



Employer-driven Community College Partnerships Toolkit

An Innovative Response to Workforce Training Need





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About this Toolkit

Building successful partnerships among educational institutions to better serve the needs of employers can be a daunting task. But as with any seemingly insurmountable task, sometimes all that's required is the courage to take that first step towards the goal.

Employers and educators agree that more needs to be done to ensure that new hires entering the workforce have the necessary skills to do their jobs as soon as they walk in the door. This can only happen when employers and education providers work effectively together to establish programs, initiatives and partnerships that benefit both employers and schools, but especially students graduating and entering the workforce.

This toolkit was designed to help colleges and employers confidently take steps toward creating innovative partnerships to jointly address regional workforce training needs and to ensure that new workers have acquired the knowledge, skills, and competencies to make immediate contributions in the workforce.

The example we use in this toolkit is from an actual partnership between an electric utility and the community colleges that worked together to deliver a unique blend of on the ground and online training. However, this model can be used within any industry to launch a partnership that benefits all the stakeholders. These sample documents, templates and step-by-step guides will serve as reference tools to help you identify the best way to collaborate with colleges and employers in your region to strengthen your local and regional workforce.

For additional information or assistance in beginning a conversation with employers and education providers in your own local region, please contact info@epceonline.org.

For an electronic version of this toolkit, please visit:
www.epceonline.org/docs/Community_College_Partnerships_Toolkit.pdf



A Real-life Community College Partnership Story

How one employer and two community colleges formed a winning partnership

By Kate Silver

In August 2012, a group of students began working towards a degree that is new to the state of Connecticut: an associate's degree in technology studies.

This degree is significant, not only because it is earned by students who will go on to work in the utility field, which is starved for new employees, but because it was at least a year and a half in the making, and succeeded thanks to a partnership involving parties spread across the country, from Bismarck, North Dakota, to the state of Connecticut, and through a national, industry-wide coalition.

The partnership stems from a shared goal of filling the jobs within the utilities industry. Nationwide, 120,000 utility workers are expected to retire in the next few years—a number that exceeds any in the industry's 130-year history. Nearly 60,000 skilled technicians and engineers will be eligible to retire by 2015.

Hartford, Connecticut-based Northeast Utilities isn't exempt from the pressure. Tom Burns, who is the director of training at Northeast Utilities, knows that his worker projections cast a dire hiring need for New England's largest utility and its 1.7 million electricity customers. In the next five years, nearly 43 percent of Northeast Utilities' employees will become eligible to collect their pensions. That breaks down to about 49 percent of technicians, 42 percent of engineers and 23 percent of leadership positions.

The loss, says Burns, is a result of an aging workforce, but it's also a sign of the changing times. Many of his current utility workers were initially "hired back when everything was physical labor," he says. "Now, a lot of the things are automated, and it's much more complicated than it used to be." In fact, Northeast Utilities wants new employees to have an associate's degree or higher.

Three years ago, Burns began thinking of solutions. He envisioned creating a college program that trained workers in their own backyards, taking advantage of all 12 community colleges in Connecticut. With access to so many schools, Northeast Utilities could train students within the region most in need. "We know if we can train and hire people from the areas they live, they'll probably stay there because they have family and they have connections," says Burns. Plus, he foresaw a degree that would align with a four-year state university, making it convenient for students to continue taking classes if they so chose. Northeast Utilities would mentor the students and provide scholarships, internships and possible employment upon graduation.

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Burns reached out to Gail Coppage, who, at the time, was director of workforce development for the Connecticut Community College System. Coppage was enthusiastic about participating in the plan, but they both knew there was a problem: that kind of program would take years to develop, and Northeast Utilities needed workers immediately. So Burns turned to the Energy Providers Coalition for Education (EPCE), a partnership of energy industry insiders who work to address the present and future needs of the industry. As a longtime member of the organization, he knew this was a network that could help. With the guidance of Raquel Velez DeGroot, who is the project director of EPCE's DOE grant-funded smart grid workforce training initiative, they brought Bruce Emmil into the conversation. Emmil, who is the associate vice president with the National Energy Center of Excellence at Bismarck State College, is also an expert on training men and women to work in the energy field.

Bismarck State College, located in Bismarck, North Dakota, has been training utility workers since the 1970s. The college is home to the renowned National Energy Center of Excellence (NECE), which offers 12 energy programs, and 25 percent of Bismarck students are enrolled in one of those programs. As EPCE's founding education partner, BSC offers the Electric Power Technology (ELPW) associate degree in partnership with EPCE. The ELPW curriculum is offered exclusively online, and is co-developed by EPCE with input and guidance provided by EPCE member companies.

This online curriculum was the missing puzzle piece to the Connecticut conundrum. As the discussions began to take shape, CAEL on behalf of EPCE received a grant from the Department of Energy to train members of the utility industry about smart grid technology. That grant, in part, would fund the development of this partnership.

Together, Burns, Coppage, Emmil and DeGroot sketched out a blueprint for the college partnership. The big picture components came together easily: Students in Connecticut would have online access to the electric power technology courses that BSC offers through EPCE, while taking general education courses at a Connecticut community college to complete their associate degree.

But the smaller details were often daunting: How does a student get a degree from Connecticut when many of their classes come from North Dakota? How do students handle financial aid when working with two separate institutions? How do the transcripts go back and forth? How will the registrar's offices work together? Is it possible to effectively communicate across state lines and educational institutions? How do you get Connecticut colleges on board and willing to share students with another institution?

Around this same time, the entire college and university system in Connecticut was undergoing massive changes. New legislation consolidated higher education into a single body called Connecticut State Colleges and Universities or ConnSCU. That brought up an entirely new question: How do you get a new program approved when an entire educational system is being reconstituted as a new system of public higher education?

The partners worked together tirelessly to find answers. During 18 months of weekly meetings, they created a program of which all parties are proud: BSC is providing instruction on about one-third of the

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credits, which students will take online, and Connecticut colleges are handling the remainder. The details, involving financial aid, registrars, enrollment, transcripts and more, came together in time for the 2012 fall semester.

DeGroot says that this partnership truly does fit like a puzzle, thanks to the determination of all parties involved. She hopes to see the program become a model for other industries. “This was an immediate response to the immediate need of an employer,” she says. “Because CAEL is so well grounded in working with the employer and working with higher education, we were in a perfect place to bridge that gap.”

Emmil adds that this is also the kind of partnership that Bismarck hopes to see more of. “Through this partnership, it’s easy for Connecticut to quickly offer this program to help meet their employers’ needs without having to recreate the wheel,” says Emmil. “It’s really a win-win for the colleges and for Northeast Utilities.”

During a recruiting program over the summer, Northeast Utilities told students about the new program. Soon after, the utility received more than 30 applications for the 14 available spaces. Burns says that over the next two years, they’ll continue accepting 15 students a year. He adds that that is the most he can handle while still providing a hands-on education to each class.

According to Burns, the program will save Northeast Utilities training expenditures (it can cost up to \$400,000 to train an employee in four years), while also providing students with a pathway to a long-lasting career. “The nice thing about the community college program is there really is a cost savings to the company by doing this,” he says. “And you actually get a more well-rounded employee. Ultimately, the goal for these students, if they desire, is to move on to get their bachelor’s degrees and become supervisors and/or managers in the future.”

Gail Coppage, who is now director of innovation and outreach with Connecticut State Colleges and Universities, says she’s interested in establishing more programs like this to work with other industries. “At the end of the day, it’s all about the workforce for everyone, whether it’s a credit certificate, an associate degree, a bachelor’s degree or a master’s degree. There’s a deliberate educational path that someone can take that will ultimately lead to a job,” says Coppage. “Everyone needs to understand the opportunities that exist.”

Through it all, the collaborators in this program agree: when businesses partner with colleges to work towards a common goal, all parties—students, industry and workforce—come out ahead.

The Council for Adult and Experiential Learning (CAEL) is a national non-profit organization that manages EPCE and works to unite business and educational partners to further adult learning and workforce development.

Kate Silver is a freelance reporter based in Chicago, Illinois.



Talking Points

The State of the Industry and the Need for an Innovative Response

The energy industry is in a precarious place right now with an aging workforce preparing for retirement and not enough younger talent ready to replace it.

- A [2010 survey](#) by the Center for Energy Workforce Development found that the average age of the energy workforce is now 46 years.
- The number of employees between the ages of 18-27 has decreased.
- 62% of the industry may retire or leave the industry during the next decade.
- 36% of skilled utility technicians and engineers will need to be replaced by 2015 due to retirement or attrition, with an additional 16% replaced by 2020.

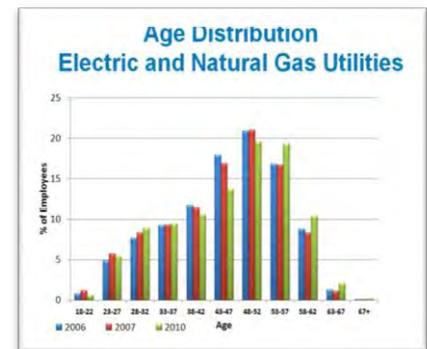
Northeast Utilities (NU), located in Connecticut, recognized the looming problem and decided to act. NU leveraged its membership in the industry alliance, Energy Providers Coalition for Education (EPCE), to reach out to EPCE education partner Bismarck State College (BSC), and brought the Connecticut Community College System (CCCS) to the table to find a way to upgrade the skills of the incumbent and future energy workforce in Connecticut. This particular partnership leveraged on the ground education available at the local community college, as well as EPCE's online, industry-built energy curriculum.

Benefits to the Employer:

- ✓ Workforce pipeline development
- ✓ Curriculum developed specifically with utility needs in mind
- ✓ Community engagement
- ✓ Upgraded the education of incumbent workforce

Benefits to Education Partners:

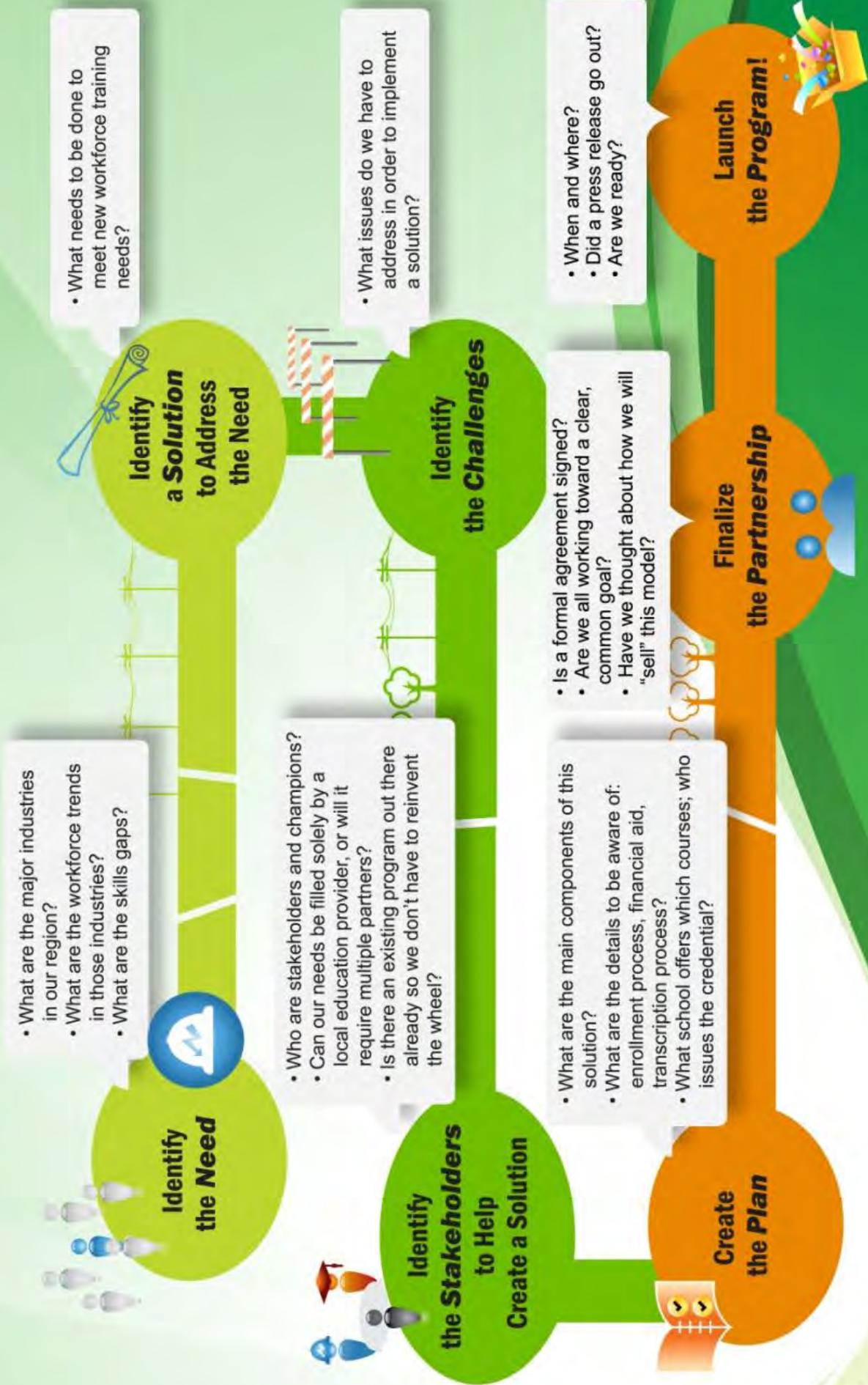
- ✓ Immediate access to industry-built curriculum and to energy content expertise
- ✓ Increased the breadth and depth of existing programs
- ✓ Quick response to regional employer's workforce need
- ✓ Increased access to prospective students
- ✓ Expanded enrollments in Electric Power Technology courses by creating local point of access and local student support services in Connecticut



For Students:

- ✓ Opportunity to earn an industry-built, industry-endorsed degree not available in their area
- ✓ Easy access to online education 24/7
- ✓ Degree awarded by their home institution

Employer-driven Community College Partnerships Roadmap





A Step-by-Step Guide To Creating a Successful Partnership

Step 1: Identify a Need

Questions to Ask:

- What are the major industries in your region?
- What are the workforce trends in those industries?
 - o Are there organizations or institutions that can provide this information for both the local and national workforce?
- Are there gaps in skills needed by these workforces?
- Who are the employers in those industries?
- What are the workforce trends/challenges/needs/projections for those employers?

Example:

Energy Industry

- A 2010 survey by the Center for Energy Workforce Development reports almost 62% of the industry is able to retire over the next decade.
- By 2015, it's predicted that 36% of skilled utility technicians and engineers will need to be replaced due to potential retirement or attrition.
- By 2020 an additional 16% will need to be replaced.

The US electric grid is in the midst of enhancements and technological restructuring that requires the workforce obtain new skills and knowledge to install and maintain our power system.

Northeast Utilities, a Connecticut-based, Fortune 500 energy company, is New England's largest energy delivery system. They have 6,000 employees across 3 states.

Northeast Utilities faces the following workforce challenges:

- In the next 5 years, the following percentage of their workforce is eligible for retirement:

Level	Pension Eligibility 5 years
Leadership	52%
Professionals	37%
Technicians	28%
Skilled Craft	36%

- Entry level positions now require an associate's degree as the industry grows more technical.



Step 2: Identify a Solution to Address the Need

Questions to Ask:

- What needs to be done to meet new workforce training needs?
- What additional training and education are required?

Example:

Northeast Utilities realized they needed to upgrade the education of both the incumbent and future workforces.

They also determined that the training and education needed to be available locally.

Step 3: Identify the Challenges in Implementing the Solution

Questions to Ask:

- What issues do we have to address in order to implement a solution?

Example:

- Most Northeast Utilities' employees are unable to attend a "traditional" on the ground school because of their shift schedules.
- Employees needed the flexibility that online learning allows, and they needed programs available in their local community.
- Because of regional hiring needs, NU could not sustain a community college program at any one school.
- The state's community college system did not currently have in place the program NU needed, and creating one could take years.



Step 4: Identify the Stakeholders to Help Create a Solution

Questions to Ask:

- How do we identify the stakeholders and champions?
 - o Who can offer the flexibility, quality, and credibility we need?
 - o Is there an existing program available— so we don't have to reinvent the wheel?
 - o Can our needs be filled solely by a local provider, or will it require multiple partners?

Example:

Northeast Utilities identified the following stakeholders:

- Employer - *Northeast Utilities, Director of Training*
- Local Education Partner - *Connecticut Community College System, Director of Workforce Development*
- Specialized Content Education Partner: *National Energy Center of Excellence at Bismarck State College*
- Industry Education Coalition – *Energy Providers Coalition for Education (EPCE)*

By leveraging the existing EPCE program, offered online and built and endorsed by the industry, Northeast Utilities could ensure that students would acquire the knowledge and skills the company and industry needed right away.

Step 5: Create a Plan

Questions to Ask:

- What are the main components of the solution?

Example:

Students can earn an Associate's degree by:

- taking general education courses and other technical courses at any of the 12 Community Colleges in Connecticut
- taking online, industry-specific Electric Power Technology courses from Bismarck State College

Degree will be issued in the state of Connecticut and will align with a 4-year degree from state universities, should students wish to continue their education

Students also may be able to complete summer and winter internships for additional hands-on experience at Northeast Utilities



- What are the details we need to think about as well?

Northeast Utilities, the Connecticut Community College System, and Bismarck State College had to hammer out details, including:

- What courses/content will each institution provide?
- What are the logistics around issuing a “local” degree when some courses are from a college in a different state?
- How is financial aid managed when working with multiple institutions?
- How will transcripts be handled or transferred?
- How will the registrars’ offices work together?
- How will the enrollment process work so it appears seamless to the students?
- What will the structure of an agreement between the institutions look like?
- What are the best ways to keep the lines of communication open between institutions in different states?

Step 6: Finalize the Partnership

Questions to Ask:

- Is everyone working toward a clear, common goal?
- What deadlines are needed?
- How often should the partners meet?
- What are the internal processes that each stakeholder is working through?
- What is the best way to keep all stakeholders in the loop?
- Who are the “champions” for the cause during this process?
- Has everyone done a great job of “selling” this idea to all stakeholders?

Example:

In this partnership example, it took 18 months to work through the process and reach an agreement between the Connecticut Community College System and Bismarck State College, with Northeast Utilities driving the process.

To add drama of this undertaking, Connecticut’s higher education system underwent a major restructuring during this process that threatened to stall the development of the partnership. However, the stakeholders were resolved to create this partnership, knowing that it was in the best interest of all, especially the regional workforce.

The effort paid off—in the first semester of the program, twice the number of students applied as there were spots available in the program.





Step 7: Launch the Program

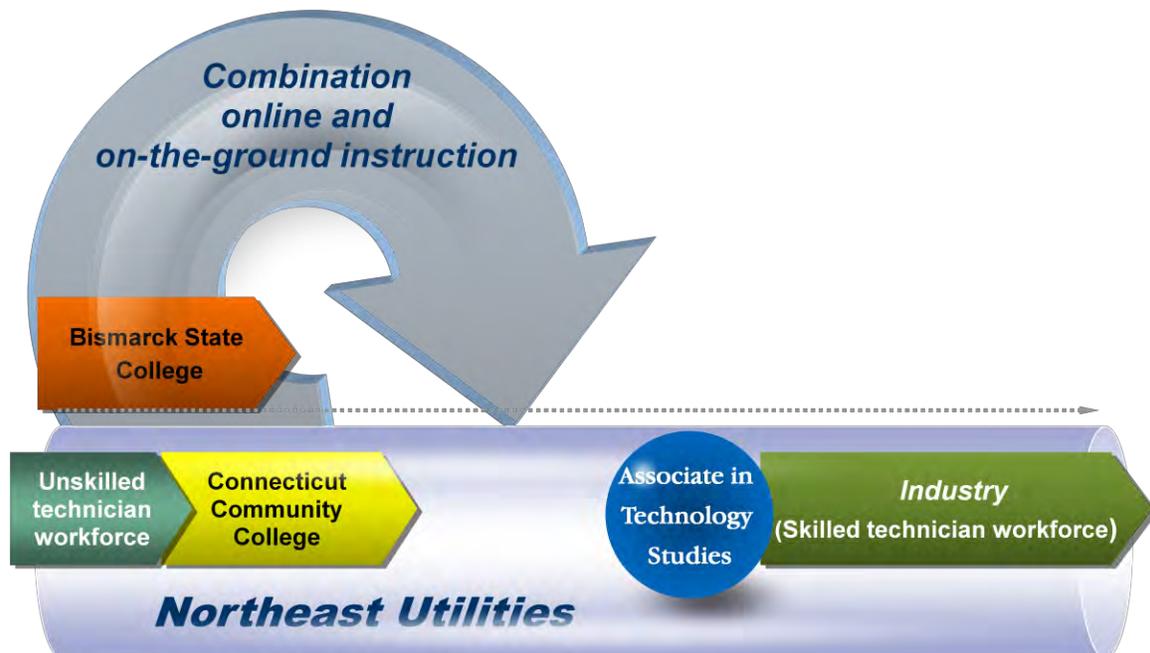
Questions to Ask:

- Is the agreement signed and executed?
- Has a joint press release gone out?
- Is everyone ready to begin the marketing and registration processes?
- Is everyone ready for the first students?

Example:

Bismarck State College and the Connecticut Community College System signed a formal agreement at the end of the fall term, 18 months after the stakeholders held their first meeting. A press release was sent out, and the recruitment process got underway in the spring with the goal of having the first student enrollments the following fall.

Careful planning ensured that all available seats were filled, with students on a waiting list.





Lessons Learned

Below are helpful insights the stakeholders gained while working on this community college partnership:

- **Talk, Talk, Talk!**
 - *It's almost impossible to over-communicate during a complex process like this. Meet regularly and often.*
- **Have patience and persistence**
 - *Recognize it will take time, maybe more than you expect, for all the stakeholders to work with and through their internal systems to make this happen.*
- **Keep stakeholders in the loop**
 - *Let everyone know what's going on—both the progress and the challenges.*
- **Have several college champions (and at least one in your back pocket)**
 - *Know who can help you navigate through your institutional system. Get to know them well.*
- **Keep Finance as an active partner (contracts, financial aid, etc.)**
 - *Keep them in the loop, ask questions, ask for advice and direction; they are a critical asset.*
- **Continually grow and nurture the industry partnership**
 - *Value it from the start, and respect the commitment each partner has made.*
- **Set a timeline and keep to deadlines, if at all possible**
 - *Don't cancel scheduled meetings, even if it seems there isn't much to talk about. Respect those deadlines!*
- **Keep partners engaged**
 - *You don't want anyone to lose interest; keep everyone working and on task.*
- **Never lose sight of the goal!**
 - *Remind yourselves often why you're doing this. It's important!*
- **Don't run away from conflict**
 - *And there WILL be disagreement and challenges, but refer to the previous insight.*
- **Above all, keep your sense of humor**
 - *Laugh a lot. You may run into all kinds of challenges and situations which will seem ridiculous. Laugh about it, take it in stride, and know you will work through it.*





Additional Resources

Online Articles:

Economy spurs more collaboration between community colleges

http://www.mlive.com/business/west-michigan/index.ssf/2010/04/economy_spurs_more_collaborati.html

More Partnerships between Colleges and Industry Could Produce a Better-Prepared Work Force

<http://chronicle.com/article/More-Partnerships-Between/128293/>

The Power of the Education-Industry Partnership

<http://www.americanprogress.org/issues/labor/report/2010/10/04/8518/the-power-of-the-education-industry-partnership/>

From an “Ill-Prepared” to a Well-Prepared Workforce: The Shared Imperatives for Employers and Community Colleges to Collaborate

http://www.corporatevoices.org/system/files/u822/CVWF_Ill_Prepared_UPDATED_2011.pdf

Working Learners: Educating our entire workforce for success in the 21st century

http://www.americanprogress.org/issues/2009/06/pdf/working_learners.pdf

About EPCE

The Energy Providers Coalition for Education (EPCE) is a national alliance of energy providers and education institutions nationwide that delivers solutions to attract and engage the energy industry's workforce through quality online education. These programs offer interested candidates and incumbent workers technical skills as well as academic knowledge needed for industry career paths in electric utilities and nuclear power. EPCE members champion industry needs in their joint efforts to develop and sponsor online curriculum with qualified accredited high schools, colleges, and universities. EPCE celebrated its ten-year anniversary in 2011. For more information, visit: www.epceonline.org.

About CAEL

EPCE is managed by the Council for Adult and Experiential Learning, an international non-profit organization with more than 35 years' experience in creating and managing effective learning strategies for working adults through partnerships with employers, higher education, the public sector, and labor. Founded in 1974, CAEL is dedicated to providing employers with smart strategies for employee development, building capacity to connect worker skills to employer demands, equipping colleges and universities to educate more adult students, as well as advocating and innovating on behalf of adult learners to increase access to education, provide them career guidance, and help them earn college credit for what they know. For information, visit: www.cael.org.



Sample Documents

The following templates will assist you in creating a successful partnership. They can be modified to include your logos, your specific language and your own educational partnerships. For electronic copies of all the resources, visit www.epceonline.org/CC_partnerships. A brief description of each follows:

- **Step-By-Step Guide – Question Worksheet**
Answer the questions and complete the worksheet in this Step-by-Step Guide to help you work through the process of developing the partnership.
- **Sample Agreement between the Partner Institutions Template**
Elements of a formal agreement between the partner institutions
- **Sample Curriculum**
Template for a curriculum—in this partnership model select courses are offered on the ground at one partner school and others are offered online at another.
- **Sample Press Release**
A sample press release to announce the launching of the partnership
- **Sample Promotional Flyer**
An example of a marketing piece used to explain and promote the partnership
- **PowerPoint Presentation – available in electronic format only at**
<http://www.cael.org/pdfs/2011-Conference-Powerpoints/Fri---CC-Partnerships.pdf>
This presentation was used to introduce and describe the partnership model at CAEL's Annual Conference in 2011.



Step-By-Step Guide – Question Worksheet

Step 1: Identify a Need

What are the major industries in your region?

1. _____
2. _____
3. _____

What are the workforce trends for those industries?

Are there organizations or institutions that can provide this information for both the local and national workforces?

Are there gaps in the skills needed by these workforces?

Who are the employers in those industries?



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What are the workforce trends/challenges/needs/projections for those employers?

Step 2: Determine a Solution to Fill the Need

What needs to be done to meet new workforce training needs?

What additional training and education are required?

Step 3: Identify the Challenges in Implementing the Solution

What issues do we have to address in order to implement a solution?

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Step 4: Identify the Stakeholders to Help Create a Solution

How do we identify the stakeholders and champions?

Who can offer the flexibility, quality, and credibility we need?

Is there an existing program out there already so we don't have to reinvent the wheel?

Can our needs be filled solely by a local provider, or will it require multiple partners?

Step 5: Create a Plan

What are the main components of the solution?

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What are the details we need to think about as well?

Step 6: Finalize the Partnership

Is everyone working toward a clear, common goal?

Yes _____ No _____

What deadlines are needed?

How often should the partners meet?

What are the internal processes that each stakeholder is working through?

What is the best way to keep all stakeholders in the loop?

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Who are the “champions” during this process?

Has everyone done a great job of “selling” this idea to all stakeholders?

Yes _____ No _____

Step 7: Launch the Program

Is the agreement signed and executed?

Yes _____ No _____

Has a joint press release gone out?

Yes _____ No _____

Is everyone ready to begin promoting and registration?

Yes _____ No _____

Are we ready for the first students?

Yes _____ No _____





Sample Agreement between Partner Institutions

Agreement between (Partner Schools A and B)

PURPOSE

This Agreement between SCHOOL A and School B serves to establish a partnership that provides access for individuals interested in career pathways into INDUSTRY/CAREER by offering online XXX classes to students enrolled in SCHOOL B.

SCHOOL A shall act as the conduit to provide PROGRAM and shall further be responsible for project oversight.

The partnership between SCHOOL A and SCHOOL B provides students with a seamless and efficient way to enroll in COURSES. Upon successful completion of the two year (four-semester) program, students will earn a DEGREE through SCHOOL.

BENEFITS TO SCHOOL A

The partnership is intended to provide these benefits to SCHOOL A:

- 1.
- 2.

BENEFITS TO SCHOOL B

The partnership is intended to provide these benefits to SCHOOL B:

- 1.
- 2.

SCHOOL A RESPONSIBILITIES

School A shall:

- 1.
- 2.

SCHOOL B RESPONSIBILITIES

SCHOOL B shall:

- 1.
- 2.

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ADMISSIONS, REGISTRATION, AND STUDENT POLICIES

Admissions

Application for Admission

Program Enrollment

Program Requirements for admission into XX program are:

Computer Access Requirements

Registration/Add Classes

Drop/Withdrawal from a Class

Bookstore

Transcripts

TUITION, FEES, FINANCIAL AID

Tuition and Fees

Financial Aid

Each participating school shall administer financial aid for eligible recipients:

COURSE OFFERINGS PLAN

Students enrolling in the PROGRAM must complete core educational courses as well XXX specialization credits in order to obtain the DEGREE/CREDENTIAL. The approximate time to complete the program is XX years/XX semesters.

The following core general education classes shall be offered by Partner School A:

Course Title	Credits
General Education Core	
English Composition	3
Public Speaking	3
Technical Writing	3
Ethics or Philosophy Elective	3
Fine Arts Elective	3
History Elective or Economics Elective	3
Geography Elective or Political Science Elective or History Elective	3

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Economics Elective	3
Psychology Elective or Sociology Elective	3
Sub-Total:	27
Science and Math Core	
Concepts of Chemistry or General Chemistry 1	4
Introduction to Physics or General Physics 1	4
Principles of Statistics	3
Pre-Calculus	4
Sub-Total:	15
Program Core	
Technical Drafting or CAD	3

The following SPECIALTY/TECHNICAL Courses shall be offered by SCHOOL B:

Course Title	Credits
Introduction to the Electric Industry & Power Grid	3
DC Fundamentals	2
AC Fundamentals	3
Electrical System Fundamentals	3
Electrical Industry Safety	3
Basic Print Reading	3
Electrical System Components	2
Electrical System Protection	3

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OWNERSHIP OF MATERIALS

MARKETING PROCESS

TERM

This Agreement shall commence as of the date of signature of both parties and continue for XX period, or until either party terminates the agreement prior to the end of the three-year term. Either party may terminate this agreement by written notice to the other party thirty days prior to actual termination. In the event of such termination, each institution shall cooperate to ensure the uninterrupted educational services of currently enrolled students to complete the program in which they were enrolled, including access to all courses required to complete the program and receive the applicable degree or credentials, for a period not to exceed two years.

COST AND SCHEDULE OF PAYMENTS

Liability
Contract
Invoicing and Payment

OTHER TERMS AND CONDITIONS

ACCEPTANCES AND APPROVALS

This Memorandum of Understanding is entered into as of the latest date written below by and on behalf of SCHOOL A and SCHOOL B.

PARTNER SCHOOL A

Date: _____

PARTNER SCHOOL B

Date: _____



Sample Curriculum

COURSES OFFERED BY PARTNER SCHOOL A:

Course Title	Credits
General Education Core	
English Composition	3
Public Speaking	3
Technical Writing	3
Ethics or Philosophy Elective	3
Fine Arts Elective	3
History Elective or Economics Elective	3
Geography Elective or Political Science Elective or History Elective	3
Economics Elective	3
Psychology Elective or Sociology Elective	3
Sub-Total:	27
Science and Math Core	
Concepts of Chemistry or General Chemistry 1	4
Introduction to Physics or General Physics 1	4
Principles of Statistics	3
Pre-Calculus	4
Sub-Total:	15
Program Core	
Technical Drafting or CAD	3

COURSES OFFERED BY PARTNER SCHOOL B:

Program Core Course Offering Plan

Course Title	Credits
Introduction to the Electric Industry & Power Grid	3
DC Fundamentals	2
AC Fundamentals	3
Electrical System Fundamentals	3
Electrical Industry Safety	3
Basic Print Reading	3
Electrical System Components	2
Electrical System Protection	3



FOR MORE INFORMATION CONTACT:

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FOR IMMEDIATE RELEASE: September 7, 2012

BSC establishes agreement with Connecticut Light and Power to bring students into energy industry

Bismarck State College has partnered with Connecticut Light & Power (CL&P) and the Connecticut Community College System (CCCS) to establish an agreement offering online Electric Power Technology (ELPW) classes to students enrolled in the Connecticut Community College System (CCCS).

This fall, BSC began offering Connecticut students 22 credits from the ELPW program online, while CCCS offers additional classroom-based curriculum toward an associate degree in Technology Studies. Fourteen CCCS students are currently enrolled in three classes. Qualified candidates will be prepared for a career as an electric power utility line mechanic or cable splicer.

The agreement will help fill a high demand for skilled employees in the energy industry in Connecticut. Northeast Utilities, the parent company of CL&P and a major energy employer in Connecticut, initiated the connection with BSC.

“Our goal is to have a program that provides a solid educational background coupled with the hands-on training that prepares students for the realities of working in the utility industry,” said Tom Burns, director of training for Northeast Utilities. “The fact that Bismarck’s curriculum is constantly reviewed by industry experts and directly aligns with our apprenticeship program makes this an ideal partnership.”

The program features academic courses at any of Connecticut’s 12 community colleges, online courses through Bismarck State College, hands-on training at CL&P’s Training Center, and summer and winter field internship experiences at a CL&P’s work centers.

The agreement was facilitated through the support of the Energy Providers Coalition for Education (EPCE), a group of industry representatives that develops, sponsors and promotes industry-driven, standardized, quality online learning programs to meet the workforce needs of the energy industry. Both BSC and Northeast Utilities are EPCE members.

“We’ve been working closely with Northeast Utilities and CCCS over the past 18 months and it’s exciting to see the partnership come to fruition,” said Bruce Emmil, associate vice president, BSC National Energy Center of Excellence. “Having industry involved from day one has been a key component to this partnership, and we look forward to seeing additional students and colleges within the Connecticut Community College System partake in this partnership.”

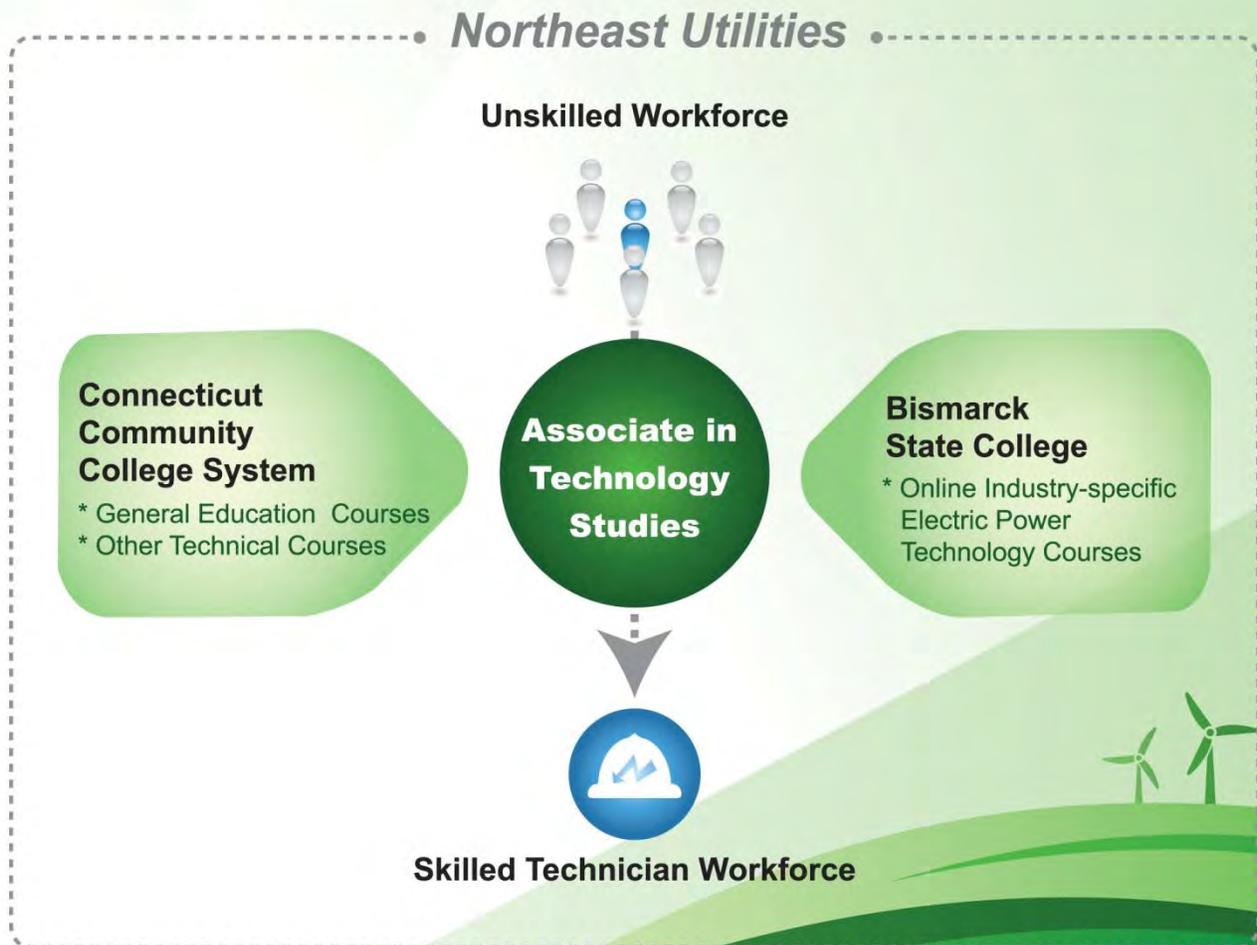
Emmil said that in addition to helping Connecticut students enter the energy industry, the agreement creates increasing opportunities for other collaborative projects and raises BSC’s national presence as a leader in energy education.

For more information about the program, visit cl-p.com/collegeprogram.

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Partnership to Jointly Deliver Electric Power Technology Education

In response to regional employer Northeast Utilities' workforce education needs, an innovative community college partnership between the Connecticut Community College System (CCCS) and Bismarck State College (BSC) National Energy Center of Excellence (NECE) allows both incumbent utility workers and potential candidates to earn a two-year degree at any of the 12 Connecticut community colleges. Students enroll in online, industry-endorsed Electric Power Technology courses that are co-developed by BSC and by the Energy Providers Coalition for Education, an energy industry alliance. When combined with general education and other core courses offered by CCCS, students may earn an Associate's Degree in Technology from their local Connecticut community college. This addresses the immediate needs of Northeast Utilities by leveraging an industry-built curriculum and providing an energy pathway to prepare qualified candidates.



Connecticut Community College System & Bismarck State College

Benefits of Partnership



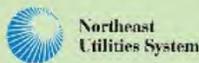
Bismarck State College

- Increase access to prospective students
- Expand enrollments in Electric Power Technology courses by creating local point of access and local student support services in Connecticut
- Increase opportunities for collaborative projects with CCCS



Connecticut Community College System

- Immediate access to industry-built curriculum and to energy content expertise
- Respond quickly to regional employer's need for skilled workforce
- Leverage existing resources; no need to duplicate programs



Regional Employer

- Upgrade education of incumbent workforce
- Increase pool of skilled candidates for future workforce – upgrade entry knowledge to Associate's degree
- Flexibility of using any of the 12 local community colleges in the Connecticut service area
- Degree is awarded in Connecticut and aligns with 4-year state universities



Students

- Opportunity to earn an industry-built, industry-endorsed degree otherwise not available in their area
- Easy access to online education 24/7
- Degree awarded by their home institution

Energy Providers Coalition for Education (EPCE)

EPCE is a national energy industry alliance whose membership represents about 70% of the industry's workforce. In partnership with select education partners, EPCE develops and delivers high quality online curricula to address the workforce education and training needs of the electric power industry. Expanding beyond standard job training, EPCE's online programs can lead to certificates, Associate's, Bachelor's, and Master's degrees. EPCE's unique collaborative process for developing curriculum with direct input from the energy industry is what sets it apart from other workforce education providers. For more information about EPCE's initiatives, visit www.epceonline.org.

EPCE is managed by CAEL, the Council for Adult & Experiential Learning - dedicated to providing adults better access to education through partnerships with business, government, labor and higher education.

For information, visit www.cael.org.





ENERGY PROVIDERS COALITION FOR EDUCATION

