# Partnerships

Establish a collaborative partnership that includes, at a minimum the local agencies responsible for secondary and postsecondary CTE, appropriate economic and workforce agencies, and faculty and administrators from the secondary and postsecondary institutions familiar with the elements of POS.

Ongoing relationships among education, business, and other community stakeholders are central to POS design, implementation, and maintenance.

Collaborative partnerships should:

* Create written memoranda of understanding that elaborate the roles and responsibilities of partnership members.
* Ensure the rigor and quality of the POS and articulation agreements by involving the partners and delineating responsibilities.
* Identify and/or develop opportunity for secondary students to participate in dual or concurrent enrollments or earn college credit.
* Partners identify and develop college and career readiness standards and provide the coherent sequence through content standards analysis.
* Identify, validate, and keep current the technical and workforce readiness skills that should be taught within a POS.
* Conduct ongoing analyses of economic and workforce trends to identify statewide (or regional) POS to be created, expanded, or discontinued.
* Link into existing initiatives that promote workforce and economic development, such as sector strategies and other activities supported by the Workforce Investment Act.
* Partners should have the authority to influence decisions and have the authority to communicate information to decision-makers.

## Partnerships

### Self-Assessment Ranking of Current Implementation Status and Importance to Your Implementation

Rank your development and implementation progress for Partnerships according to the measurement criteria listed. Determine the level that most closely aligns with the progress made toward Partnerships development and implementation. The self-assessment is intended to be an authentic gauge of actual implementation. Results from the self-assessment can be used to target areas for technical assistance and professional development. An analysis of the level of importance can assist in establishing the priority and possible timeline for implementing technical assistance and scheduling professional development.

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| **Implementation Characteristics** | **Current Status** | **Importance** |
| The partnership operates through a memorandum of understanding that describes the roles and responsibilities of each member of the partnership. | 🞎 None  🞎 In Progress  🞎 Operational | 🞎 Low  🞎 Important  🞎 Critical |
| The partnership—balanced with a variety of stakeholders and persons who can influence policy decisions that affect the program of study—meets regularly to consider actions requiring input from program stakeholders and employers. | 🞎 None  🞎 In Progress  🞎 Operational | 🞎 Low  🞎 Important  🞎 Critical |
| The partnership hears progress reports, makes recommendations and receives administrative feedback on actions taken on prior recommendations addressing the following : economic and workforce development needs, funding, POS content standards, assessments documenting student attainment of technical skills, student college and career transitions, and the availability of the dual or concurrent credit opportunities. | 🞎 None  🞎 In Progress  🞎 Operational | 🞎 Low  🞎 Important  🞎 Critical |
| The partnership takes ownership of the program of study and works with educational leadership to ensure a relevant, high-level of implementation at the local level. | 🞎 None  🞎 In Progress  🞎 Operational | 🞎 Low  🞎 Important  🞎 Critical |
| The partnership advocates for learner access, monitors content rigor, and ensures quality of POS and the related articulation agreements between educational partners. | 🞎 None  🞎 In Progress  🞎 Operational | 🞎 Low  🞎 Important  🞎 Critical |
| The partnership committee uses the national career cluster advisory committee resources or state resources. | 🞎 None  🞎 In Progress  🞎 Operational | 🞎 Low  🞎 Important  🞎 Critical |
| **Overall Status Summary** | **Current Status** | **Importance** |
| After considering each of the implementation characteristics, please rank: 1) your current status of POS Partnerships implementation; and 2) the level of importance this element has to your POS implementation. Transfer these rankings to the Self-Assessment Summary to compare the status and importance of this element to the other POS framework elements. |  **None**   **In Progress**   **Operational** |  **Low**   **Important**   **Critical** |

## Partnerships—Implementation Capacity Analysis

### Self-Assessment Reflection and Action Planning

In the section below, identify your current capacity assets in the area of ***Partnerships*** by responding to the question prompts. Give equal analysis to local capacity barriers, items of critical importance, and steps needed to remedy these capacity concerns.

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| **State or Local Self-Assessment** | **Items of Critical Importance/Action Steps** |
| * What’s working well that is worth keeping? * What goals do you have to sustain and enhance the level of collaboration among the partners? * What strategies will you use to sustain the engagement of partnership members? * How will you know if your partnership is being successful? | * What will be new or needs to be revised? * What strategies will you use to address items identified as being of critical importance? * What are the indicators you will use to measure your improvement? * How will you know if you are successful? And when? |
| **Notes** | **Notes** |