

TDCA TEMPLATE

TEACHER – DEALER COOPERATIVE AGREEMENT

INTRODUCTION

This Template is for Educational Leaders (Agriculture Science Teachers (AST) or County Extension Agents (CEA)) and Farm Machinery and Equipment (Tractor) Dealers to use in developing a Cooperative Agreement to assist students in procuring, diagnosing, repairing (reconditioning) and exhibiting a tractor, skid steer or Yard and Garden Tractor in Texas Tractor Shows and Contests.

This document was primarily prepared as an agreement in working with Tractors but it could be adapted for Skid Steers in revised JAM 1502 class and even Yard and Garden Tractors in new JAM Class 1503. Remove term tractor in template below and replace with machine involved.

ASTs or CEAs working with Tractor Dealerships can develop an educational procedure that will significantly enhance learning by supporting and assisting students in diagnosing and reconditioning later model more modern Tractors to exhibit in Reconditioning-Repair Classes in Texas Project Shows. This process will help provide students with experiences to develop knowledge and skills for careers in the Tractor and Machinery Industry.

TDCA Template, is a MS Word document so those preparing an Agreement can revise it to meet their needs. Items that do not apply should be deleted from Template. Other items can be added. It is anticipated that this agreement will be used with Tractor Reconditioning Classes but it could be modified to be applicable to Yard and Garden Tractor Classes.

The TDCA Template illustrated below is located on the Tractor Advisory Council Folder and can be downloaded along with other pertinent documents. Link to folder is <http://jamshow.org/ADVISORY/Council.xht>

This Cooperative Agreement should be initialized at the beginning, prior to any work or expenses incurred on tractor. The primary purposes of this agreement are to identify expectations, procedures and responsibilities between all those participating in the Agreement in order to prevent misunderstandings and to augment the educational process.

Disclaimer - This Agreement does not provide blame or liability among those agreeing to the Cooperative.

TEMPLATE Teacher - Dealer Cooperative Agreement

(Memorandum of Understanding)

NON-BINDING (If agreement is to be binding – delete this paragraph)

Notwithstanding anything to the contrary contained herein, it is understood and agreed by all parties that this document is merely a Memorandum Of Understanding and as such is not legally binding on any party. Notwithstanding any initialized approval of this document by any party, such party shall not have any legal liability or obligation incident to this document to any other party. It shall be within and remain sole discretion of each party whether to enter into a Leader-Dealer Cooperative Agreement and no party shall have any duty to enter such an agreement nor any obligation for declining to do so. No party shall be contractually bound to this proposed Leader-Dealer Cooperative Agreement unless and until they enter into a formal written Leader-Dealer Agreement, which must be in form and content satisfactory to each party, in their sole discretion.

Six Responsibilities – Agreement may be in regard to Skid Steers or Yard & Garden Tractors. Replace term Tractor with proper machine in text below.

Party Members Responsible for the following? (May include one or more in each)

- a) Student (Parent) (See Procedures 3 below)
- b) Teacher (School)
- c) Dealer (Representative – technician)
- d) Tractor Owner – Dealer, Farmer, Student/s (parent/s, School (department), Other

1. Party Member responsible for Acquiring Tractor, (Providing, Locating or Purchasing)
_____ Date for Acquiring Tractor ? _____
2. Transportation of Tractor _____ (possibly could include transportation to and from show)
3. Ownership of Tractor _____
4. Paying for parts and supplies for repair? _____
5. Facilities or Shop where tractor will be reconditioned? _____ (See Procedure 4 below) This may include Home of Student and or include more than one place.
Diagnostics may be conducted at Dealership with Technicians help and guidance and later tractor moved to site where repair/reconditioning will take place
6. Validation of students and technicians time spent on the tractor _____ For tractor to be exhibited at JAM there must be a method where the amount of work (hours?) performed on the tractor by student and technician can be validated. Ultimately the Teacher will need to sign time sheets disclosing work hours on tractor by student. In addition to time sheets and pictures Time Laps Videos could be required for repair of major components.

Four Procedures

1. Duration of Repair – contemplated _____ (weeks, months – deadline for having tractor completed.) Recommend how time frame (deadline) could be adjusted (extended if necessary) after getting into the repair. Including Starting project in Fall and including Summer could be a great advantage.

Explain:

2. Approximated number of hours per week each participant will allocate on repairing tractor _____ hrs./week and Work Schedule – _____ days of week.
3. Single or group of students – JAM allows for up to six students to show tractor in a group.

1) _____	2) _____
3) _____	4) _____
5) _____	6) _____

4. Facilities (location) where tractor will be reconditioned

Dealership If tractor is repaired at Dealers shop – Identify when student/s can work on it, - during hours shop is open and/or Other? If student is in school (during school year) Is afternoons/evenings and Saturday available. Dealers may close at noon on Saturday. What about holidays?

Explain:

It would be a large advantage to start the project in Fall and include summer in the time allocated to recondition tractor.

Students’ transportation to and from dealers would be responsibility of teacher/student/parent.

Other locations to recondition tractor – Teacher may want to identify parameters for tractor reconditioned in School Facilities or home farm shop

Seven Concerns/Understandings

1. Liability of some businesses prevent under aged minors (under 18) from entering or working in the facility.
2. There must be some kind of understanding on how much of the work is performed by dealers' technicians and the degree of their participation in getting tractor ready to be exhibited. If technicians time on tractor is extensive some understanding of costs for technician's time would need to be determined. No work on tractor will be done by technician without student observing or helping?
3. Can tractor be put back in field after repair is complete prior to exhibiting (yes or no) _____
4. Will tractor be available if returned to owner to be exhibited at agreed upon shows, Yes or no) _____
5. Exhibitor/s (Student) will have opportunity to get tractor in time (days) to clean up prior to show. (Yes or No) _____
6. Owner of Tractor will allow dealer and exhibitor under teacher guidance to clean up tractor and perform some maintenance and cosmetic work to make it more desirable for showing. (Yes or No) _____ This may be beyond what would normally be done to a tractor brought to a dealer to be repaired and taken back to field. Examples could be – maintenance such as changing out fluids, lubricating, changing belts & hoses, changing filters, charging AC, installing tractor cab kits, sheet metal repair, washing and waxing tractor. These items would be similar to what would be done to prepare tractor for sale or auction realizing it is to be returned to owner and not sold.
7. Farmer Owned – It is assumed if tractor being reconditioned is farmer owned, it is not his primary tractor, turnaround of getting tractor repaired for field use would be too short. Incentive for farmer to participate in providing a tractor would be a) to help in the educational process of students in school and perhaps b) reduced labor costs to repair tractor.

Benefits of Cooperative (Dealers, Student and Teacher)

1. Dealer Benefits for participating in this program
 - a) Identified as Sponsor – sign on tractor at Shows
 - b) Dealers could be recognized as a JAM Donor/Sponsor - Benefits - Hospitality Corral Pass – Grounds Pass and Parking pass. Signs and other promotions materials depend on contribution
 - c) Access to students, parents and Agricultural Science Classes in school for recruiting possible internship or future employees
 - d) Satisfaction of helping Texas Youth to gain knowledge and skills for a career.
 - e) Dealer may offer stipend for students to attend technical school for additional training with understanding that student would become an employee or intern after satisfactory completing necessary training.

- f) Teachers are encouraged to invite Dealer Representatives to attend their classes and speak to their Agricultural Mechanics students in identifying potential careers in the Tractor Equipment Industry. Teacher may also schedule Field Trips to Dealerships to acquaint their students with potential careers.
- 2. Student/s benefit (Also Teacher and School System)
 - a) With the assistance of professional technicians' students and their teacher could learn on newer more modern tractors. Technicians, Dealers have modern tools and equipment that are necessary to diagnose and recondition later model tractors and machinery.
 - b) Students would be exposed to real work experiences that would help prepare them for a career path in the Tractor Machinery Industry.
 - c) Student would become acquainted with dealers and others in the industry that would help them gain employment.
- 3. Signatures on Cooperative Agreement – Teacher, Dealer, Student (parent) and Tractor Owner may be desirable.

Signatures of Parties involved in Cooperative
Teacher (school representative) _____
Dealer (Representative) _____
Student/s (and or Parent/s) _____

