MEETING CANCELED

NOTICE TO RESIDENTS OF THE MILWAUKEE AREA TECHNICAL COLLEGE DISTRICT, WISCONSIN

A regular open meeting* of the MILWAUKEE AREA TECHNICAL COLLEGE EDUCATION, SERVICES, AND INSTITUTIONAL RELATIONS COMMITTEE of the Milwaukee Area Technical College District Board, Wisconsin, will be held in the BOARD ROOM (ROOM M210) of the MILWAUKEE AREA TECHNICAL COLLEGE, 700 West State Street, Milwaukee, Wisconsin on THURSDAY, FEBRUARY 19, 2009, beginning at 5:00 P.M. The agenda** for said meeting is presented as follows:

The agenda for said meeting is presented as follows:

A. Roll Call

B. Compliance with the Open Meetings Law

C. Approval of Minutes – January 22, 2009 - Attachment 1

D. Comments from the Public

E. Action Items

NONE

F. Discussion Items

1. Sustainability Curriculum Update – Attachment 2

2. Academic Technology Core Committee Update – Attachment 3

3. Innovation Grant Activities Update – Attachment 4

4. Risk Management Update

5. Articulation Update – Attachment 5
G. Information Items

1. Enrollment Update

2. Certification Audit Results – Attachment 8

H. Miscellaneous Items

1. Communications and Petitions

2. Information Items

I. Old Business/New Business

1. Date of Next Meeting:

   Thursday, March 19, 2009, Board Room (M210), Milwaukee Campus

Committee Members: Holmes, Michalski, Royal

* Other members of the MATC Board may be present, although they will not be participating as members of this committee. This meeting may be conducted in part by telephone. Telephone speakers will be available to allow the public to hear those parts of the proceedings that are open to the public.

** Action may be taken on any agenda item, whether designated as an action item or not. Agenda items may be moved into Closed Session for discussion when it becomes apparent that a Closed Session is appropriate under Section 19.85 of the Wisconsin Statutes. The Board may return into Open Session to take action on any item discussed in Closed Session.

Reasonable accommodations are available through the ADA Office for individuals who need assistance. Please call 414-297-6221 to schedule services at least 48 hours prior to the meeting.
CALL TO ORDER

The regular monthly meeting of the Education, Services, and Institutional Relations Committee of the Milwaukee Area Technical College District Board was held in open session on Thursday, January 22, 2009, and called to order by Chairperson Royal at 5:00 p.m. in the Board Room, Room M210, at the Milwaukee Campus of Milwaukee Area Technical College.

ITEM A: ROLL CALL

Present: Mr. Fred Royal, Mr. Thomas Michalski, Ms. Melanie Holmes

ITEM B: COMPLIANCE WITH THE OPEN MEETINGS LAW

The Education, Services, and Institutional Relations Committee meeting was noticed in compliance with the Wisconsin Open Meetings Law.

ITEM C: APPROVAL OF MINUTES – December 11, 2008 – Attachment 1

Motion: The minutes were approved without objection.
Action: Motion approved.

ITEM D: COMMENTS FROM THE PUBLIC

ITEM E: ACTION ITEMS

E-1 Resolution to Approve Scope of Project for Baking and Pastry Arts Associate Degree Program – Attachment 2

Discussion: Dr. Evonne Carter, associate provost, introduced Mr. Mike Jenkins, curriculum manager. Mr. Jenkins explained that this was part of the process to create a new program.

Motion: It was moved by Ms. Holmes, seconded by Mr. Michalski, to approve the Resolution to forward Scope of Project for Baking and Pastry Arts Associate Degree Program – Attachment 2.

Action: Motion Approved
E-2 Resolution to Authorize Milwaukee Area Technical College to Participate in Community-Based Development Program – Attachment 3

Discussion: Dr. Carter explained that approval of this resolution will allow MATC to apply for a grant from the Department of Commerce to investigate the relationship between UWM and MATC staff/students to think about high tech relationships and how we can work together. Although this resolution only requires committee approval it will be forwarded to the full board for their approval as well.

Motion: It was moved by Ms. Holmes, seconded by Mr. Michalski, to forward the Resolution to Authorize Milwaukee Area Technical College to Participate in Community-Based Development Program – Attachment 3

Action: Motion Approved

ITEM F: DISCUSSION ITEMS

F-1 Sustainability Core Committee Update – Attachment 4

Discussion: Mr. Michael Sargent, Vice President of Finance and Co-Chair of the Sustainability Committee highlighted the members of the committee and the activities the committee members have been working on. Mr. Sargent noted that the 2009 Wisconsin Renewable Energy Summit is being hosted by MATC at the Midwest Airlines Center on March 25-28, 2009.

F-2 Advisory Committee Equity Report – Attachment 5

Discussion: Mr. Jenkins explained the purpose of an Advisory Committee and their connection to the programs.

F-3 Policy Review – D0402 – Advanced Standing – Attachment 6

Discussion: Mr. Jenkins explained the proposed changes to this policy. The WTCSB has updated their Credit for Prior Learning Policy. These proposed changes will align the MATC policy with the WTCSB policy. This committee authorized the policy be forwarded to the full Board for a first read.

F-4 DOA Grant Reductions

Discussion: Mr. Sargent noted that we have received notice from the WTCS that the GPR funds awarded to the college may not be awarded in full. The college has identified 10% to plan for the proposed reductions. The 2010 budget is being planned without the funding of these grants.

ITEM G: INFORMATION ITEMS

G-1 List of Active Programs – Attachment 7

ITEM H: MISCELLANEOUS ITEMS
H-1 COMMUNICATIONS AND PETITIONS

None

H-2 INFORMATION ITEMS

ITEM I: OLD BUSINESS/NEW BUSINESS

Date of Next Meeting: February 19, 2009
Milwaukee Campus, Board Room (M210)

ADJOURNMENT

The Committee adjourned at 5:42 p.m.

Respectfully submitted,

Michelle M. Conroy
Administrative Specialist to the Provost
Sustainability Curriculum Update
## Sustainable Pathway

### Stage 1
- **High School:**
- **New Entrants:**
- **Unemployed:**
- **Displaced Workers:**

### Stage 2
- **MBE:** Insulation, weather stripping, caulking in residential & light commercial properties
- **GED:** Basic Skills

### Stage 3
- **Power Engineering Diploma**
- **HVAC Diploma**

### Stage 4
- **Sustainable Facilities:**
  - Heating, Ventilating, Air Conditioning
- **General Education Transfer**
- **Environmental & Water Quality Technologies**

### Partners in Business
- Johnson Controls
- Franklin Energy
- Government
- We Energies
- Local commercial and industrial operation

### Partners in Higher Education
- UWM Milwaukee & Madison
- Concordia
- Averno, St. Scholastica & Upper Iowa
- Marquette & MSOE
- Water Institute

### Promotions and better jobs

### MATC Certifications
- Sustainable Operations
- Renewable Energy
- Energy Auditor

### National Certifications
- LEED Accredited Professional
- Commissioning Authority
- Measurement & Verification Specialist
Currently
Environmental
and pollution
control

Sustainable Pathways

Environmental Studies Cluster

Sustainable Building Operations
- Sustainable Operations certificate
- Sustainable Facilities Operations
- The LEED Accredited Professional
- Reporting and Presenting Systems Performance

Energy Conservation Technicians
- Energy Engineers Certificate
  - Energy Auditor
  - Commissioning Agent
  - Energy Technician
  - Measurement and Verification Specialist

Renewable Energy
- Renewable Energy Certificates
  - Photovoltaic
  - Geothermal
  - Solar thermal
  - Wind
  - Bio-fuels

Water Technologies and Conservation
- Environmental and Fresh Water Technologies
  - Chemical Technology

Sustainable Exits
- UWM Wind collaborative
- MSOE Sustainable Construction Technologies
- Johnson Controls Career Connect
- Franklyn Energy Energy Auditors
- Stimulus Package Jobs

Sustainable Entries
- Incumbent Workers
- Remedial Coursework
- Unemployed
- Me2
- High Schools

Two Options: Sustainable General Education
- 100 level courses
  - Gen Ed specific to the program
- 200 level courses
  - 200 level math (calc) physics chemistry etc for transfer
New Green Certificate in Sustainable Operations

The Sustainable Operations Certificate is designed to help prepare students to efficiently and effectively manage the total commercial and industrial facility and other operations. Emphasis is placed on cost-effective energy options, energy management systems, sustainable operations management, maintenance management, Six Sigma, Lean, and other data rich continuous improvement initiatives applied to the sustainability on an operation. Additional attention is placed on saving operations and maintenance dollars by introducing developments in the energy systems and resource management, contracting options and best practices in efficient and effective operations and maintenance. Supervision, management and training of service employees are also covered. A full treatment of LEED AP certification as well as an overview of renewable energy are included as part of the certificate.

1) Sustainable facilities operations

Upon completion of the sustainable facilities operations course the learner will operate & optimize a variety of complex building systems not limited to: train and develop internal and external building services staffs, implement a green cleaning system, implement a recycling program, compose and execute building service contracts, demonstrate skills in basic business mathematics and communications, develop computerized maintenance management and an asset management system, engage a staff in a systematic continuous improvement program, understand the Six Sigma process, practice Lean principals on operations management, compose an essay on ISO Standards.

2) The LEED rating system

This course explores how to register a building for Leadership in Energy and Environmental Design (LEED) certification, understand the LEED rating system, and prepares students for taking the LEED Accredited Professional exam. LEED is the United States Green Buildings Counsel’s rating system and is the definitive measure of a high performance green building.

3) Reporting and presenting systems performance

This course is designed to help the learner to measure and report quantitative operational performance. Topics covered include spreadsheets, descriptive statistics, data mining, standardized methods of data collection, methods of analysis and findings, generalizing results, reporting and presenting information. Energy, water, materials, waste stream, and other sustainability and social responsibility measures are all covered within the context of commercial and industrial operational performance measures. A survey of operational excellence, Lean Six Sigma, time series analysis and operations research are a final topic of discussion.
New Green Certificate in Energy Engineering

The Energy Engineer’s Certificate is designed to help prepare students to fully understand energy measures and conversions and their use in the sustainability of facilities. Specific topics within the certificate will prepare students to audit buildings, commission systems for new construction and re-commission existing buildings as well as retro-commission existing buildings. The material covered will benefit students who are practicing as or wanting to become an energy manager, energy auditor, commissioning agent, LEED Accredited Professional and/or Measurement and Verification Specialist. Emphasis is placed on cost-effective energy options, energy management systems, facilities management systems, HVAC and other systems surrounding resource management in commercial and industrial buildings. Emphasis is placed on the documentation of systems performance through adequate monitoring, control and trending. Reporting and presenting quantitative systems performance.

1. **Energy auditing and managing energy use** 10-481-104
   
   Energy is an important part of our lives. Using it effectively is critical to extending world resources, not to mention having profitable businesses. People who can assist firms with saving energy and operating efficiently are a valuable and limited commodity. Firms are looking for knowledgeable personnel who understand energy and how to effectively & efficiently use it. This course covers utility bill analysis, conducting walk through energy audits, determining energy use of specific equipment, breaking out where all the energy in a building is being used, calculating energy savings, prioritizing energy saving measures, and pulling all the information into a report. Spreadsheets and reporting formats are provided. Students will be required to use EnergyStar Portfolio Manager to rate a building for Energy Star Certification.

2. **Commissioning process: sustainability and energy efficiency** 10-481-103
   
   The Commissioning Process is a quality-oriented process for verifying and documenting that the performance of facilities, systems and assemblies meets defined objectives and criteria (ASHRAE Guideline 1.1-2007). This course explains the Commissioning (Cx) Process. There will be discussions of what the benefits of Cx are and why it is important. The basics of the Cx Process will be discussed and sample documents developed by course participants. A mock owner project requirement work shop and a review of sample design documents will be conducted. When completed, participants will have a thorough understanding of the Cx process and a strong knowledge base for taking several of the national Cx exams that lead to Certified Commissioning Authority.

3. **Measurement and verification** 10-481-106
   
   This course covers different methods of measuring and verifying energy savings. Emphasis is on the International Performance Measurement & Verification Protocols and includes hands-on M&V using kWh meters, energy management systems, and data loggers. Information covered will prepare the learner to take the national certification exam for measurement and verification. All energy managers know the importance of verifying that projects are working, including promoting success within and outside organizations. This course covers the simple to complex methodologies for measuring success so that systems and projects are documented and managed.

4. **Energy Technician** 10-429-107
   
   This is a field experience course that focuses on the practical aspects of being an energy technician. Topics covered are energy management systems, real-time energy monitoring, sequences of operations, writing short technical proposals, trouble shooting systems, fire - life safety systems, card access, systems integration, compatibility, programming and application specific energy equipment monitoring and control.

The Renewable Energy Certificate will be designed to help prepare students to provide students with the theoretical knowledge necessary for a career/job in the renewable energy fields. Learners will acquire hands on skills in the installation, operations and maintenance of the systems. The certificate requires at least 12 credits of coursework and credits may be applied to certain programs as electives. Students may choose from online and face-to-face courses in several concentrations. Specific areas of study are photovoltaic systems, wind turbines, geothermal and solar thermal. Combining the renewable energy certificate with the sustainable facilities certificate and the energy engineer certificate will lead to a powerful portfolio of credentials within the energy industries. Certificate credits may be combined with additional coursework in diploma, degree or transfer and associate programs at Milwaukee Area Technical College.

<table>
<thead>
<tr>
<th>PHOTOVOLTAICS</th>
<th>GEOTHERMAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Photovoltaic Design (online)</td>
<td>10-466-130 Geothermal Design</td>
</tr>
<tr>
<td>Basic Photovoltaic and Site Assessment</td>
<td>10-466-131 Geothermal Site Assessment</td>
</tr>
<tr>
<td>Intermediate Photovoltaic</td>
<td>10-466-132 Geothermal Installation</td>
</tr>
<tr>
<td>Advanced Photovoltaic</td>
<td>10-466-133 WIND ENERGY</td>
</tr>
<tr>
<td>SOLAR THERMAL</td>
<td>Intro to Wind Energy (online)</td>
</tr>
<tr>
<td>Solar Home Design (online)</td>
<td>10-466-141 Small Wind Site Assessment</td>
</tr>
<tr>
<td>Solar Domestic Hot Water and Space Heating Systems</td>
<td>10-466-142 Small Wind System Maintenance</td>
</tr>
<tr>
<td>Solar Domestic Hot Water Site Assessment</td>
<td>10-466-143 Small Wind System Installation</td>
</tr>
<tr>
<td>Solar Hot Water Installation</td>
<td>10-466-143 Big Wind Fundamentals</td>
</tr>
<tr>
<td>Course Category</td>
<td>Description</td>
</tr>
<tr>
<td>----------------------</td>
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</tr>
<tr>
<td>Automated Systems</td>
<td>Modify course to include automated control of several energy sources: Wind Power Control &amp; Monitoring and Grid Interface</td>
</tr>
<tr>
<td>Natural Science</td>
<td>Posting of web resources to include this grant. Develop PV instruction and PV animations via web.</td>
</tr>
<tr>
<td>Electricity</td>
<td>Unite MATC with NABCEP certification for Electrical journeyman and community.</td>
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<tr>
<td>Physical Science</td>
<td>Include Renewable energy instruction.</td>
</tr>
<tr>
<td>Earth Science</td>
<td>In following the energy flow of earth processes in Earth Science (NATSCI 232), integrate concepts and applications of renewable energy. In Climate Change Fundamentals (NATSCI-246), focus on renewable energy technologies as strategy to mitigate global warming.</td>
</tr>
<tr>
<td>Electronics</td>
<td>Investigate PV Installer</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>Students will learn about: PV systems (off-grid and on-grid), solar water heating systems (costs, economics, and benefits); Wind energy: small scale systems (site location, cost, economics, and benefits). Students will participate in 1 day field trip to view a working PV system and a working Wind Turbine system.</td>
</tr>
<tr>
<td>Life Sciences</td>
<td>Generating Electricity From Microbial Muck</td>
</tr>
<tr>
<td>Architectural</td>
<td>Day light and PV</td>
</tr>
<tr>
<td>Pre-College</td>
<td>Educating smart diverse consumers: the benefits of renewable energy.</td>
</tr>
</tbody>
</table>
Grant: Renewable energy curriculum development and inclusion of such instruction into existing units or the generation of a new course used in generation of electricity.

<table>
<thead>
<tr>
<th>Department</th>
<th>Course Details</th>
<th>Instructor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT</td>
<td>Calculating energy consummation; Preservation of energy consummation in IT system designs. Provide Energy backup for 80 plus green computer system.</td>
<td>ITNET 134 course Jody Balzer</td>
</tr>
<tr>
<td>Physical Science</td>
<td>Introduce generation of electricity; scientific and technical aspects of Wind and PV systems.</td>
<td>NATSCI -275 (Spring delivery) Rahim Setoodeh</td>
</tr>
<tr>
<td>LA&amp;S</td>
<td>Tutorial/project examines the link between energy and chemistry, an exploration of units and stoichiometry as it relates to gasoline/energy consumption, and an introduction to wind energy as an alternative.</td>
<td>Chem 211, Chem 110, and Biochem 186 Brenda Wingardhaynes</td>
</tr>
<tr>
<td>Environmental Health</td>
<td>Students will learn about the variety of renewable energy technology options available including energy conservation and sustainable practices. The students will complete a home electrical energy audit which will enable them to make informed decisions about their electrical energy consumption. This information will allow the students to make educated decisions about their energy use needs and the energy choices available to them.</td>
<td>ENVHEL 101 Kathleen Bates</td>
</tr>
<tr>
<td>Business Administration</td>
<td>Instruct managers in promotion of renewable energy.</td>
<td>BADM-145 &amp; 134 Armen Hadjinian</td>
</tr>
<tr>
<td>Materials</td>
<td>Student research the advanced engineering materials (superalloys, composites, etc.) used in turbines for electrical generation and powering jets.</td>
<td>MATRLS -112 Tom Roberts</td>
</tr>
<tr>
<td>Power Engineering</td>
<td>Students will first learn how much energy they each consume by reading their electric bill. We will compare conventional power production to renewable production. We will study how solar panels work. We will measure power output from PV's and solar thermal. (Hardware on order) Biomass will be studied with concentration on animal waste from farms in Wisconsin. Field trips include Franklin landfill, coal fired power plant, solar installations.</td>
<td>New course Richard Curley</td>
</tr>
</tbody>
</table>
Existing Program code: 10-506-1

Overview — Environmental and Fresh Water Technology is an associate degree program that focuses on the field of water quality, waste water treatment, water technologies, safety and pollution control. Governmental agencies, waste water treatment plants, water research technology businesses, water distribution facilities, health departments and related industries employ environmental health and water control technicians to monitor, sense, evaluate, collect performance data, and pursue appropriate responses to accomplish pollution abatement and water quality in the workplace and the surrounding environment. Participating in this program affords you an opportunity to receive instruction in environmental monitoring and abatement procedures, as well as in the latest laws, regulations and guidelines that pertain to water and other environmental issues.

Key to your success in the program are an interest in technical and scientific study, the ability to work precisely and follow directions, and effective interpersonal skills. Depending on the nature of your employment, you may be required to pass a physical examination and have proper immunizations.

Future Opportunities — If you are interested in a baccalaureate degree upon completion of the program, check with a program counselor or advisor, and the institution you plan to attend regarding the transfer of MATC credits. Modification of the program includes an advanced water chemistry and advanced water controls and metering classes9.

Sustainable Pathways

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVHEL-101</td>
<td>Introduction to Environmental Health</td>
</tr>
<tr>
<td>ENVHEL-102</td>
<td>Environmental Biology</td>
</tr>
<tr>
<td>ENVHEL-109</td>
<td>Applied Environmental Chemistry</td>
</tr>
<tr>
<td>ENVHEL-103</td>
<td>Toxic and Hazardous Substances</td>
</tr>
<tr>
<td>ENVHEL-145</td>
<td>Water/Wastewater Operations – Municipal</td>
</tr>
<tr>
<td>ENVHEL-173</td>
<td>Environmental Bacteriology</td>
</tr>
<tr>
<td>ENVHEL-104</td>
<td>Industrial Hygiene Technology</td>
</tr>
<tr>
<td>ENVHEL-111</td>
<td>Water and Wastewater Analysis</td>
</tr>
<tr>
<td>ENVHEL-115</td>
<td>Air Pollution Technology</td>
</tr>
<tr>
<td>ENVHEL-146</td>
<td>Water-Wastewater Operations - Industrial</td>
</tr>
<tr>
<td>ENVHEL-105</td>
<td>Fundamentals of Hazardous Materials Control</td>
</tr>
<tr>
<td>ENVHEL-119</td>
<td>Food and Dairy Quality Control</td>
</tr>
<tr>
<td>ENVHEL-143</td>
<td>Interpersonal Communication Skills and Env. Mgmt.</td>
</tr>
</tbody>
</table>
In essence, ME2 would give building owners a “loan” to pay for retrofitting, but the money would repaid over time through the energy savings, all to be accounted for on the gas/electric bills by We Energies. Should a building be sold, the contract for this loan would be transferred to the new owner. The process would be completely painless, with no money out of pocket for the building’s owner.

Because repayment is guaranteed through energy savings on participants’ utility bills, this should be an attractive deal for private lenders. ME2 hopes to raise some $500 million in private capital. The project will begin recruiting and training local workers in 2009 for jobs doing energy audits, installing insulation and lighting, replacing appliances, and upgrading heating, ventilation and air conditioning. The project should generate about 4,300 jobs, and probably several times more when you include the multiplier effect on the economy (Milwaukee Magazine, 2008).
Sustainable Facilities
Associate in Applied Science Degree — Oak Creek Campus – Energy Conservation & Advanced Manufacturing (ECAM)

Program code: 10-481-1 – Proposed

Overview — Sustainable Facilities Operations is designed to help prepare students to efficiently and effectively manage the total facility. The material covered will benefit students who are practicing as or wanting to become an energy manager, facilities manager, operations and maintenance manager, energy auditor, maintenance supervisor, superintendent of buildings and grounds, building manager, plant manager, maintenance manager, maintenance director, operations manager or energy technician. Emphasis is placed on cost-effective energy options, direct digital controls, energy management systems, sustainable operations management, maintenance management, commissioning and project management. Additional attention is placed on saving operations and maintenance dollars by introducing developments in the energy industry, contracting options for services and best practices in efficient and effective operations and maintenance. Monitoring, control, reporting and presenting sustainability performance is given full treatment. Supervision, management and training of building service employees are also covered. LEED certification as well as renewable energy are given full treatment as part of this program.

Career Outlook — The projected employment outlook in the field of sustainable facilities operations and management is very strong. First-line supervisors/managers of maintenance mechanics, installers, building service workers and repair technicians are in demand. Some projection are estimating 5,000,000 new jobs will be added to the energy systems and sustainability industry over the next decade, more commonly referred to as green collar jobs. In addition, the area of greening facilities operations provides many new and existing exciting career options such as sustainability technician or coordinator with promotional opportunities leading up to manager and director. Opportunities abound for those who are interested in sustainable technologies and practices in energy and materials. In addition, the program includes the training and information on how to become a certified LEED accredited professional, commissioning agent, certified energy auditor, certified energy engineer, certified energy manager and a certified facilities manager.

Certificates – Our experience is showing that many individuals who have degrees are interested in sustainable buildings. As a result, we offer two highly valued certificates: the energy engineer certificate and the operations management certificate. In 2010, we expect to offer a third certificate in renewable energy. Certificates are composed of three or four courses and all courses are accelerated, one night a week for 6 weeks.

Sustainable Pathways
Career Preparation and Expected Learning Outcomes — Employers expect you as a graduate to be able to:
Reduce energy use in facilities
Perform energy audits
Develop and program a sequence of operations for various building systems
Operate & optimize a variety of complex building systems
Develop operating and capital budgets
Measure and verify systems performance
Train and develop internal building services staffs
Register and implement a LEED project
Compose and evaluate building service contracts
Demonstrate skills in basic business mathematics and communications
Demonstrate energy & facilities management computer skills
Develop computerized maintenance management and an asset management system
Report and present data from performance measures
Commission projects and systems
Engage a staff in a systematic continuous improvement program

Preparation for Admission — The following are required for admission to the program:
A high school diploma or GED
Demonstration of proficiency in basic skills through a course placement assessment
In addition, your potential for success in the program will be enhanced if you have some work experience and/or a strong interest in sustainability and facilities management. You should also possess conceptual abilities, problem-solving skills, computer skills and organizational skills.

Future Opportunities — Further education beyond the associate degree is available through seminars and advanced courses. This program will transfer to one or more four-year institutions.

Possible Careers: Facilities manager, Controls specialist, Controls technician, Sustainability director or coordinator
Superintend of buildings and grounds, Buildings manager, Plant manager, Maintenance manager
Energy manager, Energy auditor, Sustainable development Coordinator, Environmental manager

CERTIFICATES & TECHNICAL STUDIES (TAKING AT LEAST 12 CREDITS) Energy Engineer Certificate
481-104 Energy Auditing, 481-106 Measurement and Verification Specialist, 481-107 Energy Technician
481-103 Commissioning for new construction, retro and continuous

Partners in Education/Grants

- UWM – Milwaukee: wind DOE workforce development grant
- LTC – Wind Technician wind DOE workforce development grant
- City of Milwaukee Shines – RFP
- UW Madison/Walnut Way/UW Extension/COWS/Green contractor certification training program grant
- MATC Madison, Mid-State & Gateway
Sustainable Pathways

Other Sustainable Developments

- Wisconsin Renewable Energy Summit 2009
- NATSCI 246 – Climate Change
- NATSCI 248 – Current Topics in Natural Science
- ECO-Driving
- Biodiesel automotive repair
- Green Vehicles workshops and seminars
- On going public awareness and training sessions in renewable energy on weekends
Innovation Grants Update
2008-09

The Office of the Provost provides grants to support projects and activities that focus on innovation. Innovation grants are intended to encourage faculty and staff to be creative, to experiment, and be innovative. The awards will provide seed funding for design, development, and delivery of materials or services to support the proposed innovation.

Proposals:

In order to be considered for an Innovation Grant, each project must:

1. Be linked to a goal of the strategic and academic plan, and
2. Meet at least one of the following criteria:
   a. Must focus on Virtual Milwaukee – “A virtual model of the City of Milwaukee covering its past, present, and possible futures, created from GPS and other data sets. Buildings could be designed, prevalent diseases identified, and trends studied over time including population characteristics, demographics, cultural and linguistic aspects, water samples, historical perspectives, and transportation. Further, models that teach the public about the Great Lakes as a great natural resource for the city, state and region present many opportunities for discovery. Models that teach the public how wealth can be accumulated over a period of time through personal choices including financial (stock market), career, health, economic and productivity.”
   Specific instructional areas include, but are not limited to: Animation, Computer Simulation and Gaming, Visual Communication, Graphic Design, Interior Design, Landscape Design, GIS, Civil Engineering, and Engaged Learning, or
   b. Must focus on the development of true innovation and discovery. The innovation has “real life” application, that incorporate technology, create a state-of-the-art learning environment for students and the community, and/or may offer a glimpse of the 22nd Century or
   c. Must propose to do something new or in a new way in areas of education and delivery methods, or
   d. Must become an incubator for new products.
Definitions:

*Innovation* embodies a new or significantly improved activity, technique, service or process at MATC or proposes meritorious study of an idea that can be realistically expected to develop into a college or division-wide opportunity.

*Collaborative partnerships* include working together on a shared project to implement new ideas with mutually beneficial goals. Partnerships may involve external educational or community entities or may involve faculty/staff within a single department or across the college.

*Improved teaching and learning environments* include innovation in content, promotion of active student learning, improved assessment and positive change in delivery of instruction.

*Use of technologies* includes innovations that enhance faculty performance and student learning in traditional and nontraditional environments.

*Teaching effectiveness* is defined as an institution-wide infusion of new ideas, knowledge, expertise, improved access and flexibility of instructional delivery and integration of multiple learning styles.

*Enhanced creativity and innovation* includes improved services for students and expanded use of technologies that improve performance/success.

*Improved effectiveness* includes improved efficiency of service, enhancement of the learning environment or the infusion of new ideas, knowledge and expertise across the college.

### Approved Innovation Grants

**2009-2010**

<table>
<thead>
<tr>
<th>Names</th>
<th>Project Title</th>
<th>Project Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Akram Dakwar</td>
<td>Guide to Graphing Calculator Functions: a Step-by-Step Approach for Mathematics Interactive Instruction</td>
<td>Develop a user-friendly handbook on learning to use graphing calculator functions for topics across the mathematics course spectrum offered at MATC</td>
</tr>
<tr>
<td>Larry Domine</td>
<td>MATC’s Second Life</td>
<td>Establish an office MATC presence in Second Life, develop using Linden Technology</td>
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<tr>
<td>John Kress</td>
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<tr>
<td>Adam Genrich</td>
<td>Process Innovation for the MATC Culinary Arts Department</td>
<td>Create a centralized purchasing plan for the Culinary and Baking Labs</td>
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<tr>
<td>Jim Udulutch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patti Gondek, David Espinoza</td>
<td>New Mediums for Interpreting Field and MATC Programs that Deal with Special Populations</td>
<td>Video Relay and Remote Interpreting are becoming the wave of the future in the field of sign language interpreting and the faculty of the Interpreter Technical Program need to enhance their ability to provide technological equivalent equipment for classroom utilization</td>
</tr>
<tr>
<td>Wilma Bonaparte</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vicki Johnson</td>
<td>Spanish C-Print for the Deaf</td>
<td>Create a method that allows deaf full</td>
</tr>
<tr>
<td>Project Name</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Jill Kemper</td>
<td>Access to Spanish (immersion) during the class</td>
<td></td>
</tr>
<tr>
<td>Virtual Milwaukee-Nexus</td>
<td>Developing Virtual Milwaukee so that the City Center becomes a nexus of a world-wide learning center allowing other cities to see how communities may grow in the future</td>
<td></td>
</tr>
<tr>
<td>Mark Koehler, Mona Schroeder-Beers, Jim MacDonald</td>
<td>Virtual Welding Aptitude Exploration and Assessment</td>
<td></td>
</tr>
<tr>
<td>To create a DVD for use in middle schools, high schools, technical schools and area businesses to introduce users to the wide range of opportunities available in the field of welding, learn about welding, assess participant’s aptitude for welding, and evaluate the participant’s interest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laurie Materna, Kevin Rutkowski</td>
<td>Brain-Compatible Learning Lab</td>
<td></td>
</tr>
<tr>
<td>Provide an enriched environment to stimulate brain processing and multi-sensory learning. Create a premier model of a brain-compatible learning environment that could easily be replicated throughout MATC campuses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stephanie McKennie, Mercedes Fisher, Jill Kemper, Alain DeMars, Brian Mennenoh</td>
<td>Virtual Milwaukee (Health Component)/Virtual City</td>
<td></td>
</tr>
<tr>
<td>This project will tie into the Virtual Milwaukee project and will focus on healthcare over the years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Susan McNeely</td>
<td>Virtual Operating Room</td>
<td></td>
</tr>
<tr>
<td>To use the new Virtual Operating Room where students can practiced the skills necessary to succeed as a Surgical Technologist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brian Mennenoh, Tim Decker</td>
<td>Life Drawing Studio</td>
<td></td>
</tr>
<tr>
<td>Set up a cutting edge life drawing studio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Judy Springer</td>
<td>Utilizing GPS for GPOS: Using Global Positional Systems for Greater Physical Sense</td>
<td></td>
</tr>
<tr>
<td>Incorporate technology to monitor and increase awareness of physical activity and physical health for our students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Eligibility:**

- Designed for full-time faculty, part-time faculty in collaboration with a full-time faculty, associate deans, administrators, staff, departments, or divisions working on a project. Other college personnel can participate on grant development teams but are not eligible to submit applications.

- Collaborative, interdepartmental and/or interdisciplinary projects are encouraged.

**Intellectual Property Statement:**

An MATC’s grant award is college commissioned work. As such, the college has full ownership of any materials produced under the auspices of an award.
Project Reporting and Evaluation:

All innovation grants are awarded for definite purposes and for projects/activities to be accomplished in a specific period of time. Grantees are expected to adhere closely to the stipulated terms.

Innovation grants require the submission of reports and completed samples of any materials funded by the awards.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal Report</td>
<td>This document must include defined goals, measurable objectives, and specific task assignments for the project team member and other support staff.</td>
</tr>
<tr>
<td>Status Reports</td>
<td>Status Reports must be presented to supervisor mid-way through the length of the project. These reports provide updates of your progress on the grant project and help us to identify any special issues or problems that need to be addressed to complete work by the end of the academic year.</td>
</tr>
<tr>
<td>Evaluation Report</td>
<td>This report describes the overall results of the project and materials produced, if applicable. The report should include outcomes in the classroom, information on the dissemination of materials to other faculty, and recommendations for revision of the project products as necessary.</td>
</tr>
<tr>
<td>Materials</td>
<td>Project materials must be submitted with the evaluation report. Samples of each product (i.e. handbooks, videotapes, websites, digital resources, etc.) must be submitted with the closeout report. For digital /electronic documents and materials, include URLs or materials on disk.</td>
</tr>
</tbody>
</table>

Review Criteria

The committee will use the following criteria to evaluate the quality of grant proposals

Overall impact
- Extent and quality of innovation. In what ways and to what extent will the activities contribute to improvement in student learning, teaching, and curriculum?
- Is the proposal directly connected to MATC’s strategic and academic plans?

Creativity and innovation
- In what ways and to what extent does the proposed project represent a creative or innovative solution to a problem addressed in the project description?
- Inventiveness/significance of the project proposal

Quality of the written proposal
- Is the proposal comprehensible to audience? Proposals should be addressed to a non-specialist audience. Please clarify terminology and acronyms and minimize jargon.
- Is the proposal complete and in the proper format? NOTE: The committee may decide NOT to review proposals that omit one or more sections of the required format.
- Is the assessment strategy a substantive and appropriate way to evaluate the project?
- Will the proposed project expand the breadth and impact of innovative applications at MATC?

Applicant’s ability to complete the project successfully
- Does the applicant have the experience and training necessary to carry out the project?
# MATC High School Articulation Initiative

## BUSINESS MANAGEMENT and MARKETING

### HIGH SCHOOL

**CORE CERTIFICATE PATHWAY CONCEPT**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPSW-106</td>
<td>Intro to MS Office</td>
<td>3 cr</td>
</tr>
<tr>
<td>MKTG-104</td>
<td>Selling Principles</td>
<td>3 cr</td>
</tr>
<tr>
<td>MKTG-102</td>
<td>Marketing Principles</td>
<td>3 cr</td>
</tr>
<tr>
<td>BADM-145</td>
<td>Small Business Management</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

**APPLY TO**

- Business Management A.A.S.
- Marketing Management A.A.S.
- Fashion Retail Marketing A.A.S.
- Management Development A.A.S.
- Tourism and Travel Management A.A.S.
- Customer Information Specialist Technical Diploma
- Logistics A.A.S.

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**Project funded by the U.S. Department of Education (05198220001)**

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**MATC Career Clusters**

Career Clusters resources are being used with permission of the States' Career Clusters Initiative, 2008, www.careerclusters.org
For more information, contact:
Jonathan Feld, 414-297-6179, feldj@matc.edu
Dr. Terry Firkins, 414-297-7613, firkins@matc.edu
Barbara Cannell, 414-297-6836, cannelb@matc.edu

College Credit Initiative
Start Your High School Students Earning MATC College Credits

Downtown Milwaukee Campus
700 West State Street

Oak Creek Campus
6665 South Howell Avenue
Planning Yields College Credits

Junior and senior-level high school students can earn MATC college credits in one of 16 career clusters that can funnel into 79 program-specific career pathways. The College Credit Initiative (High School Articulation/ Tech Prep) provides students the option of enrolling in selected high school elective courses that also count for MATC college credits. The credits can be applied to MATC associate degrees and technical diplomas in business, information technology, transportation, health occupations, human services and other career areas.

Initiative Focuses on Elective Credits
The College Credit Initiative focuses on the high school student's elective credit options. Core English, Math, Science and Social Studies classes need to be satisfied.

Multiple Pathways to Success Start Here
MATC provides many pathways to personal and professional success. We offer a career-centered education for the highly technical jobs that are driving today's global economy. We partner with many area businesses and organizations to provide students with the most comprehensive and

College Credit Initiative/Articulation Definitions

Advanced Standing - Is a high school course that has similar content to an MATC course. It is taught by a high school teacher at the high school. Successful completion of the class(es) earns the student high school and college credits when the student enrolls in a MATC associate degree or technical diploma program.

Transcripted Credit - A technical college course taught by a certified Wisconsin Technical College System high school teacher at a high school. Successful completion of the class(es) earns the student high school and MATC college credits which may be transferable throughout the WTCS.
Admissions representatives from many of our four-year college partners will be on campus to meet with you. Be part of these exciting and informative events.

**TRANSFER DAYS**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>MONDAY</td>
<td>March 2</td>
<td>Historically Black Colleges and Universities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Downtown Milwaukee Campus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Room S120, 5 - 7 p.m.</td>
</tr>
<tr>
<td>TUESDAY</td>
<td>March 3</td>
<td>State and regional four-year colleges</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mequon Campus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cafeteria, 9 a.m. - 1 p.m.</td>
</tr>
<tr>
<td>WEDNESDAY</td>
<td>March 4</td>
<td>State and regional four-year colleges</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Downtown Milwaukee Campus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Center, 9 a.m. - 1 p.m. and 4:30 - 6:30 p.m.</td>
</tr>
<tr>
<td>THURSDAY</td>
<td>March 5</td>
<td>State and regional four-year colleges</td>
</tr>
<tr>
<td></td>
<td></td>
<td>West Allis Campus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>First floor, 9 a.m. - 1 p.m. and 4:30 - 6:30 p.m.</td>
</tr>
</tbody>
</table>

MATC is an Affirmative Action/Equal Opportunity Institution and complies with all requirements of the Americans With Disabilities Act.
These FOUR-YEAR COLLEGES WANT YOU

Alverno College
Capella University
Cardinal Stritch University
Carroll University
Carthage College
Concordia University
DePaul University
DeVry University
Drexel University
Edgewood College
Franklin University
Kaplan University
Lakeland College
Lawrence University
Marian University
Marquette University
McNally Smith College of Music
Milwaukee Institute of Art & Design
Milwaukee School of Engineering
Mount Mary College
Northland College
Ottawa University
Silver Lake College
Southern Illinois University
Springfield College
St. Norbert College
University of Phoenix

Upper Iowa University
University of Wisconsin-Milwaukee
University of Wisconsin-Eau Claire
University of Wisconsin-Green Bay
University of Wisconsin-La Crosse
University of Wisconsin-Madison
University of Wisconsin-Oshkosh
University of Wisconsin-Parkside
University of Wisconsin-Platteville
University of Wisconsin-River Falls
University of Wisconsin-Stevens Point
University of Wisconsin-Stout
University of Wisconsin-Whitewater
Wisconsin Lutheran College

HBCU’s
Bennett College
Florida A & M University
Jackson State University
Lane College
Miles College
North Carolina A & T
Paine College
Rust College
Talladega College
Texas College
Transfer to a Historically Black College or University

Bennett College
Florida A & M University
Jackson State University
Lane College
Miles College
North Carolina A & T
Paine College
Rust College
Talladega College
Texas College

THANKS TO HISTORIC AGREEMENTS, MATC STUDENTS HAVE THE OPPORTUNITY TO COMPLETE BACHELOR’S DEGREES AT THESE HBCUs

INFORMATION SESSION:
March 2, 2009  5 - 7 p.m.
Downtown Milwaukee Campus
700 West State Street, Room S120

SCHOLARSHIPS ARE AVAILABLE TO QUALIFIED STUDENTS AND GRADUATES.

Go to matc.edu/Prospective Students/Educational Offerings/Four-Year Transfer
“Prepared for the Finance, Personnel and Operations Committee of the MATC District Board”

Mission Statement:

The Milwaukee Enterprise Centers (MEC) exists to promote economic development in the Milwaukee area by providing services and facilities that support creation, development, and expansion of entrepreneurial enterprises.

The Milwaukee Enterprise Centers provide commercial space for new, emerging and expanding entrepreneurial activities from facilities located at:

2821 North Fourth Street, Milwaukee (MEC North)
816 West National Avenue, Milwaukee (MEC South)

The Role of the MECS

A VITAL ECONOMIC DEVELOPMENT PARTNER WITH OUR COMMUNITIES

Wherever, whatever, whomever we consider our “community, or however one defines our neighborhoods in Milwaukee, micro-businesses are important to our economic development and holistic community wellbeing as the larger organizations that provide goods and services. Fostering and sustaining the micro-businesses of our city is vital to our quality of life in Milwaukee.

Successful micro-entrepreneurs require and deserve the support of the communities they serve; not just for their own personal enrichment, but for the enrichment of life in their communities. Few micro-businesses would be considered “cornerstones” in their communities, then micro-businesses are indeed the cement of these community structures, and our micro-entrepreneurs so often provide vital local leadership in their communities.

This report is prepared on a regular basis for the MATC Board of Directors. It is comprised of 3 basic parts.

Part A., Narrative:
A brief summary of any notable activities that may have occurred since the last report. This could include, but not be limited to, current projects, planned initiatives, progress reports, special announcements, and individual tenant events.

Part B., Data:
A recent snapshot of the current data. These categories will be expanded or reduced as requested by the Board members.

Part C., Staffing Levels: A listing of all MATC personnel at each location and any changes since the most recent report.
PART A
NARRATIVE

The MECs have operated under a variety of management styles over the years. Each management style added some value to the community the MEC’s serve. Recently, MATC has revisited the mission of the MEC centers with new skills, years of experience, and new leadership.

In a continuation of the previous report the focus will be on the following items from the consultant's study:

**Standardize Tenant Entry Process**
The current staff has begun to create rules and regulations to which tenants must agree and comply. Tenants are required to have the following prior to locating in the building:
- Occupancy permit,
- Insurance holding harmless MATC,
- Completed application with verified addresses
- Credit check
- Approved Business Plan

Tenants now must personally guarantee financial responsibility as well as understand there are consequences for non-payment of rent, including eviction. All files are kept in a locked, secure area, accessible only to MEC/MATC staff. An electronic database will be developed at a later time for easier updating.

**Implement Consistent, Ongoing Data Collection Procedure**
With tenant cooperation, data collection of tenant information files will be updated on a regular basis. This process will insure:
- MEC staff can develop a relationship with tenant businesses and to get a sense of their business development needs.
- Information can be used to validate the value of the MECs.

**Build Tenant Support Network**
This activity is still in planning stages. However, production of a newsletter will begin within the next few months with input from the newly formed tenant association.

The new tenant association is developing a tenant mentoring system. That utilizes both former and current MEC tenants who can assist, and are willing to help neophyte business owners.

Support will also come from a wide range of partners, including corporations, non-profit firms, MATC faculty and staff and local lending organizations as a result of the community reinvestment Act.
Develop a Graduation Plan
No progress has been achieved at this time. Once the tenant association and the Advisory Committee are fully established and operating, they will have a major impact in this model.

Plan Assumptions:

- We do know that the plan will have a goal that will be to exit businesses within a prescribed period of time from their time of entry.

- Upon successful exiting from the MECs, meaning that the tenant was able to create a successful, growing business during their time at the MECs, business owners will be required to participate in the following activities.

- The business owner will agree to allow the MECs to use information about the business in their promotional materials for up to five years following the business’ exit.

General comments:
Most prospective tenants are referred by existing customers and by other economic development agencies.

MEC policy has been to provide new and developing small businesses with rental rates somewhat less than commercial market rates upon entry and then increase those rates over a period of several years.

Lease rates are tested annually against the rates for similar space published in the Commercial Leasing Guide.

Rates may vary because of location within the building, or other amenities.

On-Going Challenges
- Security
- Upgrade Facilities
- Roof Replacement
- Parapet repair
- Façade repairs (code compliance)
- Window replacements
- Exterior painting
### MEC-North/South Statistics: February, 2009

<table>
<thead>
<tr>
<th>Tenant Information</th>
<th>MEC North</th>
<th>MEC South</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # of Businesses</td>
<td>54</td>
<td>22</td>
</tr>
<tr>
<td>Retail Businesses</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Service Businesses</td>
<td>38</td>
<td>17</td>
</tr>
<tr>
<td>Non-Profit Businesses</td>
<td>14</td>
<td>3</td>
</tr>
<tr>
<td>Minority-Owned Businesses</td>
<td>38</td>
<td>10</td>
</tr>
<tr>
<td>Women Owned Businesses</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>New Businesses within last 90 Days</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Physical Operations

<table>
<thead>
<tr>
<th></th>
<th>MEC North</th>
<th>MEC South</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Square Footage</td>
<td>195,000</td>
<td>130,000</td>
</tr>
<tr>
<td>Square Footage Being Rented</td>
<td>55,633</td>
<td>34,463</td>
</tr>
<tr>
<td>Square Footage Available for Rent</td>
<td>54,470</td>
<td>30,643</td>
</tr>
</tbody>
</table>

Total Square Footage includes: leased and unleased office/shop/storage space; corridors; docks; elevators; entrance lobby area/reception desk area; staff offices; rest rooms; tenant mailroom; conference rooms; lunch room; telephone equipment room.)
<table>
<thead>
<tr>
<th>GRANT</th>
<th>STATE TOTAL</th>
<th>MATC TOTAL</th>
<th>PROPOSED CUT</th>
<th>10% CUT</th>
<th>NOTE</th>
<th>REIMBURSED AS OF 1-26-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>School to Work Program for Children at Risk</td>
<td>$ 285,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td>$ 72,412 77.45%</td>
</tr>
<tr>
<td>Minority Student Participation and Retention Grants</td>
<td>$ 589,200</td>
<td>$ 93,500</td>
<td>$ 22,128</td>
<td>$ 22,128</td>
<td>(A)</td>
<td>$ 25,572 36.48%</td>
</tr>
<tr>
<td>Chauffeur Training Grants</td>
<td>$ 191,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
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</tr>
<tr>
<td>Driver Education, Local Assistance</td>
<td>$ 307,500</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
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</tr>
<tr>
<td>Faculty Development Grants</td>
<td>$ 794,600</td>
<td>$ 70,100</td>
<td>$ 7,320</td>
<td>$ 7,320</td>
<td>(B)</td>
<td>$ 22,156 33.30%</td>
</tr>
<tr>
<td>Supplemental Aid (aid that replaced inter-district tuition)</td>
<td>$ 1,432,500</td>
<td>$ 176,755</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incentive Grants (new and expanding occupations, basic skills,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>adult literacy, workplace adult basic education, statewide leadership</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>curriculum, apprenticeship, nursing training, advanced manufacturing,</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>etc.)</td>
<td>$ 6,483,100</td>
<td>$ 66,528</td>
<td>$ 17,800</td>
<td>$ 17,800</td>
<td>(C)</td>
<td>$ 22,156 33.30%</td>
</tr>
<tr>
<td>Computer Simulation and Gaming</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Advanced Certificate Coding</td>
<td></td>
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<tr>
<td>Alternative Basic Education, ESL &amp; Family</td>
<td></td>
<td></td>
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<tr>
<td>ABE/ELL Career Pathway</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Health Care Education Programs</td>
<td>$ 5,450,000</td>
<td>$ 64,680</td>
<td>-</td>
<td>-</td>
<td></td>
<td>$ 38,496 59.52%</td>
</tr>
<tr>
<td>Displaced Homemakers Program</td>
<td>$ 813,400</td>
<td>$ 68,000</td>
<td>$ 14,760</td>
<td>$ 14,760</td>
<td>(H)</td>
<td>$ 41,227 60.63%</td>
</tr>
<tr>
<td>Transfer of Indian Gaming Receipts; Work-Based Learning Programs</td>
<td>$ 600,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Truck Driver Training</td>
<td>$ 616,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>$17,562,300</td>
<td>$1,240,653</td>
<td>$162,392</td>
<td>$127,392</td>
<td></td>
<td>$482,435 38.89%</td>
</tr>
<tr>
<td>CUT 10%AMOUNT NEEDED TO CUT</td>
<td>$ 1,756,230</td>
<td>$ 124,065</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CUT 25% AMOUNT NEEDED TO CUT</td>
<td>$ 4,390,575</td>
<td>$ 310,163</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A. Correct a clerical error for overstate match, no reduction of services
B. Supply and Travel budget not necessary to meet objectives
C. Capital items that can be acquired by MATC Capital Budget, no impact on program
D. End project early, currently no demand
E. Eliminate supplies and travel not need $ 4,926, reduce hours of assistant position $ 15,000
G. Transfer 50% of employee from grant to Youthful Offender Program
H. End Program early, last day 2/28/09
TO: Vicki Martin, Provost
FROM: Liz M. Pancorbo, District Certification Officer
DATE: February 16, 2009
RE: 2006-2007 Certification Audit Results

Barbara Miller, WTCS Education Director, Certification conducted the Certification Audit for 2006-2007 on Tuesday, July 22, 2008. The total amount of compensation subject to audit penalties was $12,188.71 due to courses taught by two instructors after their Certification had expired.

The state aid formula is applied to the total compensation amount subject to penalties and the actual aid adjustment is much smaller than the total compensation amount. This 2006-2007 audit year however, two districts, Madison and Chippewa, had a disproportionately high disallowed compensation. Since the total State Aid is a fixed amount, after the aid formula is applied, the penalties are redistributed to all districts and MATC in fact received an additional $6,400.00 in State Aid.