

Models of Success:

An archive of case studies done under Skills for America's Future highlighting effective partnerships that benefit community colleges, businesses, and students.

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ECONOMIC OPPORTUNITIES PROGRAM

Models of Success

EFFECTIVE PARTNERSHIPS BENEFIT COMMUNITY COLLEGES, BUSINESSES, AND STUDENTS.

Skills for America's Future is building partnerships for a skilled American workforce. Here are some models of success - stories of companies, community colleges, labor unions, and industry associations connecting to close the skills gap across the country. For more information on how your company can partner with community colleges and Skills for America's Future, contact: saf@aspeninstitute.org.



Bison Gear has established a culture that supports the employees throughout the company in their efforts to gain education and credentials. They partner with several community colleges to provide scholarships to new and incumbent workers, help these workers acquire workplace credentials, and promote similar activity by other businesses. [Read more »](#)



Gap for Community Colleges provides scholarships and helps community college students develop skills for entry-level retail management and career advancement in 21 markets across the United States. [Read more »](#)



IBM's P-TECH, connects high school, college and the world of work through deep, meaningful school and company partnerships. [Read more »](#)



In partnership with Tyler Junior College and Tyler Economic Development Council, Luminant, the largest electric generator in Texas, launched Luminant Academy, a 24,000-square-foot facility home to technical, lean manufacturing, and leadership training for students and employees. [Read more »](#)



McDonald's selects high potential managers for English Under the Arches™, an English language learning program that provides classes and instruction during paid work time. [Read more »](#)



In 2014, NC3 awarded 16,000 certifications through the use of turnkey certification implementation including instructional material development, instructor training, an online certification portal, and mentoring to NC3 certification centers. [Read more »](#)



Seventy percent of PowerPathway training graduates progress into apprenticeships or receive promotions within one year of being hired. [Read more »](#)



The Snap-on Certification program provides more than 60 community colleges a training package that includes curriculum, tools, lab materials, and access to a testing website while the Student Excellence Program offers participants pursuing a technical career tools, equipment, and tool storage at a significantly reduced pricing. [Read more »](#)



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Bison Gear

Fast Facts

- Over 1/3 of Bison Gear employees are involved in some type of continuing education
- Employees average 7.2 hours of on the job training per year
- 14 post-secondary educational partners, including five community college partners
- Incorporates industry-recognized credentials for hiring and promotion
- Introduces middle school, high school and community college students to manufacturing careers

Bison Gear: An Introduction

At St. Charles, IL based Bison Gear & Engineering Corp., continued education is an essential part of the work culture. Through their Skilled Workforce Initiative and academic scholarship programs, Bison Gear is preparing current employees and a future workers for exciting and rewarding careers at their company. Bison Gear designs and manufactures horsepower electric motors, gear motors, and gear reducers, requiring that their production floor workers are skilled and certified. Bison Gear provides training opportunities for this impending need and encourages all employees towards additional educational attainment of at least an associate's degree.



The Program

The Skilled Workforce Initiative provides opportunities for new and incumbent employees to advance their occupational readiness starting with the National Career Readiness Certificate (NCRC) credential. NCRC is a portable credential that demonstrates achievement and a level of workplace employability skills in applied mathematics, location information and reading for information. Bison Gear utilizes the NCRC as a pre-assessment tool whereby upon completion, workers become a Certified Production Technician (CPT). CPT is a pre-requisite step to Bison's MSSC "Fast Track" program.

The MSSC "Fast Track" program is available to all CPT Associates. MSSC is a national, industry-based is an industry-led, training, assessment and certification system focused on the core skills and knowledge needed by the nation's front-line production and material handling workers. Interested and qualified employees register for and complete 15—18 hours of training modules on their own time. Bison covers the cost for registration fees and assessments and rewards a \$100 incentive to every Associate who passes a module. An hourly wage increase is earned upon becoming a full CPT.

Finally, Growth Education and Results, or G.E.A.R., is a tuition reimbursement program designed to encourage Bison Gear employees' in pursuit of higher educational degrees. This is done through relationships with their community college partners whereby schools directly bill the company for the employee's education. Moreover, committed to educational attainment, Bison Gear provides the Bullock Family Bison Cares Scholarship to the children of employees who wish to attend their community college. The scholarship requires successful completion of the NCRC.

How the Partnership Works

The variety of support and partnerships between Bison Gear and several community colleges began when local companies realized they should focus on filling the talent pipeline for manufacturing. Through state convenings and discussions about how to create a talent pool for manufacturing, leaders were brought together to discover opportunities for colleges to develop a talent pipeline for businesses looking for employees. Support systems, such as the Bullock Family Bison Cares Scholarship and G.E.A.R., were created.

There is ongoing collaboration to offer deeper supports to students attending school. Generally, Bison Gear staff liaise with local community college partners to supply information on skills requirements and long-term hiring needs and to support the development of curriculum. For an ongoing exchange of workforce demand and access to a pool of talent, Bison Gear attends community college recruitment meetings to identify prospective job candidates and posts job openings tailored for each school's website. The company directly engages with students by through structured mentorship opportunities designed to inform them, one-by-one, about industry and career opportunities. Bison Gear also hosts summer job training internships with local schools in the area including Perdue, University of Illinois, and Northern Illinois University.

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Gap Inc. for Community Colleges

Fast Facts

- 5,500 students trained
- \$280,000 in scholarships awarded
- Teaching in 25 markets in 2014
- 25,000+ community college students hired

Gap Inc. for Community Colleges: An Introduction

In February 2011, Gap Inc. launched a pilot workforce preparedness program through its Gap brand stores for community college students in seven U.S. cities.

The program exposes students to real-world business experience and prepares them for success with training in job readiness skills. By 2014, the program expanded to 25 community college partnerships and includes four of Gap Inc.'s major brands: Gap, Old Navy, Banana Republic and Athleta.

The Program

Gap Inc. for Community Colleges prepares students for long-term success by helping them develop skills for entry-level management positions and general career advancement. They learn directly from a potential employer and industry leaders. The students receive opportunities to participate in job shadow assignments with store managers, internships and mock interviews, all while attending workshops at partnering community colleges that include: developing career objectives, resume writing, interviewing, communication, time management, problem solving conflict resolution and how to dress for success.

Employees use the company's in-house training program for workshops, so students learn the same material as store leadership. The information translates well across industries and helps students get jobs, keep them and excel. The programs complement course work and improve skills they can use in school, business and their personal lives.

In 2014, Gap Inc. incorporated these students into its internship program – a 10-week structured, hands-on training which includes rotations through all functions of the company: operations, merchandising, sales, loss prevention, human resources, and leadership, which can lead to a management career at one of the Gap Inc. brands. – visit <http://www.gapinc.com/content/gapinc/html/careers/collegeapplicants/summer-internships1.html> to learn more about the Field Internship Training program (FIT).



How the Partnership Works

In each market, Gap Inc. works closely with a community college to identify the most effective way to partner; whether working with a specific class, offering the program to the entire campus, advertising the program through career centers and instructors, or working with an identified student group or club.

Gap Inc. chooses markets where there is a need for workforce development training—underserved communities where the company has stores and the leadership to support the program. In addition, Gap Inc. looks for community colleges with programs or areas of concentration such as fashion merchandising and business, which translate well into work at a store.

The program builds relationships between the company and local educational institutions, and develops a strong base of potential hires for Gap Inc.'s brands and other businesses in the community. The workshops, mock interviews and job shadowing set up students for success wherever their careers take them. For the store managers who volunteer, the program is a chance to gain valuable experience as instructors and demonstrate leadership for their own careers.

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IBM P-TECH

Fast Facts

- IBM launched the **P-TECH** 9-14 School Model in Brooklyn, NY in 2011. The model has now replicated to 40 schools in the U.S., with 70 industry partners, and will grow to 60+ schools by 2016.
- P-TECH is open to all students, with no tests or grades for admission.
- Each P-TECH student is paired with an IBM (or other industry) mentor, participates in work site visits, project days, and skills-based, paid internships.
- P-TECH graduates receive an industry-recognized, two year postsecondary degree in a STEM field along with a high school diploma at no cost to the student and their family.
- Successful graduates are first in line for jobs with their industry partner.
- IBM created a playbook to support model replication at www.ptech.org.

Pathways in Technology Early College High School (P-TECH): An Introduction

The P-TECH School Model is an education model that integrates high school, college and workplace learning. Within a six-year timeframe, P-TECH students earn their high school diploma and an industry-recognized, two year postsecondary degree, along with the skills and knowledge they need to continue their studies in a four-year higher education institution or step seamlessly into well paying, high potential jobs in a growing STEM (Science, Technology, Engineering and Math) industry. IBM is now leading four of the 40 **P-TECH 9-14 model** schools.

IBM also is providing thought leadership across the entire network of P-TECH schools and has created www.ptech.org to help public/private partnerships replicate the model with high quality. The site, which IBM will grow over time, features more than 30 tools and case studies designed to share effective practices.

The Program

Each student moves through a personalized academic pathway where progression is based on a student's individual needs and performance and is closely monitored by teachers and advisors. At the same time, students participate in a sequenced workplace learning curriculum that is informed by current and future industry standards. The program is enriched with mentors, project-based learning activities, guest speakers, workplace visits, internships, and apprenticeships to ensure students graduate career-ready.

The model is demonstrating significant results. A summary review of the preliminary performance metrics can be found [here](#).

In addition, six students from P-TECH Brooklyn will graduate with their Associates in Applied Science degrees in Computer Information Systems on June 2, 2015 – just four years after this first school opened – and two years ahead of schedule. These students were able to accelerate through their required high school and college coursework because of the model's design, which features integrated high school and college coursework, as well as an extended day and year. Three are college bound, and three will join the ranks of IBM.

View the [PBS NewsHour video](#) about P-TECH.

How the Partnership Works

At its foundation, the P-TECH 9-14 School Model is a triad partnership between a school district, higher education institution, and industry. The first P-TECH partnership launched in Brooklyn, NY in September 2011, as a collaboration between IBM, the New York City Department of Education, The City University of New York (CUNY), and New York City College of Technology (City Tech). Currently, more than 70 companies are serving as industry partners for the 40 P-TECH schools under way. Each partner contributes its expertise and resources to ensure that students graduate college- and career-ready.

High level decision makers from each partner are part of a Steering Committee that meets on a monthly basis to guide decisions for the school. Initial Steering Committee meetings focus all partners on how to realize the school's mission, and determine partner roles. As the school develops, employers and educators typically make decisions together. For example, to develop P-TECH Brooklyn's Scope and Sequence of high school, college, and workplace learning classes, IBM first provided the minimum requirements for entry-level IT jobs, and then worked with high school and college faculty to map those skills to the curriculum. There is also space and trust for partners to lead from their area of expertise. For example, businesses take ownership over career readiness and then look to educators to determine which curriculum should be used. Principals at individual campuses can incorporate outside partners as needed to build a network of support for students.

For more information about P-TECH's partnerships, visit [Shared decision-making](#) on p-tech.org

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Luminant Power Track Program

Fast Facts

- Luminant Power Track trains students for entry-level employment in power plant operation.
- Since the implementation of Power Track, employee training has increased 59%.
- Students study with the assistance of \$2,500-per-semester Power Track scholarships funded by Luminant.
- Power Track participants may earn a Power Plant Technology Associate of Science (AAS) degree and Certificate of Proficiency.

Power Track Program: An Introduction

Luminant, a competitive power generation business and subsidiary of Energy Future Holdings Corporation, partnered with Tyler Junior College (TJC) and the Tyler Economic Development Council to form Luminant Academy. Founded in 2006, Luminant Academy provides technical, lean manufacturing and leadership training for current and future Luminant employees. The Power Track program was developed as a means of replenishing the company's technical leadership at its power plants in Texas. The career development program provides an inside track to a career in the power plant industry.

In 2008, Luminant constructed a two-story, 24,000-square foot training facility on TJC's West Campus that includes classrooms, training labs, and high-fidelity boiler simulators that imitate the actual operation of Luminant power plants. Luminant invested \$1.7 million in the Academy, which is staffed with 10 employees, as well as outside trainers and instructors. Luminant Academy trains nearly 300 students per year.

The Program

In the **Power Track** program, students learn technical and safety aspects of plant operations; responsibilities of plant operators; and mechanical and chemical technology required for jobs in related industrial fields. Courses specific to the industry are taught at the Luminant Academy and most of the courses are taught by Luminant Academy instructors.

Students accepted into the program receive:

- A two-year associate degree in Power Plant Technology or an Associate in Applied Science degree depending on their completed credit hours
- A paid summer internship working with a mentor at a Luminant power plant in Texas between the student's first and second year
- This internship is seen by the company as a career "test-drive" that can grow into a full-time position. The company tests out the intern to see if they have what it takes to become a quality Luminant employee, and the intern tests out Luminant as a place they might want to work upon graduation

Upon completion of the program, students are qualified to obtain entry-level employment in the operation of modern fossil fuel power plants, gas turbine facilities, hydroelectric plants and other facilities where electricity is generated.

How the Partnership Works

A Power Plant Technology advisory committee, comprised of TJC and Luminant representatives, established a curriculum that would include appropriate general education courses, technical courses and student learning outcomes for the degree and certificate programs. The advisory committee meets annually to review outcomes and industry trends.

As TJC and Luminant developed the curriculum for the Power Track program, the energy industry simultaneously created a statewide Energy Career Cluster Project. This project, funded by a Carl D. Perkins Grant, was approved by the Texas Higher Education Coordinating Board to create a statewide curriculum model for the energy career cluster and to encourage college credit for industry training. Representatives from companies including: Luminant Energy, Entergy Energy, Lower Colorado River Authority, CPS and NGR Energy participated in the project.

"We're already starting to see tremendous value in the program. Our goal is not only to help these students gain the skills they need for a lifetime, but to provide them the opportunity to become our next generation of power plant leadership." – Dr. Dirk Hughes, Director of Luminant Academy

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McDonald's English Under the Arches™

Fast Facts

- Over 3,300 participants since 2008
- On average, 84% of students have progressed 1 or more language levels after completing each conversation course
- 88% employee retention one year after graduation; 78% two years after graduation; 70% three and four years after graduation
- Employees more confident in their English and able to speak with customers, solve problems on their own and interact in their communities more.

English Under the Arches: An Introduction

Begun through a series of pilots in 2007, **English Under the Arches**™™ (EUA) is an English language learning program specifically designed for McDonald's restaurant teams. McDonald's restaurant employees are taught the English needed to communicate effectively and confidently with customers and staff every day. EUA provides a series of courses to meet the needs of students with varying English proficiency levels, and allows students to progress systematically to gain speaking, listening, reading and writing skills.

The Program

McDonald's employs a workforce education strategy that supports the business and ensures employee success and advancement. Archways to Opportunity is their overarching education approach that meets people where they are. Archways to Opportunity consists of 4 programs that helps employees acquire English-language skills, a high school diploma, and an Associate's or Bachelor's degree.

English Under the Arches consists of 4 contextualized courses: Shift Basics; Shift Conversation; Shift Writing; Conducting Performance Reviews. Individual franchise owners, known at McDonald's as "Owner/Operators," select managers and manager trainees to participate in the program, pay their tuition, and provide paid work time for the employees to attend classes while at work. The program is voluntary and Owner/Operators participate when they identify high-potential managers who would provide continued value and would progress rapidly with the aid of language training.

Many McDonald's employees work more than one job and have family responsibilities. To allow employees time to study, classes are held during their work time in McDonald's restaurants (five hours/week), often in their restaurants' "crew room" via computer. Employees connect with other student-employees (in nearby restaurants) and the teacher in real time in a "virtual classroom," allowing employees to gain the language skills they need to advance without losing work or transportation time. Students receive regular wages for the time they spend in language training and are able to immediately apply what they learn to their work.

In addition to the virtual classes, students learn through traditional face-to-face classes, independent E-learning practice, and on-the-job practice.



How the Partnership Works

Partnerships were crucial to the formation of English Under the Arches. Alongside McDonald's, community colleges and other ESL experts developed the curriculum and explored innovative solutions that led to EUA's hybrid delivery model (part classroom instruction, part virtual class). Today, our community college partners help scale English Under the Arches to reach more McDonald's employees. Every time that McDonald's expands its program into a new city, community colleges locate expert ESL instructors who take on an adjunct assignment and teach EUA classes.

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National Coalition of Certification Centers (NC3)

Fast Facts

- Issued 16,000 certifications in 2014 alone
- 300+ Certification Centers equipped with certification programs
- A consortium of 39 Leadership schools and world-class industry sponsors
- NC3 provides turnkey certification implementation including instructional material development, instructor training, an online certification portal, and mentoring to NC3 certification centers.

The National Coalition of Certification Centers (NC3): An Introduction

NC3 was established to address the need for strong partnerships between industry and educational institutions. The organization develops and implements portable, stackable, industry-recognized certifications in the transportation, aviation, manufacturing and energy industry sectors. Initially, NC3 was conceptualized and implemented in December 2009 through a local **Snap-on** partnership with the automotive training program at Gateway Technical College. Today, it is a national network of education providers and corporations that support, advance, and validate new and emerging technology skills built on national standards. Organized as a not-for-profit corporation, NC3 is funded through community colleges and industry contributions. A national office for NC3 has been established at Gateway Technical College in Kenosha, Wisconsin.

The Program

NC3 training is practical, contextual, and experiential for all of their students. First, the technical school's existing course curriculum provides the basis of each NC3 training program. Then, an overarching platform of certification courses is incorporated into these existing course materials. Their industry partners convey the need for technicians who not only "theoretically" know how to work but who are also highly skilled at performing specific roles. Therefore, certification courses emphasize mastery of practical tool application and are rich with skill-building lab activities. Relatedly, each certification course is conducted within a highly professional work environment and utilizing a standardized and self-contained set of high-quality lab equipment indicative of those used by the best technicians in the field. After the series of hands-on lessons, students can complete their on-line knowledge exam, and access their earned certificates online. Click here to read more about the program

In addition to students, it's critical to refresh the Instructors' capacity to teach rapid technological advancements. NC3's Train-the-Trainer effort provides standardized, world-class training and guidance to new and experienced instructors. It's also designed to foster improved communication and idea sharing across the network of schools. Instructors spend a week engaged in hands-on learning with other top instructors from around the country. The added benefits of this professional development strategy are building a lasting professional support network and experiencing cutting-edge training facilities and organizations.



How the Partnership Works

While NC3 is a national network of industry experts and instructors, it's a strategy of standardization and best practices that is implemented locally. The founding effort between Snap-on and Gateway Technical College provided the template for implementation at other educational providers and industry members across the country. This cooperative system readily brings the NC3 training concept to other colleges providing a turnkey system for industry partnership and certification implementation. This methodology and related systems has and grows a network of certification centers, leadership schools and industry partners that form the backbone of the organization.

Local engagement begins with an acknowledgement of the unique geographic, demographic, economic, educational policy opportunities, and challenges in order to offer one common solution. NC3 leverages their national network of business partners for local impact. For example, the LS Starrett Company is partnering with NC3 to develop industry-driven skills certifications needed by Starrett clients - employers. The training and credentialing will be deployed nationally across NC3's 300+ certification centers. This system enables NC3 to support Starrett's clients and other employers in tandem.

The local partnership brings industry and a specific educational institution together to develop a mutually beneficial relationship, strategic plan, and funding model. Through this approach:

- Industry provides vital guidance about facilities, equipment, teaching, etc.;
- Existing facility design and utilization, curriculum, and staff development are assessed and strategized;
- Business and education partners collaborate in building learning environments for improved program delivery; and
- Training delivers the exact skills industry requires while being delivered in a sound educational method and caliber.

Guiding each day's activities, NC3 and all of its members nationwide are connected by a uniform goal to improve skills training and elevate CTE careers. For example, one way that NC3 positions technical occupations as a premium career choice by honoring their newly enrolled students at a [National Signing Day](#).

Skills for America's Future (SAF) is a non-partisan, employer-led initiative of the Aspen Institute. It is focused on creating a national network of partnerships among employers, community colleges, industry associations and other stakeholders. These partnerships are designed to ensure that American workers receive the necessary training to meet the skill needs of employers, giving them the opportunity to obtain and keep good jobs.

For more information about how your company can partner with community colleges and Skills for America's Future, contact saf@aspeninstitute.org



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ECONOMIC OPPORTUNITIES PROGRAM

PG&E PowerPathway™

Fast Facts

- 82% of PowerPathway graduates hired into PG&E or the utility industry
- 60% of PowerPathway participants are from under-represented communities
- 98% retention rate after 6 months of employment at PG&E

PowerPathway: An Introduction

Utilities across the country face a shortage of skilled workers and trained professionals to meet growing demand. In response to this workforce trend, PG&E launched PowerPathway™ to ensure the training and development of the next generation of utility workers. PowerPathway is a collaboration between local colleges, the public workforce development system, and internal PG&E partners to enlarge the talent pool of qualified candidates for entry-level opportunities. Programs developed by PG&E and their training partners are designed to help new and incumbent workers grow and develop along several skilled gas and electric operations career paths while providing a reliable pipeline of skilled workers that PG&E and other industry employers can count on.

The Program

PowerPathway utilizes PG&E training and educational resources and shares those resources with community colleges and community-based training partners. These partners develop industry-informed career pathways, training, and curriculum in response to growing energy industry and company workforce needs. Four to six courses are typically available in a calendar year and offer three primary educational outcomes:

1. **Soft Skills Training:** This training includes information on company culture, communication, team building, diversity and inclusion, interview preparation, resume refinement, and networking.
2. **Test Preparation:** During this time students prepare for written pre-employment tests and post offer physical assessments.
3. **Industry-Informed Technical Training:** These modules vary depending on internal need. Most training opportunities include specific utility gas or electric information such as plastic pipe fusion, pole climbing, traffic control, digging procedures, or underground locate and mark activities.



PG&E has increasingly focused recruitment for PowerPathway among **military veterans** across its service territory, helping to strengthen job prospects for community members and ensuring workers have a connection to the communities they serve. From 2008 to 2014, PowerPathway has trained 520 students through 21 training programs, including 311 military veterans. Of those trained through 2014, over 82% have been hired into industry-related positions, with half of those at PG&E.

“Over the past five years, PowerPathway has become the benchmark for workforce training programs. As I look back on the program’s evolution, I’m very proud of our progress. Through innovative partnerships, the program is producing qualified, diverse, local candidates who are successfully starting careers at PG&E and throughout the entire utility industry.”

-Tony Earley, Chairman, CEO & President, PG&E

How the Partnership Works

Industry employers, workforce investment boards, two -year postsecondary educational institutions, and community-based training organizations contribute to make these programs and partnerships possible. PG&E provides technical support, curriculum design, co-delivery of classroom instruction, student field visits, in-kind donations of training equipment, employment and/or enlistment of additional employers to advise and hire, as well as program management, administration and funding. Community partners offer job placement support for one year after program completion and PowerPathway Program Managers continue to offer placement support for up to three years after program completion to ensure program participants are able to not only find jobs but to find careers in the utility industry.

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ECONOMIC OPPORTUNITIES PROGRAM

Snap-on Education Partnership Programs

Fast Facts

- *Snap-on Tools for Life technical education program offers nationally recognized certifications for community college and high school students*
- *Over **750** certified instructors have taught more than **23,000** students who have so far earned over **35,000** Snap-on S-TECH certifications across **40** different areas as newly skilled workers through more than **225** community colleges and high schools nationwide*
- *Snap-on [Student Excellence Program](#) offers participants tools, equipment and tool storage at reduced pricing for community college students*

Snap-on Education Partnership Program: An Introduction

Snap-on Incorporated, a leading global innovator, manufacturer and marketer of tools and equipment for professionals, has been involved in technical education efforts for more than 50 years. Amplifying technical education to build America's skilled workforce is a key corporate focus for Snap-on.

The [Snap-on certification program](#) is an outgrowth of ongoing conversations among Snap-on technical education specialists and a diverse group of industry leaders and educators. Starting in 2006, Snap-on began offering curriculum-based product certifications to instructors and students through partnerships with educational institutions around the country. Today, in concert with the [National Coalition of Certification Centers \(NC3\)](#) and more than **225** colleges and high schools nationwide, the Snap-on Tools for Life technical education program leads the way in connecting schools, students, and industry to build America's skilled workforce.

The Program

Industry's workforce requirements and the advanced skills necessary to address them are developed into training programs and then integrated into technical school curriculums and course offerings. The Snap-on certification program represents an expanding suite of training courses based on industry-identified workforce needs. Course standards, instructor training, curriculum and testing for these certifications are developed in partnership with Snap-on and solely administered by NC3, a coalition of schools and industry partners.

The first Snap-on certification was developed for automobile diagnostic scanner tools. Since then, the Snap-on certification program has grown to include 40 Snap-on S-TECH certifications relevant to multiple industries. For example, Electrical Measurement (multi-meters) and Torque (mechanical and electronic torque instruments) certifications are being offered at schools and colleges with programs in aerospace, transportation, manufacturing, and energy production and distribution. Other certifications include Diesel Scanner Diagnostics, Horticulture, Building Performance Instruments, and Wheel Service and Alignment. New certifications are constantly being added, the most recent additions are Tools @ Height (Drop Prevention System) and Precision Measurement Instruments.

Snap-on certifications include hands-on training designed to enable mastery of state-of-the-art Snap-on tools and equipment. The certification initiative is aimed at developing proficiency in using a particular type of tool or equipment. The certifications are "stackable" allowing students the ability to continually add incremental certifications to their knowledge base and portfolio. The Snap-on team includes dedicated education specialists who serve technical education partner schools exclusively; assisting them in integrating certification subject matter and equipping schools and students with the latest tools and equipment. Since its inception in 2006, over **23,000** students have earned more than **35,000** Snap-on S-TECH certifications as newly skilled American workers. Every year the total number of certifications continues to grow exponentially with an ever expanding network of partner schools and certified instructors. More than **15,000** Snap-on S-TECH certifications were issued in 2014 alone.

Among the numerous benefits of the program, a few stand out:

- Schools are able to offer unique, state-of-the-art product training needed by local industries
- Students receive hands-on product training that increases their value among local employers
- Local employers can identify new workers trained in key industry skills who are experienced in using state-of-the-art tooling

How the Partnership Works

Snap-on works closely with NC3 to develop and improve the support offered to partner schools. Instructors attend "train the trainer" events held by NC3 where they are exposed to industry-updated, collaboratively-developed curriculum and teaching styles, ensuring content is delivered nationwide in a consistent format.

Snap-on can also provide certification partner schools with equipment, tool storage and facility enhancements that create a dedicated space to train: 1) students learning a skill for the first time, 2) workers looking to re-train for a new career, and 3) workers seeking to build on their current skill level to improve advancement opportunities.

Snap-on works with school leadership to coordinate the acquisition of appropriate training packages. These include curriculum and lab materials as well as access to an online testing site hosted by NC3. Once students successfully complete the assigned labs and an online test, students receive a third party certificate from NC3 stating that they are Snap-on certified in the use of that particular tool system. Certifications benefit the student by providing proof of transferable skills, improving their chances for employment and advancement and paving the way for higher wages.

In addition to the Snap-on certification program, the Snap-on *Student Excellence Program* offers technical school students the tools, equipment and tool storage they need at reduced pricing to help them pursue their chosen technical career.

Leading Examples of Schools in the Snap-on Technical Education Partnership Program:

- Gateway Technical College in Kenosha, WI in automotive and advanced manufacturing
- Iowa Lakes Community College in Estherville, IA in renewable energy
- Linn-Benton Community College in Albany, OR in alternative fuel transportation
- North Dakota State College of Science in Wahpeton, ND in heavy duty and agriculture
- Tennessee Colleges of Applied Technology in Elizabethton, TN in transportation
- Washburn Tech in Topeka, KS in transportation, building performance and HVAC
- Wayne County Community College in Goldsboro, NC in transportation and aviation
- West MEC in Glendale, AZ in transportation and aviation
- Wichita Area Technical College in Wichita, KS in aviation



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