



Process for Finding and Engaging College Partners



www.in.gov/dwd/owbla



Finding Technical Programs

Begin by doing a search of relevant colleges around the workplace location.

- Search the Community College System in each state (usually 2-year and below)
- Search the University or College System in each state (4-year and above)

Map colleges/universities to the workplace locations.

- Do not include colleges beyond an hour's distance from location.

Go to each college website.

- Go to "Academics" and search for program of interest.
 - Create a list of programs of interest.
 - Find appropriate contacts for each program.
 - Some websites will list contact right on the program page.
 - For those that do not list contact information, go to the search bar and type in "Faculty Directory."
 - ✓ May be able to refine the search by filtering to particular programs.
 - Look for the Dean, Director, or Administrator for the appropriate department.
 - ✓ Most will list an email address and/or phone number.
- Keep a spreadsheet of all the approved programs/state with contact information.



Prep for College/University Contact

Determine if there are current relationships with colleges in the area.

- If so, gather contact information for each.
- If none, contact the above lists.

View the College Background and Talking Points document on pages 5 and 6, prior to meeting

Hold meeting with company partner or internal stakeholder to discuss education partner options and goals.

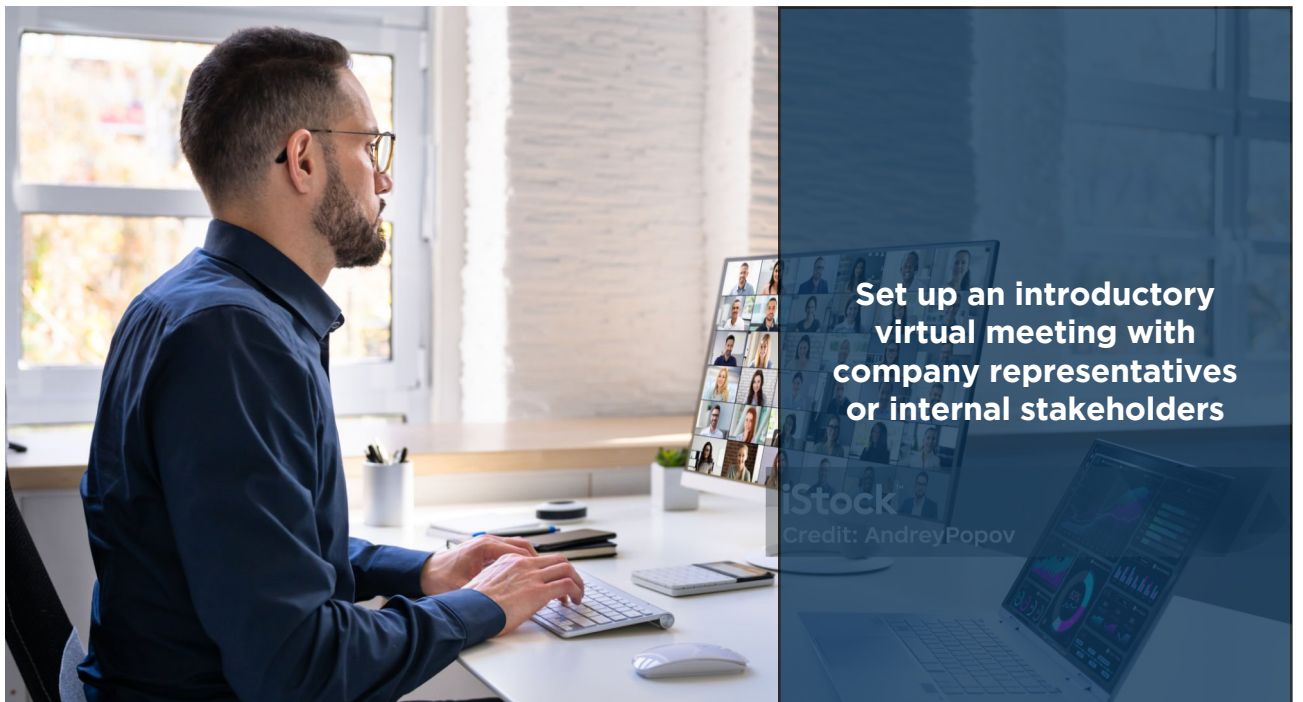
Initial College Contact and Meeting

Introductory email to main point of contact at college

- See Example Introductory Email for suggested script

Example Meeting Agenda

- Set up an introductory virtual meeting with company representatives or internal stakeholders; goals include:
 - Brand recognition of company and its operations in the area
 - Discussion of apprenticeships at company
 - Verify program information uncovered in prep work.
 - Program/course requirements
 - Areas of interest
- Determine college interest in developing partnership opportunities with company.



Follow-Up Internal Company Meeting

Follow-Up Internal Meeting Agenda

- Determine who will be point of contact for apprenticeship and college connections at local level.
- Discuss curriculum presented during college meeting.
 - Decide whether the college’s curriculum will meet the need of the apprenticeship. Are there changes that the company would like? If so.
 - ID courses
 - Explain reasoning
- Discuss willingness to manage apprentice schedules around class times.

Follow Up College/Company Meetings

Follow-Up College/Company Meeting Agenda

- Finalize curriculum.
- Discuss class schedule.
- Discuss costs.
- Discuss registration processes.
- Discuss grade/progress reporting to company representative.
 - Will need each apprentice to sign a release form for company to receive this information per Family Educational Rights and Privacy Act (FERPA) guidelines.



Determine who will be point of contact for apprenticeship and college connections at local level.

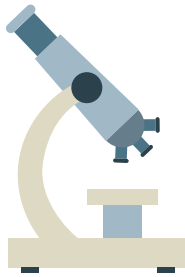
Background:



Like all companies, most technical and community colleges experience challenges recruiting and retaining employees. Community colleges generally are the ones that operate technical certificate-bearing and two-year programs. Most rely on state funding which means that the faculty pay may be capped. Most colleges offer good insurance and benefits like retirement plans, time off between semesters, and quality of life perks to offset any perceived salary deficiencies. Sometimes these perks are not enough. Consequently, finding full-time and part-time (adjunct) faculty can be challenging.



Faculty staffing is a requirement for most college accreditation. Generally, there needs to be a 1:10 full-time faculty/student ratio to maintain accreditation of the program. Although it varies slightly by program of study, full-time faculty need to hold a degree with at least three years practical experience. Administrative staff positions (the Dean or Director) usually require an MS degree or higher. Many are beginning to require an advanced degree for full-time faculty as well. Again, this can be difficult since faculty can make much more money working in their particular field without the higher degree. Without the appropriate faculty, the program is less flexible in scheduling classes. This fact often leaves college administration between a rock and a hard place. They are not bringing in the tuition they need to grow; consequently, they cannot grow because they do not have faculty or equipment/lab space.



Equipment and lab space leads to another consideration when approaching technical/community college faculty and administration. Equipment needs and lab space are two barriers to growth. Technical programs are extremely costly to run. A quality program should have a flexible lab with appropriate trainers, but the cost of that equipment requires grant-funding, redirected college appropriations (often at the expense of other programs), fund-raising activities, or outside donations. The upfront cost is the initial barrier, but the maintenance costs of these labs are also a concern. Training equipment requires constant software updates and mechanical repair.



One more area of difficulty for technical programs is the availability of sites to place students for internships or work-and-learn opportunities. As programs become larger, the number of placements become even more challenging. In Indiana, the Office of Career and Technical Education is mandating that all career and tech education programs at the high school level result in some sort of certification or lead to a higher degree. Work-based learning is strongly suggested in these programs. The more programs that need to place students, the harder to find placement opportunities.



This is the climate you are facing when you approach technical/community college administration and faculty. Understanding their issues is crucial to paving the way for meaningful dialogue and partnerships.

Talking Points:

The goal to these talking points is to communicate to the college that the company understands their issues and can be of help to them. This should project beyond simply hiring their students.

- 1. Begin by highlighting the aspects of the company that might be interesting to the campus.**
 - a. Describe operations, highlighting experiences students/faculty may find interesting (the “hook”).
 - b. Describe work schedules, time off, and other perks available to employees.
- 2. Describe the company’s career ladders. This does 3 things:**
 - a. It shows the college that their students will have opportunity to grow with the company.
 - b. It implies that the company could provide students to the college’s program.
 - c. It opens up another avenue of recruiting for the company – students currently enrolled in the courses and programs of interest.
- 3. Ask about the needs of the college and its programs.**
 - a. Many may need adjunct help. It is best to be prepared for this conversation by knowing if the company has qualified, interested employees.
 - b. Many may need help with equipment.
- 4. Discuss a Memorandum of Understanding (MOUs).**
 - a. Most colleges will be very interested in signing these with the company. The MOU usually specifies an option for direct billing to the company for employees, with the option of reporting employee grades and progress to the company.
 - b. If the company can hire students prior to graduation, this should be discussed. Most students, particularly community college students, need to work.
- 5. An understanding of FERPA law (Family Educational Rights and Privacy Act) is advisable.**



Introductory Email

OPTION 1:

Introductory email to college contact:

*I would like to take a moment to introduce myself. I work with **(company name)** at the _____ location. At this site we **(Insert products produced, services rendered, etc. Be specific)**.*

*I am the **(job title)** of this _____ location. My background ... **(insert brief description)**. Developing a strong relationship with our local community college partner is a key company strategy to give back to our community and to build talent pipelines.*

*As I am sure you are aware, there is a shortage of qualified **(insert occupation)**. We are no exception. What sets **(company name)** apart, though, is that the company is willing to work with campuses on a local level to see how we can support academic and workforce training programs – to everyone’s benefit. The company has a small team of local and corporate support staff that interact with college campuses. Our goal is to learn how we can support the college and its programs, build internship and apprenticeship opportunities for students, hire new graduates, and develop our own personnel.*

Would you have time for an introductory call in the next couple of weeks? I would be interested in learning a little more about your campus, your students, and the campus and student needs. I look forward to talking with you soon.

OPTION 2:

Introductory email to college contact:

*I would like to take a moment to introduce myself. I am the **(insert title)** at **(insert company name/factory name/location)**. I was hired to realign the company’s current apprenticeships, expand its apprenticeship offerings, and help other locations develop their own apprenticeship programs. My experience **(insert brief description)**.*

*This company’s mission is to **(insert brief description)**; and employs a little over _____ people. The company is interested in starting an **(apprenticeship name)** apprenticeship. I am doing some pre-work – identifying local education programs that might fit what the company needs in training. **(Company name)** is looking for coursework to support the **(apprenticeship name)** apprenticeship.*

*From your website, I see that **(insert educational institution name)** offers **(insert program name(s))** programs at the **(Campus location)** campus. These seem to fit well with the **(company’s apprenticeship name)** apprenticeship. I would like to learn a little more about the program, how courses are scheduled, if these programs are stackable, etc. Do you have some information you could send me? I would also like to request a meeting with **(pertinent dean/faculty)**, if possible.*

Thank you, in advance, for any information you can provide.

