



Academy of Energy Entrepreneurism

Best Practices Summary

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About the WSU Energy Program

The Washington State University Energy Program (WSU Energy Program) is a recognized leader in energy research, development and technology transfer. The WSU Energy Program works with government agencies, power marketers, utility consortiums, educational institutions, private businesses and industries on projects that promote energy conservation, research, development of renewable energy sources, and economic and workforce development.

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ACADEMY OF ENERGY ENTREPRENEURISM (AEE)

BEST PRACTICES SUMMARY

Introduction

Rapid developments in technology within the energy sector have created profound changes in the way electricity is produced, distributed, and utilized. Changes to our infrastructure are creating workforce challenges and opportunities. With new technology comes a need to expand current efforts to develop the energy workforce to include entrepreneurs. Community college programs have successfully trained students to work in energy generation, transmission and distribution companies for many years. Continued global, national and state leadership on climate change and the shift to a clean energy future will continue to drive the energy industry in new directions; and these policy priorities have led the development of technical solutions such as smart grid technology, new methods of energy efficiency and renewable energy sources, which are fast becoming more mainstream. As a result, energy students as engineers, business owners and inventors have an opportunity to be on the forefront of developing new products, services and companies in this sector. To succeed, they need entrepreneurship training, a venue to test and develop prototypes, and to learn how to get their ideas to market – to create a new business or develop a new technology, product or service.

In response to these changes and demands, the Academy of Energy Entrepreneurism (AEE) was created. The partners in this project had the business development knowledge, entrepreneurship experience, curriculum development skills, energy expertise, and online tools to create the program.

In order to prepare this summary of project outcomes and to gather best practices and lessons learned from the experience, the authors conducted telephone interviews with two project partners, a curriculum designer, one faculty member and a student who participated in one of the new online classes that was offered within this project. Those interviewed were asked to describe the deliverables of the project, outline specific outcomes, and then discuss the strengths and weaknesses of the project. Each participant offered ideas for which parts of the project could be adopted by other colleges or replicated outside of the energy sector. They all indicated satisfaction with the progress and offered ideas.

Background

The Pacific Northwest Center of Excellence for Clean Energy/“A Centralia College Partnership” (PNCECE) is one of 10 Centers of Excellence within Washington’s Community and Technical College (CTC) system. They were designated by state and regional leaders to specialize in workforce education and training for industries that help the economy grow.

Centers serve as a point-of-contact and resource hub for industry trends, best practices, innovative curriculum, and professional development opportunities. The centers also maximize resources by bringing together workforce education and industry partners in order to develop highly-skilled employees for targeted industries. They are located at 10 different colleges and work closely with all 34 CTCs within the state.

A business development center, called the Entrepreneur Institute, is a strong program at Peninsula College (<http://pencol.edu/pcei>). The institute provides timely and targeted entrepreneurial training with classes, workshops, and seminars targeted to a variety of different experience levels. It has the ability to access additional business development resources throughout the region to provide comprehensive support. All activities provide students with the practical skills to start or grow a business. Grays Harbor College offers generic entrepreneurship coursework as well. Both programs are designed to provide core entrepreneurship skills but neither program provides any specialization for a particular field.

Project Overview

When funding became available to create a new program, PNCECE and its partners recognized an opportunity to customize entrepreneurship training - an emerging field of study - for those entering the energy field. The idea for the AEE was created from a need to combine the core entrepreneurship classes with a specific energy course to meet the emerging demands.

PNCECE provided the mechanism to lead the AEE project and in spring of 2012, it convened an AEE Advisory Committee to oversee the development of the academy. The members of the Advisory Committee were comprised of business and economic development experts and included partners from PNCECE, Peninsula College and Grays Harbor College.



*Rick Jackson,
Energy Specialist,
Greater Grays
Harbor, Inc.;
AEE Advisory
Committee Chair*

The AEE Advisory Committee led and reviewed the development and implementation of the program; and assisted in the evaluation process. Areas of discussion included: program design; key challenges associated with implementation; accomplishments associated with the purposed tasks, and lessons learned or promising practices/challenges emerging in the program.

Meeting minutes: <http://cleanenergyexcellence.org/about/doe-grant-information/doc-grant/>

AEE Advisory Committee:

- Rick Jackson, Greater Grays Harbor, Inc., AEE Advisory Committee Chair
- Ryan Davis, Regional Education and Training Center, Satsop Campus (Oct. 2012 to Sept. 2013)
- Dr. Robert Topping, Regional Education and Training Center, Satsop Campus (Oct. 2013)
- Jim Lowery, Lewis Economic Development Council Energy Program
- Brian Kuh, Craft3 in Port Angeles
- Sara Bowles, Lewis Economic Development Council Energy Program

Based on employer and student input, the Advisory Committee, which met throughout the project, made plans to develop and implement the AEE program. The committee's primary goal was to integrate technical and entrepreneurial education by providing entrepreneurial training and business development resources to rural, distressed areas of western Washington. The AEE was intended to provide a pathway for individuals to start new energy businesses and develop product prototypes. This pathway was envisioned to create new high-skill, high-wage jobs in rural western Washington communities, and was intended to be a replicable model for other technical and trade programs throughout Washington state.

The original project envisioned five major tasks for one year of funding:

TASK #	ACTIVITY	STATUS
Task 1:	Develop an entrepreneurial program to be accessed through a virtual format. Programs through Peninsula College's Entrepreneur Institute will be made available online to provide a flexible means for participants to access business development services. It also provides a hub of entrepreneurial expertise that can be delivered seamlessly to other technical college programs throughout Washington state.	100% Complete
Task 2:	Develop a certificate program awarded from successful completion of the AEE. Participants will be awarded an Energy & Innovation Entrepreneurship Certificate which can be incorporated into an AAS degree.	100% Complete
Task 3:	Recruit and screen participants for the pilot AEE program. A pilot cohort of 18 participants will be recruited from Centralia College, Grays Harbor College, and Peninsula College communities to begin the three quarter entrepreneur track.	100% Complete
Task 4:	Offer technical assistance to community colleges throughout Washington state to implement the AEE program. PNCECE will disseminate key findings to the Washington state community and technical college system. PNCECE acts as an information hub for 34 colleges throughout Washington and will utilize these connections to provide technical assistance to other colleges wanting implement similar technical and entrepreneurial strategies.	100% Complete
Task 5:	Evaluate AEE pilot program and develop a best practices report for other community colleges. The results will inform decisions, clarify options, identify strengths and weaknesses, and provide information on program improvements.	100% Complete

Summary of Project Outcomes

Three classes, which were already in existence as in-person classes, were repurposed to be offered online. Three additional classes, including the Energy and Innovation Entrepreneurship class, were developed or re-designed for this project. All classes became online offerings. In addition to offering night classes for working professionals, hybrid classes were offered using the Hyflex model - classes were offered both on campus and online using Canvas courseware. Students opted to attend the lectures on campus or view the recorded classroom lectures online. All students used the Canvas platform to turn-in assignments and participate in classroom forum discussions.

(Recruitment flier)



Certificate

Energy and Innovation Entrepreneurship

Year One (Sample schedule)

Quarter One (Fall)

ENT 208 Right Path to Business.....	1
ENT 209 Employee to Entrepreneur.....	2
ACCT Elective, Advisor Approved Accounting.....	5

Quarter Two (Winter)

BUS 210 Business Plan Intensive.....	3
ENT 275 Social Media Marketing.....	5

Quarter Three (Spring)

ENT 205 Energy and Innovation Entrepreneurship.....	5
ENT 280 Entrepreneurial Finance.....	5

Total Credits Required 26

Specifics

Length of Program

Courses with prerequisites, and the placement level of the student, may extend the Length of Program listed on this page.

Which Quarter Can I begin?

The typical student schedule is based on entering the program during the fall quarter, however some programs allow students to enter in the winter or spring as well. Since not all do, please confirm with an advisor whether this program must be started during a specific quarter or not.

Details

Completion Award:	Certificate
Length of Program:	3 Quarters
Program Code:	254

Program Coordinator (contact with questions)

Mia Boster (360) 417-6484
Office: M207 mboster@pencol.edu
Apply online: <http://pencol.edu/GetStarted>



Certificate

Energy and Innovation Entrepreneurship

Program Description

The Energy and Innovation Entrepreneurship Certificate program prepares students for new venture planning, entrepreneurial start-up, social media marketing, and entrepreneurial finance. The program teaches students how to build a successful entrepreneurial venture from the ground up including analysis of an entrepreneurial mind set, market assessment, how to write a business plan, and innovative social media marketing strategies. This program is designed to allow students in Energy Technology and other innovation programs the opportunity to gain the knowledge and understanding of entrepreneurship.

Goals

- The program encourages students to develop a roadmap to successful entrepreneurship and business ventures.
- The program provides up to date curriculum that adapts to entrepreneurial trends.
- The Peninsula College Energy and Innovation Entrepreneurship Certificate is significantly more cost effective than most private and public schools.

Student Learning Outcomes

When this program is completed, the student will be able to:

- Write and present a business plan.
- Identify business start-up funding sources.
- Demonstrate an entrepreneurial mind-set and the skills required to be a successful entrepreneur.
- Analyze market trends and innovation for new opportunities.
- Work in teams to cultivate ideas into a working plan for an entrepreneurial venture.
- Apply critical thinking skills to entrepreneurial and new venture processes.
- Develop and market a business presence and webpage on the internet

Program Prerequisites

Prerequisite requirements must be fulfilled prior to enroll in some courses. Prerequisite requirements are listed together with course titles and descriptions of required program courses in the catalog. All core classes for this certificate are available either online or as a hybrid class. This certificate is designed for future entrepreneurs and Energy Technology students in conjunction with their degree or certificate.

Career Opportunities

Recent economic trends indicate a major increase in small business start-ups. Many successful entrepreneurs become employers. This program allows students in an energy or innovative program to add the entrepreneur-ship skills to their education to either start a small business or understand how to market an idea from start to finish.

Potential Positions and Earning

Small business owners perform a variety of tasks including business planning, sales, accounting, finance, and social media marketing. Earnings for small business owners vary.

For current employment and wage estimates, please visit and search for the relevant occupational term:

www.bls.gov/oes

Test Fees

Placement test (one time cost):\$20.00

Approximate Additional Costs

Books, supplies and miscellaneous fees (per quarter).....\$200.00 - \$250.00

Certificate Approved

One of the most complex parts of the AEE project involved securing approval of the Energy & Innovation Entrepreneurship Certificate from the State Board for Community and Technical Colleges (SBCTC). After collaboratively deciding which courses to include and develop, the partners then completed the administrative approval process. This step was essential because without approval, colleges were not able to offer the certificate program.

Enrollment

Cumulatively, the enrollment numbers were higher than projected for the first year due to the Advisory Committee and project partners. They worked directly with students to encourage students to participate.

Class	Students Enrolled	Planned Enrollment
Right Path to Business	14	
Employee to Entrepreneur	8	
Business Plan Intensive	13	
Social Media Marketing	5	
Energy and Innovation Entrepreneurship	5	
Entrepreneurial Finance	3	
Introduction to Accounting (elective)	Not known	
Total	48	18

In just one year, the AEE partnership was able to design a certificate program, develop the curriculum, garner approval from the State Board for Community and Technical Colleges which made the certificate official, and offer each class online. Faculty will continue to offer these courses.

Dissemination

The Pacific Northwest Center of Excellence for Clean Energy included the new program in its Spring 2014 newsletter called “SMART Energy” which was disseminated online, during advisory board and energy educator meetings, and during the 2014 Apprenticeship Conference. The AEE was also announced online at Peninsula and Grays Harbor Colleges.

<http://cleanenergyexcellence.org/wp-content/uploads/2014/03/CoESmartEnergy-Spring2014.pdf>

Project Strengths and Weaknesses

The strong partnership was cited by everyone as a strength of the project. The colleges shared resources and expertise. The online class platform, Canvas, was cited as being an effective instructional approach because it offered a conferencing feature that the instructor used to communicate with the class either as a whole, or with individual students. It also provided audio and visual aids while the instructor taught. In the first round of offering these classes, the conferencing function was used as needed or as requested by students. It was proposed that the classes include a scheduled weekly conference to give students an opportunity to interact with their instructors.

While the AEE program was developed with a focus on entrepreneurship within the energy field, students who enrolled in the class had a range of business interests that extended outside the energy field. Because the curriculum was designed for students with a targeted interest in energy, most of the examples and case studies were in that field. Those students who were focused on other business interests had to “translate” the energy lessons into their own area of interest. Interviewees suggested that other sectors should be included as examples if the program continues to attract students outside of energy. A fundamental strength that was often noted by respondents was that all of the basics needed by any new entrepreneur were included.

In addition, this energy-specific certificate was cited as a strength because it enhanced the existing entrepreneurship programs. The Energy Entrepreneur Certificate program was designed at Peninsula College. The Energy and Innovation Entrepreneur class was then articulated from Peninsula to Grays Harbor College to create an energy specialty for the existing Grays Harbor entrepreneurship program.

Lessons Learned

- **Building in more time - for approval process differences.** Some project partners recommended that when colleges form partnerships for projects like this one, each college should get internal approval through their own college’s process prior to entering into a partnership with other colleges, in part because the approval process for new courses varies widely from college to college. Course descriptions and curriculum typically need to be submitted to a curriculum approval committee or faculty Senate. These bodies sometimes require several steps or revisions before approval is granted. If pre-approval is not possible because materials have not yet been developed, each college partner will need to be well versed in their own college’s process in order to facilitate that process when the time comes.
 - Project partners noted that in addition to their own college’s curriculum approval process the approval process with the State Board for Community and Technical Colleges for the certificate program is time consuming. For other colleges considering this type of project, time for each approval phase must be built into the project timeline.
- **Faculty online concerns.** Interviewees noted that faculty may be hesitant to teach courses online. They were worried that the online students might not be as qualified for the course work as those who make the effort to get to campus. They also were concerned that much of the content of their lectures, one-on-one contact with students and classroom experiences would be sacrificed by moving to an online delivery model. In this case, the faculty ended up seeing the benefits of offering the classes online and were pleased with the quality of students who enrolled but this hesitancy is something to take into account when planning such a project.

- The Hyflex model worked well because online students had the option of going to a live class when they opted to if they lived in the Peninsula College area. It was observed that the online only class was missing the one-on-one connection between instructors and students. The extra class discussion that happens spontaneously in a classroom was missed by students and instructors. This connection with other learners is something that could be addressed by incorporating more conferences, as noted previously, or including online chatrooms such as Google Hangouts.
- The online discussion, a forum where students could discuss class topics with each other, was described as not being very helpful since it was mostly students who were new to entrepreneurship offering their opinions to each other. It was suggested that the forums could feature energy or entrepreneurship experts to improve the quality of the discussion.
- **Entrepreneurism in energy – assignment suggestion.** Several participants noted that there is going to be a great need for entrepreneurs in the energy sector in the coming years that these classes could help to drive non-energy students to think more about innovative energy businesses. One idea that emerged is that when projects such as developing a business plan are assigned in classes, extra points could be awarded for new and innovative ideas in the energy field.
- A specialty program such as energy can enhance a general entrepreneurship program. This model could also be replicated to fit other industries to provide a sector-focused certificate.

Best Practices

- **Using the Hyflex model.** This method of course delivery worked well because it provided maximum flexibility for students to be able to take the course to fit their schedule. In this format, in-person classroom lectures were offered two evenings a week at Peninsula College. Students could choose to attend in person or to view the archived lecture online at their convenience. All students then used the Canvas courseware to submit assignments and connect with classmates.
- **Business and education partnership.** Project partners all mentioned that bringing together business and industry partners with educators to develop the program was effective. The Advisory Committee was so interested in the program that two members became students.
- **Working with faculty online, using Canvas to develop the courses.** Faculty reported that collaborating with the instructional designers in the environment in which the classes will be taught helped to increase their expertise and level of comfort at working in Canvas.

- **Focus on entrepreneurship.** Structural changes within the economy created an opportunity to focus on entrepreneurship. It fits into many different programs and has a range of applications. The process that was used to create this certificate program could be used for other fields besides energy. The energy curriculum that was developed could be adjusted to use for other sectors.
- **Creating a certificate.** Offering the package of seven courses as a certificate program was cited as a best practice. The certificate gives students a credential after completing these courses. The completed credits could also be applied to an associate’s degree should a student choose to continue his/hers education.
- **Ownership.** Peninsula College currently “owns” the courses. In order to offer this certificate to their students, individual colleges would need to sign a Memorandum of Understanding with Peninsula College and submit it to SBCTC for approval.
- **Responding to student input.** One participant noted that the original idea for putting entrepreneurship classes online came from students. Students mentioned to college staff that they had ideas for products or businesses. They knew that they needed to learn some foundational skills in order to take their ideas to the next level. While Peninsula and Grays Harbor colleges already had entrepreneurship programs in full operation, participation in those classes required that students be able to come to campus to participate. Some of the students were balancing coursework with day jobs and requested that the courses be offered online. Responding to this request meant the AEE met direct student need. Getting feedback from students was noted as a best practice that should be replicated for other projects.

Conclusion

The Pacific Northwest Center of Excellence for Clean Energy/“A Centralia College Partnership,” provided the mechanism to lead the AEE project. The center is one of 10 within Washington which were designated by state and regional leaders to specialize in workforce education and training for industries that help the economy grow.

Centers serve as a point-of-contact and resource hub for industry trends, best practices, innovative curriculum, and professional development opportunities. The centers also maximize resources by bringing together workforce education and industry partners in order to develop highly-skilled employees for targeted industries.

Peninsula College’s Entrepreneur Institute (<http://pencol.edu/pcei>). It offered the foundation to launch the AEE. The institute provided timely and targeted entrepreneurial training with classes, workshops, and seminars targeted to a variety of different experience levels. It also had the ability to access additional business development resources throughout the region to provide comprehensive support. All activities provided participants with the practical skills to start or grow a business. Grays Harbor College offered generic entrepreneurship coursework as well. Both

programs were designed to provide core entrepreneurship skills but neither program provided any specialization for a particular field.

The AEE Advisory Committee comprised of business and economic development experts led the development and implementation of the program, reviewed program implementation throughout the period of the grant, and assisted in the evaluation process. Areas of discussion included: program design; key challenges associated with implementation; accomplishments associated with the purposed tasks, and lessons learned or promising practices/challenges emerging in the program.

In just one year, the AEE partnership was able to design a certificate program, develop the curriculum, convert coursework for online delivery, garner approval from the state to validate the certificate, and enroll students. By the time this report was written, 40 students had completed one class; and three completed two classes. The academy will continue to offer classes on a recurring schedule.

Project partners agreed that it was too soon to tell if new businesses would be launched as a result of the program. Students need more time to put their learning into practice.

All of the participants indicated an interest in expanding this program to make it available to more students. Project partners are working now to let other colleges know about this certificate and to make it available to their students. More marketing is needed to raise awareness and increase enrollment.

This project offered the opportunity for students to gain entrepreneurial knowledge and skills within the context of the energy industry. They were encouraged to explore their entrepreneurial interests within this safe environment. Third party evaluation concurs this is the type of training needed to create tomorrow's energy sectors entrepreneurs.



Budget Summary Oct. 1, 2012 – June 30, 2014

Category	Approved BUDGET	Year to Date EXPENDITURES	Remaining BALANCE
Program Specialist 2/Project Dissemination	\$19,465	\$17,179.91	\$2,285
Faculty Stipends 6 x\$1000	\$6,000	\$6,500.00	\$(500)
Fiscal Support	\$5,110	\$6,049.48	\$(939)
Fringe Benefits	\$6,000	\$4,811.01	\$1,189
Travel	\$5,000	\$4,777.55	\$222
Supplies	\$3,000	\$2,014.72	\$985
Contractual	\$30,000	\$35,088.11	\$(5,088)
Total Direct Charges	\$74,575	\$76,420.78	\$(1,846)
Total Indirect Charges	\$13,373	\$11,527.22	\$1,846
Total Budget	\$87,948	\$87,948.00	\$0

MATCH PLEDGED		To-date MATCH	Still needed MATCH
CEWD cash grant	\$40,000	\$51,822.00	\$(11,822)
PNCECE summit	\$10,000	\$0	\$10,000
PNCECE scholarships	\$10,000	\$0	\$10,000
PNCECE director travel	\$3,900	\$642.50	\$3,258
PNCECE director salary (10%)	\$7,505	\$8,471.53	\$(967)
PNCECE director benefits (10%)	\$2,342	\$2,637.18	\$(295)
PT Faculty salary (55%)	\$8,039	\$14,667.11	\$(6,628)
PT Faculty benefits (55%)	\$6,162	\$8,209.92	\$(2,048)
NON-budgeted match	\$0	\$1,498.57	\$(1,499)
TOTAL	\$87,948	\$87,948.81	\$0



**Academy of Energy Entrepreneurism Project
Overview of Time Schedule**

October 1, 2012 through June 30, 2014

TASKS and ACCOMPLISHMENTS	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Qtr 5	Qtr 6
<p>Task 1: 100% Complete</p> <ul style="list-style-type: none"> Develop an entrepreneurial program to be accessed through an online format. Hyflex entrepreneurial classes will be developed and mounted in CANVAS virtual classroom management platform. 						
<p><i>Accomplishments:</i></p> <ul style="list-style-type: none"> Syllabi, course descriptions, and learning outcomes for existing entrepreneurial program curriculum housed at Peninsula College - 100% complete. Hyflex (online) courses developed in CANVAS (Instructional Management System) completed September 30, 2013 - 100% complete. Development of new class, "Energy Industry Overview," to be included in entrepreneurial program. Syllabus, course description and learning outcomes estimated to be completed by October 31, 2013 - 100% complete. Course offered Spring Term, 2014. 						
<p>Task 2: 100% Complete</p> <p>Develop a certificate program awarded from successful completion of the entrepreneurial program.</p>						

<p><i>Accomplishments:</i></p> <p>The program has been completely developed for the Certificate and has been submitted to the State Board for Community and Technical Colleges for certificate approval.</p> <ul style="list-style-type: none"> • August 5, 2013 meeting for final program approval. • October 17, 2013 email meeting to secure Advisory Committee approval of program title change to “Energy and Innovation Entrepreneurship,” and minor program revisions made to reflect the changes. • October 22, 2013 revised Program Approval Request (PAR) for the Energy and Innovation Entrepreneurship Certificate was submitted to State Board for Community and Technical Colleges (SBCTC). • Approved by SBCTC on December 4, 2013. 						
<p>Task 3: 100% Complete Recruit and screen participants for the pilot AEE program.</p>						
<p><i>Accomplishments:</i></p> <ul style="list-style-type: none"> • 14 students enrolled in Right Path to Business in fall quarter class; 8 students enrolled in Employee to Entrepreneur in fall quarter class, 2013 • 7 students enrolled in Social Media Marketing in winter quarter class, 2014. 15 students 						

<p>enrolled in Business Plan Intensive in winter quarter class, 2014.</p> <ul style="list-style-type: none"> 5 students enrolled in Energy and Innovation Entrepreneurship; 3 students enrolled in Entrepreneurial Finance, spring quarter classes, 2014. 						
<p>Task 4: 100% Complete Offer technical assistance to community colleges throughout Washington State to implement the AEE Program.</p> <ul style="list-style-type: none"> Energy and Innovation Entrepreneurship class offered through Grays Harbor College, spring 2014 Project posted on Center of Excellence Website http://cleanenergyexcellence.org/about/doe-grant-information/doc-grant/ Best Practices Manual Development, submitted to DoC, posted on Website 						
<p>Task 5: 100% Complete Evaluation of AEE pilot program and develop a best practices manual for other community colleges to implement into their coursework.</p> <ul style="list-style-type: none"> Contracted Washington State University Energy Program to conduct evaluation and prepare Best Practices manual 						

<p>Task: 100% Complete Ongoing activities (Quarterly Advisory Board meetings, program coordination,)</p>							
<p>Accomplishments:</p> <ul style="list-style-type: none"> • Advisory Committee members were recruited and met on April 17, 2013. Committee confirmed participation and elected Rick Jackson, Greater Grays Harbor Inc. as chair. The goals of the grant and project were shared. Peninsula’s existing Entrepreneur classes, modality and online capacity were discussed. It was determined that a new class about Energy and Innovation Entrepreneurship needed to be developed. • Advisory Committee members: <ul style="list-style-type: none"> ○ Rick Jackson, Energy Specialist, Greater Grays Harbor Inc., Advisory Committee Chair ○ Jim Lowery, Energy Program Manager, Lewis County Economic Development Council ○ Ryan Davis, Executive Director, Regional Education and Training Center (RETC) transitioned to Dr Bob Topping, Interim Director RETC ○ Sara Bowles, Intern, Lewis Economic Development Council Energy Efficiency Project 							

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|--|--|
| <ul style="list-style-type: none">○ Brian Kuh, Business Lender, Craft3, Port Angeles○ Anthony Kulisich, Student, Graduate from Grays Harbor College Energy Program and current The Evergreen State College student● The Advisory Committee met in Olympia on October 30, 2013 to finalize recommendations for instruction and interagency agreement.● The Advisory Committee met at the Center of Excellence for Clean Energy on April 9, 2014. Energy and Innovation entrepreneurship instructor provided an overview of the course content, structure and enrollment. It was decided to contract WSU Energy Program to conduct assessment of the project and develop Best Practices manual. | |
|--|--|