

Partner Memorandum of Understanding (MOU)

Between: **Davidson County Community College** dated: **4/13/2011**

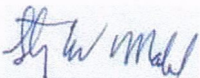
And: **Dr. Stanley W. Mandel, Professor of Practice & Director, Angell Center for E'ship
Wake Forest University Schools of Business**

This MOU documents the understanding and non-binding commitment of the above stated parties to collaborate on mutually agreed upon activities in the Piedmont Triad/Yadkin Valley region for the intention of job creation and job growth through entrepreneurship and innovation, as described in the proposal submitted to the Department of Labor solicitation # SGA-DFA-PY-10-03, The Trade Adjustment Assistance Community College Career Training Grants Program. For a full description of the grant solicitation visit: www.grants.gov. The proposal concept is attached as Exhibit A.

Davidson County Community College and Dr. Stan Mandel will collaborate on such activities as:

- Promoting entrepreneurship as an important means of economic revitalization for the region.
- Participating in the development of an online curriculum.
- Leveraging the Babcock Demon Incubator at Wake Forest University to facilitate business growth and development.
- Validating entrepreneurship curricula to ensure that skills being taught are those that adequately prepare students for success in business and innovation.
- Participating in business forums, educational workshops and other activities that promote business transactions that will result in the creation of companies and jobs in the region;
- Participating in a regional Collective with other stakeholders (educational institutions, government agencies, workforce investment boards, businesses, investment and banking, incubators, economic development groups etc.) for the purpose of developing a shared agenda, common goals and mutually supported oversight to implement an entrepreneurial/intrapreneurial action plan that will result in the creation of companies and jobs in the region; the action plan may include fostering incubation opportunities and developing attractive funding, partnering, joint venture, vendor and investment programs for small businesses.
- Participating in outreach and consultation with the workforce development system.

The purpose of this MOU is to express a commitment to the community's strategy to advance innovation skills and to spur job growth in our region through entrepreneurial/intrapreneurial activity within businesses of all sizes. Upon receiving the grant, the above-mentioned parties agree to negotiate in good faith to develop an agreement on the details of how these mutual goals will be accomplished.

By: 

Name: Stanley W. Mandel

Title: Professor of Practice, WFUSB

Date: 4/13/2011

By: 

Name Mary E. Rittling, Ed. D.

Title: President

Date: 4/13/11

Exhibit A
Response to Department of Labor Solicitation for Grant Applications
Trade Adjustment Assistance Community College and Career Training (TAACCCT)

Proposal Concept

Background

Based on the grant solicitation and other sources of information, we believe that an application will have an improved chance of receiving an award by addressing two of the four main goals:

- Building Programs that meet industry needs (including developing career pathways)
- Strengthen On-line and Technology Enabled Learning

“Developing entrepreneurship training...” is specifically spelled out in the RFP as one strategy for the “Building programs that meet industry needs” main goal. *Our concept incorporates innovation (“intrapreneurship”), and technology entrepreneurship training, novel approaches to on-line course delivery, and strong industrial partnerships to ensure job growth.*

According to the solicitation, colleges may propose to develop innovative programs or replicate evidence-based strategies. Replicating successful programs (albeit not something new) is a less risky proposition for the DOL to fund and the results are more immediate. New programs however, carry a risk of not being successful at all, or having a long lead time for documented success. Our proposal will do both, and add elements that increase the potential for economic impact in the collaborating regions.

Approach

Our approach has 5 key elements: 1) leveraging existing, successful academic programs, 2) enhancing and expanding those programs to reach wider audiences, 3) transitioning the curriculum to a novel on-line format, 4) focusing on the needs of economically distressed regions of the country and 5) collaborating closely with all sectors of those regional economies.

To incorporate the first element, it is proposed that the Entrepreneurship Program at Howard Community College (Maryland) serve as a model program for replication to collaborating community colleges located in economically stressed regions of the country. The HCC entrepreneurship program which has been in existence for 10 years, has documented successes in student registrations, certificates and degrees awarded, and businesses started. The HCC data included in the application will show strong evidence of positive impacts generated from an existing entrepreneurship program that could be cost effectively replicated elsewhere.

HCC’s NSF-funded Technology Assessment Program (TAP), which teaches innovation and technology transfer concepts and encourages technology start-ups will be leveraged and

expanded. The program has instructed more than 150 students, evaluated over 25 US government innovations and already generated three new businesses. A course entitled Innovation 4 Biz will extend technology transfer knowledge and skills to existing small technology firms.

New courses in Innovation Management will be added to extend the reach to businesses of all sizes (development of intrapreneurial skills), and would be applicable across all majors. One such course already exists at HCC. The innovation management/entrepreneurship course Taking Innovation to Market was funded by the NSF, and produced successful, measurable outcomes that could be extrapolated for collaborating communities. The intention is to develop a menu of Entrepreneurship and Innovation Management courses. Colleges could select from available courses developed by PEER colleges to design their own Letter of Recognition, Certificate, AA and AAS programs. Articulation with upper division and master degree on-line programs is also a goal.

The third element is to utilize emerging, novel approaches to online training. Using high standards of on-line instruction criteria, based on "Quality Matters", courses will be developed based on successful existing models. A former Kauffmann Foundation consultant who has worked internationally to develop content, along with a community college consultant who has managed distance learning programs will be part of the development team.

The fourth and fifth keys to success emphasize understanding and addressing the needs of and partnering with the industries, incubators, economic development groups, government agencies, the banking and investment community and other interested stakeholders located in the regions served by our collaborating community colleges. Regions of the country included in the PEER proposal are the Mississippi gulf coast, Dearborn, MI and the Piedmont region of North Carolina. The proposal will include developing "collectives" and a social network (on-line and face to face) to strengthen mutual understanding, respect, and business transactions among those in the regional Collective, for the purpose of creating businesses and job growth. Several successful models in communities around the country will be incorporated into a unique multi-faceted network whose goal is to "out innovate" the rest of the world, and escalate (and sustain) job growth in selected economically distressed regions of the country.

Resources and Partnerships

We have relationships with and intend to partner with the National Association of Community College Entrepreneurship (NACCE) for training the trainer programs, and for marketing and dissemination, including web site links when on-line materials are developed. Our proposal will include the development of a NACCE recognized National Certification in Entrepreneurship and Innovation Management.

We also will partner with the American Association of Community Colleges to publicize the project outcomes, present at the national conferences, and disseminate materials. Existing relationships with tech transfer professional associations and Babson College will also be strengthened and leveraged for the benefit of the PEER communities.

Background on the Need

- Excerpted Remarks of President Barack Obama State of the Union Address Tuesday, January 25, 2011 – Entrepreneurship

“We measure progress by the success of our people. By the jobs they can find and the quality of life those jobs offer. By the prospects of a small business owner who dreams of turning a good idea into a thriving enterprise.

No country has more successful companies, or grants more patents to inventors and entrepreneurs.

What we can do -- what America does better than anyone else -- is spark the creativity and imagination of our people. We're the nation that put cars in driveways and computers in offices; the nation of Edison and the Wright brothers; of Google and Facebook. In America, innovation doesn't just change our lives. It is how we make our living.”

- The National Governors Association report, *Innovate America*, states that: “Competitiveness for the United States—particularly in today’s “flatter” world with its inherent and emerging global competitive challenges—depends on the rate at which we innovate. States are pivotal in driving innovation forward. States fund the core of the educational system from kindergarten through college. They also provide the majority of dollars for workforce training... and shape the business climate through policies and investments. Innovation is a hallmark of a successful economy, and it drives economic growth and the creation of new jobs.
- The National Academy of Engineering (NAE) report on “Educating the Engineer of 2020” concludes: “If the United States is to maintain its economic leadership and be able to sustain its share of high technology jobs, it must prepare for this wave of change. While there is no consensus at this stage, it is agreed that innovation is the key and engineering is essential to this task; but engineering will only contribute to success if it is able to continue to adapt to new trends and provide education to the next generation of students so as to arm them with the tools needed for the world as it will be, not as it is today.” The NAE report, the Council on Competitiveness and the Business Roundtable all conclude that teaching the innovation process and changing the education system, especially for engineering, is critical.