or property of others that cannot be reduced or eliminated by a reasonable accommodation; is out of control and the individual does not take effective action to control it; would fundamentally alter the nature of a program or activity; or is not being cared for the by the individual.
 - d. MATC is not responsible for the care or supervision of service animals. Individuals handling a service animal are responsible for the control of their animals at all times and for ensuring the immediate clean-up and proper disposal of all animal waste. Individuals must comply with all applicable laws and regulations, including vaccinations, licensure, animal health and leash laws,
 - e. Although MATC will not charge individuals handling a service animal a service animal surcharge, it may impose charges for damages caused by a service animal in the same manner the College imposes charges for damages to property.
3. A person desiring to bring an animal (other than a service animal) into a College building must seek approval from the Animal Review Committee (*VP's, Dean's, CISO*).
 4. All domestic animals on College property, including outdoors, must always be leashed and under personal control of the owner.
 5. For the safety of both humans and animals, animals are prohibited from areas where food is consumed and from program laboratories or other areas housing hazardous materials or machinery.
 6. Animals are not to be tied to or secured to trees, posts, shrubs and/or left unattended on the College property.
 7. Owners shall be held responsible for any personal or property damage inflicted by their animals.

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8. All animals on MATC property must have current vaccinations evidenced by a tag on the animal or a vaccination certificate in the immediate possession of the owner. Owners are reminded that animals on campus are subject to the City of Manhattan [animal control ordinances](#). City animal control will be called to remove and impound disruptive, aggressive, unattended, or at-large animals.

9. Owners or caretakers must clean up after their animals - both inside buildings and outside on campus property. Each owner is responsible for his/her animal, including clean-up and proper disposal of all animal waste.

1. [City of Manhattan City Code: Chapter 6: Animals and Fowl](#)

2. Americans with Disabilities Act: [28 C.F.R. § 35](#), [28 C.F.R. § 36](#), [29 C.F.R. § 1640](#), [29 C.F.R. § 1630](#)

3. Section 504 of The Rehabilitation Act of 1973: [34 C.F.R. § 104](#), [45 C.F.R. § 84](#)

**Manhattan Area Technical College
Institutional Policy and Procedure Manual**

Policy No. 3.7.5

Title: Community and Student Complaint Procedure	
Originated by: Dean of Student Services/Dean of Career & Technical Education	
Signature _____	Date _____
Approved by: President/CEO	
Signature _____	Date _____
Reviewed on: _____	Revised on: _____

Policy Statement: Manhattan Area Technical College (MATC) provides opportunities for students and members of the community to register complaints by filling out a Student and Community Complaint Form. The Student and Community Complaint Form provides an avenue to submit a concern regarding any area at MATC. The College will address and systematically process all student and community complaints in a timely manner.

Formal complaints that involve discrimination and sexual discrimination/sexual harassment are addressed under Title IX and are handled separately from the processes described below. Refer the Sexual Harassment Policy 3.7.2. Should you wish to report a Title IX related incident, please utilize the online reporting form and select "Title IX" then the appropriate incident type.

Examples of Complaints

- *Academic Complaints* — Students who have complaints related to course grades, conduct of classes, or other course matters should address those complaints first with the instructor of the course as noted under Complaint Process – Informal Phase. If the student is not satisfied with the resolution, the student may then go to the appropriate program director or Dean of Career and Technical Education. If a resolution is not achieved with the appropriate program director or Dean of Career and Technical Education, a student may submit a formal complaint via the online Student and Community Complaint Form.
- *Non-Academic Complaints* — As noted under Complaint Process, Informal Phase, students and members of the community who have complaints related to MATC staff or services (Academic Advising, Financial Aid, Registrar, Teaching and Learning Center, etc.) should first address those complaints directly with the MATC staff. If the student is not satisfied with the resolution, the student may then go to the Dean of Student Services. as noted under Complaint Process – Informal Phase. If resolution is not achieved there, they may submit a formal complaint via the online Student and Community Complaint Form.

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Process:

Complaint Procedure – Informal Phase

MATC recognizes that disputes may sometimes arise. Students and members of the community are encouraged to seek informal resolution of their complaints or concerns.

Step 1: Informal complaints (concerns, expressions of dissatisfaction or disagreement) should be handled through direct communication (conversation, email, or letter) with the MATC staff or department/division involved.

Step 2: If the issue remains unresolved, the informal complaint should be directed to the appropriate department/division supervisor. Students and members of the community may also consult with the Deans if they are unsure about where or how to address a complaint or concern. If a complaint remains unresolved, students or members of the community would initiate the formal phase of the complaint process.

Complaint Procedure – Formal Phase

A formal complaint is a request for assistance with a problem, conflict, concern, or issue that negatively impacts students/community members that could not be addressed by informal resolution with the staff member/administrator and his/her supervisor. Formal complaints must be submitted via the online [Student and Community Complaint Form](#). When using the online form, a student/community member may choose to remain anonymous. Though anonymous formal complaints are permitted, doing so may limit the College's ability to investigate and respond to a formal complaint. ***Formal complaints must be filed within thirty (30) college business days of the occurrence that prompted the complaint.***

Procedure for Filing a Formal Complaint

Step 1: The student or member of the community must seek an informal complaint resolution of the matter as noted above under Complaint Process – Informal Phase before moving to Step 2 below.

Step 2: Complete the online [Student and Community Complaint Form](#). The formal complaint must specifically state the basis for the complaint (person or area to whom the complainant addresses) and the resolution that the complainant seeks.

Step 3: Formal complaints submitted via the Student and Community Complaint Form are directed to the appropriate Dean. The Deans do not act as an advocate for any party but are facilitators to ensure a fair process. They will then refer the complaint to the Office of Primary Responsibility (OPR).

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Step 4: The OPR, upon receiving the evidence, will evaluate the information and render a decision. The OPR will respond in writing via mail/email to the complainant within ten (10) college business days. The response will include:

- A written description of the complaint, including all pertinent details.
- A statement regarding action taken.

NOTE: Time limits will be suspended while personnel are off contract and will resume when they return to duty. Notice of delay will be provided.

Appeal Phase

Formal appeals must be made in writing and submitted via the online [Student and Community Complaint Appeal Form](#).

Phase 1: President

If the student or member of the community does not get a satisfactory resolution to his/her formal complaint, resolution may be sought by appealing to the President of MATC by submitting a formal written request via the online [Student and Community Complaint Appeal Form](#). The appeal must be received within ten (10) college business days after date of the mailed/emailed letter as outlined in Step 4.

The President, upon conclusion and investigating the nature of the complaint, will respond in writing (by way of mailed/emailed letter) to the complainant within ten (10) college business days after receipt of the decision notification (the date of the mailed/emailed letter).

The response will include a written description of the complaint, including all pertinent details, and a statement regarding action taken.

Phase 2: Board of Directors

If a satisfactory resolution has not been reached with the President, the student or member of the community may appeal to the Board of Directors by submitting a formal written request via the online [Student and Community Complaint Appeal Form](#) within ten (10) college business days after receipt of the decision notification (the date of the mailed/emailed letter).

Once the Board Clerk receives the formal complaint, he/she has five (5) college business days to reply in writing (mailed/emailed letter) a preliminary response to the complainant and the timeline for the complaint to be reviewed by the Board of Directors, upon conclusion and investigating the nature of the complaint, will respond in writing (mailed/emailed letter) to the complainant.

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The response will include a written description of the complaint, including all pertinent details and a statement regarding action taken. Once the Board of Directors decides on the appeal the decision is not subject to further appeals.

Complaints to Third Parties

In addition to Manhattan Tech's complaint processes, certain student complaints may be submitted to outside agencies as outlined below (this list is non-exhaustive and there may be other agencies that will receive and process complaints):

- 1. Consumer protection and/or fraud** – Complaints may be filed with the Kansas Attorney General's Office
- 2. Discrimination complaints** – Complaints against the College or its employees may also be filed with the Kansas Human Rights Commission
- 3. MATC's accreditation eligibility** – MATC is regionally accredited by the Higher Learning Commission. Complaints regarding the College's ongoing eligibility to meet the Criteria of Accreditation may be filed following HLC Guidelines. Some academic programs may also have specific state or federal accrediting agencies that will review complaints (i.e. nursing, dental hygiene, etc.)
- 4. Kansas Board of Regents** - In accordance with the U.S. Department of Education Program Integrity Rule, 34 C.F.R. Part 600.9, the Kansas Board of Regents has adopted a process to review and appropriately act on student complaints concerning the six state universities. However, Community Colleges, Technical Colleges are not governed by the Kansas Board of Regents and should be contacted directly regarding complaints. [Refer Here for more information.](#)

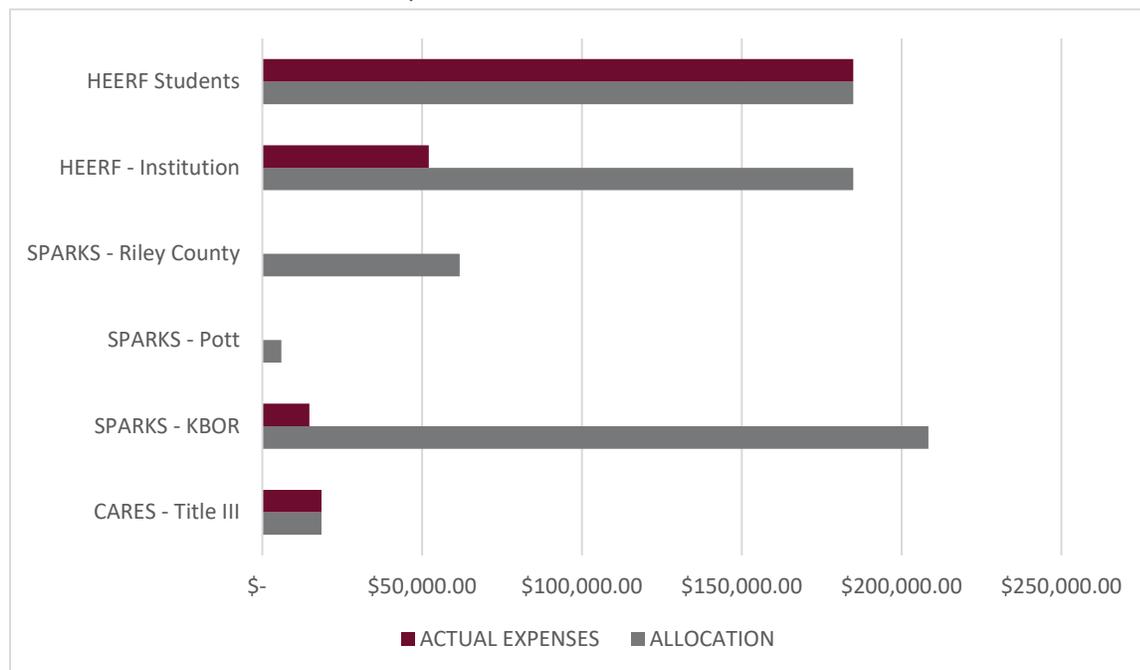
CARES ACT GRANTS



MANHATTAN AREA TECHNICAL COLLEGE

Analysis of data from April 1, 2020 – September 23, 2020

Allocations vs Actual Expenses



GRANT NAME	ALLOCATION	ACTUAL EXPENSES	ENCUMBERED EXPENSES	REMAINING
CARES - Title III	\$ 18,476.00	\$ 18,476.00		\$ -
SPARKS - KBOR	\$ 208,419.00	\$ 14,733.82	\$ 54,465.00	\$ 139,220.18
SPARKS – Pott*	\$ 6,000.00			\$ 6,000.00
SPARKS – Riley* County	\$ 61,750.00		\$ 19,056.00	\$ 42,694.00
HEERF - Institution	\$ 184,920.00	\$ 52,054.75		\$ 132,865.25
HEERF Students	\$ 184,921.00	\$ 184,921.00		\$ -
TOTAL	\$ 664,486.00	\$ 270,185.57	\$ 73,521.00	\$ 320,779.43

**Riley/Pott. County SPARK Grants are set up as reimbursement grants. MATC is reimbursed for expenses incurred for allowable expenses. To date, MATC has not received any funds.*

CARES ACT GRANTS



Higher Education Emergency Relief Fund (HEERF) - Student portion

Budget Period: April 24, 2020- April 23, 2021

Allowable Expenses: Grant must be used for direct emergency aid to students

MATC Expenses: 123 students were granted funding

Higher Education Emergency Relief Fund (HEERF) – Institution Portion

Budget Period: May 6, 2020 – May 5, 2021

Allowable Expenses: Grant should be used to cover costs associated with significant changes to the delivery of instruction due to COVID-19. Funds can be used as reimbursement for foregone revenue caused by campus closures and the necessary move to online instruction.

MATC Expenses: IT Infrastructure: \$184,920

Strengthening People and Revitalizing Kansas (SPARKS) – KBOR

Budget Period: March 1, 2020 – December 30, 2020

Allowable Expenses: Grant may only be used for costs that:

1. Are necessary expenditures incurred due to public health emergency with respect to COVID-19
 - a. PPE, other supplies, personnel for increased cleaning and sanitization, and testing needs.
 - b. Costs related to K-12 schedule change and teaching overload to ensure seat time requirements are met for K-12 students in Excel in CTE Courses
 - c. Information technology infrastructure to allow for remote learning (when needed), equipment for hands-on and virtual training specifically for CTE programs which need expensive equipment adaptations to allow for COVID-19 health protocols to be complied.
2. Were not accounted for in the budget most recently approved for the Agency as of March 27, 2020.

MATC Expenses: PPE/Cleaning Supplies/Equipment/Contracted Services - \$125,051.40

IT Infrastructure - \$31,626.85

Excel in CTE - \$52,104.75

CARES ACT GRANTS



Strengthening People and Revitalizing Kansas (SPARKS) – Riley County

Budget Period: March 1, 2020 – December 30, 2020

Allowable Expenses: Grant should be used to cover costs associated with reopening schools/colleges in the wake of COVID-19.

MATC Expenses:

- PPE - \$11,750
- Disinfectant costs - \$15,000
- Distance Learning - \$10,000
- Payroll (for additional cleaning) \$25,000

Strengthening People and Revitalizing Kansas (SPARKS) – Pottawatomie County

Budget Period: March 1, 2020 – December 30, 2020

Allowable Expenses: Grant should be used to cover costs associated with reopening schools/colleges in the wake of COVID-19.

MATC Expenses: Wamego PPE - \$6,000



NOTICE OF CONSTRUCTION

September 9, 2020

TO:

Property Owners Adjacent to the Project

PROJECT:

ST2007 – Concrete Maintenance Phase II – Wreath Avenue from Anderson Avenue to Dickens Avenue

PROJECT SCOPE:

This project is a street maintenance project and will replace the entire street width along Wreath Avenue from Anderson Avenue to Dickens Avenue. Curbing and driveway connections will not be rebuilt with this project.

DURATION OF WORK:

Work will begin approximately November 1. The Contractor is T&M Concrete Construction Company from Junction City, KS and pending weather, the project shall be completed by April 31, 2021.

ADVISORY:

Vehicular traffic will be maintained for local residents only. Each phase will consist or replacing one lane from intersection to intersection and will maintain access to driveways at all times except when concrete is poured. Please reference the City of Manhattan website and Facebook page for further announcements.

THANK YOU:

We appreciate your patience, understanding, and cooperation during this project and hope that you will enjoy it upon its completion. If you have any questions regarding this notice or the project, please feel free to contact me.

Sincerely,

A handwritten signature in blue ink that reads "Michael McIntire".

Michael McIntire, P.E.

Project Manager

michael.mcintire@cityofmhk.com

(785)587-2419