

Partnership Roles and Agreements

*This document is a supporting resource from ExcelinEd’s playbook **Building Cross-Sector Partnerships to Support Career and Technical Education Pathways**.*

Successful—and sustainable—cross-sector partnerships (whether big or small) often begin with and rely on a clear set of shared expectations. The following resources and examples seek to clarify roles and responsibilities of all cross-sector members and to formally define exactly what the partnership entails.

Included in this collection of tools are:

- **Outlines of Roles and Responsibilities for partnership members and the “guarantees” that specific parties are making to each other for mutual benefit**
- **Partnership Agreements—not binding contracts, but formal documents that all parties sign to convey their understanding of and accord with the partnership’s intent, structure, governance and mutual commitments (among other items)**

The second CTE playbook examines the role and key elements of robust cross-sector partnerships and explores the ways policymakers can promote and support them to strengthen CTE program outcomes for students. Also featured are examples of state and regional partnerships—including insights from experienced leaders about the opportunities and challenges associated with this important work.



Pathways to Prosperity
Roles and Responsibilities of Stakeholder Partners/Committee Members

- General Mission of the Committee:
 - Identify and assess current and projected labor demand and supply
 - Analyze and identify gaps in the education and skill needs of employers
 - Assess the strengths, weaknesses, challenges and gaps within the region's secondary and post-secondary education programs and systems
 - Provide input and feedback vital to the success of the Pathways Program
 - Partner with education and community leadership to develop and implement pathway system
 - Establish goals and action items
- Employers:
 - Assist committee in the identification of labor demand and supply
 - Provide input on the education/skill gap analysis
 - Identify work based learning opportunities (co-ops, interns, job shadowing, apprenticeships, etc.)
 - Document all jobs and the education attainment level required to include:
 - Jobs requiring a high school diploma or certificate
 - Jobs requiring a Technology Center Certification
 - Jobs requiring a Community College Degree
 - Jobs requiring a 4-year degree
 - Jobs requiring an advanced degree (Masters, PhD)
- Educators:
 - Ensure that pathways are non-duplicative and progressive, enabling students to move easily between secondary and postsecondary and eventual career opportunities
 - Design pathways to have multiple entry and exit points (on and off ramps)
 - Include where needed, work based learning opportunities in the pathways regardless of student skills at the entry point
 - Include contextual and competency-based instruction and strategies in the curricula and instructional strategies
 - Pathways should accelerate advancement into either postsecondary education or employment, or shorten the duration of training and education
- Intermediary and Support Staff:
 - Ensures everyone understands their roles and action steps required to develop and implement the Pathways.
 - Serve as the administrative support of the committee
 - Ensure committee performs all tasks and deliverables due to the State Department of Education by established deadlines
 - Other items identified in the submission plan deliverables



2018 Rutherford County Work Ethic Distinction Roles & Responsibilities

The purpose of the Work Ethic Distinction is to address the needs that industry has for employees who have both technical and employability/soft skills. The Work Ethic Distinction is a proactive solution to the challenge employers have in hiring individuals who are prepared for the world of work. Students who obtain this distinction are proving that they are both college and career ready. To receive the Work Ethic Distinction a student must earn a minimum of 20 points out of a possible 40 points on the industry developed employability standards and a regular high school diploma. Earning a Work Ethic Distinction and meeting job-related requirements will guarantee an interview with participating Rutherford County employers.

Chamber of Commerce Responsibilities

- Recruitment of participating companies (to guarantee an interview to qualified applicants)
- Print Work Ethic Distinction pamphlets for Rutherford County seniors
- Speak to senior classes in early Fall
- Schedule spring webinars for high school contacts to discuss deadline, seal delivery, cord order)
- Speak to senior classes in early Spring
- Order and delivery of diploma seals by May 10, 2018.

Student Responsibilities

- Complete Work Ethic Distinction pamphlet with points earned
- Attach all supporting documentations (listed on page 2 of pamphlet)
- Student must earn 20 out of available 40 points to earn Work Ethic Distinction
- Optional: Purchase a cord to wear at graduation (to be ordered through high school)

High School Responsibilities

- Designate Work Ethic Distinction “point person” within high school to retrieve completed pamphlets
- Identify contact within the school who is in charge of graduation, Jostens orders, etc.
- Help with clerical role of ensuring a supporting document is attached for each standard and inform Rutherford County Chamber of Commerce and Jostens of qualified participants.
- Ensure students have the ability to order a green cord for the Work Ethic Distinction through Jostens table.

- Ensure Work Ethic Distinction seal is applied to qualifying seniors' diplomas.

Participating Employers

- By joining the initiative, employers guarantee an interview to students who earn the distinction and meet job-specific requirements for an open position.

Timeline

[illegible]

MEMORANDUM OF AGREEMENT

NEW SKILLS FOR YOUTH

The NSFY partners commit to transform, lead, and sustain a high-quality, demand-driven, rigorous, and accountable system of career preparation for *all* young people in our state. The following agencies (Department of Education, Department of Labor and Workforce Development, Department of Economic and Community Development, Higher Education Commission, Board of Regents, Business Roundtable) are hereinafter referred to as “partners”.

ALL PARTIES AGREE TO:

1. Dedicate organizational expertise, time, and resources as detailed in the roles and responsibilities below to advance and sustain NSFY goals, namely:
 - a. Increasing the number of students in in state who successfully complete career pathways that begin in secondary school and culminate in postsecondary degrees and/or industry credentials with labor market value; and
 - b. Catalyzing transformational approaches to the design, implementation, and expansion of programs and policies to increase students’ career-readiness and disseminate lessons learned to the rest of the country.
2. Participate in NSFY-related work, including a diagnostic assessment, collection of required metrics, design and implementation of a comprehensive career readiness plan, technical assistance, site visits, peer-to-peer activities, and an external evaluation.
3. Collaboratively create and implement a three-year strategic action plan with clear roles and responsibilities, timelines, and measures of success in order to meet the milestones for implementing NSFY strategies, including regular updates and communications about the work and cycle timelines for reviewing and revising the plan as needed.
4. Share both aggregate and subgroup data consistent with FERPA and any other relevant privacy standards for the purpose of evaluation with one another and with the external evaluator for NSFY. Such data sharing shall only commence after the partners execute a comprehensive data sharing agreement.
5. Dedicate funds from the NSFY grant to support a clear leadership structure for the project, including a steering committee composed of state leaders with decision-making authority from across K-12, postsecondary, labor, economic development, and employer partners.

6. Determine and utilize a consistent set of postsecondary and career readiness metrics to determine the ongoing impact of the NSFY efforts on students' readiness for postsecondary and workforce.
7. Sustain the NSFY work through the broader extant cross-agency initiative, aligning and braiding public and private funding to continue NSFY efforts beyond the life of the NSFY grant, including identifying opportunities to scale and improve the work.
8. Build public will and evidence-based successes for pathways in local districts and postsecondary partners so that the NSFY work is sustained through political transitions into the future that may result in significant leadership changes.
9. Advise on and support external joint communications plans for the NSFY initiative.
10. Lead data-driven decision making at the state, regional, and local levels through the evaluation of NSFY metrics, and report findings and outcomes on an annual basis to appropriate stakeholders in order to improve pathways and expand student access to opportunities.

ANTICIPATED BENEFITS OF THE PARTNERSHIP:

- Existing partnerships among state agencies will be leveraged to support the development of career pathways for young people and to bring the state closer to its postsecondary completion goal.
- Regional intermediary initiatives currently supported by state agencies will achieve increased capacity to implement and scale successful models along with greater sustainability.
- A more vibrant state economy that will continue to grow due to the role of this work in strengthening local industries and economies.
- Alignment and expansion of resources will support pathways development across state agencies.
- Collaboratively-developed metrics for evaluation and processes for data sharing will ensure continuous improvement of career pathways.
- The number and percentage of young people who successfully earn a postsecondary credential with labor market value and launch a career with opportunities for further education and career advancement will increase.
- A talent pipeline will close the skills gap and hiring shortages experienced by employers, while attracting new employers to the state.

ROLES AND RESPONSIBILITIES OF ORGANIZATION

The Department of Education (DOE) will:

- Convene and participate as an active and equal partner on the NSFY steering committee. The steering committee is composed of members from DOE, Board of Regents, Higher Education Commission, Department of Labor and Workforce Development, Department of Economic and Community Development, and the Business Roundtable. Other stakeholders may be invited to join at a later date. The steering committee will lead the high-level strategic planning and decision-making necessary to create and promote the success of the NSFY Phase II work both at the state level and regionally across the state.
- Lead overall project and timeline, including managing schedules, meetings, and roles of each of the partners to drive the NSFY work.
- Integrate and align the NSFY work with related statewide initiatives, such as [complete list], etc.
- Work with the Governor's Office, the Legislature, and other key statewide leaders to identify opportunities for expansion and/or enhancement of the NSFY work.
- Commit no less than 5 percent of staff time for the successful planning and implementation of the NSFY grant deliverables.

SIGNATURE

Commissioner

Department of Education

Date

ROLES AND RESPONSIBILITIES OF ORGANIZATION

The Department of Labor and Workforce Development (LWD) will:

- Participate as an active and equal partner on the steering committee.
- Encourage local partnerships between industry and education leaders to implement work-based learning experiences for students.
- Assist in leading a process to assess business and industry demands, determining how to prepare students to best fulfill regional workforce needs through job site experiences.
- Commit no less than 5 percent of staff time for the successful planning and implementation of the NSFY grant deliverables. This can be met through active participation on the steering committee.

SIGNATURES

Commissioner

Department of Labor and Workforce Development

Date

DELAWARE PATHWAYS INITIATIVE
PARTNERSHIP AGREEMENT

THIS PARTNERSHIP AGREEMENT (this "Agreement") is entered into by and among the following state agencies and organizations in the State of Delaware:

- i. Delaware Department of Education ("DDOE");
- ii. Delaware Department of Labor, Division of Employment & Training ("DDOL");
- iii. Delaware Office of Economic Development ("DEDO");
- iv. Delaware Technical & Community College ("DTCC");
- v. Delaware Business Roundtable Education Committee ("DBREC");
- vi. Delaware Workforce Development Board ("DWDB");
- vii. United Way of Delaware ("UWD"); and
- viii. The Rodel Foundation of Delaware ("Rodel").

(All collectively, the "Parties" and each a "Party") under this Agreement and in consideration of the mutual covenants set forth below, the Parties agree as follows:

I. Purpose

- A. Delaware Promise. The State of Delaware through the Office of Governor Markell has established a vision for education and workforce development – the Delaware Promise – which seeks to ensure that sixty-five percent of our workforce will have a college degree or professional certificate by 2025 and that every student will be prepared for college and career success. The objective of these reform strategies is to provide youth and adults with a structured career pathway in high growth occupations that is related to their academic or career interests, provides academic and career counselling, connects with Delaware employers, and provides support services for individuals with barriers to employment.
- B. Delaware Pathways Initiative. To operationalize the youth education and workforce strategies necessary to achieve the Delaware Promise, the Delaware Pathways Initiative was established. These reform strategies are hereby designated as the "Delaware Pathways Initiative".
- C. Strategic Plan. The Delaware Pathways Initiative has defined a set of core priorities and related work strategies through the Delaware Pathways strategic plan. The following core priorities are included in the strategic plan:
 - 1. Build a comprehensive system of career preparation that aligns with the state and regional economies;
 - 2. Scale and sustain meaningful work-based learning experiences;
 - 3. Integrate our education and workforce development efforts and data systems;
 - 4. Coordinate financial support for Delaware Pathways; and
 - 5. Engage employers, educators, and service providers to support Delaware Pathways.
- D. Public Support. A broad range of public and private partners have coalesced around the Delaware Pathways Initiative, both as part of the development of the Delaware Pathways strategic plan and continuing after its submission.

- E. Coordination. To move forward with the Delaware Pathways Initiative, the Parties seek to coordinate efforts and align resources when mutually agreed upon across state agencies and organizations by establishing this Agreement to structure and direct the Delaware Pathway Initiative's implementation.

II. Governance Structure

- A. Leadership Team. Each Party may send one or more representatives from their organization to participate in work team meetings and activities. The affairs and activities of the leadership team will be managed by or under the direction of the collective group. The Parties acknowledge that the actions and decisions of the leadership team will be carried out and made collectively. Collective agreements and actions will be presented to Partners organizational leadership as necessary and to the Delaware Workforce Development Board during the quarterly meeting cycle.
- B. Meetings. The leadership team will meet twice monthly, one face-to-face meeting and one conference call. Agenda for the face-to-face meeting will be established by the leadership team. The agenda for the conference call meeting is predetermined. All notes and actions will be recorded for the leadership team. Representatives may participate in meetings through online or audio-conference, provided all persons participating in the meeting can communicate with each other.

III. Functions and Activities

The functions and activities of Delaware Pathways Initiative will include the following, as well as such other functions and activities consistent with the purposes of this Agreement and approved by the leadership team.

- A. Strategic Plan & Work Plans. The leadership team will prepare and adopt a strategic plan for the Delaware Pathways Initiatives that delineates the activities of each of the Parties. In consultation with representatives of the leadership team, Parties will collaboratively develop work plans to carry forward the Delaware Pathways Initiatives that delineate the activities of each of the Parties.
- B. Lead Entity Selection. The leadership team will collectively determine the prioritization and sequencing of core priorities and strategies to fulfill them. A lead agency or organization is assigned to each core priority area to accelerate work, engage additional partners, and ensure success.
- C. Data Sharing. The Parties agree to enter into data sharing agreements when mutually agreed upon in accordance with federal and state data governance and all applicable privacy protection laws. Data sharing agreements that include personally indefinable data may need to be developed independently between Parties when necessary for the implementation and evaluation of the Delaware Pathways Initiative. The Parties will share non-personably identifiable data necessary for the implementation and evaluation of the Delaware Pathways Initiative, which may include, program of study and other program approval data, enrollment data, labor market information, and aggregate performance data upon request of another Party.
- D. Alignment of Programs and Policies. Each Party agrees that it will review programs and policies it administers to determine opportunities for alignment to the Delaware Pathways Initiative and will use good faith efforts, to the extent permitted by applicable law, to undertake such alignment. Each Party will report to the leadership team on its alignment review and implementation in accordance with a mutually acceptable schedule.

IV. Grants and Funding

- A. Grants. The Parties agree that any contract or grant awarded to support the Delaware Pathways Initiative shall, to the extent permissible under applicable law and/or appropriation and/or funding source requirements, be used to further the Delaware Pathways Initiative. Specifically, the Parties agree that any Party shall be eligible to pursue grant funding in support of the Delaware Pathways Initiative from any private, state, or federal program to the extent permissible under applicable law and/or appropriation and/or funding source requirements. To the extent possible, all Parties will collaborate to develop and support grant applications that further the Delaware Pathways Initiative.
- B. Contracts. All contracts awarded by Delaware Pathways Initiative shall be procured in accordance with the requirements of the Delaware Office of Budget and Management, except to the extent any such contract is exempt. All grants or contracts awarded to support the Delaware Pathways Initiative may be awarded in accordance with the grant or contract award procedures of the Party administering the funding.
- C. Funding. The Parties agree to support the pursuit of private, state, federal, and foundation funding in support of the Delaware Pathways Initiative. However, this Agreement does not legally bind any Party to the expenditure of funds in order to implement any of the terms of this Agreement. A Party may, by separate agreement, agree to transfer funds to another Party to support the Delaware Pathways Initiative. Any private funding received to support the Delaware Pathways Initiative shall be administered pursuant to the terms of the award.

V. Term and Termination

- A. Term. The term of this Agreement shall be renewed bi-annually and effective on the date of execution by all Parties identified in the preamble of this Agreement. Upon the expiration of the Term, this Agreement shall, without further action by the Parties, automatically renew for an additional twelve month consecutive period, unless any Party provides notice to the other Parties of its election not to renew this Agreement.
- B. Termination for Convenience. A Party may terminate its participation in this Agreement upon thirty (30) days prior written notice to all other Parties to this Agreement, which notice must explain the Party's reason or reasons for termination. This Agreement shall remain in effect for all other Parties that have not elected to terminate their participation.

IN WITNESS WHEREOF, the Parties have executed this Agreement as of the day and year written below.

DELAWARE DEPARTMENT OF EDUCATION	DELAWARE DEPARTMENT OF LABOR
By:	By:
Name:	Name:
Title: <u>Chief Academic Officer, Delaware Department of Education</u>	Title: <u>Director, Division of Employment & Training, Delaware Department of Labor</u>
Date: <u>February 29, 2016</u>	Date: <u>February 29, 2016</u>

DELAWARE OFFICE OF ECONOMIC DEVELOPMENT By: Name: Title: <u>Director, Delaware Economic Development Office</u> Date: <u>February 29, 2016</u>	DELAWARE TECHNICAL AND COMMUNITY COLLEGE By: Name: Title: <u>President, Delaware Technical & Community College</u> Date: <u>February 29, 2016</u>
DELAWARE BUSINESS ROUNDTABLE EDUCATION COMMITTEE By: Name: Title: <u>Director, Corporate Engagement, Delaware Business Roundtable Education Committee</u> Date: <u>February 29, 2016</u>	DELAWARE WORKFORCE DEVELOPMENT BOARD By: Name: Title: <u>President/CEO, Delmarva Power & Chair, Delaware Workforce Development Board</u> Date: <u>February 29, 2016</u>
THE UNITED WAY OF DELAWARE By: Name: Title: <u>Chief Operating Officer</u> Date: <u>February 29, 2016</u>	THE RODEL FOUNDATION OF DELAWARE By: Name: Title: <u>President & CEO, Rodel Foundation of Delaware</u> Date: <u>February 29, 2016</u>

Memorandum of Agreement
between
Center for the Future of Arizona
and
Partner District/Charter Network

This Memorandum of Agreement (hereafter "MOA") is entered into between the Center for the Future of Arizona (hereafter "CFA") and the XXX School District/Charter Network (hereafter "XXX") for the purpose of participating in and supporting the advancement of Arizona Pathways to Prosperity.

WHEREAS, the purpose and intent of this collaboration is to plan for and implement 9-14+ early college career pathways based on the Arizona Pathways to Prosperity (hereafter "APTP") strategy with the goal of ensuring that many more young people in Arizona complete high school and earn a postsecondary credential with labor market value in their community;

WHEREAS, CFA and XXX School District/Charter Network are desirous of working together to develop APTP 9-14+ early college career pathways;

WHEREAS, upon completion of the 9-14+ early college career pathways design, XXX School District agrees to implement the pathways to the best of its ability.

NOW, THEREFORE, in consideration of the mutual promises declared herein, the Parties declare as follows:

1. The Parties agree that XXX School District/Charter Network, in collaboration with CFA, will identify an APTP school-level working group that will include representation from key stakeholders. Stakeholders are not limited to, but may include, principals, teachers, counselors, students, parents, and other community members. The team will work with CFA and the APTP Regional Workgroup to design, review, revise, and implement the 9-14+ early college career pathways based on the high demand careers and the associated skills, and credentials identified by the industry.
2. The Parties agree the following elements will be addressed through the design process and reflected in the implementation of the pathways:
 - a. Work with the community college to implement a program of study that includes dual enrollment in academic/technical programs and results in students earning at least 12 college credits.
 - b. Support ongoing faculty collaboration between the XXX School District/Charter Network and the community college to ensure implementation of the early college career pathways curriculum.
 - c. Work collaboratively with industry representatives, the community college, and the APTP regional workgroup to create integrated classroom activities focused on work-based experiences and provide opportunities for students and teachers to visit partnering employers and other related companies to obtain information and resources on work-based learning that can be embedded into the education program.
 - d. Develop a comprehensive student support plan that provides tutoring, sustained advising on college and career, and student-centered support structures.

- e. Involve employers in school-sponsored activities and events that encourage and support work-based learning activities, parental engagement in the education of their children, and increase student learning.
3. The Parties agree that XXX School District/Charter Network will recognize CFA as the organization with whom they are collaborating in the APTP initiative and will collaborate with CFA on any press releases or public communications relative to APTP. Likewise, CFA will recognize XXX School District/Charter Network as an adopter of APTP in public communications and will collaborate with XXX School District/Charter Network on communications.
4. The Parties agree that, XXX School District/Charter Network and CFA will share data for the purposes of informing the development of the 9-14+ early college career pathways and monitoring early experiences in initial implementation. No data that is personally identifiable, or other data that is considered private by law, will be shared.
5. The term of this MOA shall be from X to X, unless one party notifies the other party that it no longer wishes to participate.

IN WITNESS THEREOF, the Parties to this MOA have caused their names to be affixed hereto by their proper officers on the dates indicated.

X SCHOOL DISTRICT GOVERNING BOARD

XXX, Governing Board President

DATE: _____

X DISTRICT SUPERINTENDENT/CHARTER NETWORK CEO

XXX District Superintendent

DATE: _____

X Participating Arizona Pathways to Prosperity School

XXX, Principal

DATE: _____

X Participating Arizona Pathways to Prosperity School

XXX, Principal

DATE: _____

CENTER FOR THE FUTURE OF ARIZONA

DATE: _____



Summer 2018 Paid High School Internship Program

Employer Agreement

Introduction

The Employer Agreement has been prepared specifically for employers who are committed to enhancing a student's education by utilizing their skills in a professional work setting.

Purpose

The Rutherford Works High School Internship Program partners with employers who offer students productive and meaningful work assignments with a learning component ideally related to their area of interest. The Internship Program will provide students who reside in Rutherford County with the opportunity to gain paid work experience with a Rutherford County employer. Students will gain exposure to a career field in which they are interested and/or have experience. They will learn about and begin to develop 21st Century skills and competencies needed for success in the workplace. This internship will last a total of 4 weeks (64 work hours). In addition to gaining work experience, students will also receive 4 hours of pre-employment training and 16 hours of work based learning.

Benefits to the employer:

- Grow brand awareness with students and their parents.
- Increase awareness of industry-specific career opportunities.
- Identify and cultivate future talent.
- Training and development opportunity for managers and mentors.

Benefits to students who participate in this program include:

- Gain experience applying and interviewing for a job
- Build their resume and establish a professional network
- Explore career fields and career options
- Develop and demonstrate the foundation skills and competencies essential for success in the workplace such: sense of responsibility • written and verbal communication skills • Ability to work well with others/team work • Critical thinking • Leadership

Employer Agreement

Please tell us the program area that your opportunity most accurately relates to:

- ☐ Agriculture, Food, & Natural Resources
- ☐ Architecture & Construction
- ☐ Arts, Audio/Visual Technology, & Communications
- ☐ Business Management & Administration
- ☐ Finance
- ☐ Human Services
- ☐ Marketing
- ☐ Health Science
- ☐ Hospitality & Tourism
- ☐ Information Technology
- ☐ Law, Public Safety, Corrections, & Security
- ☐ Transportation, Distribution, & Logistics
- ☐ Manufacturing
- ☐ STEM

The Employer agrees to:

1. Provide a job description and preferred skills to the Rutherford County Chamber of Commerce by December 1, 2018
2. Designate an individual (mentor) to supervise the intern and serve as employer point of contact for the Rutherford County Chamber of Commerce and Youth CAN
3. Provide a fee of \$1,000 for 68 hours of work and 24 hours of pre-employment and work-based learning payable to the Rutherford County Chamber of Commerce. The Chamber will compensate YouthCAN to administer all payroll services and provide works comp and liability insurance for the student. This fee is a 2/3 match with the Rutherford County Chamber of Commerce. The Chamber will invoice employers for 2/3 portion at the program's completion
4. Provide a safe work environment and related training if needed
5. Review applications and interview students for available position(s)
6. Review company policies and procedures with student
7. Evaluate the intern's performance and provide feedback to Internship Coordinator with the Rutherford County Chamber of Commerce

Employers who are participating in the program for the first time in 2018 are required to attend a **New Partnership Mentor Luncheon** to review program details and learn best practices for managing an intern on May 15, 2018.

All employers are required to participate in pre-employment training hosted at the Rutherford County Chamber of Commerce on May 31, 2018. The employer is also invited to attend a celebration of completion on June 29, 2018 at the Chamber of Commerce.

We agree to comply with the terms and conditions of the Agreement.

Signature	Date
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Company	Employer's Name	Employer's Title
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Employer's Email	Employer's Phone Number
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Please provide mentor contact information if different from the person listed above:

Mentor Name	Mentor Title
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Mentor Email	Mentor Phone Number
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Please return this form to Trisha Murphy, Education & Workforce Development Coordinator, at tmurphy@rutherfordchamber.org.