

Integrated Academics / Higher Achievement / Workforce Advancements

Title: AAA Articulation in the TDWL Career Cluster

Statement of Need

The Nebraska Department of Education proposes to develop and implement this project, **AAA Articulation in the TDWL Career Cluster**, with a focus on establishing a process for building the state's capacity and providing training to meet the growing demands of Nebraska's Transportation, Distribution, Warehousing and Logistics (TDWL) industry.

Projected new jobs. The global logistics market was \$3 trillion in 2000 and is projected to grow to \$14 trillion by 2020 (World Bank, 2005). Currently, there exists a shortage of 20,000 drivers across the country, a statistic that is estimated to grow 500 percent by the year 2010, reaching a shortage of 100,000 drivers. While the estimated rate of growth nationally in the TDWL profession is projected at 23 percent, Nebraska will experience a 41 percent growth in jobs in the Transportation and Warehousing industries, according to Economic Modeling Specialist Inc. – from 58,919 jobs in 2002 to 83,141 jobs in 2018 – an increase of 24,222 jobs.

According to the Nebraska Department of Workforce Development, based on Federal Bureau of Labor Statistics (FBLs) projections from 2002 to 2012, the TDWL industry in Omaha alone will add 874 jobs per year. Representing two of the United States top ten transportation companies, Union Pacific Railroad and Werner Trucking Company are headquartered in Nebraska. Union Pacific, operator of the world's busiest freight corridor, estimates it will replace the majority of its 50,000 workforce in the next five to 10 years (UP College Consortium Requirements, 2005). Nebraska is home to more than 11,500 licensed motor carriers, utilizing approximately 815,000 trucks.

Recent developments in Omaha's TDWL infrastructure suggest greater job development than predicted by the FBLS, including Omaha's recent designation as a general purpose Foreign Trade Zone. This designation, coupled with Omaha's central location in the Mid-Continent Trade Corridor (which averages \$190 billion in trade each year, has seen a 68 percent increase in trade since 1995, accounts for 33 percent of all NAFTA truck traffic, and is projected to see truck traffic grow by 80 percent before 2025), has led to an enormous increase in employer demand for skilled TDWL workers and training (Nebraska Department of Economic Development, 2005).

Use of Partnership

The Nebraska Department of Education will engage non-profit organizations, FutureForce Nebraska and the Partnerships for Innovation (PFI), to assist with the facilitation of statewide articulation. FutureForce Nebraska has a Transportation, Distribution, Warehousing and Logistics (TDWL) Talent Pipeline Committee comprised of school district, state government, Department of Labor, Department of Economic Development, chambers of commerce, community college, university and business representatives. A membership list is included in Appendix A.

With the reauthorization of the Carl D. Perkins IV legislation, Nebraska has configured a unique partnership to meet the state requirements outlined in the federal legislation such as secondary-postsecondary curriculum alignment and articulation/dual credit, professional development for both high school and community college faculty, and identification and implementation of new and emerging curriculum. All eligible secondary and postsecondary consortia receive their full Perkins annual allocation. Upon receipt, they are required to provide 10 percent of their annual allocation to the non-profit entity, Partnerships for Innovation (PFI).

AAA in the TDWL Career Cluster

The partnership is lead by a Leadership Council with representation from all six Nebraska community colleges and six representatives from either high school districts or Educational Service Units (ESU). Names and organizations are provided in Appendix B.

These two groups, in partnership with the Nebraska Department of Education, will provide oversight to the alignment of statewide secondary to postsecondary curriculum, resulting in a program of study in TDWL and dual or concurrent enrollment for students.

CTE Program of Study

Within the existing CTE program of study, Nebraska will use the Transportation, Distribution, Warehousing and Logistics program of study recognized by the United States Departments of Education and Labor. This program of study incorporates secondary and postsecondary education elements with coherent and rigorous content aligned with challenging academic standards. Nebraska will develop a “laddered curriculum,” which will allow students many entry and exit points between education and the workforce, specifically identifying certifications available in high school and in associate degree and four-year degree programs. Work is already starting in the area of Radio Frequency IDentification (RFID), incorporating TDWL in engineering and science classes. This project will assist the state in building on that alignment.

The State will utilize the National Career Cluster Knowledge and Skill statements identified for the TDWL career cluster and additional industry recognized standards and certificate programs as available (<http://www.careerclusters.org/clusters/16cc.php?cluster=tdl>). The Industrial Technology Program, in which TDWL is housed at the Nebraska Department of Education, is currently aligned with the state curriculum standards in academic content areas (refer to detailed report at www.nde.state.ne.us/ncc/ProgramsStudy.htm). All students in the

TDWL program of study will meet state high school graduation requirements and have the opportunity to participate in dual or concurrent enrollment (see program of study template). Guidance counselors and faculty across the state will be oriented to career opportunities in TDWL programs of study and the connectivity to the rigorous academic curriculum. They will have the opportunity to obtain this information through enrollment in regional workshops or the annual Nebraska Career Education Conference in June.

Central Location. Nebraska is well positioned to implement a TDWL pathway. Typically, international goods and services are deposited on either coast to be trucked or railed across the country to a distribution center, such as that in Tennessee. Located in the middle of the country, warehouses and distribution centers in Nebraska, such as the Wal-Mart center in North Platte, cut the transportation time of goods by more than half. Materials are brought to coastal ports and trucked or railed halfway across the United States for distribution throughout the country, speeding goods to market within two days from distribution centers in Nebraska. Interstate 80 stretches 482 miles through Nebraska and is considered one of the most efficient U.S. east-west transportation pipelines. Nebraska trucks can reach more than 65 million people and 22 million households within one day's travel, 24 percent and 25 percent respectively.

Most individuals employed in Nebraska's TDWL profession earn comparable salaries as those earned on the coasts, but Nebraskans have a lower cost of living. For example, the starting annual salary for Crete Carriers, the distributor for Wal-Mart, is \$55,000, representative of the average earnings in Nebraska's TDWL profession (\$56,536), as compared to the national average of \$54,439. Nebraska Department of Education (NDE) received a Department of Transportation grant to partner with the University of Nebraska-Lincoln Engineering Department to expose science, math and industrial technology instructors to Radio Frequency Identification

(RFID) technology. During the summer of 2008, teachers are writing curriculum and lesson plans to be used for middle and high school students, with implementation planned for the 2008-2009 academic year. This project targets females and minorities.

Omaha Public Schools' Bryan High School has developed an introductory course for the TDWL Career Cluster, providing an overview of the entire industry and a glimpse into the seven career pathways. Of the more than 350 incoming students, more than 125 students have registered for the course. As the course is administered, the lesson plans and curriculum will be available online through the Angel online learning management system. This project will provide the state with funds to build on this introductory course and, eventually, share it statewide through the National Repository of Online Curriculum (NROC) or mylearning.com network which will provide statewide uniformity of instruction.

NDE uses the SkillsUSA Technical Standards for the TDWL career pathway and the NATF certificate standards as a precursor to the ASE certification. Areas of innovation currently exist within the state, but NDE would like to have the entire state involved in innovative activities. The link to the Nebraska Standards can be found at the Nebraska Department of Education website: <http://www.nde.state.nc.us/TEAM/documents/ITELinkstoLearns03.pdf>.

Partnership Activities

Representatives from the two oversight committees, the FutureForce Nebraska Transportation, Distribution, Warehousing and Logistics Talent Pipeline Committee (TDWL-TPC) and Partnerships for Innovation Leadership Council, in cooperation with the Nebraska Department of Education, will ensure rigor and quality in the TDWL program of study that will develop a statewide articulation agreement for use in implementing the program of study within the State.

AAA in the TDWL Career Cluster

This project will develop agreements with each of the partners identified in the proposal. Letters of support are included from the Partnerships for Innovation, FutureForce Nebraska, Wal-Mart Distribution Center and Nebraska Trucking Association as well as postsecondary institutions, University of Nebraska-Lincoln and Bellevue University.

Tony Glenn, Educational Specialist with the Nebraska Department of Education, will serve as the Curriculum Alignment Coordinator for this project. Erika Volker, Partnerships for Innovation Administrative Director, will devote 15 percent of her time to the project. Rich Katt, State Director of Nebraska’s Career Education, will provide oversight to the project at an in-kind rate of 5 percent. Donna Vrbka, NDE Director of Guidance, will also provide in-kind professional development at a rate of 3 percent. Resumes are included for these individuals. The Curriculum Alignment Coordinator will engage the TDWL-TPC and secure volunteers from secondary, postsecondary and industry to actively engage them in the project. The Curriculum Alignment Coordinator and the PFI Administrative Director will plan, develop and implement the CTE program of study. See the chart below for delineated responsibilities.

Activity	Person(s) Responsible
Coordinate/facilitate Nebraska Secondary-Postsecondary Strategic Development Session: Three forums with top-level secondary, postsecondary and state administrators to address dual credit funding, credit transfer, tracking student transitions, implementing a statewide program of study, assessments documenting student technical skill attainment and faculty certification.	Curriculum Alignment Coordinator PFI Administrative Director State Career Education Director
Coordinate and facilitate Curriculum Strategy Session: Within the TDWL program of study, identify which pathways are	Curriculum Alignment Coordinator

AAA in the TDWL Career Cluster

most significant and identify coursework to be developed or enhanced for alignment	PFI Administrative Director State Career Education Director
Coordinate and facilitate three TDWL Curriculum Alignment Workshops: To align secondary and postsecondary curriculum using the National Career Cluster Knowledge and Skill Statements, and other industry recognized standards or certifications	Curriculum Alignment Coordinator PFI Administrative Director
Provide training and accessibility for secondary and postsecondary faculty to the National Repository for Online Curriculum	PFI Administrative Director
Provide oversight of faculty developing online curriculum	Curriculum Alignment Coordinator
Provide or coordinate professional development training to secondary and postsecondary faculty on how to access the developed online coursework	Curriculum Alignment Coordinator
Provide professional development across the state to guidance counselors	Director of Guidance Curriculum Alignment Coordinator PFI Administrative Director
Disseminate course materials to faculty and businesses	Curriculum Alignment Coordinator

<p>Coordinate a session at the Nebraska Career Education Conference to highlight partnerships and statewide program of study</p>	<p>Curriculum Alignment Coordinator</p>
<p>Oversight of information posted on FutureForce Nebraska website and NebraskaCareerConnections.org</p>	<p>PFI Administrative Director</p>
<p>Participate in Technical Assistance Workshops</p>	<p>Curriculum Alignment Coordinator PFI Administrative Director</p>
<p>Reporting and accountability of outcomes</p>	<p>Curriculum Alignment Coordinator PFI Administrative Director State Career Education Director</p>

Project representatives will be able to answer questions and influence decisions in face-to-face and online meetings.

Develop a clear rationale for selecting the program. Nebraska is in the middle of the country and is experiencing a workforce shortage in the TDWL Career Cluster, with an anticipated growth of 41 percent over the next 10 years, while the rest of the country is anticipating a growth rate of only 23 percent. This career cluster’s seven pathways can integrate what high schools across the state have already begun in basic automotive programs. This will

help to propel them into the future by integrating academics into the CTE curriculum, making learning more relevant for students. TDWL encompasses many other CTE areas such as information technology, business, law and public safety and science, technology and engineering. These areas will be integrated where available, not only integrating academics in the traditional CTE TDWL curriculum but also other CTE areas, as mentioned. The FutureForce Talent Pipeline Committee has been instrumental in assisting high schools with the development of new and emerging curriculum upon which this project will build.

Identify or develop the academic and career content standards, validated by qualified third party. Nebraska has established state academic and career content standards called *Essential Learnings* that were developed by secondary and postsecondary teachers in cooperation with representatives from business and industry. The *Essential Learnings* will be updated to the new knowledge and skill statements identified by the State's Career Cluster Initiative, as Nebraska moves through the process of developing statewide articulation agreements. The knowledge and skill statements have recently been updated and vetted by industry and education groups during the last revision process completed in June, 2008. These standards serve as the framework for curriculum and, eventually, for assessment. Nebraska is also in the revision process for academic content standards in Reading, Math and Science, anticipated to continue for the next two years. The revision process includes industry panels and experts that are validating the standards to meet 21st Century skills.

Program of study. Identify coherent and rigorous sequence of courses the state will require students to take at the secondary level and postsecondary (both 2- and 4-year levels). The curriculum alignment committee will perform a course-by-course analysis of Nebraska's secondary and postsecondary CTE courses to identify the program of study and, if

there are missing courses, design courses to complete the program of study. Through the process of statewide alignment and articulation, the committee will identify and develop courses that provide opportunities for secondary education students to participate in dual or concurrent enrollment programs or otherwise acquire postsecondary education credits. The project will identify or develop postsecondary courses that, when successfully completed, allow students to transfer to another community college or institution of higher education (2 – 4 year) without duplication of coursework.

Review state and local policies and issues in the following areas:

Funding. Currently, students are charged for dual credit at all postsecondary institutions unless a scholarship has been developed on a regional/local level. With the statewide articulation process, it is anticipated that institutions will agree to award credit to students because the course objectives and outcome competencies have been met.

Faculty certification. Credentialing is an issue for both secondary and postsecondary faculty. Secondary and postsecondary institutions will be encouraged to offer coursework in a blended environment, with courses available in a combination of online and classroom formats.

Assessments documenting student attainment of technical skills. Where applicable, state or nationally recognized industry certification bodies will document students' successful completion of coursework and attainment of technical skills. Where not yet developed, students will earn and be awarded postsecondary credit – documented on a college transcript.

Credit transfer. Students will receive a college transcript from one of the six Nebraska community colleges or participating universities. College transcripts, documenting the college credit, can be sent to a receiving postsecondary institution for awarding of credit.

Tracking student transitions. Currently, it is very difficult to track student transitions in Nebraska. Secondary and postsecondary institutions continue to collaborate in an effort to make improvements in student tracking.

Awarding credit. Dual and concurrent enrollment classes allow students to earn college credit. Serving as the college faculty, either the high school teacher (as adjunct at the postsecondary institution) or the full-time college instructor will award credit on a college transcript.

Statewide program of study availability. Currently, the NebraskaCareerConnections.org website provides an online platform for students to view program of study options. More than 50,000 students have accessed the website, and more are expected to register in the 2008 - 2009 school year to develop their own Personal Learning Plans, which extend from the 9th grade into postsecondary (2- and 4-year options).

Develop and implement plans addressing issues that inhibit the establishment of a program of study and statewide agreement. The Partnerships for Innovation is currently addressing this and will work with partnering organizations to mediate existing barriers.

Process:

1. Invite top-level secondary, postsecondary, and state administration to the Secondary-Postsecondary Strategic Development Sessions which will address the funding of dual credit, faculty certification, credit transferability, and the tracking of students.
2. Invite FutureForce Nebraska TDWL-TPC and PFI Leadership Council to represent industry and secondary and postsecondary institutions, both community college and college/university, at the articulation table.
3. Conduct a Curriculum Strategy Session:

AAA in the TDWL Career Cluster

- a. Identify the number or specific TDWL career pathways to be focusing on.
 - b. Identify the TDWL courses that are currently available – either statewide or in local regions.
 - c. Identify any industry recognized certifications that are currently available.
4. Invite additional high school, community college and university faculty to participate in Curriculum Alignment Workshops to be facilitated in second and third quarters.
 - a. Share existing industry certification requirements (to be identified in process), course outlines, curriculum and course materials through traditional mail service and on designated online resources.
 - b. Request faculty review of existing materials and be prepared to discuss at workshop.
5. Conduct Curriculum Alignment Workshop – faculty will:
 - a. Develop/modify introductory course.
 - b. Create or modify a minimum of two additional courses (semester-length) per identified pathway for the first year.
6. Faculty will use industry recognized certification competencies such as NATEF, SkillsUSA and the National Career Cluster Knowledge and Skills as the foundation for the curriculum.
7. To integrate academics into the curriculum, faculty will be strongly encouraged to integrate excerpts from the National Repository for Online Curriculum into the CTE courses (www.nrocnetwork.org).

8. Business/industry representatives, comprising one-third of the committee, will review course outlines and student outcomes, provide industry perspective input and suggest modifications to faculty.
9. Faculty will review industry suggestions, make modifications and work to post curriculum and coursework online.
10. Implementation: high school and community college/university faculty will administer the courses in the 2009 – 2010 school year.
11. Procedures will be established to offer courses for dual credit, so students are not charged tuition.
12. Postsecondary institutions will accept credit after performance/technical skill attainment, or dual credit will be awarded.
13. Courses will be reviewed every three years by a volunteer committee comprised of high school, community college and university (where applicable) faculty and business/industry representatives.

Statewide or multi-statewide articulation agreement

For each course and program of study, a written articulation agreement will be signed by the chief executive officers at each of the state's community colleges, the Nebraska Department of Education and participating colleges and universities, agreeing to implement the TDWL program of study. The articulation agreement will describe the program of study, the specific coursework requirements at the secondary, two-year and four-year college levels and prerequisites, if applicable. In addition, as appropriate, agreements will include course grade requirements, end of course exams, certifications or minimum grade-point averages for each secondary and postsecondary level course.

Options available for students to transfer credits to community colleges or four-year institutions and the minimum qualifications for faculty teaching courses in the program of study. Nebraska requires that high school teachers maintain a valid Nebraska teaching certification. Community colleges, depending on the field of study, require a bachelor's degree in the trades area and a master's degree in an academic field. For a course to transfer from a community college to the universities, the faculty are required to have a master's degree and a minimum of 18 hours of graduate work in the field of study. This poses challenges when working across education systems. In a limited number of communities, high school faculty meet the qualifications of both the Nebraska Department of Education and the local community college or university. To mediate the challenge when one person with both credentials cannot be found, a partnership has developed between secondary and postsecondary institutions whereby students take half of their course online, monitored and instructed by college faculty, and the other half of the course taught by the local high school teacher. This "blended" coursework satisfies both accrediting bodies and reinforces relationships among education institutions, as the faculty coordinate and team-teach material. It also helps students as they transfer from one postsecondary institution to another, because the students have transcripts at both the high school and the community college. This process makes transferability much more seamless for the student.

Describe how the program of study meets the requirements in paragraph (b) of this section of the notice. As described on page three, the TDWL program of study meets the requirements as it incorporates secondary and postsecondary education elements, includes coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses. It will lead to an

industry-recognized credential or certificate at the postsecondary level, either in an associate degree or bachelor's degree program. The TDWL program of study will allow secondary education students the opportunity to meet high school graduation requirements, participate in a rigorous academic and technical program of study while earning dual credit.

Describe plans of implementing the statewide articulation agreement. Utilizing the free statewide online career guidance system, www.NebraskaCareerConnection.org, students who decide to focus on TDWL will be able to select coursework available in their high school -- provided via traditional instruction, distance education, at the local community college or online -- to satisfy graduation requirements and the TDWL program of study. This plan is developed at the end of the 8th grade year or beginning of the 9th grade (freshman) year. It is flexible, so students can transfer to another program of study, if desired. The statewide articulation agreements will be available for each student's personal learning plan which is inputted into NebraskaCareerConnections.org.

Organizationally, each of the six Nebraska community colleges will have representation at the curriculum alignment workshops and will recognize the articulation agreements, as they have in the past with regional Tech Prep agreements. The universities will be provided the opportunity to participate in articulation and will recognize student credit. Concurrently, the Partnerships for Innovation will be working with Nebraska's Coordinating Commission for Postsecondary Education to develop a process or system to award high school students with college credit through the community colleges and universities at no cost to the student. This will level the playing field for limited-income students, as Nebraska has always charged students for dual credit in the past.

Describe plans for periodically reviewing and updating the program of study and statewide articulation agreements and for maintaining the involvement of the partners. The articulation agreements will be reviewed every three years. The Partnerships for Innovation, with the assistance of the Nebraska Department of Education, will house the articulation agreements and facilitate the review, repeating the initial outlined process. Since the TDWL-TPC and the PFI Leadership Council are already in place, they will be updated concerning the use of the articulation agreements and the review of the curriculum.

Identify the curriculum standards and admission requirements for two-year and four-year postsecondary institutions for the program of study. Currently, the high school graduation requirements do not align with university entrance requirements in all school districts across Nebraska. Students will be counseled to complete a program of study that is rigorous so that students do not need to duplicate coursework upon entering postsecondary, whether it is community college or university. Coursework will be outlined in the student's program of study and can be developed or monitored by the student, guidance counselor, parent, advisor and teachers through the NebraskaCareerConnection.org webpage.

Describe the procedures and requirements for transferring secondary and community college coursework for credit. Under the current system of regional articulation, each community college coordinates articulation differently. The Partnerships for Innovation is working to develop a statewide system of awarding articulated and dual credit for high school students. It is anticipated that the Partnerships for Innovation will have a statewide process or system developed within the first year of this project's funding period.

Describe the procedures for secondary education students to participate in dual or concurrent enrollment programs or otherwise acquire postsecondary education credits. As

set forth by Nebraska's Coordinating Commission for Postsecondary Education, Nebraska students are required to be of junior or senior status and meet the entrance requirements set by the partnering postsecondary institution. In some cases, that is a set score on the ACT or ASSET/COMPASS college entrance exam. In some colleges, it is a signed waiver from the high school guidance counselor and parent. In some cases, if the student is registered for the class in high school, they are eligible to take the course for college credit (e.g., Advanced Placement). Not all colleges and universities have equal entrance requirements for dual credit or concurrent enrollment. This project would provide the necessary resources for examination of this process.

Explain how credit is awarded to students under the program of study. Currently, students register for the high school component of the course during spring registration. The college credit is offered in the Fall semester once the student is in the classroom. Typically, the high school teacher or a college recruiter explains the dual credit option to students. The student is required to apply for the college credit and pay for the course if they want dual credit. Some institutions have discounted tuition, but it is still in excess of \$100 per course. Upon completion of the course, the lead instructor (whether it be high school instructor recognized by the college as adjunct faculty or the college appointed instructor) awards the student the grade on either or both the high school and college transcript. The college transcript can be forwarded to another postsecondary institution and is recognized as college level coursework. For the duration of this project's funding period, the Partnerships for Innovation will address how to streamline the process and not mandate student tuition for the dual credit course.

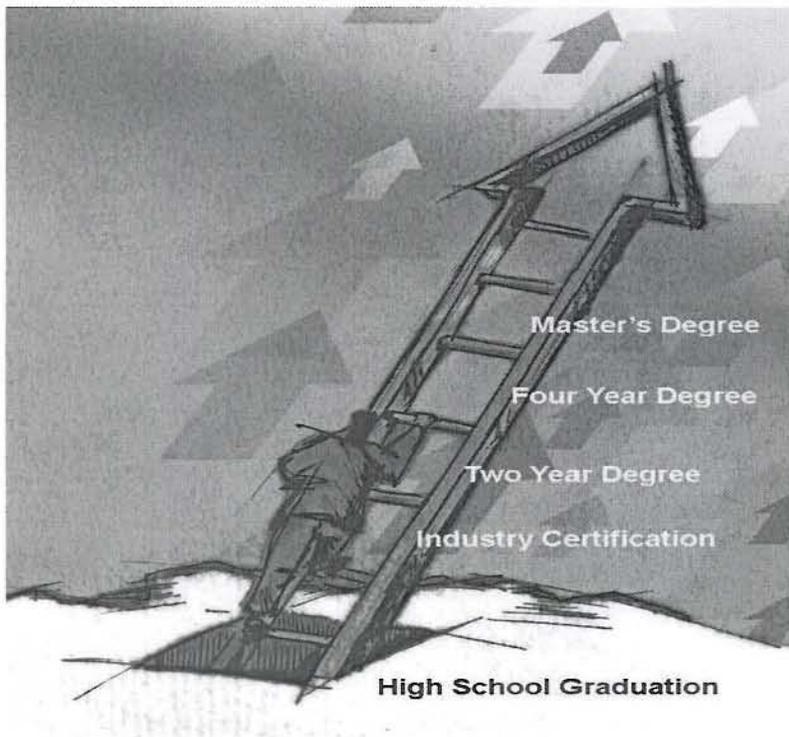
Describe state's plan for developing statewide articulation agreements for additional CTE programs of study after the project ends. When the system of statewide articulation has been proven successful, the Partnerships for Innovation will collaborate with Metropolitan

Community College in Omaha to articulate coursework in the area of Information Technology using the NITAS industry recognized standards, guided by CompTIA and the United States Department of Labor. Each of the Nebraska Career Fields will have at least one program of study with statewide articulated coursework within two years. Upon completion, PFI will narrow its work to the Career Pathways until all programs of study provide comprehensive and rigorous coursework for all Nebraska students.

Plans for providing, after federal funding ends, professional development opportunities including faculty certification training or in-service training designed to prepare staff for implementation of program of study. The Nebraska Career Education Conference held every spring provides an idyllic setting for retraining and professional development. The conference is subsidized by registration fees and the Nebraska Department of Education Career Education Office. Additionally, the business partners on the FutureForce Nebraska TDWL-TPC will provide professional development opportunities for high school and postsecondary faculty, as they have in the past. Finally, the Partnerships for Innovation has committed to delivering professional development for faculty certification and retraining, as technologies advance.

Laddered Curriculum Opportunities

The activities for this project, as well as the aligned curriculum, support a comprehensive and integrated career/education ladder that will facilitate the entry and exit of participants at various levels in keeping with their interests and the needs of industry. Each level will build on the previous level and, where applicable, is validated by industry certification.



Accomplishment of Tasks

The activities of this project have been identified to address the five major phases of project implementation. Based on past experience and the desired outcomes, this will lead to completion of tasks in the Timeline (see Appendix C), as planned, to address start-up, development, implementation, evaluation and dissemination, and sustainability of project efforts.

The start-up phase will include all of the foundation tasks upon which the project will be built: announcing the grant award to partners and stakeholders, setting up the accounting structure to manage the grant funds, orienting staff, scheduling and implementing initial meetings, developing the project website, and outlining and implementing all of the baseline and pre-program data collection protocols.

The development phase will focus on capacity building activities that will support curriculum development and delivery.

The implementation phase will center on training, curriculum alignment and targeting students.

The evaluation/dissemination phase will overlap the first three phases, with some evaluation activities occurring within each quarter as pre-program data is collected and analyzed against progress made each quarter. As the evaluation results shape the evolution of the project and identify best practices, dissemination activities will be accelerated, with presentations made at local, state and national conferences, articles published in journals and association newsletters and magazines, results and proven tools published on the project website, and educational institutions and workforce development stakeholders from across the region invited to workshops to learn how to replicate the project's success.

The sustainability phase will also overlap the previous phases, as some activities within this phase occurred in the planning process. However, the majority of effort in support of this phase will occur in concert with the dissemination activities summarized above and will continue after the funding period has ended. This will include a gradual shifting of resources required for implementation.

Documentation. As noted in the evaluation/dissemination phase mentioned previously, documentation will be maintained concerning the process used to design and reach agreement on the program of study, build and maintain collaborative relationships, establish statewide articulation agreements and facilitate the transition of students through the career ladder opportunities that will be available to them. It is the intent of project partners to insure that the process utilized for this project is disseminated widely and that support is provided from Nebraska collaborators to assist other regions and states in accomplishing similar outcomes.

Document the process the qualified third party used to assess and confirm the rigor of the content standards of the program of study. Nebraska will use the National Career Cluster Knowledge and Skill Statements which have been reviewed by business and industry to assess and confirm the rigor of the content standards within the program of study. Through the process of statewide articulation, Nebraska business and industry will validate the rigor of the technical skill, while state postsecondary institutions will certify the rigor of the academics imbedded in the CTE coursework.

Document state and local policies and issues that enhanced or inhibit the development of the program of study and the statewide articulation agreement. In the process of the project, three statewide forums will be conducted with high level secondary, postsecondary, school district and state administrators to address the state policies and issues that inhibit the development of the program of study. The forums' outcome will specifically address the issues of funding of tuition for dual credit, faculty certification and credentialing, documentation of students' technical skill attainment, tracking of student transitions, awarding of credit, and statewide availability of the program of study for all students - urban, suburban and rural.

Describe the methods the partnership used to incorporate into the program of study and the articulation agreement state and local polices that facilitated the development of the articulation agreement. As a result of the project's process, the partnership will have collaborated face-to-face forums and online, using multimedia to document the state policies in the statewide articulation agreement.

Dissemination

Material on the process followed when designing and reaching agreement on the program of study, as well as TDWL program specific material, will be made available, as requested.

Technical Assistance

Project participants will participate in technical assistance activities sponsored by the Department including two meetings to describe the progress of this project, to make connections with other projects, and to discuss common issues, strategies, best practices and actual or potential barriers to implementation.

Timeline

The project timeline, with activities identified by quarter, is provided as Appendix C.

Commitment to the project

In order to build the state’s capacity to offer rigorous CTE programs of study through statewide articulation agreements that will continue after the Federal funding ends, the project budget demonstrates more than adequate in-kind commitment to the project.

Appendix A -- FutureForce Nebraska Transportation/Distribution/Warehousing/Logistics Committee

Name and Organization	Name and Organization
Judy Amoo, Western NE Com. College	Terri McNeely, UPS West Region Marketing
Bill August, Southeast Com. College	Steven Miller, Reliant Transportation
Richard Baier, NE Dept. of Economic Dev.	Joan Modrell, NE Dept. of Labor, Workforce Services
Rebecca Barrientos-Patlan, Burlington Neigh Assn	Scott Moore, Union Pacific Railroad
Brian Becker, Becker Transportation	Sherry Morrow, NE Safety Center (UN-K)
David Billings, Lincoln ABF Terminal	Lynette Oberdofer, Transportation Specialists, Ltd.
Brent Bowen, University of NE-Omaha	Rich Pahls, Senator, Nebraska Unicameral
Wendy Boyer, Greater Omaha Chamber	Justin Pierce, NE Safety Center (UN-K)
Kelly Christensen, Central Com. College	Linda Poole, Millard Public Schools
Bob Clark, Grand Island Contract Carriers	Dwayne Probyn, NE Adv. Manufacturing Coalition

AAA in the TDWL Career Cluster

John Craig, NE Department of Roads	Larry Rilett, University of NE-Lincoln
Dan Doherty, Western NE Com. College	Michael Riley, University of NE-Lincoln
Bill Eakins, Mid-Plains Com. Coll., Technical Ed	Joe Rowson, UN-L, P-16 Council
Milt Ehly, Cabelas	Jeff Rumery, Community Action Ptnrshp of Mid-NE
Dave Engel, Central Com. College	Clifford Sawyer, Southeast Com. College
Tony Glenn, NE Department of Education	Lois Schmidt, NE Department of Roads
Galen Hadley, University of NE-Kearney	Roseana Smith, Werner Enterprises
Mike Harris, NE Dept. of Health/Human Services	Jason Sokolewicz, NE Public Power District
Nance Harris, Nebraska Trucking Assn.	Lou Soukup, Bellevue University
Al Hartley, Central Com. College	Greg Stahr, NE Dept. of Education, SkillsUSA
Mary Hawkins, Bellevue University	Pat Sullivan, NE New Car & Truck Dealers Assn.
Edward Haynes, Bellevue University	Ron Tillery, Nebraska I-80 Coalition
Bill Hitesman, Central Com. College	Loy Todd, NE New Car & Truck Dealers Assn.
Dave Jacobs, Midwest Technical Training	Vicki Torres, Wal-Mart Distribution/North Platte
Jolene Jefferies, Union Pacific Railroad	Ed Trout, Cornhusker Motor Company
Cindy Johnson, Grand Island Chamber	Wade Turner, Wal-Mart Distribution/North Platte
Larry Johnson, Nebraska Trucking Assn.	Gregg VanderWeil, Wayne State College
Lyle Kathol, Northeast Com. College	Bev Vonasek, NE Department of Roads
Ann Kawata, NE Dept of Health/Human Services	Jim Walsh, Omaha Truck Center, Technical Adv Ctr
Randy Kissinger, NE Workforce Development	Phil Warren, Nebraska Logistics Council
Shawn Klein, Omaha Truck Center, Maintenance	John Wees, United Parcel Service
Ron Kontos, NE Department of Roads	Carrie Williams, NE Department of Roads
Sue Larson, NE Department of Roads	Glen Williams, Southeast Com. College

Appendix B -- Partnerships for Innovation Leadership Council

Name and Organization	Name and Organization
Dr. Roy Baker, Norris Public Schools	Dr. Kent Mann, Grand Island Public Schools
Diana Doyle, Western NE Com. College	Dr. Marilyn McGahan, Mid-Plains Com Col
Dr. Ron Hanson, Papillion LaVista Pub. Sch	Karen Severson, Northeast Com. College

AAA in the TDWL Career Cluster

Dr. Dennis Headrick, Southeast Com. Coll.	Dr. Greg Smith, Central Com. College
Rhonda Jindra, Educational Service Unit #1	Jody Tomanek, Metropolitan Com. College
Bob Lungrin, Educational Service Unit #10	Dr. Rachel Wise, Omaha Public Schools
Ex Officio Members	
Dean Folkers, NE Department of Education	Randy Vlasin, FutureForce Nebraska
Rich Katt, NE Department of Education	Erika Volker, Partnerships for Innovation

APPENDIX C -- TIMELINE	Activity/Objective	Quarters>	1	2	3	4	5	6	7	8
Management:	(1) Appoint Curriculum Alignment Coordinator, (2) Appoint PFI Administrative Director, (3) Provide oversight.									
Curriculum Models:	(1) Communicate grant award to partners and stakeholders.									
	(2) Sponsor TDWL Curriculum Strategy Session with business/industry and education representatives: conduct course needs assessment, identify curriculum gaps and available industry certifications									
	(3) Organize/facilitate TDWL curriculum alignment workshop with high school, com. college, university faculty. Faculty develop articulated coursework and integrate academic standards using the National Repository for Online Curriculum									
	(4) Business/Industry review coursework & outcomes, provide feedback									
	(5) Faculty modify course based on feedback and work to develop online curriculum which can be accessed statewide									
	(6) Document articulation process w/multimedia; develop synopsis of process									
	(7) Professional development for secondary/postsecondary faculty to coursework.									
Marketing:	(1) Disseminate information to faculty/ businesses; mail curriculum..									
	(2) Provide information on FutureForce Nebraska website and Nebraska Career Connections website for Nebraska citizens and guidance counselors									
	(3) Provide coordination materials in newsletter with NDE Guidance Counselors; provide workshop at NCE Conference									