New Program Request Form
CA1
General Information

Institution submitting proposal	Manhattan Area Technical College
Name, title, phone, and email of person submitting the application (*contact person for the approval process)*	Kerri Bellamy, Dean of Advanced Technology/CAO 785-320-4530, kerribellamy@manhattantech.edu
Identify the person responsible for oversight of the proposed program	Kerri Bellamy, Dean of Advanced Technology/CAO
Title of proposed program	Early Childhood Education
Method of program delivery (face to face, online, hybrid)	Hybrid
Proposed suggested Classification of Instructional Program (CIP) Code	19.0709 - Child Care Provider/Assistant.
CIP code description including Title and Definition (from nces.ed.gov/ipeds)	A program that prepares individuals to be primary providers of home, family, residential, or institutional-based childcare services. Includes instruction in child growth and development, nutrition, recreation, planning and supervision of play and learning activities, child abuse and neglect prevention, parent-child relationships, and applicable legal and administrative requirements.
Standard Occupation Code (SOC) associated to the proposed CIP code	39-9011
SOC description including title and job description (from onetonline.org)	Attend to children at schools, businesses, private households, and childcare institutions. Perform a variety of tasks, such as dressing, feeding, bathing, and overseeing play.
Number of credits for the degree and all certificates requested	AAS – 60 Cert B – 30 Cert A – 18
Proposed Date of Initiation	Fall 2025
Specialty program accrediting agency	This program doesn't require any accreditation from Kansas Department of Health and Environment (KDHE).
Industry-recognized certification(s) to be earned by students	Students will be eligible to sit for Child Development Associate (CDA) Certification. We collaborate with Kansas Childcare Training Opportunities (KCCTO) and guide students on using prior learning assessment for credit into

	the program. This will prepare students to be licensed through KDHE after graduation.

Signature of College Official_____*Kerri Bellamy*_____   Date 4/17/25_____

Signature of KBOR Official_____   Date_____

Narrative

Program Rationale

The proposed Early Childhood Education program at Manhattan Area Technical College was created in response to the demand for childhood education professionals and facilities in our region. The pandemic accelerated the shortage of childcare across the nation, state, and in our area. Many women and some men left the workforce as they could not find and/or afford childcare. Leaving the workforce presents an issue with the large workforce shortage in skilled areas already.

This need and project became a community issue and project, led by three young women - two who operate childcare operations and one mother needing access to childcare- working with chamber and community leadership. After their research, they designed a unique approach combining incubator and accelerator components to get more persons to: 1) be capable of providing legal, safe, and meaningful childcare, 2) expanding childcare operations in their homes and/or in centers, 3) work with MATC and area high schools, adult education, etc., to try and provide more childcare workers. The Greater Manhattan Community Foundation (GMCF) took the lead to pursue grants for a facility and some start-up costs. GMCF sought out Manhattan Tech as a partner for the curriculum/training component as well as other MATC services (adult education, courses, etc.) to be at the childcare accelerator/business center to help people and expand access to workforce education. The facility will be built and finished by Fall 2025. We anticipate enrollment on site to be 12 full time students and 29 part time students through our concurrent program at Manhattan High School.

MATC's initiative is taking place in conjunction with the development of the Flint Hills Community Accelerator whose funding was provided by the Capital Projects Fund Accelerator though the Kansas Children's Cabinet and matching community funds through the Greater Manhattan Community Foundation The Flint Hills Community Accelerator is a partnership among four organizations:
- MATC
- Heartland Works
- Manhattan Free Clinic
- Childhood Business Initiative

The Flint Hills Community Accelerator is created as a workforce growth and retention effort. MATC recognizes this seems similar to Cloud County for the three counties that both institutions serve, however, due to the unique nature of this project, it is necessary for MATC to establish this in its home county. Its efforts are designed to support the local workforce by providing high quality early care and education for families and allowing for the retention of workers for employers. In part, the Childhood Business Initiative and partnership with MATC is designed to increase the available childcare openings up to 96 per year for the surrounding communities and to provide education and support to increase the number of Family Child Care providers. It is also designed to encourage the growth of small child care businesses in our service area. The curriculum proposed to KBOR by MATC provides the necessary and appropriate training for those entering the childcare profession and leads to both certificates and an associate's degree. Due to the uniqueness of the proposed project, the supplied letters of support do not come from proposed employers, this is due to the intention of the students ultimately opening and managing their own childcare businesses; they will be self-employed.

Program Description and Requirements

Catalog Description

The Manhattan Tech Early Childhood Education program prepares students to work with young children in a variety of educational settings. The program emphasizes child development, curriculum planning, classroom management, and family engagement. Through a combination of coursework and hands-on experience, students gain the skills needed to create nurturing, inclusive, and effective learning environments. Graduates are equipped to pursue careers in early childhood education, such as preschool teachers, childcare providers, and paraprofessionals.

Program Objectives

- Promote child development and learning with healthy, respectful, encouraging, and enriched environments
- Build and create family and community partnerships to foster belonging
- Identify observation tools, document, and assess to guide program planning for young children
- Articulate and apply ethical guidelines and standards of professionalism in the field of early care and education that fosters diversity, equity and inclusion
- Evaluate learning opportunities and activities based on developmentally appropriate practice and the Kansas Early Learning Standards to build meaningful curriculum for young children's growth and development
- Demonstrate and apply knowledge of early care and education in early care and education field experiences

Practicums

The Early Childhood Education students will be required to complete ECE 125 Child Care Practicum I as part of a Cert A, Cert B, and A.A.S. Associate's degree seeking student will also be required to complete ECE 155 Child Care Practicum II both of which are 3 credit hour courses. There will be 8 pods available within the facility, for students to complete their practicum hours in as well as multiple sites in the community that are open and willing to host students for their practicum.

Admission Requirements

Program Seeking Students

Students who wish to attend a Manhattan Tech academic program must submit the materials below to be considered for admission:

- Complete college application and application fee (found online at manhattantech.edu)
- Official transcript verifying graduation and final grades from an accredited high school, registered home school, or a General Education Development (GED®) diploma.
- ACT scores within the last three years, if available.
- Meet college placement assessment criteria, unless exempt from assessment based on ACT scores (Refer to Entrance Assessment section for additional details).

High School/Concurrent Enrollment/Dual Credit Students

Students may receive concurrent high school/college credit, which can be applied toward a Manhattan Tech technical certificate/degree following the student's high school graduation.

(Part-time enrollments will be considered if program space is available.)

Students interested in enrolling should refer to www.manhattantech.edu/concurrent for more information and consult with their guidance counselor to determine course interest and eligibility.

Admission/Enrollment Guidelines for Concurrent Credit/Dual Credit for High School Students:
- Students must be classified as a sophomore, junior, or senior in high school.
- Students must have a cumulative GPA of 2.5 or higher.
- Students must take the ACCUPLACER or show qualifying ACT scores to enroll in English Composition I and/or College Algebra. To schedule a placement test, visit www.manhattantech.edu/proctor
- Students are required to attend an enrollment session at their respective high school and submit their completed Concurrent Enrollment Form/Parent Financial Agreement. Students should check with their guidance counselor or the Manhattan Tech website for specific dates/deadlines, enrollment forms, and payment information.

Please note: these guidelines also apply to homeschooled students receiving dual credit.

High school students wishing to enroll in courses held on campus at Manhattan Tech or online who are not obtaining Dual Credit will follow standard entrance specifications. Refer to General Admission Requirements for those provisions.

Graduation Requirements

Students who intend to graduate with a technical Certificate and/or Associate Applied Science degree must complete the following requirements to graduate and/or participate in commencement exercises:
- Submit the Intent to Graduate form (available on MATC Online) and $25 fee.
- Satisfactorily complete all course work for technical certificate/degree.
- Achieve a cumulative GPA of 2.0 or higher.
- Have no more than 6 credit hours of course requirements remaining to complete the Certificate/Degree.

Fulfill all financial obligations to Manhattan Tech as well as Financial Counseling, if applicable.

Demand for the Program

Kansas Department of Labor occupational data for the SOC Code 39-9011, Childcare Workers:
- Annual occupational growth: -.5% until 2030
- Estimated annual median wages: $27,200
- Typical education level needed for entry: High School Diploma or equivalent

Perkins Comprehensive Local Needs Assessment for Early Childhood Education
- The Local Needs Assessment shows 56 annual openings with an annual wage of $34,306. A Manhattan task force has been formed to identify the lack of childcare in the area.

Letters of support from local industry are provided in **Appendix A** from the following industry contacts.

- Greater Manhattan Community Foundation
- City of Manhattan Chamber of Commerce
- Via Christi Ascension
- Manhattan High School

Duplication of Existing Programs

MATC has worked in collaboration with Heartland Works, Manhattan Free Clinic, and Childhood Business Initiative to create the Flint Hills Community Accelerator partnership. At this time, no collaboration with other institutions has occurred as the development of this program happened in tandem with the industry/community partners mentioned above.

A letter was received from Clous County Community College during the New Program Alert phase regarding duplication of their existing program at the Geary County campus. MATC's President met with CCCC's CAO to discuss collaboration and the difference in the two programs. The originally letter from CCCC and our response is provided in the associated attachments.

Currently there are 13 existing programs under the 19.0708 CIP code that have reported data for the K-TIP report, they are included below with the 2 programs using MATCs proposed CIP code 19.0709.

Name of Institution	Program Title	CIP Code	Award	Total # Declared Majors	Total # Grads	Total #Grads Exited& Employed	Med Wage of Grads Employed
Allen Community College	Child Care And Support Services Management	19.0708	Assoc/Cert	106	13	9	$38,218
Barton Community College	Child Care And Support Services Management	19.0708	Assoc/Cert	34	8	^	^
Butler Community College	Child Care And Support Services Management	19.0708	Assoc/Cert	95	8	6	$35,853
Cloud County Community College	Child Care And Support Services Management	19.0708	Assoc/Cert	13	6	^	^
Cowley Community College	Child Care And Support Services Management	19.0708	Assoc/Cert	80	14	10	$23,309
Dodge City Community College	Child Care And Support Services Management	19.0708	Assoc/Cert	14	5	^	^
Fort Hays Tech| Northwest	Child Care And Support Services Management	19.0708	Assoc/Cert	^	^	^	^
Highland Community College	Child Care And Support Services Management	19.0708	Assoc/Cert	58	5	^	^
Independence Community College	Child Care And Support Services Management	19.0708	Assoc/Cert	7	^	^	^
Kansas City Kansas Community College	Child Care And Support Services Management	19.0708	Assoc/Cert	56	5	^	^
Salina Area Technical College	Child Care And Support Services Management	19.0708	Assoc/Cert	^	^	^	^

| Garden City Community College | Child Care Provider/Assistant | 19.0709 | Assoc/Cert | ^ | ^ | ^ | ^ |
| Washburn Institute of Technology | Child Care Provider/Assistant | 19.0709 | Assoc/Cert | 25 | 19 | 5 | $5,849 |

Program Information

The Early Childhood Education program is not aligned at the state level.

Course Prefix/ #	Course Title	SCH	Prerequisite(s)
ECE 100	**Principles of Early Childhood Education**	3	None
	This course is an introductory course grounded in child development knowledge and the current and historical importance of early childhood education. This course is centered around the NAEYC Professional Preparation Standards.		
ECE 105	**Early Childhood Program and Curriculum Planning**	3	None
	This course presents an overview of observations and curriculum planning in early childhood development and education. Emphasis will be placed on appropriate objective methods for observing and recording children's behavior in group setting. Strategies for observing while fulfilling the role of the teacher will be addressed. This course will also discuss skills necessary to plan a developmentally appropriate curriculum, including organizing space and time, facilitating daily routines and transitions, creating structured group time experiences, and planning for diverse early childhood classrooms. Students will be introduced to the Kansas Early Learning Standards and the Kansas Core Competencies.		
ECE 110	**Child Health, Safety and Nutrition**	3	None
	This course will enable the student to demonstrate an understanding of the basic factors which affect the health, safety and nutrition of young children. Current state regulations and national standards will be examined.		
ECE 115	**Infant and Toddler Care and Education**	3	None
	This course includes the study of infant and toddler development with emphasis on how to create and maintain developmentally appropriate environments for children aged birth through thirty-six months. Supporting and engaging families and communities through respectful, reciprocal relationships will be an integral part of the course.		
ECE 120	**Observing and Interacting with Young Children**	3	None
	This course is a study of the role of observation to assess and monitor the development and learning of, and the appropriate techniques for interacting with, young children.		
ECE 125	**Child Care Practicum I**	3	None
	This course is designed to provide students with the opportunity to use concepts of observation and evaluation. Students will demonstrate knowledge of Kansas Statutes and Regulations for licensing family childcare homes. Students will create lesson plans		

	based on developmentally appropriate curriculum for children in a family childcare setting.		
ECE 130	**Teaching Young Children with Special Needs**	3	ECE 100
	Young Children with Special Needs defines an inclusive approach to early education. It defines inclusive programs for young children, focusing on research-based, family-centered and multicultural practices. Students focus on the educator's role in designing and accessing educational resources for exceptional children within the context of collaboration and inclusion. Students will learn the importance of respecting the inherent worth and dignity of the child and the family. The course prepares students for the process of assessment of young children and the importance of early identification of disabilities. Students are introduced to the Individualized Family Service Plan (IFSP), the Individualized Education Program (IEP) and requirements for a 504 Plan.		
ECE 135	**Building Family and Community Relations**	3	ECE 100
	This course will distinguish and discuss the complex characteristics of children's families and communities in a diverse society. Students will understand and create respectful, reciprocal relationships that support, value, and empower all families to be involved in their children's development and learning.		
ECE 140	**Early Childhood Language and Literacy**	3	ECE 100
	In this course, students will be introduced to language and literacy development in young children. Students will explore the beginnings of communication and its influence on development from infancy to preschool. The course will offer opportunities for students to be introduce to strategies for working with second-language learners, partnering with families, and recognizing types of communication delays. Students will gain knowledge and skills in achieving language and literacy goals through program planning. The course will allow students the opportunity to learn about children's literature and how to select books for a variety of language and literacy learning activities for young children.		
ECE 145	**Creative Experiences for Young Children**	3	ECE 100
	This course is a study of constructing and maintaining an environment for young children that fosters aesthetic sensitivity and creativity. Creative activities include visual arts, dance, music, and dramatic play. The course will focus on the selection, construction, and use of materials, activities, and experiences that encourage the young child's creativity encompassing all developmental domains and curricular areas.		
ECE 150	**Child Care Administration**	3	ECE 100
	This course is designed to give the student knowledge of the operations and management of early childhood care and education programs. The course will enable students to maintain budgets, implement the administration and organization of early childhood care and education programs.		
ECE 155	**Child Care Practicum II**	3	ECE 100, ECE 150
	This course is designed to provide students with the opportunity to use concepts of observation and evaluation. Students will demonstrate knowledge of Kansas Statutes and Regulations for licensing family childcare facilities. Students will create lesson plans based on developmentally appropriate curriculum for children in childcare classroom settings.		
BUS 185	**Business Ethics & Human Relations**	3	None.

	This course introduces contemporary and controversial ethical issues facing the business community. Topics include moral reasoning, moral dilemmas, law and morality, equity, justice and fairness, ethical standards, and moral development. The course emphasizes employability skills such as communication, work habits and attitudes, ethics, conflict management, motivation and problem solving, self-concept, perception, self-awareness, personality, values and communications.		
BUS 190	**Leadership Development**	3	
	Students will analyze personal strengths, styles, and preferences that contribute to leadership as well as explore, apply, and reflect on the basic concepts of leadership. Topics include ethics, diversity, inclusion, and leadership in business and community settings. The course emphasizes employability skills such as communication, work habits and attitudes, ethics, conflict management, motivation and problem solving, self-concept, perception, self-awareness, personality, values, and communication.		None
COM 105	**English Composition I – KRSN ENG1010**	3	
	English Composition I is an introduction to expository writing emphasizing expression of ideas, structure, organization, development, and grammatical correctness. The course offers practice in researching, revising, and editing.		Meet placement guidelines
COM 110	**Technical Writing**	3	
	This course is an introduction to professional and technical writing used in the workplace. The class offers practice in document design and editing. The types of correspondence include memos, letters, e-mail, reports, and instructional manuals. The course will focus on clarity, conciseness, document design, organization, audience recognition, audience involvement, and accuracy. Collaboration and teamwork is stressed. Presentations will be practiced during class.		Meet placement guidelines
MAT 109	**Technical Mathematics II**	3	
	This is an algebra-based mathematics course that focuses on technical applications. Topics include graphing linear equations, systems of linear equations, polynomials, factoring polynomials, quadratic equations, right triangle trigonometry and trigonometry with any angle. This course is designed to provide students with the critical thinking needed for solving complex technical problems.		Meet placement guidelines OR MAT 101 with a grade of "C" or higher OR MAT 108 with a grade of "C" or higher
MAT 110	**Intermediate Algebra**	3	
	This course is designed for students who have only one year of high school algebra, are inadequately prepared for College Algebra, or score in the prescribed range on the ASSET/COMPASS exams. Topics covered will include Number Systems, Linear Equations and Inequalities, Lines, Systems of Linear Equations and Inequalities, Polynomials, Exponents, Rational Expressions and Quadratic Equations.		Meet placement guidelines MAT 108 Beginning Algebra with a grade of "C" or higher
ACC 100	**Business Accounting**	3	
	Business Accounting includes the theory and practice associated with double entry accounting. Special emphasis is placed on the preparation of the documents necessary to complete the accounting cycle. Topics include: transactions, journals, financial statements, schedules, adjustments/closing entries, accounting cycle, cash control, bank reconciliation, and payroll.		None
BUS 126	**Introduction to Business**	3	
	This course is a foundation course on business and its importance in a free market economy and includes a study of types of business		None

	ownership and operations. Business terminology is used to understand and interpret business news and information.		
BUS 120	**Business English**	3	None
	This course will enable the student to master language principles for the information age. The student will develop language skills while gaining computer experience. The student will gain expertise in basic rules of English grammar, punctuation, capitalization, and number style.		
BUS 111	**Personal Finance**	3	None
	This course focuses on basic skills in the management of money with an emphasis on the viewpoint of the individual. Topics covered include budgeting, bank accounts, credit cards, borrowing, real estate and housing, transportation, savings, investments, insurance, taxation, retirement, and estate planning.		

Revised/Approved April 2022, June 2023, March 2024, July 2024, November 2024

Program of Study/Degree Plan

A.A.S Degree in Early Childhood Education
60 Credit Hours
    37 Technical Specialty Credits
    15 General Education Credits
    9 Technical Elective Credits

Fall Semester – Year 1		
ECE 100	Principles of Early Childhood Education	3 SCH
ECE 105	Early Childhood Program and Curriculum Planning	3 SCH
ECE 110	Child Health, Safey, and Nutrition	3 SCH
ECE 115	Infant and Toddler Care and Education	3 SCH
ECE 120	Observing and Interacting with Young Children	3 SCH
ECE 125	Child Care Practicum I	3 SCH
	Total:	18 SCH
Spring Semester – Year 1		
ECE 130	Teaching Young Children with Special Needs	3 SCH
ECE 135	Building Family and Community Relations	3 SCH
ECE 140	Early Childhood Language and Literacy	3 SCH
ECE 145	Creative Experiences for Young Children	3 SCH
ECE 150	Child Care Administration	3 SCH
ECE 155	Child Care Practicum II	3 SCH
	Total:	18 SCH
Fall Semester – Year 2		
GEN	General Education Elective	6 SCH
TECH	Technical Elective	6 SCH
	Total:	12 SCH
Spring Semester – Year 2		
GEN	General Education Elective	9 SCH
TECH	Technical Elective	3 SCH
	Total:	12 SCH

Certificate B in Early Childhood Education
30 Technical Specialty Credits

Fall Semester – Year 1		
ECE 100	Principles of Early Childhood Education	3 SCH
ECE 105	Early Childhood Program and Curriculum Planning	3 SCH
ECE 110	Child Health, Safey, and Nutrition	3 SCH
ECE 115	Infant and Toddler Care and Education	3 SCH
ECE 120	Observing and Interacting with Young Children	3 SCH
ECE 125	Child Care Practicum I	3 SCH
	Total:	18 SCH
Spring Semester – Year 1		
ECE 130	Teaching Young Children with Special Needs	3 SCH
ECE 135	Building Family and Community Relations	3 SCH
ECE 140	Early Childhood Language and Literacy	3 SCH
ECE 145	Creative Experiences for Young Children	3 SCH
	Total:	12 SCH

Certificate A in Early Childhood Education
18 Technical Specialty Credits

Fall Semester – Year 1		
ECE 100	Principles of Early Childhood Education	3 SCH
ECE 105	Early Childhood Program and Curriculum Planning	3 SCH
ECE 110	Child Health, Safey, and Nutrition	3 SCH
ECE 115	Infant and Toddler Care and Education	3 SCH
ECE 120	Observing and Interacting with Young Children	3 SCH
ECE 125	Child Care Practicum I	3 SCH
	Total:	18 SCH

Faculty

Credentials for teaching in the Early Childhood Education Program are the same as for those who are employed for any position as a faculty member, including education, training, and/or industry experience in the topic areas taught. The instructor will hold a degree one level higher than the program degree when possible or be willing to obtain said degree within a prescribed time period. The instructor must possess or be eligible to obtain certification commensurate with those required by the industry to perform duties at or above the level taught within the program. (see Instructor Evaluation Form in **Appendix B**)

Cost and Funding for Proposed Program

The proposed program's budget encompasses various essential costs to ensure its successful implementation and sustainability. Initially, the program anticipates enrolling 12 full-time and 29 part-time students in its first year. Faculty costs are a significant portion of the budget, with existing full-time faculty salaries amounting to $70,000 and new full-time faculty salaries at $55,000, funded equally by MATC and GMCF. Additionally, part-time/adjunct faculty costs are estimated at $3,600, funded by MATC.

Equipment required for the program is projected to cost $150,000, with 10% funded by MATC and 90% by GMCF. Tools and supplies necessary for the program are estimated at $20,000, with the same funding distribution. Instructional supplies and materials are budgeted at $2,500, fully funded by MATC. Facility requirements, including modifications and renovations, are a substantial expense, totaling $6,000,000, funded entirely by GMCF, as the facility is not part of MATC. Technology and software costs are estimated at $3,500, funded by MATC.

For the program's sustainability in the second and third years, the anticipated enrollment increases to 24 full-time and 56 part-time students. Ongoing faculty costs include $250,000 for full-time faculty, funded equally by MATC and GMCF, and $7,200 for part-time faculty, funded by MATC. Equipment costs for these years are yet to be determined and will be funded by GMCF. Tools and supplies required for the program are estimated at $6,000, funded by MATC, while instructional supplies and materials are also budgeted at $6,000, funded by MATC. Facility modifications and renovations for these years are yet to be determined and will be funded by GMCF. Technology and software costs are estimated at $3,000, funded by MATC.

In total, the implementation year costs amount to $6,304,600, with MATC contributing $96,600 and GMCF contributing $6,208,000. For the program's sustainability in the second and third years, the total costs are $272,200, with MATC contributing $147,200 and the remainder funded by GMCF. Additional support and funding details are not provided in the document. This comprehensive budget narrative outlines the costs associated with faculty, equipment, tools, instructional materials, facility requirements, and technology/software for both the implementation year and subsequent years of the program.

- **Additional cost and funding documents to include as needed:**
    - Excel in CTE fee: **No fees will be charged to high school students.**
    - Perkins funding details are located in **Appendix D** on the **CA-1c form**.
    - KS Promise Act eligibility request is located in **Appendix E** on the **CA-1d form**.

Program Review and Assessment

Faculty and administration review the effectiveness of individual instructional programs on a three-year rotational basis. Such review may lead to recommendations for modifications of practice, changes in contentand courses, and expansion or discontinuation of the program of instruction. Areas of the program that are reviewed specifically include mission, objectives of the program, and learning outcomes; relevance of curriculum; budgetary requirements of the program; enrollment, graduation, and placement data, including wages; and any other items that are unique to the program being reviewed. New programs are reviewed annually in a modified form and three years after the initial introduction of the program.

Program Approval at the Institution Level

Program Advisory Committee. The PAC for Early Childhood Education approved the curriculum in the October 2024 meeting. Minutes provided in **Appendix F**.

MATC Curriculum Committee. The MATC Curriculum Committee approved the course outlines for Early Childhood Education in September 2024. Minutes provided in **Appendix G**.

MATC Board Members. The MATC governing board approved the curriculum and new program at the meeting in October 2024. Minutes provided in **Appendix H**.

Program Proposal Submission
- Please enter proposed program into the Kansas Higher Education Data System (KHEDS)
- Please create a single PDF packet including all documents, and submit the completed application to the following:

Charmine Chambers
Director for Workforce Development
cchambers@ksbor.org

Crystal Roberts
Associate Director for Workforce Development
croberts@ksbor.org

Greater Manhattan Community Foundation

555 Poyntz Avenue, Suite 269 • P.O. Box 1127 • Manhattan, KS 66505-1127

(785)587-8995 • Fax (785)587-8982 • foundation@mcfks.org • www.mcfks.org

March 5, 2025

To Whom it May Concern:

In 2021, the Manhattan Chamber of Commerce held a Leadership Retreat in which Childcare was identified as an issue for recruiting young professionals and businesses to our community. In 2023, Governor Kelly laid out a vision to make Kansas the best place in America to raise a family.

The Greater Manhattan Community Foundation was approached to be a driving force for tackling this issue within our community and beyond and we gladly accepted the challenge. We are taking significant steps forward in pursuit of that goal. We want our Flint Hills Community Accelerator/Childcare Business Initiative project to be a model for all communities in Kansas and beyond. We want to give Kansas kids the strongest start to life and are willing to make the necessary investment to be successful.

We want to partner with Manhattan Area Technical College to analyze the current early childhood system and how it is financed and provide support wherever possible. We have recruited local businesses and foundations to partner with us to make sure this initiative is successful and becomes a model for all to replicate.

We want to answer Governor Kelly's call to support childcare providers and increase access to reliable, affordable childcare. We have engaged local businesses, community leaders, childcare professionals, childcare providers, educators, and elected officials to identify resources and systems that make this effort a model for all to view.

> *Laura Howard, Secretary of the Department for Children and Families, said "Early childhood care and education is the cornerstone for a child's well-being."*

> *Melissa Rooker, executive director of the Kansas Children's Cabinet and Trust Fund, said. "The work of this new task force represents a commitment to the transformational change needed to create an early childhood care and education system that works for all Kansas families,"*

We want to provide this program all the support it needs to be successful. That may be through donations of equipment/materials, assistance with program design, or serving on advisory board. It may mean to assist students with scholarships, internships, or other work-based learning opportunities. And it may mean we help them find professional employment. Whatever it takes for this program to be successful, GMCF is positioned to help.

We are excited to bring community members together to build upon the strong, collaborative work that is happening in our community to improve the health and well-being of children and families. We want to make a difference in the community of Manhattan, Riley County, and the State of Kansas. The Greater Manhattan Community Foundation is committed to coordinating ideas, funding efforts, and management of this initiative because we know how important this is for us all.

Sincerely,

Vernon J. Henricks

President & CEO

September 9, 2024

James Genandt, Ph.D.
President and CEO
Manhattan Area Technical College
3136 Dickens Avenue
Manhattan, KS 66503

Subject: Letter of Support for the Childcare Academic Program at MATC

Dear Jim,

I am writing on behalf of the Manhattan Area Chamber of Commerce to express our enthusiastic support for the Childcare Academic Program at MATC. It is with great pleasure that we provide this letter of support, attesting to the numerous positive impacts this program will bring to our community.

One of Manhattan's key priorities for economic development is to stabilize and grow our workforce. The creation of the Childcare Business Accelerator will train new childcare providers and increase the supply of childcare services in our community. This will increase access to childcare for parents who wish to enter the workforce or maintain their employment. If we can increase our childcare workforce, we will increase parents in the workforce which will result in more jobs being filled, higher family incomes, and greater economic prosperity in Manhattan.

The Childcare Academic Program at MATC is a critical part of the community partnership that created the Childcare Business Accelerator. This partnership between MATC, the Manhattan Area Chamber of Commerce, the Greater Manhattan Community Foundation, and Ascension Via Christi Hospital, and Heartland Works, Inc. has resulted in an innovative facility that will train, mentor, and provide resources to new childcare providers as they start their business. After these providers have been in the accelerator for up to a year, they will establish their childcare business in their home or another facility, and a new cohort of childcare providers will enter the program.

The impact of the Childcare Business Accelerator will result in the following:
- Increased # of licensed childcare facilities and slots for children
- Improved ratio of childcare slots for ages 0-5
- Increased availability and accessibility of health, education, and early childhood resources
- Economic growth through increased workforce participation

The Childcare Academic Program at MATC will enable the Childcare Business to deliver these solutions:
- Recruit new childcare businesses and expand talent pool for childcare centers.
- Provide training and mentoring to home and center-based providers to lower the turnover rate.
- Hands on practicum experience for high school and college students.
- Create a substitute pool to keep classrooms open when there is an illness or personal emergency.
- Create a volunteer pool to support providers with supplemental assistance at no cost.
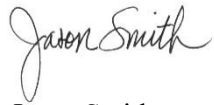
- Enable military spouses to create licensed childcare businesses without the burden of additional Department of Defense regulations.
- Leverage existing resources and new support to lower the cost of care to childcare business owners and parents. (ex. bulk purchasing, centralized accounting services, meal planning, etc.)
- Build a Corporate Matching Program to expand care across the community through mutually beneficial business relationships.
- Establish co-working spaces in a shared facility to help providers get established as a new business and lower overhead costs of infrastructure of a facility.

According to Childcare Aware of Kansas, there are currently an estimated 1284 childcare slots needed in Riley County and our current childcare capacity only meets 50% of this demand. In Pottawatomie County, there are currently 635 childcare slots needed and current capacity only meets 56% of this demand.

The Childcare Business Accelerator will create 80 new childcare slots when the facility opens in 2025. Thereafter, 8-10 new childcare businesses will be established each year, creating an additional 80-100 childcare slots per year. The economic impact of training new childcare providers through MATC's Childcare Academic Program will result in new business growth, increased workforce participation, and higher GDP per Capita in Manhattan.

We strongly encourage the Technical Education Authority (TEA) Committee and the Kansas Board of Regents to approve the MATC Childcare Academic Program for credit, financial aid/VA benefits eligibility, etc. Thank you for your leadership and support of economic growth in Manhattan.

Sincerely,

Jason Smith
President and CEO
Manhattan Area Chamber of Commerce

September 10, 2024

I am writing this letter to not only communicate general support for the Grant request made by the Flint Hills Community, but to also convey how the Ascension Via Christi Hospital Manhattan, Inc. ("Ascension Manhattan") team is committing real dollars and support to the project.

The Flint Hills Community Accelerator ("FHCA") provides solutions for many of the challenges faced as an employer and by the broader community by providing a coordinated, comprehensive, and collaborative approach to meeting the needs of the Manhattan community. The FHCA provides space and support for implementing partners to offer key community services in four areas: work, education, health, and childcare–thereby expanding availability and access to anyone in the community. The Childcare Academic Program at MATC is key in preparing a future childcare workforce and teaching key operational skills.

The services offered by the FHCA align with Ascension Manhattan's mission to sustain and improve the health of individuals and communities. Childcare has been a challenge impacting many businesses in the state of Kansas and Ascension Via Christi Health, Inc. ("Ascension") has committed to improving access for its employees and others. Having direct experience in providing childcare through Ascension's Child Development Center ("CDC") at Ascension Via Christi St. Francis in Wichita, we find the FHCA project to be a novel approach and are excited to be a partner with the Greater Manhattan Community Foundation in making it a reality.

As an example of our dedication to this project, Ascension Manhattan is willing to provide FHCA with the ground necessary for the main structure for a nominal fee of $2/year rent for a period of at least ten years. The two plus acres of ground on the hospital property has a market value exceeding several hundred thousand dollars. Ascension Manhattan will provide access to dieticians and other professionals to assist with meal planning and nutrition objectives. This is just another example of the resources Ascension is willing to provide to ensure the FHCA project can move forward.

We encourage you to join Ascension Via Christi Hospital Manhattan, Inc. in ensuring this unique project has the resources it needs to begin increasing child care resources in the Flint Hills Region by funding the Child Care Capacity Accelerator Grant request.

Sincerely,

Robert C. Copple, FACHE, PE
Hospital President
Ascension Via Christi Hospital Manhattan, Inc.
1823 College Avenue
Manhattan, KS 66502

To Whom it May Concern:

I am writing to express my strong support for the concurrent credit partnership between Manhattan Area Technical College (MATC) and Manhattan High School. Our goal is always to find ways to better engage our students and provide opportunities for them to begin post-secondary coursework while still in high school.

For several years, Manhattan High School has offered the Early Childhood state-approved pathway. In fact, many of our students have completed coursework at other institutions in order to pursue careers in early childhood education. The Early Childhood sections in the new MATC program align seamlessly with our Teaching in Early Childhood pathway courses. The high school instructor has held meetings with the MATC faculty to explore options for aligning courses, and through their collaboration, they identified three courses that closely mirror our current curriculum. Specifically, the "Foundations of Early Childhood" class aligns with MATC's ECE110 "Child Health, Safety, and Nutrition" and ECE105 "Early Childhood Program and Curriculum Planning," while our high school course "Human Growth and Development" aligns with MATC's ECE100 "Principles of Early Childhood Education." The lead high school teacher, who has been teaching the course for several years, holds a Master's degree in Education Leadership, a building Principal license, and certifications in Elementary Education (K-6), ESOL endorsement, and 6-12 FACS certification. Research and discussions have been carried out to ensure that the students meet the same academic standards as the MATC courses, and this process will continue to be evaluated.

There is an ongoing shortage of childcare providers in the Manhattan area, and various committees and discussion groups have worked to identify solutions for increasing childcare availability. Historically, enrollment in our early childhood courses has been low, but this year, over 20 students enrolled in the "Foundations of Early Childhood" class, and we anticipate enrolling over 30 students next year. This partnership with MATC to offer concurrent credit will be a tremendous benefit, as it provides our students with the opportunity to earn college credit and potentially continue their education at MATC.

In conclusion, I firmly believe that expanding the concurrent credit option for courses taught at Manhattan High School will help address workforce needs in our community. The partnership between Manhattan High School and MATC has already been very successful, and we are confident that by continuing to build on these partnerships, along with other local initiatives such as the childcare incubator, we can make significant progress in addressing the childcare shortage. Our high school instructor is committed to ensuring that students receive the same high-quality content and meet the course standards. Initiatives like this can have a lasting impact on our community, and we remain dedicated to creating these valuable opportunities.

Sincerely,

Chris Holborn
Career and Tech Ed Coordinator
Manhattan High School / USD383

MANHATTAN TECH
MANHATTAN AREA TECHNICAL COLLEGE

Administrative Observation and Evaluation Form
Instructional Assessment Report

Instructor: _____

Class Observed: _____

Supervisor: _____   Date of Observation/Evaluation: _____

NA = Not Applicable   P = Poor   F = Fair   S = Satisfactory   G = Good   E = Exceptional

Standard 1: Content Competence	NA	P	F	S	G	E
Keeps current with all certifications, licensure, and trainer requirements						
Maintains content competence through professional development						
Demonstrates and relates subject to real-life situations						
Shares knowledge and experience with students						
Demonstrates and relates subject to real-life situations						
Refers to recent developments in the field when appropriate						

Standard 2: Pedagogical Competence	NA	P	F	S	G	E
Exhibits enthusiasm for teaching, learning, and the content area						
Speaks clearly and at appropriate rate/volume						
Maintains eye contact with students						
Describes objectives for session						
Sequences topics logically; provides verbal cues for transitions						
Ties material/concepts to previous learning						
Integrates lecture, discussion, and exercises						
Uses a variety of teaching strategies; reaches all learning styles (mark all that apply)						
Lecture						
Active learning						
Discussion						
Small group activities						
Role playing						
Demonstration						
Presents material in an organized manner (mark all that apply)						
Overhead						
PowerPoint						
CD/DVD, Video, Internet						
Course LMS site						
White board/SMART Board						
Provides opportunities for learner to use critical thinking						
Uses higher-level questioning techniques						
Makes session interesting						
Reviews main points at end of session						
Prepares students for next session						
Demonstrates self-confidence and evidence that instructor is in control of classroom						

Standard 4: Student Development	NA	P	F	S	G	E
Invites students to share their knowledge and experience						
Cultivates a classroom/program environment of respect, fairness, and non-discrimination						
Uses humor and/or anecdotes appropriately						
Knows students' names and uses them						
Displays genuine concern for student development outside the classroom						
Uses positive reinforcement/constructive criticism						

Standard 6: Confidentiality	NA	P	F	S	G	E
Manages student records, grades, and communications in an appropriate manner						
Deals with classroom disruption effectively, respectfully, and privately						
Adheres to privacy laws in regard to FERPA, HIPAA & ADA						
Does not disclose confidential information regarding MATC						

Standard 7: Respect for Colleagues	NA	P	F	S	G	E
Consistently provides assistance to other employees when a reasonable request is made						
Maintains a clean, orderly, and safe working environment at all times						
Avoids gossip or other behavior that is detrimental to another individual and which may impact employee's or students' ability to function effectively.						
Maintains positive communication and interaction with students and guests						
Engages in positive interaction and communication with fellow employees						

Standard 8: Valid Assessment of Students	NA	P	F	S	G	E
Maintains accurate and complete gradebook; submits grades/rosters per Registrar requirements						
Provides regular feedback on student progress						
Coursework is graded objectively and without bias						
Maintains required Canvas elements (gradebook, schedule, assignments, etc.)						
Returns graded materials within a reasonable time frame						
Completes required MATC Core Ability Assessments on time and to MATC Assessment Committee standards						

Standard 9: Respect for Institution	NA	P	F	S	G	E
Maintains and is available during scheduled office hours						
Responds to messages, emails, and other forms of communication from co-workers, students, supervisors, and community members						
Submits reports, Program Review, forms, and requests in an accurate and timely manner						
Adheres to all college procedures and guidelines						
Is a positive ambassador for MATC, Students, and Co-workers						
Is fiscally responsible with departmental budgets, purchasing, and receipts						
Is a good custodian of equipment and supplies						

Standard 10: Institutional Contribution	NA	P	F	S	G	E
Actively communicates, collaborates, and builds relationships with PAC/BILT team						
Actively participates in accreditation activities and documentation						
Active participant in MATC governance committees						
Attentive and active participant during fall and spring In-Service sessions						
Volunteer for community outreach (blessing box, Tulip festival, campus events, etc.)						
Participates in student recruitment (HS visits, campus tours, etc.)						

Clinical/Lab Work (if applicable)	NA	P	F	S	G	E
Clearly states objectives for lab/clinical						
Allows adequate time for preparation of assignments						
Assignments are fair and challenging						
Clinical/lab assignments are varied and relate to theory						
Checks on lab/clinical progress and provides clarification, as needed						
Ensures that safety procedures are followed at all times						
Pre- and post-conferences are directed toward integration of theory and practice						
Provides feedback on individual student progress						

<u>Supervisor Comments:</u>

<u>Instructor Comments/Goals/Professional Development Needs:</u>

Signature of Supervisor: _____Date: _____

Signature of Instructor: _____Date:_____

KBOR Fiscal Summary for Proposed Academic Programs

CA-1a Form (July 2024)

Institution: Manhattan Area Technical College___
Proposed Program: _Early Childhood Education_____

IMPLEMENTATION COSTS				
Part I. Anticipated Enrollment		Implementation Year		
Please state how many students/credit hours are expected during the initial year of the program?				
		Full-Time		Part-Time
A. Headcount:		-12-		-29-
Part II. Initial Budget		Implementation Year		
A. Faculty		Existing:	New:	Funding Source:
Full-time	#2	$70,000	$55000	50%-MATC 50% GMCF
Part-time/Adjunct	#2	$	$3600	MATC
		Amount	Funding Source	
B. Equipment required for program		$150000	10% MATC 90% GMCF	
C. Tools and/or supplies required for the program		$20000	10% MATC 90% GMCF	
D. Instructional Supplies and Materials		$2500	MATC	
E. Facility requirements, including facility modifications and/or classroom renovations		$6M	GMCF (not MATC facility)	
F. Technology and/or Software		$3500	MATC	
G. Other *(Please identify; add lines as required)*				
Total for Implementation Year		$6304600	MATC: 96600/GMCF 6208000	

PROGRAM SUSTAINABILITY COSTS (Second and Third Years)				
Part I. Program Enrollment		Second and Third Years		
Please state how many students/credit hours are expected during the first two years of the program?				
		Full-Time		Part-Time
A. Headcount:		-24-		-56
Part II. Ongoing Program Costs		First Two Years		
A. Faculty		Existing:	New:	Funding Source:
Full-time	#2	$250000	$0	50% MATC, 50% GMCF
Part-time	#2	$7200	$0	MATC
		Amount	Funding Source	
B. Equipment required for program		$TBD	GMCF	
C. Tools and/or supplies required for the program		$6000	MATC	
D. Instructional Supplies and Materials		$6000	MATC	
E. Facility requirements, including facility modifications and/or classroom renovations		$TBD	GMCF	
F. Technology and/or Software		$3000	MATC	
G. Other *(Please identify; add lines as required)*				
Total for Program Sustainability		$272200	$147200-MATC, remainder GMCF	

KBOR Fiscal Summary for Proposed Academic Programs

Please indicate any additional support and/or funding for the proposed program:

Submit the completed CA-1a application and supporting documents as a PDF included in the CA1 completed application packet.

Carl D. Perkins Funding
Eligibility Request Form

Strengthening Career and Technical Education for the 21st Century Act

CA-1c Form (2022)

This application should be used for new programs (currently in the program approval process) or existing programs the institution would like reviewed for Carl D. Perkins funding eligibility.

Program Eligibility

Any program receiving Perkins funds must be designated as a technical program by KBOR. Definition of a technical program may be found in state statute K.S.A. 72-1802.

Program Levels:

Educational Award Level	Credit Hours
SAPP	1-15
Certificate A	16-29
Certificate B	30-44
Certificate C	45-59
Associate of Applied Science	60-69

Stand-Alone Parent Program (SAPP) criteria:
1. Designated as "Technical Program" in KHEDS
2. Leads to an industry-recognized credential
3. Leads to a specific occupation
4. Addressed and evaluated in the Comprehensive Local Needs Assessment
5. Minimum 6 concentrators (average over the previous two academic years)
6. Instructor/Trainer/Teacher programs and Workforce AID programs are not eligible

Certificates and Associate of Applied Science (CERT and AAS) criteria:
1. Designated as "Technical Program" in KHEDS
2. Aligned at the state level (for select aligned programs). Visit the program alignment section of the KBOR website for the list of aligned programs at the state level.
3. Addressed and evaluated in the Comprehensive Local Needs Assessment
4. Minimum 6 concentrators (average over the previous two academic years)
5. Instructor/Trainer/Teacher programs and Workforce AID programs are not eligible

Carl D. Perkins Funding
Eligibility Request Form

Strengthening Career and Technical Education for the 21st Century Act

CA-1c Form (2022)

Name of Institution	Manhattan Area Technical College
Name, title, phone, and email of person submitting the Perkins Eligibility application *(contact person for the approval process)*	Kerri Bellamy, Dean of Advanced Technology/CAO 785-320-4530, kerribellamy@manhattantech.edu
Name, title, phone, and email of the Perkins Coordinator	Kerri Bellamy, Dean of Advanced Technology/CAO
Program Name	Early Childhood Education
Program CIP Code	19.0706 - Child Development
Educational award levels <u>and</u> credit hours for the proposed request(s)	AAS – 60 Cert B – 30 Cert A – 18
Number of concentrators for the educational level	30
Does the program meet program alignment?	No program alignment exists for this program.
How does the needs assessment address the occupation and the program *(provide page number/section number from the CLNA and describe the need for the program)*	As addressed in Step 1, Q1 of the CLNA, Early Childhood currently has 8 concentrators for 218 openings and is considered critical demand as this occupation supports all other professions. (pg. 12-13)
Justification for conditional approval: *(how will Perkins funds will be used to develop/improve the program)*	Perkins funds will be used for professional development for new faculty, some program equipment/software, and potentially some salary for a program assistant.
Pursuant to Americans with Disabilities Act, the proposed program will be offered in a location or format is fully accessible, according to applicable ADA laws? *(Contact Board staff for technical assistance if there are questions regarding accessibility)*	Yes.

Signature of College Official_____*Kerri Bellamy*_____ Date 4/17/25_____

Signature of KBOR Official_____ Date_____

Last updated: 4/13/2022

Kansas Promise
Eligibility Request Form

CA-1d Form (2024)

This application should be used for new programs (currently in the program approval process) or existing programs the institution would like reviewed for Kansas Promise eligibility.

Program Eligibility

Per statutory language (Section 28), a "promise eligible program" means any two-year associate degree program or career and technical education certificate or stand-alone program offered by an eligible postsecondary educational institution that is:

1) approved by the Board of Regents;
2) high wage, high demand or critical need; and
3) identified as a "promise eligible program" by the Board of Regents pursuant to K.S.A. 2021 Supp. 74-32,272:
    -   Information Technology and Security
    -   Mental and Physical Healthcare
    -   Advanced Manufacturing and Building Trades
    -   Early Childhood Education and Development

Section 29 (9d), states that the Board of Regents may designate an associate degree transfer program as an eligible program only if such program is included in:

1) An established 2+2 agreement with a Kansas four-year postsecondary education institution; or
2) An articulation agreement with a Kansas four-year postsecondary educational institution and is part of an established degree pathway that allows a student to transfer at least 60 credit hours from the eligible postsecondary educational institution to a four-year postsecondary education institution for the completion of an additional 60 credit hours toward a bachelor's degree.

Section 30 states an eligible postsecondary educational institution may designate an additional field of study to meet local employment needs if the promise eligible programs within this field are two-year associate degree programs or career and technical education certificate or stand-alone programs approved by the Board of Regents that correspond to jobs that are high wage, high demand, or critical need in the community from one of the following fields:

1) Agriculture;
2) Food and Natural Resources;
3) Education and Training;
4) Law, Public Safety, Corrections, and Security; or
5) Transportation, Distribution and Logistics

Name of Institution	Manhattan Area Technical College
Name, title, and email of person responsible for Academic program	Kerri Bellamy, Dean of Advanced Technology/CAO 785-320-4530, kerribellamy@manhattantech.edu
Name, title, and email of Financial Aid contact	Laura Weiss-Cook, Director of Financial Aid lauraweisscook@manhattantech.edu

Last updated: 3/7/2024

Kansas Promise
Eligibility Request Form

Early Childhood Education and Development				
CIP Code	Program Name	High Wage, High Demand, or Critical Need	Type of Award (AAS, AA, AS, AGS, Certificate)	Scholarship Effective Date
19.0708	Early Childhood Education	High Demand	AAS, Certificate	Fall 2025

**If any programs are claiming "critical need" status, please provide supporting documentation:

Signature of College Official_____ *Kerri Bellamy*_____ Date 4/17/25____

Signature of KBOR Official_____ Date_____

Early Childhood Education (ECE)
PAC Committee Meeting Minutes

Manhattan Area Technical College
Program Advisory Committee Meeting
October 9, 12:00 – 1:00 pm
ATC 400

In attendance:
Linda Logan
Melissa Bowles
Jennifer Forker
Misty Johnson-Olthoff

Viewed recorded Zoom:
Lacey Borthwick
Jennifer Francois
Jennifer Pishny
Rhianna Nelson

Opening by Chris Boxberger – Welcome to the initial MATC ECE PAC Committee Meeting. Explanation of the PAC.

Lisa Isaacson – Presentation of the Associate of Science Degree, Certificates A and B

Chris Boxberger – Discussion of Certificate programs
Dual credit from High Schools
Transfer Credits

Linda Logan – New State regulation – must have required courses for topics – crosswalk with State Legislature. KDHE licensing topics – regulations.
Courses must be aligned with KDHE.

Jennifer Forker - A lot of credit hours if working full time

Misty – asked about 2+2 agreements and transferability

Linda Logan- new Core Competencies may be helpful to use as a resource
    Kansas Early Learning Standards (KELS)
    Kansas Core Competencies
    KCCTO is offering the foundational courses to HS students.

Melissa Bowles – Asked if classes will benefit the Manhattan High School students Chris Boxberger discussed the HS course alignment.

KDHE – Trainings - KDHE – Do courses need to align or can students be given credit for courses? Answer: courses do not need to align with KDHE. Questions: How long does it take to complete the introductory courses with KDHE? The Foundations for Safe and Healthy Early Care Facilities Module is 18 clock hours.

Books/Materials – No questions.

Requirements for admission into program:
*TB Skin Test
*Background Check

Major Program Concerns - None

Move to approve MATC ECE Courses
Linda Logan
Rhianna Nelson
Jennifer Forker
Melissa Bowles
Jennifer Pishny
Rhianna Nelson

Minutes: Curriculum Committee

Members Present: Marcey Fickbohm **(Chair)**, Alex Anderson **(Vice Chair)**, Jen Cupery, Deirdre Greeley, Brian Koch, Justin Meuli, Ed Zahler, Laura Weiss-Cook, Steve Davis, Casey Field, Pamela Imperato, Lauren Rust, Kim Davis, Kerri Bellamy

Guests: Mark Miller from Industrial Maintenance Technology and Lisa Isaacson form Early Childhood Development

Members Absent: Suzanne Duncan

Recorder: Deirdre Greeley

Date 9/13/2024

Time: 1500

Place: 404

AGENDA ITEM	DISCUSSION	ACTION TAKEN
Call to order		The meeting was called to order at 1510
Acceptance of Minutes	Review of minutes from 8/8/24 meeting	Motion to accept the minutes with the addendum voted upon on 8/22/24: Brian Second: Ed Motion carried

Old Business

1. **None**

New Business

1. **Introduction of new program: Industrial Maintenance Technology**	Faculty member Mark Miller introduced the proposed new program Industrial Maintenance Technology. This program is being established to meet current needs identified by our industry partners. This program will offer several academic pathways: Cert A, Cert B, Cert C, and an Associates in Applied Science (AAS) degree.	Motion to approve the new program: Industrial Maintenance Technology: Brian Second: Ed Motion carried
2. **New Course Form and Course Outline: IMT 100**	New OSHA 10 safety course. Minor changes to form formatting were made.	Motion to approve New Course Form and Course Outline for IMT 100 with changes: Pamela Second: Jen Motion carried
3. **New Course Form and Course Outline: IMT 110**	This course is titled AC/DC Circuits. Minor changes to grammar and form formatting were made.	Motion to approve New Course Form and Course Outline for IMT 110 with changes: Brian Second: Jen Motion carried

AGENDA ITEM	DISCUSSION	ACTION TAKEN
4. **New Course Form and Course Outline: IMT 120**	This course is titled Mechanical Systems. Minor changes to the course outline were made.	Motion to approve New Course Form and Course Outline for IMT 120 with changes: Brian Second: Alex Motion carried
5. **New Course Form and Course Outline: IMT 130**	This course is titled Mechanical Systems Reliability. Minor formatting changes were made.	Motion to approve New Course Form and Course Outline for IMT 130 with changes: Brian Second: Alex Motion carried
6. **New Course Form and Course Outline: IMT 140**	This course is titled Mechanical Systems II. Minor formatting changes were made.	Motion to approve New Course Form and Course Outline for IMT 140 with changes: Brian Second: Laura Motion carried
7. **New Course Form and Course Outline: IMT 150**	This course is titled Fluid Power I. Minor formatting changes were made.	Motion to approve New Course Form and Course Outline for IMT 150 with changes: Brian Second: Alex Motion carried
8. **New Course Form and Course Outline: IMT 160**	This course is titled Fluid Power II. Minor formatting changes were made.	Motion to approve New Course Form and Course Outline for IMT 160 with changes: Brian Second: Laura Motion carried
9. **New Course Form and Course Outline: IMT 200**	This course is titled Programmable Logic Controllers (PLC). Minor formatting changes were made.	Motion to approve New Course Form and Course Outline for IMT 200 with changes: Brian Second: Steve Motion Carried
10. **New Course Form and Course Outline: IMT 210**	This course is titled Advanced Sensor Technology. Minor formatting changes were made.	Motion to approve New Course Form and Course Outline for IMT 210 with changes: Brian Second: Laura Motion carried
11. **New Course Form and Course Outline: IMT 220**	This course is titled Introduction to Mechatronics. Minor formatting changes were made.	Motion to approve New Course Form and Course Outline for IMT 220 with changes: Brian Second: Ed Motion carried
12. **New Course Form and Course Outline: IMT 230**	This course is titled Fundamentals of Motor Control. No changes were needed.	Motion to approve New Course Form and Course Outline for IMT 230 as written: Brian Second: Lauren Motion carried

AGENDA ITEM	DISCUSSION	ACTION TAKEN
13. **New Course Form and Course Outline: IMT 240**	This course is titled Variable Speed Motor Control. Minor formatting changes were made.	Motion to approve New Course Form and Course Outline for IMT 240 with changes: Brian Second: Steve Motion carried
14. **New Course Form and Course Outline: IMT 250**	This course is titled Industrial Process Control. Minor formatting changes were made.	Motion to approve New Course Form and Course Outline for IMT 250 with changes: Brian Second: Laura Motion carried
15. **Introduction of new program: Early Childhood Education**	Faculty member Lisa Isaacson introduced the proposed new program Early Childhood Education. This program is being established to meet the community's need for more available childcare in our area. This program will offer two academic pathways: Cert B and an Associates in Applied Science (AAS) degree.	Motion to approve the new program Early Childhood Education: Brian Second: Pamela Motion carried
16. **New Course Form and Course Outline: ECE 110**	This course is titled Early Childhood Program and Curriculum Planning. Minor changes to course description, learning competencies and formatting were made.	Motion to approve New Course Form and Course Outline for ECE 110 with changes: Brian Second: Lauren Motion carried
17. **New Course Form and Course Outline: ECE 120**	This course is titled Child Health, Safety, and Nutrition. Minor changes to course description, learning competencies and formatting were made.	Motion to approve New Course Form and Course Outline for ECE 120 with changes: Brian Second: Jen Motion carried
18. **New Course Form and Course Outline: ECE 130**	This course is titled Infant and Toddler Care and Education. Minor changes to course description, learning competencies and formatting were made.	Motion to approve New Course Form and Course Outline for ECE 130 with changes: Brian Second: Steve Motion carried
19. **New Course Form and Course Outline: ECE 140**	This course is titled Observing and Interacting with Young Children. No changes were made.	Motion to approve New Course Form and Course Outline for ECE 140 as written: Brian Second: Steve Motion carried
20. **New Course Form and Course Outline: ECE 150**	This course is titled Childcare Practicum I. No changes were made.	Motion to approve New Course Form and Course Outline for ECE 150 as written: Brian Second: Steve Motion carried

AGENDA ITEM	DISCUSSION	ACTION TAKEN
21. New Course Form and Course Outline: ECE 200	This course is titled Teaching Young Children with Special Needs. Minor changes to learning competencies and formatting were made.	Motion to approve New Course Form and Course Outline for ECE 200 with changes: Brian Second: Steve Motion carried
22. New Course Form and Course Outline: ECE 210	This course is titled Building Family and Community Relations. Minor changes to learning competencies and formatting were made.	Motion to approve New Course Form and Course Outline for ECE 210 with changes: Brian Second: Jen Motion carried
23. New Course Form and Course Outline: ECE 220	This course is titled Early Childhood Language and Literacy. Minor changes to learning competencies and formatting were made.	Motion to approve New Course Form and Course Outline for ECE 220 with changes: Brian Second: Steve Motion carried
24. New Course Form and Course Outline: ECE 230	This course is titled Creative Experiences for Young Children. Minor changes to formatting were made.	Motion to approve New Course Form and Course Outline for ECE 230 with changes: Brian Second: Laura Motion carried
25. New Course Form and Course Outline: ECE 240	This course is titled Childcare Administration. Minot changes to formatting were made.	Motion to approve New Course Form and Course Outline for ECE 240 with changes: Brian Second: Steve Motion carried
26. New Course Form and Course Outline: ECE 250	This course is titled Childcare Practicum II. Minor changes to formatting were made.	Motion to approve New Course Form and Course Outline for ECE 250 with changes: Brian Second: Laura Motion carried

Open Discussion: None

Next Meeting	9-20-24 @ 1500	

Agenda Items for Next Meeting:

Approval of New Course Form and Course Outline for ECE 100: Principles of Early Childhood Education	This item was tabled from today's agenda. Because it has an SWT identifier, it will need learning competencies and outcomes from KBOR added.	Tabled

AGENDA ITEM	DISCUSSION	ACTION TAKEN
Adjournment	The meeting adjourned at 1645	Motion to adjourn: Brian Second: Laura Motion carried

Board of Directors Agenda/**Minutes**
September 24, 2024
5:30p (zoom/live stream)

MANHATTAN TECH
MANHATTAN AREA TECHNICAL COLLEGE

Attendance:
Board of Directors

Tim Flanary, Chair (Pottawatomie)

David Urban, Vice Chair (Riley)

John Armbrust (Riley)

Julie Crimmins (Clay)

Heather Peterson (Pottawatomie)

Stephanie Pierce (Riley)

Leslie Goodwin (Geary)

Administration/Staff

James Genandt, President/CEO

Pam Imperato, Special Advisor to President

Josh Gfeller, VP of Operations

Cara Prichard, Chief Financial Officer

Chris Boxberger, Academic Partnerships/Outreach

Kim Davis, Nursing Ed & Health

Neil Ross, Student Services

Brian Koch, Math Instructor, Chair Faculty Senate

Suzy Baker, Executive Operations Coordinator, Board Clerk
Addl: Kim Withroder, Lisa Isaacson, David Umazor, Rachel Ohmes

Agenda: (*Items requiring Board action)

1. Call to Order- **Meeting called to order by Tim- 5:30p**
   - Adjustments to agenda (made 9.23)
     - Added 2 year academic calendar attachment
     - Edits to the order of General Agenda
     - Removed attachment from Retreat Agenda (revised attachment will be distributed)
     - Added agenda items:
       - Executive Session
       - New & Revised Academic Programs & Board Reviews (3 attachments)
       - Added Marketing report

2. Board of Directors Announcements
   - Vice Chair position: **David Urban with majority vote (vote was made electronically prior to mtg)**
   - Leslie Goodwin introduction: **6 votes to appoint Leslie as Geary County seat (vote was made electronically prior to mtg)**
   - Introduction of new faculty and staff: **Lisa Isaacson, David Umazor**

3. Consent Agenda (*Items requiring Board action)
   - Approval of previous month minutes (Aug 2024)* (Attachment 1)
   - Approval of previous month check register with threshold expenditures (Aug 2024)* (Attachment 2)
        Approval of Aug minutes + Aug check register- Tim 1st, John 2nd. 7 yes , 0 no - motion carried.
   - Organizational Update (Attachment 3)

4. General Agenda (*Items requiring Board action)

- BHE Expenditure report (Attachment 4)- **Josh**
- FY24 Actuals Memo (Attachment 5)- **Cara**
- 2 year Rolling Academic Calendar (Attachment 6)- **Jim, Brian**
- Policy updates:
  - · Faculty Senate (Attachment 7)
  - · **Brian-** went over the updates to the policy. The policy had not been updated for 4 years. Chair & vice Chair are typically 1 trade faculty and 1 gen ed faculty.
  - · **Faculty Senate updates: Brian-** Math pathways- state would like to get rid of intermediate algebra, discussed math requirements & funding.
  - · **Marketing Update: Rachel-** Presentation on Marketing & social media. **Suzy will send attachment to the Board. **Chris/Jim-** Purpose of this marketing plan is to reinforce enrollments, staff & faculty involvement, engaging students, making community aware.

  Tim made motion to approve Faculty Senate policy. David 1st, Heather 2nd. 7 yes, 0 no - motion carried.
  - · Policy 5.1.1 Admissions (Attachment 8)
  - · **Neil-** Admissions policy was outdated & needed to be updated.   It will need to be edited- Suzy will send the revised document to the board.

  Tim made motion to approve Policy 5.1.1. John 1st, Stephanie 2nd. 7 yes, 0 no - motion carried.
- Trailer purchase & Patterson Grant Update
  - · **Pam-** thanked the board for the approval of the trailer and updated the board on the submission of the Patterson Grant. Pam explained the plans for the grant if we are awarded, we can inspire the rural communities. End of Nov/early Dec will be the announcement as to if we are funded with the grant. Pam explained we will travel to NC in Nov to pick up the trailer that was purchased. Trailer will be used for marketing, partnering with businesses & grow outside relationships. **Heather-** asked if we have the software or if that will need to be purchased. **Pam-** mentioned the grant will have us partnering with a company. If we do not get the grant we will add these as needed unless our classrooms already have a virtual component. **Jim-** added that Perkins Funds may allow us to use funds if Patterson Grant does not fund this. **Tim-** asked about teachers and if those are our teachers or community teachers. **Pam-** explained that they are the local teachers we will be working with as they are the influencers.
- Building Projects: Front entry project update-
  - · **Josh-** explained to new board members that we were having issues with flooding in the front, explained our main entrance project & updates with ADA issues. Repair is now complete except for the signage. Project is still under budget. Furniture will be purchased or made by our departments. **Heather-** suggested partnering with Kstate for design. **Tim-** suggested Manco. **Tim-** asked if there will be a roof or pergola. **Josh-** not at this time but possible future suggestion. Possibly use our construction science department for a build. Will have outdoor wifi & electricity.

  - · **Tim-** asked about finishing touches to the new building. **Josh-** mentioned we have some little things to work through but nothing big at this time.
- PAC Dinner & Meeting Oct 3, 5:30-6:30p, location tbd-
  - · **Jim-** invited the Board to the PAC dinner & presentation, explained what we will be doing that evening. Suzy will send meeting invite to the Board.
- Discuss Nov & Dec Board meeting dates (normal dates fall during holiday weeks)-
  - · **Jim-** proposed Nov/Dec mtg to be combined. Dec 3 or 10- Suzy will send a vote to board.
- New & revised Academic Programs & Board Reviews*
  - · Early Childhood Education (Attachment 9)

- Plumbing (Attachment 10)
- Industrial Maintenance Technology (Attachment 11)
- Chris- presented documents. Jim- explained we may get some co enrollments for ECE. Program will go Fall 2025, location to be determined.

Tim motion to accept. Stephanie 1st, John 2nd. 7 yes, 0 no - motion carried.

- Initial Enrollment Observation-
  - Neil- This is a snapshot of our initial enrollments. 873/855 HC--85,-827 credit hours. Down 85 students, we will have additional student enrollments after the 20th day. Down a little in undergraduate & high school.   Increase with Ft Riley, JC and 5 new programs. We are low because a few programs are not active right now. Jim- reported that some community colleges are offering gen eds at $22 per credit hour. State may give 5 free gen eds to students. This year will be flat or down a bit but with 5 new programs, Ft Riley and JC we will increase. GED & ESL populations 172 students enrolled- regardless of being down in enrollments 78 GED, 94 ESL- this is a huge benefit for our community and may result in those students becoming full MATC students.

5. President's Report

- Update (Attachment 12)- Jim- presented his attachment.

6. Executive Session- Jim, Josh, Chris, Julie, John, Heather, Tim, David, Leslie, Stephanie, Suzy

Tim- called us into Exec Session 7:02. John 1st Heather 2nd. Personnel issues discussed. Tim- called us back into general session at 7:12. Heather 1st , David 2nd.

7. Adjournment

Meetings & Upcoming Events:
- October 14-15, 2024: HLC Visit
- October 17, 2024: Party on the Plaza
- October 29, 2024: Monthly board meeting (location: Wamego campus)
- November Board Meeting: Regular date falls on Nov 26 (Thanksgiving week)
- December Board Meeting: Regular date falls on Dec 31 (New Years Eve)
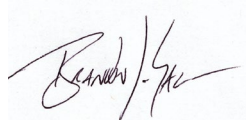
Link to Retreat Agenda here

Attachment I

Kansas Board of Regents
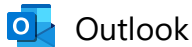Technical Education Authority

April 3, 2025

To the Technical Education Authority:

This letter serves as comment on Manhattan Area Technical College's (MATC) proposed Early Childhood Education program (19.0709). While Cloud County Community College (CCCC) does not fully oppose the program and understands the need for childcare providers in the state, we wanted to share concerns regarding the potential impacts to CCCC's own Early Childhood Education offerings. MATC and CCCC share three service area counties: Clay, Dickinson, and Geary, with CCCC having a second location in Geary County. MATC's proposed program forms indicate that the need they are addressing is primarily in Manhattan and as proposed would not necessarily reach into the three counties shared by the two institutions, but once approved, MATC would be able to offer Early Childhood Education outside of Manhattan to its entire service area, creating direct impacts on a program that already exists within the service area shared by both institutions. CCCC was not reached out to for collaboration or partnership opportunities and would be open to discussions regarding those opportunities should MATC wish to do so. CCCC's lead Early Childhood instructor regularly attends meetings of the Geary County Child Care Coalition (GC3C), which was created to ensure families in Geary County have access to the childcare they need. One of GC3C's members also serves on CCCC's Early Childhood advisory board. As a result, CCCC is already working to help address the needs of that shared county. Again, CCCC would be happy to engage in partnership or collaboration opportunities to ensure the work of GC3C continues to be successful, but it has not be presented with that opportunity prior to this proposed program's comment period. Finally, CCCC has concerns with some statements in the letters of support. The Greater Manhattan Community Foundation letter states, "We want to partner with Manhattan Area Technical College to analyze the current early childhood system and how it is financed and provide support wherever possible" (GMCF Letter). CCCC is concerned particularly with the "analyze the current early childhood system," which does not reflect an actual need but an assessment on whether the program is vital. Additionally, one of the three letters of support is not coming from the industry impacted by the proposed program (childcare providers) but is coming from a healthcare provider who is donating space to an incubator, which is offering donated space to help construct the Childcare Business Accelerator. Although it demonstrates a partnership opportunity for space once there is an approved childcare program, it does not illustrate industry demand. In fact, none of the letters come directly from actual childcare providers needing workforce. In summation, CCCC recognizes the need for childcare services in the state and sees the data supporting that need in Manhattan specifically. However, CCCC is concerned about the duplication of the program in the shared counties of the service area where CCCC has established offerings and collaborations with business partners, and that CCCC was not presented with any opportunities to collaborate or partner on this duplicated program.

Regards,

Brandon J. Galm, PhD
Vice President for Academic Affairs
Cloud County Community College

Cloud County Community College prepares students to lead successful lives and enhances the vitality of our communities.

O Outlook

FW: New Program Alert

From: James Genandt <JamesGenandt@manhattantech.edu>
Sent: Friday, April 4, 2025 11:24 AM
To: Chambers, Charmine <CChambers@ksbor.org>; Brandon Galm <brandon.galm@cloud.edu>; Kerri Bellamy <KerriBellamy@manhattantech.edu>
Cc: aknoettgen@cloud.edu; White, April <awhite@ksbor.org>
Subject: Re: New Program Alert

Forgive me for responding by email, but I am on the road. I appreciate the comments from Cloud County Community College.

The need for more providers and workers for childcare across the state is clear. The project MATC is involved with is unique in its genesis and community collaboration, The leaders of the childcare AND business accelerator design reached out to MATC early, requesting our involvement. Our project director, with years of experience, developed our plan to meet the community concept and partner requests: Ascension Via Christi Hospital, the Greater Manhattan Community Foundation, two childcare providers and a user of childcare (those three designed the incubator/accelerator structure), followed by significant local donations and state and federal grants. MATC is providing 50% of salary and 100% of benefit costs in the first three years to get the concept launched. The primary focus is Manhattan and Riley County, but we won't turn students away from other communities and counties.

MATC is meeting its mission in our primary service area. We have been asked to do that because our community knows we deliver. Growing childcare is critical to this region providing workforce.

Jim

President & CEO
Manhattan Area Technical College

Address 3136 Dickens Ave | Manhattan, Kansas 66503
Phone 785-320-4500

Email jamesgenandt@manhattantech.edu

Website manhattantech.edu

MANHATTAN *TECH*

#1 Two-Year College in the Nation

WalletHub

"Often our most intense discomfort is what precedes and necessitates thinking in a way we have conceived of before. That new awareness creates possibilities that would never exist had we not been forced to learn something new."—Brianna West

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From: Chambers, Charmine
Sent: Thursday, April 3, 2025 1:32 PM
To: Brandon Galm ; Kerri Bellamy
Cc: aknoettgen@cloud.edu ; James Genandt ; White, April
Subject: RE: New Program Alert

Good afternoon –

Brandon, thank you for this feedback. I am including MATC on this note to quickly facilitate further discussions. We will include your letter in the Program and Curriculum committee packet for review. The full meeting packet will be sent to the committee on Friday, 4/4/25 at 5:00p.m.

Kerri and Jim – a response letter needs to be provided regarding this letter from Cloud County CC. Please let us know any questions you have – thanks!

Thank you so much!

Charmine Chambers
Director, Workforce Development
Kansas Board of Regents
1000 SW Jackson St., Suite 520
Topeka, KS 66612
cchambers@ksbor.org
785-430-4273

From: Brandon Galm
Sent: Thursday, April 3, 2025 1:03 PM
To: Chambers, Charmine
Cc: aknoettgen@cloud.edu
Subject: RE: New Program Alert

CAUTION:External sender

Hi, Charmine,

Attached is a comment letter from Cloud County CC regarding MATC's proposed Early Childhood Education program.

Thanks,

Brandon J. Galm, PhD

2423 Kimball Ave
Manhattan, Kansas
Lisa Sederlin Isaacson, Executive Director

The Capital Projects Fund
Kansas Children's Cabinet and Trust Fund

Overview:

- Federal Landscape
- CPF Requirements from US Treasury
- 5-year operations
- **Enable work, education, and health monitoring**
- Broadband availability for public – documented plan to meet need (WTC)
- Completion within grant period timeline
- CPF Additional Project Requirements from KCCTF
- **Childcare**

IC Project Description/Overview

Collaborative approach to meeting the needs of the Manhattan community.

Community services in four pillar areas: work, education, health, and childcare

Activities focused on preparing individuals for work

Education offerings leading to credentialing and certifications

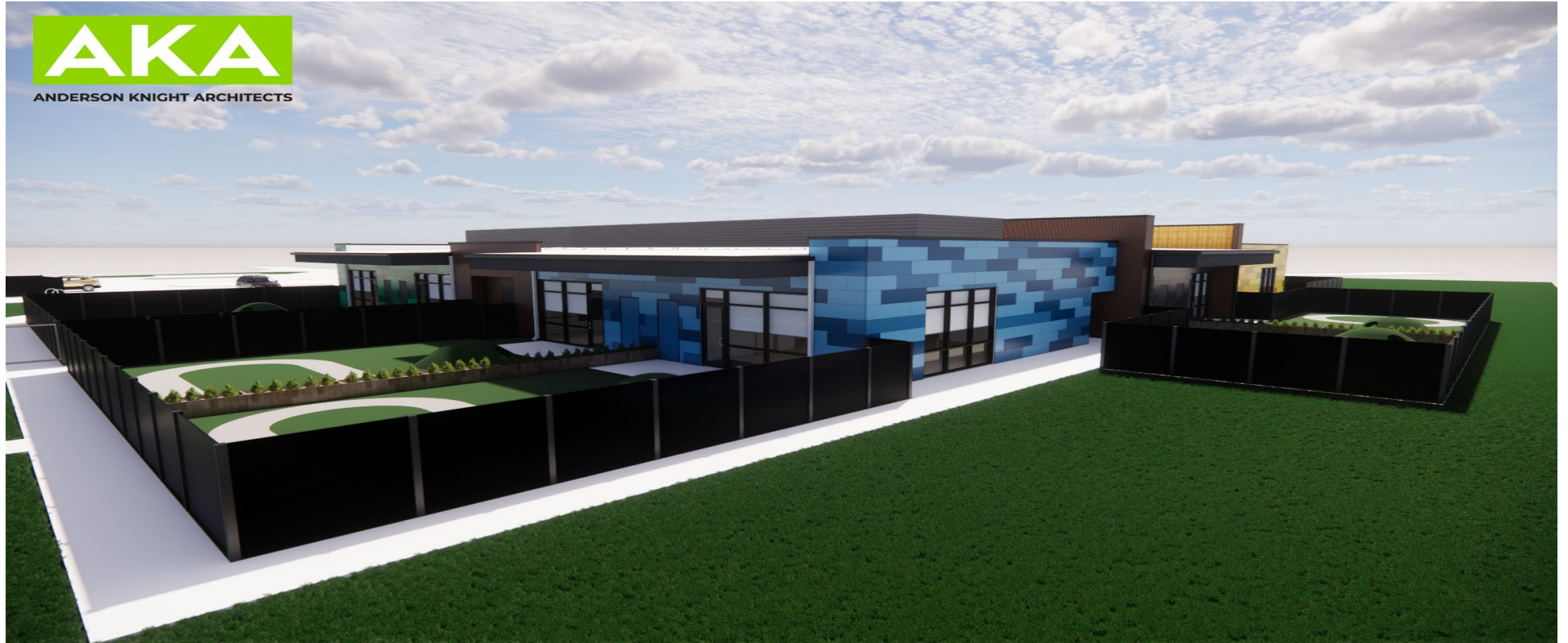Access to transportation, technology and childcare

Childcare Business Initiative (CBI) – support and training for childcare business owners

Rear of Building

Outdoor Play Space

The FHCA will serve an estimated 1,665 individuals each year, including 96 children ages 0-5 served through childcare services.

Manhattan Area Technical College

Transform your future through hands-on technical education and career-focused training. Manhattan Tech offers practical skills development and certification programs aligned with high-demand local industries, helping students launch rewarding careers right here in Manhattan.

- Ranked #1 nationally among two-year colleges (WalletHub, 2024), offering:
- Variety of educational pathways in high-demand industries
- Flexible learning formats: in-person, remote, and hybrid options
- Comprehensive financial aid and student support services
- Industry-recognized certifications available through the Regional Testing Center
- Adult education programs, including GED and ESL offerings
- Transferable general education credits for seamless progression

Manhattan Free Clinic

Quality healthcare shouldn't depend on your wallet. Our clinic provides essential medical services at no cost to uninsured community members, ensuring everyone has access to the care they deserve. Our dedicated team works to keep Manhattan healthy and strong.

- No-cost primary care for uninsured community members who live within 200% of Federal Poverty Level Guidelines
- Well-child visits and school/sports physicals
- Physical therapy and chiropractic care
- Child development screenings
- Nutritional support and diabetes education
- Evening clinic hours twice monthly
- Care coordination and referral services
- Serving approximately 1200 individuals annually

Heartland Works

Manhattan Workforce Center Your bridge to career success in Pottawatomie and Riley counties. Our comprehensive employment services connect job seekers with local opportunities while providing employers access to skilled talent. From career planning to professional development, we're here to help you reach your employment goals.
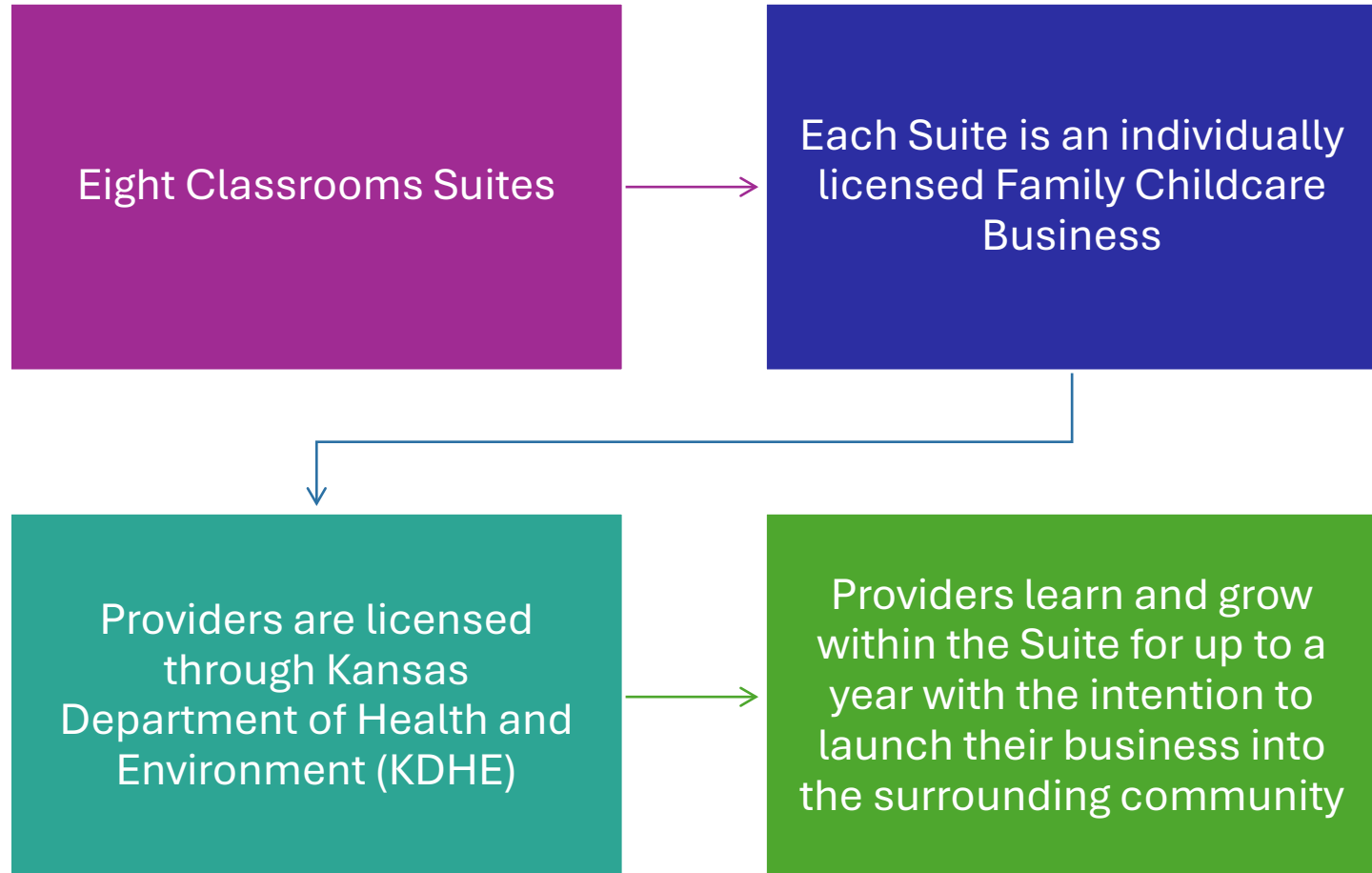
- Serving 900+ individuals annually with comprehensive employment services:

- One-on-one career coaching and development

- Resume writing and interview preparation

- Computer and internet access for job searches

- Specialized support for veterans, dislocated workers, and justice-involved individuals

- Direct connections to local employers

- Regular workshops and job fairs
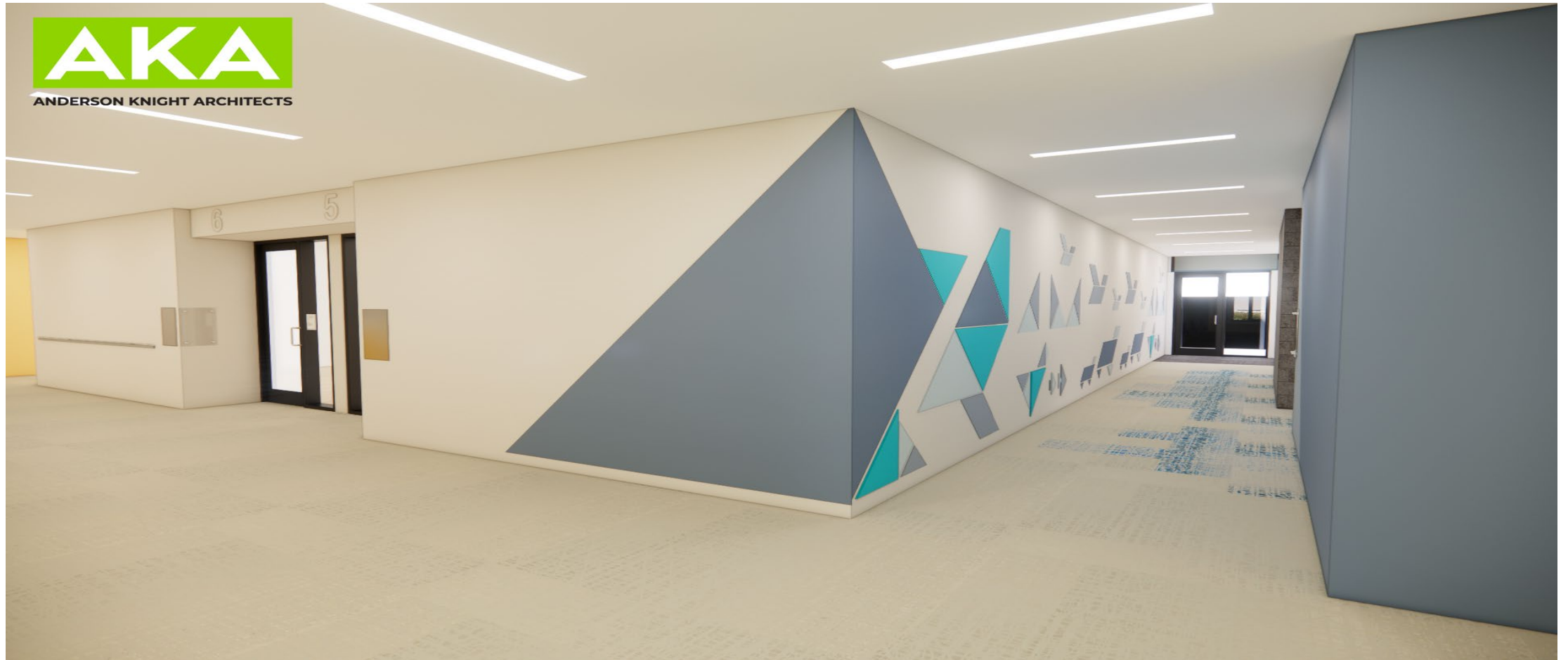
Childcare Business Initiative

Supporting the backbone of our workforce - quality childcare. We empower childcare entrepreneurs with business expertise, resources, and support to create sustainable childcare solutions. When our children thrive, our community prospers.

- Creating sustainable childcare solutions for Manhattan's families with:

- Eight independent childcare suites offering 96 new childcare slots

- Flexible care options including evening, overnight, and weekend hours

- Acceptance of DCF and Raising Riley subsidies for qualifying families

- Comprehensive support for childcare entrepreneurs, including mentoring and operational assistance

- Fully equipped, move-in ready facilities to reduce startup barriers

- Shared resources and professional development opportunities

Childcare Business Initiative (CBI)

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Eight Classrooms Suites  →  Each Suite is an individually licensed Family Childcare Business
                                              ↓
Providers are licensed through Kansas Department of Health and Environment (KDHE)  →  Providers learn and grow within the Suite for up to a year with the intention to launch their business into the surrounding community
```

Building Interior

Childcare Business Initiative Suite

Highlights

Dedicated space to build a Family Child Care Business (including tables, chairs, cots and shelving, lockable storage, and kitchen appliances)

Pods are equipped with a fully functioning kitchenette so that providers will cook and serve USDA approved meals to the children in their care.

Providers can opt to provide alternative hour and weekend care for manufacturing workers, first responders, etc. 24-Hour care may not be possible, as insurance companies do not want to cover.

Drop-in care will be available upon availability

Participant Supports

Marketing and Enrollment Support	One-on-one mentoring and support from veteran Family Child Care providers	Support with accepting DCF subsidy and Raising Riley
Support with CACFP Food Program	Professional Development Opportunities and Partnerships	Ongoing support from the CBI upon launch into the community

The Childcare Business Initiative

Contact Information:

Lisa Sederlin Isaacson, M.S.

📞 785-410-8303

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📷 Instagram: Childcare Business Initiative

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COMMUNITY
ACCELERATOR