

Pathways to Equity:

Effective Transportation Career Partnerships

2013

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TRANSPORTATION LEARNING CENTER

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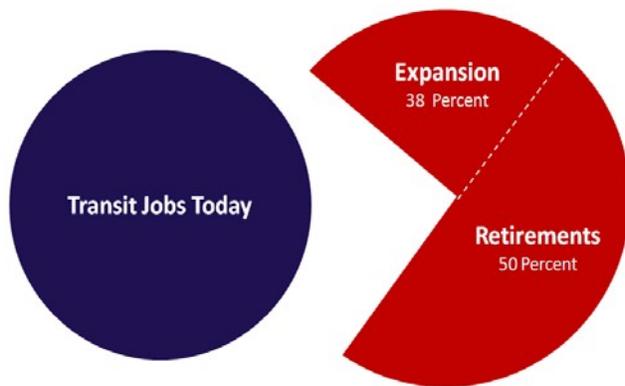
The Challenge

America faces a profound mismatch between the needs of urban communities for quality jobs and careers and the parallel needs of industries (especially urban industries) for qualified applicants for frontline workforce technical jobs. Many industries chronically complain of a shortage of qualified applicants – especially young applicants – for technical blue-collar jobs, even as the retirement of the Baby Boomer generation is opening up millions of vacancies in those very jobs. Conversely, people of color concentrated in inner cities have much higher rates of unemployment and poverty than the country as a whole, while inner-city high school dropout rates exceed 30, 40 and even 50 percent.

The public transportation industry is strategically positioned to leverage good public policy and far-sighted leadership to positively address both ends of this paradox. Public transportation is an essential public service, critical to the economic health of every city. Public policy and public investment in public transportation provide potential policy levers that can improve career access outcomes for urban populations. Public transportation is inherently an urban industry: the bulk of public transportation jobs are in metro areas, transit passengers are metro voters, and by definition urban residents make up the bulk of city school populations and voters. It has been argued persuasively that the possibilities for creative progressive coalitions linking infrastructure and job strategies are stronger in urban areas than at the statewide or national levels¹.

The Need: Transit & Transit Construction

Public Transportation- passenger rail and bus service – is the fastest growing sector in the overall transportation industry. With close to 400,000 jobs currently², transit is projected to expand its employment by 38 percent in the next 10 years³. Over the same time period the Department of Transportation (DOT) projects that half of the industry’s current employees will be retiring, creating even more career openings. The result is that the transit industry will need to hire and train the equivalent of 88 percent of today’s total employment, 350,000 new people, in the next 10 years (see figure 1).



Source: Transportation Learning Center, based on data from US DOL, DOT

Figure 1: Challenge of Training New Employees: Transit Retirements & Employment Expansion

Public transportation jobs lead to good family-sustaining careers. With over 90 percent of transit’s frontline workers represented by unions, the industry has good average annual earnings, ranging between \$45,000 and \$78,000 for frontline technical positions, with strong fringe benefits including health care and pensions⁴. In addition, careers in the transit industry are very stable, with little or no seasonal variation. Many transit frontline employees stay in the industry, often with one employer, for their entire working career. Transit operators and technicians have career ladder

advancement options, moving up to other skilled positions and more attractive shifts as they become more experienced. While minorities and women have made broad inroads into transit operator positions (minorities are 38.9 percent of transit operators, and women are 43 percent), their access to highly skilled technicians jobs has been more limited (21.6 of diesel mechanics nationally are minorities, and 1 percent are women)⁵.

Transit capital construction (more broadly, transportation capital construction) is an important part of the broader US construction industry. Unlike operations and maintenance careers in transit systems, construction work in general is subject to extreme “boom and bust” variation across the business cycle – especially in the continuing downturn in the wake of the 2008 Great Recession. The same variability can apply for transit capital construction, but within metro regions the transportation construction business cycle tends to be linked to major expansion or reconstruction projects. The development of new transit rail and commuter rail capacity in cities like Los Angeles, Seattle, Denver, Portland, Salt Lake City, Miami, San Diego, Dallas, the Bay Area, and Newport News provides many years of construction employment and thousands of jobs, while rail rebuilding and expansion programs in older transit systems like Chicago, Boston, or Philadelphia tend to have more limited impacts. Nationally, transit-related construction projects have been running at about \$10.5 billion⁶ in recent years, producing some 86,000 construction jobs each year⁷, though more investments - and jobs - are needed for the future. Construction jobs on average have good pay – averaging \$40,000 for a full-time equivalent year – and benefits, with wages varying according to the particular craft (heavy equipment operators, electricians, structural iron workers, carpenters, laborers, etc.)⁸. The quality of construction jobs is much stronger in the union-represented segment of the industry, and not only in pay, but in health care and benefits.

A major difference between union and non-union construction jobs is the access to quality training and apprenticeship provided to union workers. Negotiated apprenticeship and training programs have higher participation rates for people of color and women and stronger completion rates across all categories of workers compared to the more limited apprenticeship programs in the non-union sector⁹. Some of the best results for people of color and women in construction apprenticeship programs have been established under Project Labor Agreements (PLAs)¹⁰. According to the 2009 White House Executive Order, a PLA is a pre-hire collective bargaining agreement with one or more labor organizations that establishes the terms and conditions of employment for a specific construction project and is an agreement described in 29 U.S.C. 158(f)¹¹. Women and African-Americans are significantly under-represented in the construction crafts (women from 1.8 to 2.9 percent in and African-Americans from 4.2 to 6.0 percent in three sampled crafts – Carpenters, Laborers, and Electricians), while Latinos have been rapidly increasing their share of craft union membership (ranging from 14.8 to 41.2 percent in the three sampled crafts – Carpenters, Laborers, and Electricians). Transportation construction projects, including transit capital projects, generally fall under federal (or state) prevailing wage requirements that call for construction workers to be paid the equivalent of the locally prevailing union wages. As a result, work on transportation construction projects is much more likely to be done by union-represented contractors and workers.

The Solution: Two Strategies

Expanding access to quality careers in transit systems and in transit capital construction has been the focus of innovative local programs around the country in recent years. This report presents case profiles of two of the most promising examples – one for youth Career Pathways into transit industry careers, and one for targeted construction hiring and training of disadvantaged workers for transit capital projects.

With its rapid job growth and hundreds of thousands of upcoming retirements, the transit industry provides an important area of leverage for improving career access for groups that have historically been under-represented. With the very rapid growth in transit rail ridership – up more than 75 percent since 1975 – the industry has been investing heavily in expansion, with new lines, stations, rights of way and track totaling an estimated \$10.5 billion annually in recent years.

Career Pathways strategies for public transportation can be built by broad partnerships of community groups, schools, community colleges, employers, unions and local government to improve educational engagement and career outcomes for urban populations. Depending on the approach taken, transit career pathway strategies can expand job placement and training for quality careers in transit or in construction occupations – and potentially in both.

Career Pathways partnership programs linking public school Career and Technical Education (CTE) programs with transit career opportunities can improve graduation rates and move more young people onto career ladder tracks for family-supporting jobs in transit and related transportation sectors. The success of such programs expands the pool of technically qualified job applicants for a variety of jobs that require technical skill but do not require a four-year college degree. The industry benefits of such strategic partnerships with schools along with pre-apprenticeship programs for adults will accrue not only to transit, but also to other sectors of the transportation industry and to other industries that need well prepared applicants for technically demanding jobs – careers for frontline technicians and for white collar workers.

Improving job access and skill training for under-represented minorities and women through well structured Community Workforce Agreements (CWAs), Community Benefits Agreements (CBA's) or Project Labor Agreements (PLAs) in public transportation capital construction projects can expand their participation in skilled family-supporting careers in the construction industry. The industry benefits from these agreements through the development of a diverse workforce, as well as obtaining ongoing support for construction projects from the community groups who have been involved in the development of these agreements.

This report focuses on two local case profiles for transit Career Pathways: a Project Labor Agreement in Los Angeles providing expanded access to jobs and training for public transportation capital construction, and a youth Career Pathways partnership in Philadelphia linking career and technical education with future transit careers. Both of these models, if taken to scale in the transit industry, can have positive impacts, locally and nationally, for improving access to family-sustaining careers and training and for improving educational outcomes for disadvantaged groups – urban low-income and minority groups as well as women – who have previously been under-represented in these occupations.

The LA Metro Project Labor Agreement Strategy

The LA Metro system is the ninth largest transit system in the country and one of the fastest growing. In partnership with community groups, the Building Trades Unions and Los Angeles City and County government, LA Metro is now in the early stages of a multi-decade expansion that will ultimately invest \$70 billion in new construction creating tens of thousands of construction jobs. The new Project Labor Agreement between LA Metro and the local Building Trades Council – shaped with strong community input – creates strong targets for hiring and training residents from economically disadvantaged areas for construction careers connected to this work. Workforce agreements to expand access to construction careers and training have a history in the U.S. going back to the 1980s with projects like Boston’s Big Dig highway and tunnel construction. In the past fifteen years community workforce agreements in Project Labor Agreements have been increasingly used in over a hundred projects, as documented in a number of studies¹².

Los Angeles has been the leading US city for developing workforce agreements in PLAs and also broader Community Benefits Agreements. Under these agreements government agencies build in project requirements for a range of improvements such as new parks and public housing, usually alongside expanded community access to construction jobs and training¹³. Since the PLA for the expansion of LA Metro is new, signed only in December 2012, it is still in the early stages of producing concrete results. Based on the extensive prior history of Los Angeles Workforce Agreements in PLAs, the projected \$70 billion in transit construction work is expected to generate an estimated 210,000 quality job opportunities for community members from targeted low-income and minority populations¹⁴. The PLA requires minimum ratios of apprentices for each construction craft, so new hires with less experience will be able to participate in the high quality union-sponsored negotiated apprenticeship training programs that are the best source of skills in the construction industry.

The Philadelphia Youth Career Pathways Strategy

The Philadelphia area’s transit system, Southeastern Pennsylvania Transit Authority (SEPTA) has the sixth largest transit ridership in the US. It is an older, well established system that is more engaged in maintenance and rebuilding existing capacity rather than expanding with new service routes and lines. SEPTA and the union that represents its transit employees, Transport Workers Union (TWU) Local 234 with over 5,000 members, have been national leaders in working together for more than a decade to create a quality system of Career Ladder training for incumbent workers. They have helped to lead the transit’s industry’s industry-wide program to create national training standards for frontline technical occupations, developing training materials, apprenticeship and mentoring programs based on those national training standards. The results have been increased skills, career ladder advancement for frontline technicians, and greatly enhanced reliability of equipment and cost-effectiveness of maintenance and operations. (An in-depth study by the Center documented savings of over \$10 million from just the first three years of this program, compared with total increased training investment of \$2.5 million.¹⁵). As Philadelphia’s new system of incumbent worker training was maturing, leaders of TWU and SEPTA realized they needed to work with the Philadelphia community to address developing future generations of skilled transit workers. They saw the need to extend their new framework of Career Ladder training for incumbents to include Career Pathways linkages to future transportation careers for area youth, particularly young people coming up

through Philadelphia's public schools. The several union presidents of Local 234 across this period were Philadelphia-born African Americans, and – like their counterparts in other large transit locals in major cities – they had a strong sense of responsibility to improve outcomes for urban youth. TWU and SEPTA were the drivers of an innovative partnership linking inner city Career and Technical Education with career opportunities in Philadelphia area transit and related transportation industries.

Career Pathways partnerships, such as the partnership that has started in Philadelphia seek to combine the best of school-based Career and Technical Education (CTE) programs with quality work-based learning provided in the workplace. Career and Technical Education emphasizes hands-on and contextual learning that aims at real world workplace challenges and problem solving. CTE programs in high schools and community/technical colleges work best in partnership with the industry –employers and, where they exist, unions – that have a deep understanding of the knowledge and skills needed for career success. The industries that make the best CTE partners provide opportunities for student job shadowing and paid internships for students, and work-based learning and career ladder opportunities for their employees so they can advance in the organization through further learning and work experience. The evidence for the success of high quality Career Pathways and CTE programs is impressive. CTE students stay in school, learn more in school and earn more after graduating. Career Pathways employers have lower turnover, higher skills and better productivity¹⁶.

Although these transit-based CTE-related Youth Career Pathways projects are relatively new, they are now being developed in increasing numbers of transit systems and transit unions in partnership with community education institutions and nonprofits. The model of Career Pathways partnerships linking employers, unions and schools, although new and not yet operating at scale in any communities, is broadly applicable not only in transit but in the rest of transportation and other industry sectors.

Implications

The Los Angeles PLA and the Philadelphia Youth Career Pathways Partnership represent two different but powerful models for expanding access to transit-related careers – in transportation-related construction and in transit operations and maintenance. These two approaches – workforce-oriented Project Labor Agreements for construction and CTE partnerships for careers in transit – are at very different stages in the development of their respective models, but both offer significant promise for expanding access to quality careers and achieving employment equity through transit-related partnership initiatives. PLAs and Community Workforce Agreements have been evolving – and improving – for several decades, and they have built-in funding and some degree of support from federal DOT agencies. Youth Career Pathways partnerships represent a newer approach, particularly in transit, with very limited access so far to public resources to support them. Nevertheless, their two approaches are very important in themselves, individually and particularly together. To some extent these two models can be seen as complementary – addressing two ends of a continuum of transit-related jobs and skill development that in the future could be addressed together.

The LA Metro Project: Community Pathways into Construction Careers

Background

For over a decade, Los Angeles has been a leader in establishing Community Benefits Agreements (CBAs,) legally enforceable contracts negotiated between public and/or private project developers and members of the community interested in and affected by that project. Benefits negotiated on behalf of the community can range from employment and workforce initiatives such as targeted workforce hiring from the surrounding communities to provisions that address a variety of critical community concerns such as environmental impacts and affordable housing benefits and protections. In exchange for those benefits, community groups agree to support these projects with government entities involved in various stages of the proposal, including initial approval and permitting¹⁷.

A great deal has been written about Los Angeles CBAs (Appendix A: Website Links to Related Articles & Resources includes websites with citations to the extensive literature discussing these agreements and their impact). Some of the largest agreements include the Los Angeles International Airport CBA, an eleven billion dollar modernization project that provides for fifteen million dollars in job training funds for airport and aviation-related jobs, hiring of local low-income and special needs residents, soundproofing and air pollution protections, and funding to study potential health impacts on communities surrounding the airport. The Los Angeles Sports and Entertainment District CBA includes targeted hiring, living wage provisions, community involvement in selection of tenants and an assessment of local community park and recreation needs with a one million dollar contribution to help address those needs¹⁸. Another example, the Los Angeles United School District agreement, contains a 50% local hire goal and is discussed in more detail in the Outcomes section.

From an equity perspective, then, CBAs bring a variety of community based stakeholders into the discussion. They ensure that community voices are heard and a set of concrete commitments are established in areas that directly impact the community. Equity-related commitments can range from affordable housing and environmental improvements to hiring policies and job quality. A strong CBA process ensures accountability to the community and, in turn, creates an environment of community-based support for major development projects and a network of ongoing partnering relationships among participating organizations. While the independent negotiation of CBAs by communities and local government agencies with developers is a relatively new process, they often overlap with specifically employment-related agreements -- Project Labor Agreements (PLAs). PLAs have been negotiated between project developers and the labor organizations representing the trades that will be performing the project's work. PLAs have a history that goes back decades, perhaps even having origins, as some have noted, in agreements negotiated during World Wars I and II. PLAs have been frequently negotiated by public agencies and private entities that have found that management, labor and the public benefit from centralized labor-management relations on large and complex construction projects. The alternative of dealing with hundreds of separate processes for hiring, recruitment, training and dispute resolution on these large projects is unwieldy and unreliable. PLAs were traditionally aimed at establishing a prevailing wage (usually the union-wage, which

generally exceeds a living wage) and a variety of procedures aimed at ensuring safe and fair working conditions while enhancing efficiency, productivity and the reduction of conflict.

In addition to project completion goals, specific requirements for access to joint-labor management apprenticeships under these PLAs bring a benefit to the incoming workforce. The union apprenticeship model, based on training under a joint labor-management partnership, creates the best possible training of workers and the highest completion rates for workers entering apprenticeship programs across all categories of workers¹⁹. And while improvement is still needed in improving completion rates for women and people of color, PLAs have evolved to become an effective tool in bringing under-represented workers into and through the apprenticeship system²⁰. With increasing frequency over the past fifteen years PLAs have been expanded to include workforce-related elements contained in CBAs; these forms of PLA have sometimes been called Community Workforce Agreements (CWAs.) As defined in a recent Cornell University study, CWAs "are PLAs that contain social investment or targeted hiring provisions to create employment and career path opportunities for individuals from low income [and other disadvantaged] communities."²¹ A majority of PLAs examined (100 of 185) in the Cornell research contained CWA provisions related to equity issues such as: hiring of local area residents and set apprentice utilization levels (so that trainees could participate in projects); preferential hiring of women and people of color; employment and training opportunities for members of economically disadvantaged populations; and, promotion of construction careers for veterans. The Cornell study emphasizes the power of PLAs in building pathways to middle class careers for disadvantaged populations that are under-represented in the construction industry. Community Workforce Agreements are a form of a PLA that has been negotiated throughout a range of projects in Los Angeles, including the LA Metro agreement examined in this case profile.

“A Landmark Agreement”

On January 26, 2012, after months of discussion and negotiations with the Los Angeles/Orange Counties Building and Construction Trades Council (BCTC) and other labor, community and government stakeholders, the Los Angeles County Metropolitan Transportation Authority (Metro) Board of Directors unanimously approved a PLA between Metro and the Building Trades Council relating to work on Metro's transit construction projects. The PLA, which encompasses all LA Metro projects costing over 2.5 million dollars, could according to Metro apply to as much as 70 billion dollars in construction work over the next thirty years²².

Los Angeles Mayor Antonio Villaraigosa hailed the agreement's use of "federal and local dollars to create jobs targeted at economically disadvantaged communities and individuals," calling it a "landmark program [that] is part of a strategy to deliver public transit projects while creating jobs that will lift people out of poverty and into the middle class."

The 2012 PLA that LA Metro negotiated with the LA Building Trades with broad community participation focuses on training for and access to good jobs, reflecting all stakeholders' concerns with the need to address poverty, unemployment and underemployment, particularly in disadvantaged communities and populations. In addressing these concerns,

the PLA includes a Construction Careers Policy (CCP) to support employment and training of workers from these areas and populations. This case profile will focus on the specifics of the development of the Construction Careers Policy, how it works in its early stages, and its ultimate goals.

Project Overview

Los Angeles County Transit and Highway Construction Project Labor Agreement (PLA)²³

Targeting disadvantaged workers and workers from disadvantaged areas in Los Angeles and nationally

Program Partners:

PLA Signatories

- Los Angeles County Metropolitan Transportation Authority (Metro)
- Los Angeles Counties Building and Construction Trades Council affiliated with the Building and Construction Trades Department (AFL-CIO) and the signatory craft councils and local unions

Additional Parties Involved in PLA-Related Discussions

- As noted above, the LA Metro PLA was one in a series of PLAs and Community Benefits and Workforce Agreements that have been negotiated in Los Angeles for over a decade. The community-based concerns and specific workforce language in the Metro PLA were part of ongoing discussions in a broad coalition of the city, labor and community organizations that met regularly to look for and develop opportunities for such agreements. Organizations in this coalition included the New Black Workers Center, the Los Angeles Alliance for a New Economy (LAANE,) representatives from churches throughout the city, unions from a range of industries, and representatives from various offices in the City of Los Angeles, with leadership from Mayor Antonio Villaraigosa's office. Part of LAANE's contribution included working with the U.S. DO to ensure that the targeted hiring language of the PLA was in compliance with regulatory limitations related to targeted local hiring on federally-funded transportation projects²⁴.
- City Council members and staff

Organizations Involved in Implementation

The types of organizations involved in activities that take place at various stages of outreach, hiring and referral of target workers include:

- Non-profits and for-profits providing Job Coordinator services, as described below
- Community-based social service agencies linking potential workers from the targeted communities to job coordinators and providing additional support as needed
- Local and nationally-based workforce training programs
- Joint labor-management training programs that provide pre-apprenticeship training

Mission and Purpose:

General

The PLA's basic objectives related to employment include creating job opportunities in construction and supporting careers in construction. Strongly emphasized are Metro's commitment to diversity in workforce hiring, along with hiring policies that "directly combat poverty and unemployment" through a Construction Careers Policy aimed at employing economically disadvantaged areas and workers. (PLA Purpose pp. 1-2)

As with other PLAs, this PLA provides for the orderly resolution of disputes in a manner that avoids strikes and lockouts so as to ensure on-time and on-budget completion of the project, a result that also promotes the "public interest." (PLA Purpose, p.1)

The remainder of the statement of purpose includes a series of "whereas" clauses noting the need for successful completion of the project to be achieved through positive labor relations and the avoidance of work disruptions.

Goals and Objectives

The PLA defines four key groups of targeted workers. They are:

- "Community Area Resident," defined as a someone who lives in an Economically Disadvantaged or Extremely Economically Disadvantaged Area, as defined below, within a five-miles radius of the project;
- Residents of "Economically Disadvantaged Area," defined as a zip code that includes a census tract or portion with a median household income below \$40,000 per year;
- Residents of "Extremely Economically Disadvantaged Area," defined as a zip code that includes a census tract or portion with a median household income below \$32,000 per year; and
- "Disadvantaged Worker," defined as an individual who resides in one of the areas defined above and has at least two of the following characteristics that create barriers to employment:
 - ❖ Homeless
 - ❖ Custodial single parent
 - ❖ No GED or high school diploma
 - ❖ Criminal record or other involvement in the criminal justice system as defined in the Construction Careers Policy
 - ❖ Chronic unemployment
 - ❖ Emancipated from the foster care system
 - ❖ Veteran of the Iraq/Afghanistan war
 - ❖ Apprentice with less than 15% of the hours required to graduate to the journey level

Target Numbers

The PLA sets out numerical requirements for the work participation of locally and nationally targeted workers. State and locally funded projects can use local targeted workers, while projects with federal funding must --due to legal requirements established by the federal

Department of Transportation, as described above--seek to draw from a national pool of workers, which can include but not be limited to Los Angeles County.

For federally-funded projects:

- A minimum of forty percent of the project work hours must be done by nationally targeted workers, with priority given to those from Extremely Disadvantaged areas in the United States; after exhausting that pool any nationally targeted worker can be used.
- Disadvantaged workers must be used for ten percent of project work hours.
- Fifty percent of all apprenticeship hours will be worked by nationally targeted workers, and a minimum of twenty percent of project hours will be covered by apprentices. Particular journeyman to apprentice ratios are required; these provisions typically ensure newer entrants are working alongside skilled workers so they can be trained and ultimately qualify as journeymen.

For projects other than those that are federally funded:

- A minimum of forty percent of the work hours performed under the PLA must go to local targeted workers with priority given to Community Area Residents. Once that pool is exhausted, referral must come from local residents from Extremely Economically Disadvantaged Areas, and then from local residents from Economically Disadvantaged Areas, all in Los Angeles County.

Fifty percent of all apprenticeship hours will be worked by local targeted workers, and a minimum of twenty percent of project hours will be covered by apprentices. Particular journeyman to apprentice ratios are required; these provisions typically ensure that newer entrants are working alongside skilled workers so they can be trained and ultimately qualify as journeymen.

Program Funding:

Direct Funding

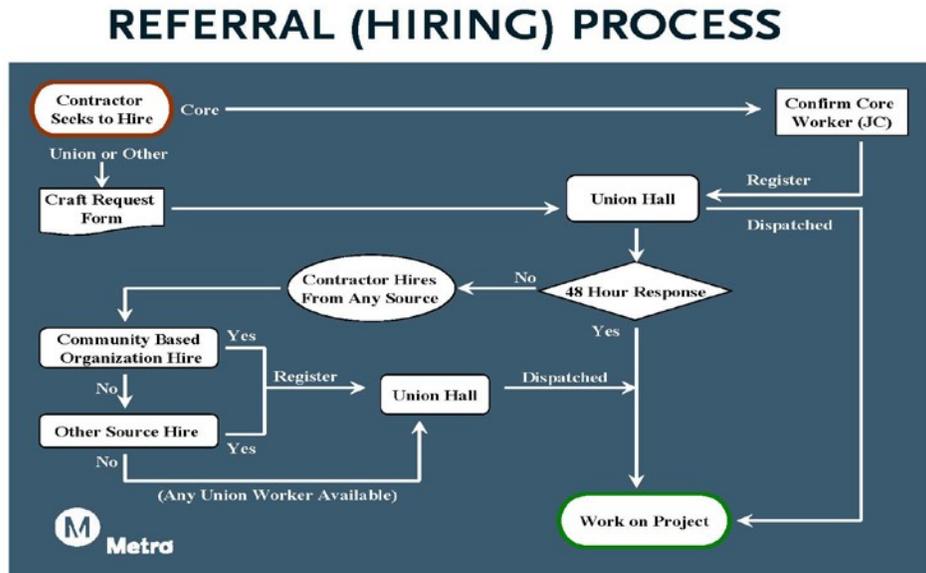
- Core funding for LA Metro capital construction comes from a local half-cent supplemental sales tax, Measure R, approved by Los Angeles County voters in November 2008. This supplemental sales tax will be collected for 30 years, but the work will be largely front-loaded through bonds paid for by future revenue from the supplemental sales tax.
- A number of the projects will also be leveraged with federal funds.

Indirect Funding

- Community-based training and social service support groups, funded from a range of local, federal and private sources
- Joint labor-management training programs funded by unions and contractors

Program Activities:

Figure 2 is a flow chart of the Metro referral and hiring process established under the Metro PLA's Construction Careers Policy.



Source: Metro Website at www.metro.net

Figure 2: LA Metro Referral (Hiring Process)

As illustrated by the chart, the basic referral and hiring steps are:

- The contractor on a particular Metro project covered by the PLA determines what number and type of workers it needs to hire for the project at a particular time.
- A contractor on a project is allowed to designate up to five workers "core workers" before the project. That means up to five workers sent out to that contractor's projects do not have to come through the targeted hiring process.
- For workforce needs beyond the core workers, the contractor fills out a Craft Request Form, requesting a worker who meets the targeted hiring requirements as prescribed under the PLA. That form goes to the hall of the particular union that represents the type of worker needed. For instance, a request for Laborers would go to the local Laborers International Union of North America (LIUNA) hall, while a request for electricians would go to the International Brotherhood of Electrical Workers (IBEW) hall.
- If the union has an apprentice or journeyman available from the targeted hire population who meet the contractor's needs, that person is sent out to the project.
- If the union does not have any workers from the appropriate categories available, the contractor notifies the project's Job Coordinator.
- The Job Coordinator, working with its community-based and training networks, identifies qualified job applicants who meet the requirements set out in the Craft Request Form. The Coordinators do the certification work to ensure that the workers meet the Craft Request and Construction Careers targeted hire requirements. They also keep track of those requirements and submit monthly reports to Metro.

- Applicants are sent by the Coordinator to the union hall to be interviewed and then, if qualified, are registered with the apprenticeship program and sent to the contractor's project to work. There are some variations in worker dispatch procedure, depending on the particular union and whether a contractor is an actual signatory to the PLA.
- If the Job Coordinator cannot locate an appropriate candidate for a particular job, any union worker available can be sent to the project, in accordance with a particular union's dispatch procedures.

These are the formal steps. Interviews with several Job Coordinators on different projects provided details about what happens within the referral process and the various ways in which community outreach takes place. Key outreach and preparation activities by the Job Coordinators include:

- Getting the word out through their various community-based networks about job availability. This step is often not necessary, since the community is aware that there are jobs through the Metro PLA, as well as other projects, and they regularly contact the job coordinating agency. One Coordinator noted that he has had 15,000 people come through his doors, and 10,000 are currently active and waiting for placement. Of that group, all of whom come from local communities, he estimates 60 percent are African-American and 35 percent are Latino.
- Working through their particular service agency and training networks to ensure applicants are initially screened in order to meet basic job readiness requirements. Many of these service agencies and training networks have done the basic job readiness training and initial screening prior to the applicants arriving at the Job Coordinator. At this time--the early stages of Metro's projects--many of the jobs are for positions that do not require advanced skills training.
- To ensure that the people they refer have had training that prepares them to work at the appropriate level, the Job Coordinators work through their existing training relationships and networks to provide those interested with preparation for these skilled jobs. Examples from the interviews:
 - ❖ One Coordinator established and directed the Los Angeles United School District (LAUSD) targeted worker training program, which was, unlike the LA Metro PLA, centralized under the LAUSD. Because that program is still in operation and still training potential job applicants using, in part, a pre-apprenticeship curriculum established by the national Building and Construction Trades Department of the AFL-CIO, she gets trainees from the LAUSD pool and refers them to appropriate jobs on the Metro project.
 - ❖ One Coordinator does a basic job orientation--which includes individual assessments and resume support – for forty people each week who have been referred by social service agencies in this coordinators established networks. Everyone who is qualified is put into a database, and is notified when an appropriate job becomes available. For individuals in their pool who have the interest in and meet initial requirements for more highly skilled jobs, the local representative for the electricians' training program comes in for a course that runs several times a year for eight Saturdays that can count toward apprenticeship requirements and prepare participants to pass the test required to enter the electrician's joint labor-management apprenticeship program.

- Once an individual is referred to a job through the Job Coordinator, the Coordinator works with the social service agencies to ensure that the worker has the appropriate support and materials needed, such as tools, shoes and clothing, any licenses required, and basic funding for transportation to and from the job.
- Monthly reports with detailed data on progress toward goals and objectives are filed and posted on the Metro website (<http://www.metro.net/projects/>)

All three Job Coordinators interviewed had extensive experience working on job referral under earlier PLAs and related agreements. All three, without prompting, commented that this particular PLA had a structure and process that was somewhat disjointed and inefficient. A particular point of concern was the existence of multiple Job Coordinators, some brought in by selected contractors, and some from for-profit entities. In addition, the segmentation by contractor and project does not allow for centralized communication concerning certain skills or safety training, for instance, that might be required throughout the PLA. Finally, the potential for conflicts between the Job Coordinator and the contractor exist where the contractor wants to hire its own people, while the Job Coordinator--who under the PLA, works for the contractor--is responsible for ensuring compliance with PLA targeted worker hiring goals. There was some consensus that a different sort of process--perhaps one with a more centralized training and referral function such as that used under the LAUSD agreement--might be a more efficient and effective use of time and monies

Outcomes

Currently, the LA Metro PLA can demonstrate only initial outcomes, since only three projects have started so far, and they are just in their early stages. This means that the workers who are starting first will be the journey workers; apprentices will come later. It also means that the workers first put to work will likely be those already in the pipeline, but currently out of work, so the results of any new initiatives to bring less-represented groups in the construction workforce, such as women, will have to be observed as the projects progress.

Initial work, though can be and is, based on current data, being done by a significant percentage of workers from the targeted communities. The projects that have started thus far have documented that:

- Targeted workers have performed 51.24% of the aggregated project work hours (Figure 3)
- People of color are performing 65.01% of the aggregate project work hours, including (Figure 4):
 - ❖ African-Americans performing 9.41% of the work hours
 - ❖ Hispanics performing 51.2% of the work hours
 - ❖ Native Americans performing 1.39% of the work hours
- For reasons noted above, initially quite low percentages (2.84%) in apprentice work hours and work hours performed by women (.4 %.)

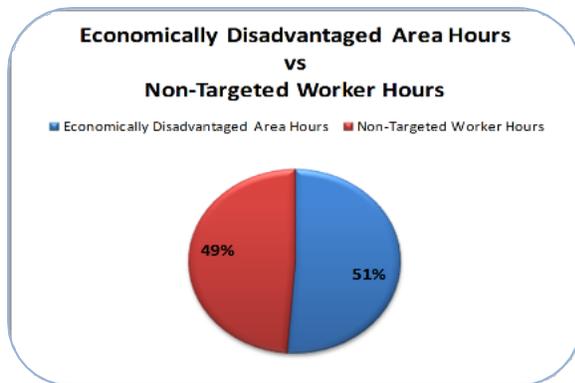


Figure 3: LA Metro Project Targeted Worker Hours

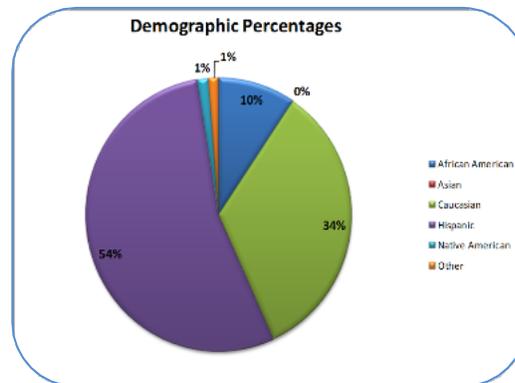


Figure 4: LA Metro Project Targeted Worker Demographics

One way perhaps to examine the potential impact of the Metro PLA is to look at the outcomes of another large Los Angeles PLA, the LA Unified School District Project Stabilization Agreement (PSA). A study by the UCLA Labor Center California Construction Academy Project noted that this agreement has a local hire goal of 50% district resident participation, as defined by zip codes that fall inside the boundaries of LAUSD's sub-districts. It also requires that 30% of the workforce for each craft must be apprentices, with 40% of those required to be first-year apprentices. The 2012 paper found that:

- 41% of the workforce met the local hire definition under the PLA for a total of 42% of all wages earned.
- 68% of the local hires were from LA County, for a total of 79% of all wages earned.
- All apprentice goals were met.

The study concludes that the "LAUSD PSA generated \$1.02 billion [in wages] for residents of Los Angeles County between 2003-2011 alone. The Unified School District PSA also met its apprenticeship utilization numbers, including 40% of all apprentices being first-year apprentices. This created many opportunities for entry-level workers and those going through apprenticeships to gain work hours that help them advance in their careers towards journey-level worker status²⁵."

While quantitative analysis of specific outcomes must wait for the LA Metro PLA to develop further, we can look to the extensive and rich literature documenting the equity benefits of PLAs that contain targeted and first hire requirements in disadvantaged communities²⁶. Whether these agreements are labeled Project Labor Agreements (PLAs,) Project Stabilization Agreements (PSAs,) Community Workforce Agreements (CWAs,) or Community Benefits Agreements (CBAs,) they demonstrate the power of labor and community and public and private sector partners when they come together to set specific goals that ultimately provide pathways into careers and the middle class for populations who have not previously been able to access those pathways.

With its networks of PLAs and related agreements, Los Angeles also illustrates the significant impact of getting to scale on such agreements in a particular community. With the ongoing existence of such projects for over a decade and with an extensive network of engaged social service agencies, LA residents in disadvantaged communities are aware of the availability of these jobs. This breadth of scale generates more efficient outreach to the

targeted populations, as compared to isolated agreements and initiatives that may not be as visible and known to the community and the agencies serving the targeted populations.

The scale of these aggregated agreements also creates advantages in that community members in the pipeline do not have to be trained for one particular and limited set of jobs; there are more jobs to come in the next agreement and the next project. There are, of course, still not enough employment opportunities to meet the community needs, especially in an area the size of Los Angeles. And due to the continuing economic downturn, a substantial part of the workforce brought into the transit construction jobs at first will be construction workers currently out of work; so not all the employment – especially initially – will be creating a pipeline to bring new workers into the workforce. However, part of the power of these agreements is that the already-trained workers brought back to work will come in large part from the targeted communities. In addition, requirements aimed at apprenticeship participation ensures that even when already-trained workers are brought back into the workforce, incoming and newer workers must be trained and also brought into these projects and careers. So, with specific goals and objectives and clear implementation and accountability, displaced construction workers from targeted communities who have lost their place in the middle class can be brought back in, and, at the same time, others from the community who have not had that opportunity can now be on a pathway to a career that provides them with a family-sustaining career wage and benefits.

Philadelphia Partnership: Youth Pathways from School to Transportation Careers

Background

Over the past dozen years, a partnership of core stakeholders in the Philadelphia transit industry has worked together to develop a new standards-based system of career ladder training for incumbent employees in public transportation. In the past five years these core transit workforce partners – the Southeastern Pennsylvania Public Transportation Authority (SEPTA) and Transport Workers Union (TWU) Local 234 – have extended their partnership to an innovative focus on developing the pipeline system that will bring the next generation of frontline employees into transit careers. Working with the Philadelphia school system, the nonprofit Philadelphia Academies technical and community colleges and other transportation employers, SEPTA and TWU have begun to build a system of internships, conferences and mentoring to help students and their schools identify and then develop career pathways into transportation careers.

Since 2001 the Philadelphia partnership of transit agency and labor has worked on creating establishing apprenticeship and training programs for incumbent frontline workers. These apprenticeship and training programs, developed through a labor-management partnership process with the support of both national and statewide transit training partnership organizations, have created career ladders for frontline workers that enable them to continue to move to higher level and better paid jobs in transit. This is an in-depth development of a transit sector partnership for training and apprenticeship.

The key labor and management players in this joint effort have been Philadelphia area's transit system, the Southeastern Pennsylvania Transportation Authority (SEPTA,) and its largest union, Transport Workers Union (TWU) Local 234. SEPTA had a clear need to upgrade the skills of its maintenance workforce, and Local 234 wanted its members to have the opportunity to move up career ladders. A partnership process enabled both sides to achieve results that mattered to them.

SEPTA is the sixth largest transit system in the US, providing ten billion trips annually across an unusually wide range of transportation modes – three kinds of buses (diesel, hybrid and electric), heavy rail (subways), light rail and streetcars and commuter rail service to outlying counties. SEPTA has over 9,200 employees, 80 percent of them in direct operations and maintenance of transportation service. Frontline skilled workers not only move up the skilled technical worker ladder, but have the opportunity to move into a range of supervisory and management roles throughout their career with the agency.

TWU Local 234 represents over 5,000 hourly blue collar members in SEPTA's transit service (bus and transit rail). It is the second largest transit Local in TWU International, which also has transit locals in New York (the largest in the country), Miami, Houston, San Francisco and Columbus, Ohio, among other locations. The last several elected presidents of Local 234 have been African-American, continuing a pattern of top elected leadership from minority communities in TWU's transit locals and in many other local unions in the transit industry, especially in larger cities. TWU Local 234's elected officials and paid staff-- as well as many officials and staff at the international union level--started as frontline

workers in SEPTA, demonstrating the existence of another set of potential career ladders and opportunities in this industry.

Over the years these partners' career ladder work has been supported by the Keystone Development Partnership (KDP.) KDP is a nonprofit organization associated with the Pennsylvania AFL-CIO that facilitates joint labor-management partnerships, with a focus on training and skill building for new and incumbent workers. KDP's largest and oldest project is the Keystone Transit Career Ladder Partnership, created in 2001 with assistance from the Transportation Learning Center. The Transportation Learning Center (Center) which initially convened the partners and developed proposals and initial funding for this work in 2001, is a national non-profit that is committed to building an industry-wide, standards-based training system for the frontline workforce in public transportation and transportation in general. The Center develops and supports technical training partnerships for today's and tomorrow's front-line work force. It has worked in collaboration with the Pennsylvania partners to develop national training standards for frontline maintenance and operations occupations, connecting those training standards to career ladder opportunities within the workforce.

As career ladders for incumbents became established at SEPTA, the parties began to turn their attention to a related critical need--the challenge of creating a pipeline of new workers that will be needed to replace the large number of retiring frontline workers at SEPTA. A Center study published in 2007 made it clear that by 2015 over 40% of SEPTA workers in skilled maintenance operations would be eligible for retirement²⁷. Action had to be taken, and the partners began to focus on how to reach out to young people from the community transit serves and make them aware of and prepared for the opportunities offered by a career in transit.

Both TWU and SEPTA have a high proportion of people of color in supervisory and leadership positions. A major motivator for the partners to create a career pathway program for youth was the existence of so many leaders who have come up through the agency and union, who grew up and live in Philadelphia, and who were eager and willing to encourage and mentor young people from the communities in which they were raised.

The Opportunity and the Pathway

Frontline technical jobs in transit provide a gateway for young people into the middle class, through a career that pays a family-sustaining wage and provides critical benefits such as health care and pensions. The career ladder groundwork laid by the Philadelphia partners ensures that new hires in these entry-level positions work within a system that provides opportunities for continuing training and movement up career ladders and up the wage scale, while having access to educational advancement opportunities that include college tuition reimbursements that provide potential pathways to a degree while working. These transit jobs are also in a stable and expanding publicly-funded industry that is vital to all American communities.

Committed to providing these opportunities to young people, SEPTA and TWU, supported by KDP, turned to Philadelphia School District's Office of Career and Technical Education (CTE,) which oversees over 120 CTE programs across 30 high schools. Philadelphia's range of CTE programs emphasize the goal of providing graduates with the skills to succeed in high skill, high wage and high priority occupations in this century's global

economy. After a year of a pilot summer internship in 2007, the partners began work with Philadelphia Academies, Inc., a non-profit intermediary organization working with CTE programs in the Philadelphia schools to prepare students for work and college and to connect them with scholarship and internship options. Philadelphia Academies serves as the point of coordination for a paid internship for high school students, who come from three CTE programs in which the Academies' program is based. Its fifth year was in the summer of 2013. Because good Career and Technical Education offers students a wide range of options, Philadelphia CTE graduates did enroll in technical or community colleges or in four-year colleges and universities. Future work of the Youth Pathways Partnership will involve broader engagement with post-secondary educational institutions.

The Center and other non-profits and employers continued collaborative work with the School District of Philadelphia. Small grants supported a series of outreach and career awareness activities, including two career conferences in 2011 and 2012 for Philadelphia CTE high school students. Funding limitations to this point have required the Philadelphia Career Pathways Partnership to remain small, but it has demonstrated an effective proof of key concepts with its so-far limited scale.

In Philadelphia as in the national transit industry, there is a significant shortage of qualified applicants for entry level technical jobs – people with the baseline knowledge and skills required to enter these frontline apprenticeship and training programs. This shortage, combined with pending retirements, establishes a high level of need for effective Career Pathways programs. By engaging students and helping them see a link to realistic future careers, CTE programs nationally improve high school graduation rates – an effect that is especially strong for boys²⁸. In Philadelphia, the 2012 overall graduation rate was 57-60 percent, while the graduation rate of students enrolled in a CTE program of study was 92 percent, with approximately 38 percent going to college or some form of post-secondary training²⁹.

Ongoing intensive and expanded work with Career and Technical Education (CTE) high schools and CTE programs within high schools, combined with pathways that create access to transit jobs, prepares high school students to access, enter into and advance in transit careers that will support and enrich their lives, the lives of their families, and their communities. The success of transit Career Pathways initiatives in Philadelphia and elsewhere raises the question of what would have to be done to bring programs like this to scale in reaching many more urban youth.

Program Overview

Youth outreach and engagement program through internships and career conferences targeting high school students from CTE high schools in low-income Philadelphia communities

Program Partners

- Southeastern Pennsylvania Transportation Authority
- Transport Workers Union Local 234
- Keystone Development Partnership/Keystone Transit Career Ladder Partnership
- Transportation Learning Center
- Philadelphia Academies, Inc.
- Transportation employers in and around Philadelphia
- Philadelphia-area colleges and post-high school technical schools

Mission and Purpose

The program's mission was spelled out clearly at the beginning by SEPTA and TWU. SEPTA set out its view of the importance of the internship program and SEPTA's unique role in creating youth pathways. Working in conjunction with KDP, TWU Local 234 summarized their view of the internship project's mission and purpose. Their statements, in combination, emphasize the role labor and management can play in an effective and committed pathways partnership. Together, their mission statements clearly articulate each party's commitment to creating career pathways for young people in the community to jobs with "family-sustaining wages and benefits." that provide advancement opportunities in a "recession-proof" industry with a substantial need for skilled workers. Both statements underscored the need for a strong internship program that reached out to students and their parents to promote awareness of and access to these high-quality career opportunities. (Appendix B)

Building on the establishment of the internship, the partners also committed to broader outreach in the form of conferences that would bring larger numbers of Philadelphia students together with transportation employers to create awareness around transportation careers and link the students to specific career and continuing education opportunities. In developing a proposal for funding of these conference-related activities, the partners echoed the industry's critical need for skilled workers and the challenge and opportunity this need presented.

“Transportation is a high-growth industry, and is identified as such by the US Department of Labor.... Transportation occupations are more competitive than “pink-collar” jobs (i.e., waiters, bank tellers, day care workers) and as competitive as white-collar professional occupations. Furthermore, under [the] current economic crisis, transportation occupations are often more stable. However, most young people are completely unaware of the wide range of career choices that span the skilled trades to professional classifications.

. . . In order to attract new workers and to compete for its share of new workers, the transportation industry is challenged to form partnerships and collaborations that they may not have worked with before. If history is a guide, without a strategy to ensure inclusion, many populations will be overlooked, a more systematic approach to recruitment, education and training is needed in order to introduce new populations of talented workers into the skilled transportation, maintenance, operations trades and green jobs.”

Program Funding

Internship

SEPTA, TWU Local 234, and Philadelphia Academies used existing budget resources to provide in-kind contributions of staff time and for materials development that included:

- SEPTA human resource department screening and interviewing
- SEPTA training department developing and running a training program for internship participants before they went into the shops
- TWU Local 234 materials development of master notebooks for interns
- TWU Local 234 members training and providing mentors who worked in the shop with interns
- Philadelphia Academies staff time for outreach to and referral screening of students
- Coordination and support work by KDP and Center staff

Career Awareness and Outreach Conferences

- Garrett A. Morgan Technology and Transportation Education Program (GAMTTEP) grants from the U. S. Department of Transportation, Federal Highway Administration for one academic year in the amount of \$100,000. This grant provided funding for:
 - ❖ A coordinator working with the Transportation Learning Center to develop local employer/union/school/educator networks that culminated in two transportation career awareness and employment conferences
 - ❖ The Philadelphia School District's CTE program's involvement in the career conferences, as well as summer internship placement in the internship's pilot year with SEPTA and other transportation employers
- In-kind contributions from employers, unions, education providers and intermediary organizations participating in the career conferences.

Program Activities

Together, the internships and career conferences aimed to provide high school youth from CTE high school programs in disadvantaged communities in Philadelphia with:

- Information about career options in the transportation industry
- Access to employers who have jobs and an interest in hiring qualified and motivated students out of Philadelphia's CTE high schools, and,
- Paid experience over the summer in a mentoring and job shadowing program in Philadelphia's transit system, as well as several other transportation employers

SEPTA-TWU Summer Internship Program

A pilot internship program began in summer of 2007, with SEPTA, TWU Local 234, and KDP working with the Philadelphia Schools directly and with support from the Center. After some significant challenges with a small pilot internship program related to program coordination, the program went into hiatus for a year. SEPTA then started work with Philadelphia Academies, which was working in three of Philadelphia's CTE schools. The program resumed in the summer of 2009 and has run every summer since. The School District continues to develop internships to place its students from other CTE schools in

existing summer internship programs. As the SEPTA-TWU summer internship has evolved, it now includes:

- Eight week summer program in July and August, 6:00 am-2:30 pm Monday-Friday, \$8.00/hour paid by SEPTA over a five-year period.
- Students referred by schools, through a coordinator at Philadelphia Academies. To be referred by the school, a student must have:
 - ❖ Two years of study at a CTE or Vocational High School
 - ❖ Two teacher recommendations
 - ❖ Passed pre-screening by coordinator
- Students can then be placed in the internship by SEPTA following:
 - ❖ Completion of an online application and resume submission
 - ❖ A SEPTA interview to determine appropriate motivation and fit
 - ❖ Passing a drug screen and background check
- The three CTE high schools currently involved are:
 - ❖ Julius Mastbaum Vocational/Technical School, automotive maintenance shop
 - ❖ Swenson Arts and Technology High School, auto body collision and repair program
 - ❖ West Philadelphia High School, automotive academy
- Once hired, there is an orientation program for parents and students to attend (*Appendix C: Annual TWU & SEPTA Transit Summer Youth Program Article and Appendix D: Transportation Learning Center Weekly Update: TWU & SEPTA Internship Orientation.*)
- Student interns begin at SEPTA with one week in the classroom with SEPTA instructors, review of program rules and regulations, review of electrical and mechanical diagrams (in books assembled by the union,) walk through of SEPTA equipment
- TWU Local 234 enlists mentors for each of the shops that hosted the students. The mentors attend a train-the-trainer session to prepare them to work with the students. This session was previously provided by a third party trainer, but for the past two years it has been taught by SEPTA instructors.
- Students are assigned to a TWU Local 234 mentor and work side-by-side with their mentors throughout their entire internship
- Graduation and certificate ceremony is held for all students completing the program

Philadelphia-Area Transportation Career Conferences

- Prior to the conferences, a network was developed that included Philadelphia schools, area transportation employers and unions, and community and technical colleges to provide systematic outreach efforts to high school students in Philadelphia.
- Mastbaum High School Career Awareness Conference, December 2011 (*Appendix E: Maustbaum Transportation Symposium*)
 - ❖ More than 90 CTE students from electrical and automotive technology programs attended
 - ❖ Presenters were from SEPTA, the City of Philadelphia's Office of Fleet Management, Morris Racing, Newark Toyota, the Pennsylvania Department of Transportation, the Community College of Philadelphia and the Transportation Learning Center.

- ❖ Presenters discussed career opportunities and requirements with the students, and shared insights from their own career experiences. Students met in small groups with presenters and were able to ask specific questions.
- The "Move Your Future Forward" career awareness conference, held at the Philadelphia School District central offices in May 2012
 - ❖ 137 students participated, including 22 women. Student group was almost entirely African-American and Latino, representing the demographics of their neighborhoods and schools
 - ❖ CTE High schools represented--in addition to Mastbaum, Swenson and West Philadelphia--were Edison, King and Randolph
 - ❖ Participating employers, educational institutions and other organizations are listed in *Appendix F: Transportation Learning Center Weekly Update: TLC Transportation Symposium*.
 - ❖ The program combined
 - Plenary sessions with industry representatives discussing their own career pathways--many of which began in the same place as attending students. They then talked about career opportunities and prerequisites in their organizations and fields.
 - Breaks from plenary sessions for attending students to meet individually with employers about specific jobs and arranging job and internship interviews. School representatives were also available to discuss college and technical school options.
 - A separate additional session run by women presenters and leaders in transportation for young women attending the conference, focusing on the opportunities and challenges in the field for women

Outcomes

SEPTA-TWU Internship Outcomes

The SEPTA-TWU Internship program has been in place for five summers (not counting the first year pilot) and produced substantial positive outcomes. (These results do not include the pilot year group, except where specifically noted.)

Because most of this work has been done by various staff who are not independently funded for this project and do this work in the context of their demanding "day jobs," there has not been a systematic tracking of students after the program, unless they self-report or apply to SEPTA. The post-internship outcomes set out below are based on interviews with PA, KDP, TWU and SEPTA staff who know the students and have followed them.

- Forty five student interns have participated in the program over five summers
- Forty-four completed their summer internships
- The demographics, as described by Philadelphia Academies staff, reflected the neighborhoods the schools are based in, and the gender ratio of the programs at the three schools, which have very few women in them. The participants were almost all African-American; of the remaining group, approximately 15% were Latino, 5% Caucasian or "other," and all of the neighborhoods the schools are located in would be considered economically disadvantaged by any measure.

- While detailed data was not available for all participants over the five summers, specific outcomes are available for the ten seniors and a few recent graduates in the 2012 and 2013 internship. (Students were permitted to participate for up to two years, starting with rising juniors, and a couple of recent graduates were permitted to be part of the summer internship.)
 - ❖ All have now graduated high school
 - ❖ Four are working at SEPTA: Two started as entry-level Maintenance Custodial Drivers, and one of those two has moved into a first class Maintenance position. Two others have started the Bus Mechanic Apprenticeship Program.
 - ❖ Three are in college: Penn State, Kutztown State and Community College of Philadelphia (CCP). The CCP student has decided to apply to SEPTA.
 - ❖ Three others are in the process of applying to SEPTA's apprenticeship program.
 - ❖ One is in the Marines.

Qualitative outcomes observed by Philadelphia Academy staff and teachers in the targeted schools who work with a number of other summer internship programs emphasize the unique strengths of this particular summer internship. These experienced staff members report the Transit Career Pathways Partnership supports post-secondary options for students in a way that other internship programs they work with do not. They cite the following factors as key to this program's strength:

- The eight-week forty hour program, which has significantly more impact than many summer internships that have either shorter time periods or shorter days
- The program's pay, which communicates to students that this is a real job
- The mentoring program, staffed by union members who want to do this work--not people being required to do it--and who take real interest in the students
- The program structure that involves the parents, who then understand the nature of the opportunity and how to support the students' work experience

Even before students graduate, Philadelphia Academy staff and teachers see an impact the SEPTA-TWU summer internship program has within the school setting. When students who have not yet graduated come back from the summer program, teachers and staff observe that the students:

- Are more career-focused
- Have a better understanding of whether a career with SEPTA suits them and, if not, they then are interested in what other types of opportunities they can pursue
- Make a stronger connection between what they are learning in their technical classes and what happens in the shops in which they worked
- Look at time differently; after being in the SEPTA program that emphasizes punctuality, they are less likely to be late or absent, taking pride in showing up and showing up on time
- Communicate their excitement about the program to their peers, who understand that they need to perform well to get this internship opportunity, and are often more

motivated to do well in school in order to enhance their chances of being chosen the next summer

Philadelphia-Area Transportation Career Conferences Outcomes

- Two conferences, one in December 2011 and May 2012
- A diverse group of over 225 students participated in these conferences
- Twenty-eight students (still in school) placed in transportation-related summer 2013 internships who have come through the Garrett-Morgan funded conferences (This number is separate from the SEPTA internship numbers.)
- Five graduating seniors who had summer 2013 internships now have jobs, with two more in interviews
- Six graduating seniors who had summer 2013 internships are now in college (Bloomsburg, Widener, Millersville, Penn State Abington, and Temple.)
- Seven current seniors who worked during the summer with the City of Philadelphia's Fleet Management program as apprentices now work every day after school. If they successfully complete, they will be offered full-time positions upon graduation.

Useful outcomes from projects are also produced not just through metrics, but through lessons learned through long-term observation and experience. In reviewing the Philadelphia Youth Pathways Career Partnership, a set of significant elements stands out as critical to making these programs work. There are also clearly changes that could be made and/or additional elements to be considered going forward to improve these programs.

Factors supporting the development and continuation of SEPTA-TWU internship include:

- An existing labor-management working partnership in unionized workplaces
- An existing career ladder training program for incumbent workers, with entry-level jobs and/or apprenticeship programs available
- Committed school partners within CTE programs who can provide a coordinated screening and referral function, linking the industry with students from high school CTE programs teaching the competencies needed for the internships and the jobs
- A strong commitment from labor, management and school staff to reach out to the community and to connect students to a range of employers who have jobs and summer internship opportunities
- A paid internship full-time program with significant amounts of hands-on work opportunity
- A component of parent involvement, supporting the students involved in the program
- Committed and trained mentors from the shop floor working with the students on hard skills related to the technical work in the shop, as well as soft skills, such as being at work on time and staying focused on the job at hand.

Broader success for these Career Pathways initiatives involves moving beyond a single employer (however large) to connect to a wider range of jobs in other transportation sectors and other industries with similar requirements for entry level workers. Moving to these broader efforts requires additional steps:

- Coalitions and collaborations among high school CTE programs, employers, post-secondary educators and other community-based and school-based intermediary organizations that serve as facilitators and organizers to create continuing outreach activities on career awareness and continuing systems for linking young people with jobs and post-secondary opportunities.
- Symposia, conferences and outreach that involve a broad range of employers and educators in not just talking to students about job and education opportunities, but actually bringing these opportunities to the table, in the course of the conference, in the form of job interviews (and advice on the interviews and hiring process) and information and support on higher education opportunities.

It is also important to note one other element critical to the success of both the conferences and the internship: the willingness of all parties to put significant amounts of their own resources into these programs to make them work. While there were some small amounts of grant money, such as the GAMTTEP grant of \$100,000 directly supporting the career conferences and related placement activities, much if not most of the work done in Philadelphia has been supported directly by the organizations committed to providing students with career pathways into transportation careers. These contributions have been significant, including staff time for outreach, screening, referral, interviews, meetings, conferences and training; materials development and production; and, where needed, direct monetary payments for smaller items such as food for intern events to larger amounts required for the salaries paid to interns.

Partner willingness to contribute in various ways to make the Philadelphia program work speaks to the high level of commitment by all the partners. In-kind funding from partner organizations, however, has significant limits – most notably its unpredictability and unreliability. The availability of funding determines whether transit Career Pathway activities in Philadelphia will continue, and at what level. The ability of organizations grappling with tight budgets to free up consistent funds for these purposes or to reliably access competitive grants is inherently unpredictable and unreliable. The continuation of the SEPTA-TWU internship is a year-to-year decision based on potential budget constraints, constraints that have also been a factor in limiting the size of the program. Whether the career conferences and outreach to other transportation employers will continue is dependent in large part on the struggling Philadelphia schools' ability to obtain another outside grant, or develop some other funding source that will free up staff time to do outreach work.

Policy & Practice: Transportation Career Pathways

These two transit-based cases that offer a pathway to adults and young people in the communities transit serves convey a host of lessons for local community leaders and for national policy makers. The two cases highlight important implications for local practice and national policy. As a growing urban industry with major requirements for new hiring and training, transit is a good pilot industry for identifying how this country can more effectively move forward in expanding Career Pathways access to quality jobs, education and training.

Within the world of public policy for public transportation, the two pathways models highlighted in these two case profiles are both effective, and they both offer opportunities for large impacts. Community Workforce Agreements under transportation Project Labor Agreements can leverage thousands of new opportunities for jobs and training. The LA Metro case – along with the experience of other PLAs – demonstrates how access for disadvantaged populations in hiring and training can be built into these projects through well designed CWA/PLA programs. Federal transportation policy (both the reauthorized Surface Transportation Act and the policies of the Federal Transit Administration) should provide systematic support for these initiatives. Current federal spending of \$10 billion per year on transit construction supports approximately 86,000 jobs annually. If the framework of the LA Metro PLA were applied, a substantial fraction of those 86,000 jobs could be opened up to disadvantaged populations each year from this work alone.

The Los Angeles Metro PLA will be able to provide pathways into construction trades jobs for hundreds, thousands and--likely over time and in combination with other PLAs and related agreements—tens of thousands of people specifically from disadvantaged communities in LA City and County. The project will have that reach in part because of the established labor, management, community, training and social service organizations who have worked together for more than a decade, creating and implementing a series of PLAs containing workforce and community benefits agreements aimed at creating access to the career opportunities into the construction trades.

The LA Metro Project and other PLAs are also able to create awareness and training pathways for tens of thousands of community members into construction jobs because there is a continuing and massive source of public funding for transportation infrastructure projects. These funds are set aside on an ongoing basis from millions and ultimately billions of dollars of federal and state highway funding, as well as ongoing funding assured through a tax passed by referendum.

To expand access to careers directly within the rapidly growing transit industry, Career Pathways partnerships leading to quality Career Ladder training programs likewise have great promise, but they are as yet relatively new innovations that will need to be expanded to reach the broad scale required for the hiring and training of some 350,000 new transit employees over the next decade, averaging 35,000 new jobs each year. Here again,

federal legislation and Federal Transportation Administration (FTA) programs and policies could provide positive support and direction rather than today's vague encouragements that lack meaningful funding or program support. The FTA is a unit of the US Department of Transportation that provides funding to local transit agencies mostly for purchase of new equipment or for capital projects to expand service, for example, by building a new transit rail line.

Philadelphia's Career Pathways Partnership program has been also been built from collaboration among groups based in the community. Despite these groups' commitment and what the program brings to the young people of Philadelphia, the program's future is not ensured. It appears unlikely that the Philadelphia partnership can grow significantly without new and stable sources of funding. Its dependence on the commitment and participation of particular employers also increases the effort needed to maintain and grow the program, since--at least for the internships--the number of students who can be found and referred depends on how many slots each employer can afford to fund to give them the summer training experience needed, experience that will prepare them for transit or transportation jobs, or, if they wish, give them experiences that will help them in college or technical schools and finding work after that. Funding by individual employers, unions or school systems, even combined with funding from occasional grants, does not provide a large or stable enough stream of funding to ensure the continuation of such program, much less to ensure their growth to scale. And it is scale that is needed, both to reach young people as well as other community members, to make them aware and get them prepared for these careers in transportation.

The scale is more easily available for the Los Angeles transit construction PLA, because the stable source of federal funding has been established and because the Los Angeles program has the ability to provide large numbers of community members with training and career opportunities. We know there are and will be many more transit construction jobs in LA--again, in the tens of thousands. Instead of waiting for individual employers (and in LA, that would be the contractors) to reach out to, prepare and train workers at a basic pre-apprenticeship level, the cumulative streams of funding and partner organizations could work together in an integrated approach. Funding built into PLAs and related agreements and the supplemental sales tax and matching federal transit dollars supports a network of organizations, publicly and privately funded, to work with community members on soft and hard skills needed for jobs, and then make sure they are ready to take advantage of job openings when they come. Those job openings have come and will continue to come, in large part because of the funded transit projects.

Within the world of public transportation, there are important opportunities for synergy on these transit workforce initiatives. From the LA experience, we know that a network of organizations can work together to reach out to disadvantaged communities and prepare a large scale pool of workers, ready to enter into construction apprenticeship programs and careers. From the Philadelphia experience, we know that there are young people coming

out of high school who are looking for internship, training and apprenticeship opportunities in the transit industry which urgently needs to hire and train new people to begin careers as frontline technical workers.

Neither of these cases highlights all the important variations in program design of their respective models for expanding access to either construction or transit careers. While Community Workforce Agreements / PLAs have been studied, more information is needed about optimizing program design. We need to know, for instance, what are the best ways to assure long-term career access – not just jobs access – in construction for disadvantaged community members? Likewise, what are the best ways to prepare young people and community members for success in construction craft apprenticeships, particularly in the more highly skilled – and higher paying – occupations? School systems in Washington State and elsewhere are building multi-craft construction pre-apprenticeship learning into high school CTE programs in partnership with construction unions and employers; linkages with colleges in other locations offer pathways to a college degree in the course of an apprenticeship. Many other parts of the country have continued to innovate in the use of Community Workforce Agreements and PLAs for a wide range of publicly and even privately funded construction projects. We need to better understand what works, and what works best for such career access partnerships to succeed as fully as possible.

Youth and Adult Career Pathways partnerships linking employers and unions and community groups to help schools, training organizations and colleges to support community residents who want to enter careers in transit and other transportation sectors are relatively new, with a number of promising innovative programs around the country. Washington DC's Cardozo high school, for example, has a very promising Transportation/STEM Academy in partnership with area transportation employers. With a heavily minority and low-income student body, Cardozo's TranSTEM program reports a graduation rate of 95 percent, compared to 57 percent for the DC school system as a whole. And they report that 85 percent of TranSTEM graduates go on to start post-secondary education. Boston's Massachusetts Bay Transportation Authority (MBTA), working with organized labor, the Massachusetts Department of Transportation (MassDOT) and the State Department of Education is sponsoring development of a transportation academy in a large inner city high school and community college. Other transit/transportation CTE Career Pathways initiatives are underway in Newark NJ, Jacksonville FL, New York City and Denver. These innovative programs need to be documented, analyzed and compared to support development of replication in other parts of the country. Needless to say, they also need focused support in federal transportation policy and programs, building on the current modest (and essentially unfunded) beginnings of coordination on transportation CTE that is bringing together Department of Transportation (DOT), Department of Labor (DOL) and the US Department of Education.

Finally, we need to leverage opportunities for connecting these initiatives to make them more broadly effective. The first stage here involves building bridges linking career

pathway programs into transit construction careers with those leading to careers in transit operations and maintenance. It is striking to see that the foundational skills needed for these two sides of the industry overlap considerably. At the high school and pre-apprenticeship level, what is required for future transit technicians and operators is largely the same as the requirements for future electricians, carpenters and equipment operators. The Denver Regional Transportation District through their Workforce Initiative Now (WIN) program is developing one model for accessing these readily available synergies for career pathways into transit construction and transit maintenance and operations. The Denver WIN program is also reaching out to community adults and to local Career and Technical Education systems. Programs like this need to be documented and better understood.

More broadly, the challenge of expanding preparation for and access to quality careers goes far beyond transit and transportation. Career Pathways education partnerships can provide particular benefit to youth who do not see themselves as immediately headed for a four year college. These young people, like many students of all ages are more motivated by hands-on learning. They are being failed by an ill-designed, theory-first; teach to the standardized test approach in K-12 education. Far too many students drop out. Extensive research indicates that good Career and Technical Education makes high school graduation more likely, particularly for boys³⁰. That, in itself, is a major reason to support more good CTE programs. As we see in the Philadelphia experience and in many other strong CTE programs, students exposed to good hands-on and contextual learning can become excited about what they can do, expand their horizons and move on to post-secondary education, often studying engineering or other technical subjects related to their CTE experience. The application of this insight goes far beyond transit. The foundational skills needed for entry level hiring into frontline transit and construction careers overlap broadly with basic competencies needed for occupations in a wide range of STEM-related fields. Young people can learn by doing with exercises related to manufacturing, utilities and other technical careers.³¹ Initiating programs for good Career and Technical Education related to transit jobs can open a wide range of opportunities for disadvantaged youth and adults in careers beyond transportation that are growing and that pay well. It may be that an early focus on industries – like transit – that provide public services and involve public funding, public regulation or public policy could provide a good starting point for such a wider focus on building effective career pathways for youth and adults.

Where funding streams have been created, could they be used to support pathways to multiple careers, with young people and currently unemployed and underemployed community members made aware of all opportunities, especially if the initial soft skills and hard skills training prepares them to enter a range of careers, not just the career specified by the funding stream? And could similar funding streams, supported at the federal state and local levels, be used to expand awareness and internship opportunities for young people and community members across a range of interrelated occupations that create pathways into family-sustaining careers with opportunities for continuing education and advancement?

Public transportation offers an opportunity to expand effective programs and improve public policy to effectively connect community members with good jobs and careers. Public transportation is a public good that involves significant investment of public funds. There is no reason why those transportation investments – and those in other industries – should not be directed by policies that can provide not only quality transportation for urban residents, but also access to the quality careers created by those public investments.

Advocates for public transportation and equitable economic development and career access need to continue to explore the most effective models used to create pathways to quality careers for young people and other members of disadvantaged communities. The most effective partnership strategies need to be implemented on a much broader scale, not just in a handful of locations. Public policy should aim to expand successful program models and support them with sufficient and stable funding so that they can be scaled up to create a network of interconnected pathways to a better life through quality career choices. Transportation offers many such opportunities, and the right policy choices can have tremendous impact in creating a more equitable and sustainable society.

Policy Recommendations:

Federal Policy and Program Initiatives

- **Surface Transportation Act Funding:** The Surface Transportation Act must be funded at a greatly increased level, with much stronger support for transit. Current federal spending of \$10 billion a year on transit construction supports 86,000 jobs annually. The United States needs more family-sustaining jobs as well as better sustainable infrastructures. Increasing funds for transit construction can lead to greater job opportunities in the communities transit serves.
- **Surface Transportation Act Provisions:** Workforce-related provisions must be built into the fabric of the legislation. Large sums of federal transportation money are necessary but not sufficient to achieve equity goals; funds must be explicitly targeted to human capital needs. Reauthorization legislation must specify that transportation funds be used to provide training for current transportation workers and to create pathways for young people and other community residents to enter skilled jobs connected to transportation and transportation construction.
- **Workforce Investment Act and Perkins Act Funding and Provisions:** The Workforce Investment Act (WIA) and the Perkins Act should provide federal funding to states and localities that can support sector-focused career pathways programs--including support for Career and Technical Education programs--for well-paid, permanent jobs in transportation and transportation construction.
- **Federal Support for Project Labor Agreements with Workforce and Community Benefits:** In Los Angeles, the LA Metro Project Labor Agreement was preceded by other Community Benefit Agreements and PLA's for school construction and other projects. Many of these projects used federal funds. Federal policy can and should encourage Project Labor Agreements with community benefits and Community

Workforce Agreements for all construction projects that involve public funding or approvals by public agencies.

Coalitions and Campaigns

- **Coalitions:** Create a national coalition to support state and local efforts that develop and strengthen high-quality training for incumbent transportation workers and pathways for community residents into these careers. Coalition members would include representatives from the industry (both labor and management,) community-based groups, government entities and education and training providers. These coalitions could then be replicated with appropriate partners on state and local levels.
- **Campaigns:** On the national, state and local levels, support campaigns for public funding of career pathways and training initiatives in the transportation industry. Funding could come from various forms of Project Labor Agreements with workforce and community provisions as well as from local transportation tax initiatives and ongoing education and training programs that create large-scale access to and maintain family-sustaining jobs in transportation.
- **Models and Awareness:** Through national and local coalitions and campaigns, disseminate information and materials that create community awareness about these career opportunities and support "best practice" career pathways and ladders models in both transportation construction and transit operations and maintenance careers.

Glossary of Terms

Apprenticeship: A system that prepares workers for a particular occupation, combining classroom-based instruction with on-the-job training under the supervision of workers who are masters at their craft. Workers are paid a salary throughout their apprenticeship.

Big Dig: Major Boston construction project that put underground a major highway that had previously bisected the city.

Building Trades Councils/Building and Construction Trades Councils (BCTC): Coalitions of building and construction trades unions, such as the electricians, and laborers, within a particular city, state or region. These councils are the main labor signatories on Project Labor Agreements.

Career and Technical Education (CTE): At the middle school and high school levels, a program of study that integrates technical and occupation-related instruction--usually including hands-on work--with core academic competencies aimed at creating pathways to post-secondary education and careers.

Career Pathways: Education and training partnerships that create opportunities for young people and community members to move into careers. Partners may include K-12 education providers, community colleges, community-based groups, industry representatives from both labor and management and relevant state local, and federal government agencies.

Career Ladders: Formal training and advancement opportunities for incumbent workers within an agency and industry.

Community Area Resident: Under the LA Metro Project Labor Agreement, someone who lives in an Economically Disadvantaged or Extremely Economically Disadvantaged Area, as defined below, within a five-mile radius of the project;

Community Workforce Agreements: Project Labor Agreements that include social investment or targeted hiring provisions that create career pathways and employment opportunities for individuals who have low incomes or live in low income communities or those who come from groups that may have been significantly under-represented in the type of work covered under the agreement.

Community Benefits Agreement: Legally enforceable contracts negotiated between public and/or private project developers and members of the community interested in and affected by that project. Benefits can include the types of workforce initiatives negotiated in Project Labor Agreements and Community Workforce Agreements, but can also include provisions that address a variety of critical community concerns such as environment impacts and affordable housing benefits and protections.

Denver Regional Transportation District (RTD): Agency that runs transit services for the region in and around Denver.

Department of Education: Agency that develops and implements policy concerning public education, including Career and Technical Education programs. The United States Department of Education operates at the federal level; states also have parallel agencies at the state level.

Department of Labor (DOL): Agency that develops and implements policy concerning workplace-related issues. The United States Department of Labor operates at the federal level; states also have parallel agencies at the state level.

Department of Transportation (DOT): Agency that develops and implements policy concerning transportation-related issues. The United States Department of Transportation operates at the federal level; states also have parallel agencies at the state level.

Disadvantaged Worker: Under the LA Metro Project Labor Agreement, an individual who resides in one of the areas defined above and has certain characteristics, listed in the PLA, that create barriers to employment.

DOL Industry Competency Models: Models developed by the US Department of Labor and subject matter experts outlining skills related to particular industries and sector, ranging from the general to the specific.

Economically Disadvantaged Area: Under the Los Angeles Metro Project Labor Agreement, a zip code that includes a census tract or portion with a median household income below \$40,000 per year. The agreement also identifies an Extremely Economically Disadvantaged Area as a zip code that includes a census tract or portion with a median household income below \$32,000 per year.

Federal Transit Administration (FTA): A unit of the U.S. Department of Transportation that provides funding to local transit agencies mostly for purchase of new equipment or for capital projects to expand service.

Garrett A. Morgan Technology and Transportation Education Program (GAMTTEP): A small grant program sponsored by the U.S. Department of Transportation's Federal Highway Administration to improve the transportation-related STEM education of students, particularly women and minorities.

Keystone Development Partnership (KDP): A nonprofit organization associated with the Pennsylvania AFL-CIO that facilitates joint labor-management partnerships, with a focus on training and skill building for new and incumbent workers.

Job Coordinator: Under the LA Metro Project Labor Agreement, Job Coordinators, working with community-based and training networks, who identify qualified job applicants that meet

the requirements set out in the Craft Request Form. The Coordinators do the certification work to ensure that the workers meet the Craft Request and Construction Careers targeted hire requirements. They also keep track of those requirements and submit monthly reports to Metro

LA Metro: Agency that runs transit services for the Los Angeles metropolitan region.

Massachusetts Bay Transportation Authority (MBTA): Agency that runs transit services for Boston and the surrounding region.

Philadelphia Academies, Inc.: A non-profit intermediary organization working with Career and Technical Education programs in the Philadelphia schools to prepare students for work and college and to connect them with scholarship and internship options.

Prevailing Wage: A rate of pay on construction projects determined by the U.S. Department of Labor based on the geographical area, type of work and project.

Project Labor Agreements: A pre-hire collective bargaining agreement with one or more unions establishing the terms and conditions of employment for a particular construction project.

Southeastern Pennsylvania Transit Authority (SEPTA): Agency that runs transit services for Philadelphia and the surrounding counties.

STEM: Acronym used to cover fields of study relating to science, technology, engineering and mathematics.

Surface Transportation Act: Transportation funding and policy law passed and implemented by the federal government.

Transport Workers Union (TWU) Local 234: A union that represents over 5,000 hourly blue collar workers in the Southeastern Pennsylvania Transit Authority.

Transportation Learning Center: A national non-profit that is committed to building an industry-wide, standards-based training system for the frontline workforce in public transportation and transportation in general.

Workforce Incentive Now (WIN): A partnership between the Denver Regional Transit District and other employer, education and community partners that works with potential workers as well as companies and communities to develop training and job opportunities in transportation and construction.

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Appendix A: Website Links to Related Articles and Resources

Building and Construction Trades Department, AFL-CIO: <http://www.bctd.org/Field-Services/Project-Labor-Agreement.aspx>

California Construction Academy: <http://constructionacademy.org/our-work/research-reports/>

Community Benefits Law Center: <http://www.forworkingfamilies.org/cblc/publications>

Cornell University, School of Industrial and Labor Relations:
<http://digitalcommons.ilr.cornell.edu/reports/22/>

National Research Center for Career and Technical Education:
<http://www.nrccte.org/publications-resources/research-reports>

Partnership for Working Families: <http://www.forworkingfamilies.org/resources/publications>

Transportation Learning Center:
http://www.transportcenter.org/resource_center/publications_reports

Appendix B: Philadelphia Statement of Purpose

TWU Statement of Purpose

Local TWU 234 believes that mass transit is now more than ever a critical piece of the infrastructure of life in the 21st Century. The TWU can be a valuable partner in educating the general public about the mass transit industry; outreach to high school students and their parents is an integral part of educating the general public.

TWU can provide a great service to the mass transit industry by promoting the high quality of technical work that is expected of transit employees, and the payback that they can expect in terms of family-sustaining wages and benefits. Through the Internship Program TWU can help to develop future workers with good background education and skills so that the quality of work within SEPTA will remain at a high level.

TWU became involved with the Keystone Development Partnership pipeline initiative in order to prepare high school students to fill specific workforce needs in the Philadelphia Regional Economy. This effort engages employers in targeted industries to research and specify their future workforce needs, identify necessary skill-based and work-place competencies and work to develop internships and apprenticeships that will fill the expected vacancies.

When beginning a pipeline program, it is important to ask the questions, "What will it take on my part to help solve the labor market's employment issues and why should the Union get involved?" First of all, many of the industries that are in need are labor and/or union organized, which increases the likelihood that they will provide quality, family-sustaining jobs with benefits. This pipeline program was developed in response to current workforce shortages and with the recognition of mass retirements in the skilled workforce in the next few years.

SEPTA Statement of Purpose

SEPTA is the recognized provider of public transportation throughout Southeastern Pennsylvania. With more than 9,000 people employed in every area of public transit, SEPTA recognizes that its continued growth and success depend upon a reliable source of well-trained, capable and dedicated employees.

SEPTA believes that reaching out to high school students and their parents is one of the most important pieces in its continual recruitment plan to find and employ the exceptional future workforce that it will need.

Because SEPTA provides such exceptional opportunities for careers and stable jobs, along with highly competitive compensation and excellent benefits, parents and students will be eager to work with us once they have the opportunity to get to know everything about us. SEPTA believes that the Internship Program developed with the TWU and Philadelphia

Academies, Inc., is a uniquely targeted opportunity to gain the understanding and interest of both parents and students in promoting SEPTA as a desirable career for motivated young people.

This Internship Program provides a unique combination of in-school curriculum plus on-the-job-training that appeals to young people who are eager to work in well-paying jobs with opportunities for advancement and in an increasingly rare, recession-proof career."

Appendix C: Annual TWU-SEPTA Transit Summer Youth Program



TWU Local 234 Hosts Students and Families for the Fourth Annual TWU-SEPTA Transit Summer Youth Program

On June 27, Transport Workers Union (TWU) Local 234 hosted the orientation for the fourth annual TWU Local 234 – SEPTA Transit Summer Youth Program. Fifteen high school students who were accepted into the program enjoyed pizza provided by the union. Some brought their parents, who spoke about how they appreciated the opportunity for their children to experience what it is like to work with TWU transit mechanics in bus and trolley shops.

This program gives Philadelphia Career and Technical high school students the opportunity to jumpstart their transit careers. It began in 2009 by TWU Local 234, SEPTA, the Keystone Development Partnership, Philadelphia Academies, Inc. and Philadelphia Area High School -

South. Two students were hired by SEPTA. One was hired last year to enter the three-year Apprenticeship program for training to be a Fleet Class Bus Mechanic.

In May, twenty-five students were recommended by their high school teachers and competed for fifteen available openings. Students are required to have two years of study at their career technical and education/vocational technical high schools. The students were pre-qualified by the Philadelphia Academies Inc., submitted resumes, applied on-line and were interviewed by SEPTA. Fifteen students were selected, passed the medical exam, background check, and attended the orientation on June 27. The job-shadowing program started July 2 with classroom training. TWU Apprenticeship Coordi-

nator Alex Gatta will visit with the students and the program to provide a strong support system for the students. The books contained a brief description of the vehicles that SEPTA has in their fleet, they also contained electrical and mechanical diagrams and rules and regulations of the program for the students to reference while working on the vehicles. TWU Apprenticeship Coordinator Alex Gatta will visit with the students and the program to provide a strong support system for the students.

After a week of classes, the students will be assigned to work in shops for the next seven weeks. Students will work from 6:00 am to 2:30 pm Monday through Friday and earn 8 dollars per hour. The students are assigned to work with TWU Local 234 mechanics for the duration of the program.

Appendix D: Transportation Learning Center Weekly Update: TWU & SEPTA Internship Orientation

TWU and SEPTA Orient Students for Summer Transit Internship



Philadelphia Students and Parents with TWU and SEPTA staff at Orientation for Internship at TWU Union Hall

Thirteen young people and their parents traveled through a massive Philadelphia rainstorm to get to the TWU 234 union hall Wednesday evening, June 26. No one wanted to miss the orientation session for the fourth year of the SEPTA-TWU 234 summer internship program. Students were selected from four Philadelphia High School Career and Technical Education programs. The TWU-SEPTA Summer Internship runs for eight weeks, paying students for forty hours of work each week. The students begin with classroom-based safety and background training, followed by summer-long shop assignments where, working with TWU 234 mentors and SEPTA supervisors, they develop skills ranging from the technical--such as electrical, mechanical and body work--to the "soft skills" necessary for success in any workplace.

All students went through a formal application and screening process. They had to be referred by their teachers before they applied for the positions, and they then went through the SEPTA application process, which includes a drug screening and background check. As internship hires, the students must follow the company attendance policy and work rules. TWU Local 234 mentors and union reps are committed to help them succeed in the program, and SEPTA front line supervisors ensure that the students get experience in various aspects of rail vehicle and bus maintenance.

"You have been afforded an opportunity not many people your age are given," noted John Johnson, Jr., 234's President. Both he and Executive Vice-President Andre' Jones emphasized that this opportunity, which comes with tremendous responsibility, can create a pathway to a career at SEPTA, a career that provides a family sustaining wage,

benefits, and continuing opportunities to move up the career ladder, to take college classes with tuition reimbursement, and to become role models within their communities. Last year, two students from the program entered the bus mechanic apprenticeship. Noting that SEPTA shares the passion TWU has for this program, Dan Amspacher, SEPTA's Director of Human Resources, highlighted the rigorous screening and hiring process used to choose the students and underscored the serious nature of the SEPTA job, as well as the opportunities and the support that would be provided to participants by SEPTA and TWU.

TWU Apprenticeship Coordinator Alex Gatta, TWU's point person for the program and mentor coordinator, then walked the students through their summer assignments and program details. The meeting concluded with Ronit Caplan of Philadelphia Academies exhorting students to take advantage of this opportunity and thanking parents for supporting their children throughout the program, and with Steven Herring Transportation Industry Development Specialist for the Philadelphia Schools noting that this is one of the best programs in the country, and that students who perform well and learn from their mentors can ultimately become mentors for others.

The photo above, taken by Stuart Bass of Keystone Development Partnership, shows the participants and their proud parents, along with orientation speakers. The Keystone Development Partnership worked with SEPTA and TWU Local 234 to partner with the Philadelphia Academies and the Philadelphia School district to start the Internship. This job shadowing program offers students real job experience that is structured and coordinated with their school experience. As one participant's mother said, "I think I am even more excited than he is. What a great opportunity; this is awesome!"

Appendix E: Maustbaum Transportation Symposium

Mastbaum Hosts Transportation Symposium

Over 90 students mingled with experts in the field of transportation

On December 16, 2011, Mastbaum Career and Technical High School hosted the first of three Transportation Symposia planned for this school year. More than 90 automotive technology and electrical students in grades 10-12 attended the symposium, which was funded by the US Department of Transportation's 2011 Garrett A. Morgan Transportation Technology and Education Program grant. Industry and educational partners were invited to meet with the students in small groups to discuss post-secondary educational and career opportunities in the transportation sector. Presenters discussed their organization/industry, career prerequisites, and career opportunities including salaries and shared personal insights.

Participants included: Robert A. Garrett, PennDOT; Lisa Spruill and Brandon Atwell,

City of Philadelphia Fleet Management; William March and Kevin Bradley, Community College of Philadelphia; Linwood Morris and Chester Teagle, Quarter Masters Racing Team (dragster); William Zarzycki (Hybrid Bus-Training), John Miller (Chief Technical Instructor) and Jim Barnshaw (Recruiting), SEPTA; Leslie Porter-Cabell, Consultant, Transportation Learning Center; Steven Herring, Julio Padilla, Nick Gasis, Reggie Moton, Charles Ireland; The School District of Philadelphia. The District's Office of Career and Technical Education (CTE) applied for and received the prestigious GAMTTEP grant for the purpose of exposing female and minority students to science, technology, engineering, and mathematics (STEM)-related transportation careers.



Appendix F: Transportation Center Weekly Update: Transportation Symposium

Center Coordinates Largest "Moving Your Future Forward" Symposium Yet - Focusing on Connecting Philadelphia Youth to Transportation Careers



Presentation at the "Moving Your Future Forward" Symposium

On May 18, 2012, the Transportation Symposium, college and career fair, entitled, "Moving Your Future Forward" was held for career and technical education (CTE) public high school students (grades 10-12), engaged in the skilled trades (electro-mechanical and automotive), transportation programs in Philadelphia, PA. Participation from approximately 175 CTE students, parents, CTE instructors, and over 60

representatives from colleges, universities, technical schools,

transportation related government agencies (local, state and federal), non-profit and private sector organizations made this year's symposium the largest yet.

The GAMTTEP Transportation Symposium was designed to promote science, technology, engineering and math (STEM) programs for female and minority students and facilitate post -secondary and career pathways in the transportation sector.

Funded by the U. S. Department of Transportation's Garrett A. Morgan Technology and Transportation Education Program (GAMTTEP,) the program was coordinated by the Transportation Learning Center's Leslie Porter Cabell in partnership with the School District of Philadelphia-CTE Program and with the support of GAMTEPP partners, including:

- Southeastern Pennsylvania Transportation Authority
- Transport Workers Union Local 234
- Conference of Minority Transportation Officials
- US Department of Transportation
- Pennsylvania Department of Transportation
- The Caring for Kids Foundation of the Automobile Dealers of Greater Philadelphia

"The Transportation Symposium was tremendous... powerful presentations, large number of participant organizations, attentive students that received tangible advice for job readiness and concrete steps to immediate job opportunities, internships and scholarship information for post – secondary opportunities and transit related careers."

Key leaders from the partner organizations, as well as educators and administrators from the Philadelphia school system and area technical schools, colleges and universities spoke to the students about job readiness, the range of career opportunities available in transportation, as well as the multiple pathways many of the speakers took to get to where they were today. Among the speakers offering personal testimony about their career challenges were TWU Local 234 Vice President Cheryl Johnson and SEPTA Chief Operating Officer Luther Diggs. In addition, Leslie Porter-Cabell convened and facilitated a group discussion for female students on women in transportation, during which young women were able to hear from successful women in transportation and talk about challenges and opportunities in the field.

In addition to the panels, the students were given significant periods of time to visit tables of transportation employers, unions, and education and training organizations to gather information, network, and even apply for jobs. The Center's Jack Clark and Pat Greenfield, who attended the day's program, were impressed by the students' focus and engagement, as well as all the organizations' commitment to providing high-quality career and educational opportunities for those students. There was general agreement among sponsors and participants that this was a productive and successful event for all participants.

The logo consists of five stylized, overlapping curved shapes that resemble the letter 'D' or 'C', arranged horizontally. The shapes are colored in a gradient from light blue on the left to dark blue on the right, with a red horizontal bar at the bottom of each shape.

TRANSPORTATION LEARNING CENTER

The Transportation Learning Center builds constructive labor-management partnerships to strengthen transit's workforce.

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