

# FTA RESEARCH

FEDERAL TRANSIT ADMINISTRATION

## Workforce Development Summit

*Implementing, Disseminating, and Modeling Ladders of Opportunity*  
Proceedings

OCTOBER 2016

FTA Report No. 0096  
Federal Transit Administration

**PREPARED BY**

National Transit Institute  
Small Urban and Rural Transit Center  
Upper Great Plains Transportation Institute  
North Dakota State University



U.S. Department of Transportation  
Federal Transit Administration

## COVER PHOTO

*Courtesy of Stephanie Lewis, Center for Urban Transportation Research, University of South Florida*

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Federal Transit Administration  
Office of Research, Demonstration and Innovation  
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<b>LENGTH</b>				
<b>in</b>	inches	25.4	millimeters	mm
<b>ft</b>	feet	0.305	meters	m
<b>yd</b>	yards	0.914	meters	m
<b>mi</b>	miles	1.61	kilometers	km
<b>VOLUME</b>				
<b>fl oz</b>	fluid ounces	29.57	milliliters	mL
<b>gal</b>	gallons	3.785	liter	L
<b>ft<sup>3</sup></b>	cubic feet	0.028	cubic meters	m <sup>3</sup>
<b>yd<sup>3</sup></b>	cubic yards	0.765	cubic meters	m <sup>3</sup>
NOTE: volumes greater than 1000 L shall be shown in m <sup>3</sup>				
<b>MASS</b>				
<b>oz</b>	ounces	28.35	grams	g
<b>lb</b>	pounds	0.454	kilograms	kg
<b>T</b>	short tons (2000 lb)	0.907	megagrams (or "metric ton")	Mg (or "t")
<b>TEMPERATURE (exact degrees)</b>				
<b>°F</b>	Fahrenheit	5 (F-32)/9 or (F-32)/1.8	Celsius	°C

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## ABSTRACT

Recipients of the Federal Transit Administration's (FTA's) Innovative Public Transportation Workforce Development grants and FTA partners gathered for a one-day event, the *Workforce Development Summit: Implementing, Disseminating, and Modeling Ladders of Opportunity*, on June 7, 2016, to share information, network, and learn from each other as they addressed the workforce development challenges facing the transit industry. The summit was hosted by FTA and the National Transit Institute. The Innovative Public Transportation Workforce Development Program assists in the development of innovative programs and activities in public transportation that address the human resource needs of public transportation operators and build pathways to long-term careers in the public transportation industry. The event featured presentations from FTA grantees, individuals from FTA, and FTA partners. Discussions focused on the workforce challenges facing the industry, innovative projects conducted by grant recipients, collaboration opportunities and the importance of partnerships, funding opportunities, and performance measurement. This proceedings report documents the presentations and discussions from the event.



## EXECUTIVE SUMMARY

On June 7, 2016, the Federal Transit Administration (FTA) and the National Transit Institute (NTI) hosted the *Workforce Development Summit: Implementing, Disseminating, and Modeling Ladders of Opportunity*. Recipients of FTA Innovative Public Transportation Workforce Development grants were invited to the summit to share information about their projects. Grant recipients were joined by representatives from the U.S. Department of Transportation (DOT), U.S. Department of Labor (DOL), and other partners, providing an opportunity for participants to share information, network, and learn from each other as they attempt to address the workforce development challenges facing the transit industry.

The Innovative Public Transportation Workforce Development Program assists in the development of innovative programs and activities in public transportation that address the human resource needs of public transportation operators and build pathways to long-term careers in the public transportation industry. Through this program, the FTA has funded projects that create new nationally or regionally significant workforce development programs or augment or replicate existing programs that benefit the transit industry. FTA has awarded a total of \$20.5M for about 45 grants to support workforce projects since Fiscal Year 2011. The Fiscal Year 2015 projects included the Ladders of Opportunity priority areas targeting areas with high unemployment; 2) capitalizing on local employment opportunities by the construction and operation of new transit capital projects; 3) providing career pathways that support the movement of targeted populations from initial or short-term employment opportunities to sustainable careers; 4) helping increase the employment of minorities, women, individuals with disabilities, veterans, and low-income and other underserved populations; 5) addressing gaps in areas with current or projected workforce shortages; 6) pre-employment trainings/preparation; and 7) recruitment and hiring. Thus, an important need for FTA was to find a way to share best practices and leverage the results of these investments to address public transit industry workforce challenges.

The goals of the Workforce Development Summit were to 1) enable grant recipients to showcase promising practices created from their FTA-funded workforce project, 2) provide peer-to-peer exchanges and collaboration opportunities, 3) discuss how to leverage funds from partners and use formula funds authorized in the Fixing America's Surface Transportation (FAST) Act for workforce development, and 4) enable grant recipients to participate in the development of workforce goals, objectives, and performance measures consistent with the FAST Act.

## Addresses from the U.S. Departments of Transportation and Labor

Acting FTA Administrator Carolyn Flowers opened the Summit by emphasizing the important opportunity the Summit provided its participants to learn from each other. Ms. Flowers spoke to the challenges facing the transit industry, as well as its strengths, and to the importance of working together and leveraging resources. She stressed that transportation's greatest challenge is in attracting, educating, and retaining a workforce with the needed skills and knowledge, while also ensuring a diverse workforce across all jobs.

Bryna Helfer, Deputy Assistant Secretary for Public Engagement and Workforce Development with the U.S. DOT, followed with a presentation of the results from the report *Strengthening Skills Training and Career Pathways across the Transportation Industry*. This report, which was co-published by the U.S. DOT, U.S. DOL, and the U.S. Department of Education (DOE), analyzed workforce data for six transportation sectors, with one of those sectors being transit and ground passenger transportation.

Workforce challenges facing the industry include looming retirements caused by an aging workforce, the need to retain workers who could leave for other industries, and the need to expand the workforce to meet the growing demand for transit. Despite these many challenges, transit has a number of strengths that can be sold to potential employees. First, many of the jobs in the transit industry have low barriers to entry. Second, many transit jobs pay well, with good benefits. Third, transit has a better record of attracting a diverse workforce, compared to other transportation sectors. Lastly, transit provides long-term employment opportunities.

U.S. Department of Labor Deputy Assistant Secretary Eric Seleznow provided insights and perspectives on workforce training from the DOL, and each of the speakers discussed programs in the DOL and DOT to help address these workforce challenges.

Later in the Summit, Mary Leary, FTA Director of Research Management, Innovation, and Outreach, and Thomas Ritchie, Program Manager with the U.S. DOL, presented information on funding opportunities under the FAST Act and through the Department of Labor, and Stephanie Gidigbi, U.S. DOT Director of Strategic Initiatives, outlined programs at the DOT.

Deputy Secretary of the DOT, Victor Mendez, spoke on the importance of workforce initiatives in transportation. He discussed some of the challenges facing the transportation industry and why transportation is so essential. He emphasized that these challenges all point to the importance of workforce development. That is because, as we implement new transit systems to meet the

growing demand caused by population growth, behavioral changes, congestion, and climate change, we need a sufficient workforce to operate and maintain them.

### Presentations from Workforce Development Grant Recipients

The Summit featured three sessions of presentations from FTA Innovative Public Transportation Workforce Development Program grant recipients. The first focused on projects that addressed youth engagement and outreach. The second featured projects focused on internships, apprenticeships, training, and curriculum development. The third session focused on frontline hiring and incumbent workers.

The youth engagement and outreach programs presented in Session 1 were designed to educate and attract youth and young adults, from elementary to college-age, to transit. Allan Byam and John Collura of University of Massachusetts (UMass) Transit discussed their university certificate program in transit operations and management. Tammy Enix presented the University of Tennessee's effort to promote public transit as a good transportation option and viable career choice for K–12 students and young adults up to age 20. Michelle Scott provided information about Lawrence County Social Service's Gen Y Transit Workforce Connection, an initiative offering older youth innovative career awareness, case management, job readiness, and pre-employment training to educate, attract, and connect these future workers to the public transportation industry.

Ron Baumgart of River Cities Public Transit, Jack Clark of the International Transportation Learning Center, and Marion Colston of the Los Angeles County Metropolitan Transit Authority (LACMTA) gave presentations in Session 2. Ron Baumgart and River Cities Public Transit used their FTA workforce development grant to create the Center for Transportation e-Learning (CTeL), an online training program for rural and small urban transit employees. The International Transportation Learning Center developed and implemented pre-apprenticeship, registered apprenticeship, and national standards-based courseware for frontline maintenance and operations employees. LACMTA partnered with the Los Angeles Community College District (LACCD) to develop Metro University, a new program that provides continuous training and learning opportunities for employees. Metro University focuses on two main areas—technical development and leadership development.

The last of the three sessions featured four presentations. Nina Babiarz and Mike Brock of the Southern California Regional Transit Training Consortium (SCRTTC) discussed their effort to address the latent demand and significant challenges that exist for distance education instruction for transit technicians. Rhonda Rose of Community Career Development, Inc. (CCD) and Doug

Marriott of Los Angeles Valley College (LAVC) presented information about Moving Employees into Transit-Related Opportunities (METRO), an innovative initiative created by LACMTA, LAVC, and CCD. Its goal was to recruit and assist 200 low-income individuals, including women and veterans, from high unemployment communities throughout the Los Angeles region, by providing them with skills needed for employment and advancement in the transportation industry. George Fields of the Greater Cleveland Regional Transit Authority (GCRTA) discussed its program, the Public Transit Management Academy (PTMA), a collaboration between the GCRTA and Cleveland State University dedicated to enhancing the retention and development of leaders for GCTRA. Last, Martell Dyles, who manages the regional Workforce Initiative Now (WIN) program with the Regional Transportation District (RTD) in Denver, presented information about their effort to help train people for living-wage transit and construction careers while filling hiring needs on local infrastructure projects.

The presentations and peer exchange in these sessions stressed the importance of partnerships. Participants discussed the process for developing partners and provided examples of unique partnerships. Each presenter described his/her project's goals, targeted audience, partnerships, results, impacts, and lessons learned, and discussed how the project could be sustained.

### FTA Workforce Program Evaluation Results

Following presentations from the grant recipients, Daniel Weissbein of Axiom Corporation presented results from a report that evaluated the 12 projects funded by the FTA's Innovative Public Transportation Workforce Development Program in 2011. The report details each of the projects and their impacts and outcomes. General conclusions were that the grantees met their goals and the projects were successful at identifying promising approaches for workforce development. He noted that attributes of high-impact projects included leadership buy-in, strong pre-existing relationships among partners, clear plans that link outcomes to transit agency needs, and rigor in all aspects of the program.

### FTA Workforce Program Mission, Goals, and Performance Measures

Mary Leary, FTA Director of Research Management, Innovation, and Outreach, and Thomas Ritchie, Program Manager with the U.S. DOL, moderated a session on the development of a mission statement, goals, and performance measures for the FTA's workforce program. Summit participants engaged in a discussion of the mission statement and goals and then met in small groups to discuss possible performance measures. Leary noted that public transit agencies collect a lot of information required by FTA, but they do not have a set of workforce performance measures that have been consistently used. FTA is trying to determine how to collect data to show current workforce needs and how it is

addressing those needs and making progress through the workforce development grants. After discussing possible performance measures, participants recommended a wide range of measures, but there were a few that were more commonly mentioned, including the number of participants trained, the number of participants who entered unsubsidized employment within the first two quarters after the program, and the number of employed participants who retained employment one year after program exit. These are stepping stones for the development of FTA's performance measures.

### Creating the Future Path

The final session was moderated by Stephanie Gidigbi, Director of Strategic Initiatives at the U.S. DOT, who discussed how the pieces all come together and provided information on the U.S. DOT's workforce priorities. She emphasized the role that transportation plays in connecting people to opportunities and the need to reinvest in communities and address our aging infrastructure, which will create job opportunities. Lydia Grose, Director of Coordination and Design with the Southeastern Pennsylvania Transportation Authority (SEPTA) and chair of the American Public Transportation Association's (APTA's) Human Resources Committee, addressed Summit participants on the value of partnerships and collaborations and the ability to share resources and ideas with each other. Betty Jackson, FTA Workforce Development Program Manager, concluded with a discussion of FTA's workforce priorities and its next steps, which include creating a strategic plan, disseminating information, and continuing partnerships and discussions.

*"It is indeed a pleasure to work alongside the most passionate people in the transit industry, those that have the difficult job of making transit "sexy" and inviting! That is YOU! Thank you on behalf of the FTA and the American Tax Payer! This Summit was to showcase all the great work of our Workforce Strategic partners. Job well done! Let's keep creating career opportunities for persons in transit!"*



Betty Jackson  
FTA Workforce Development Program Manager



# Introduction

On June 7, 2016, the Federal Transit Administration (FTA) and the National Transit Institute (NTI) hosted the Workforce Development Summit: Implementing, Disseminating, and Modeling Ladders of Opportunity. Recipients of FTA's Innovative Public Transportation Workforce Development grants were invited to attend and share information about their projects. Grant recipients were joined by representatives from the U.S. Department of Transportation (DOT), U.S. Department of Labor (DOL), and other partners to share information, network, and learn from each other as they attempt to address the workforce development challenges facing the transit industry.

## FTA's Innovative Public Transportation Workforce Development Program

Recognizing that a highly-skilled workforce is critical to maintaining a quality transit system and that a number of workforce challenges are facing the industry, FTA created the Innovative Public Transportation Workforce Development Program. This program assists in developing innovative programs and activities in public transportation that address the human resource needs of public transportation operators and build pathways to long-term careers in the public transportation industry. Through this program, FTA has funded projects that create new nationally- or regionally-significant workforce development programs or augment or replicate existing programs. These projects help train a new generation of skilled workers and support long-term careers in the transit industry while building ladders of opportunity for American workers to move into the middle class or advance in their careers.

The program's first round of funding was released in 2011, followed by a second round in 2012. Based on a competitive application process, FTA awarded \$3 million for 12 workforce development projects in 2011 and \$7 million for 16 projects in 2012. Following the success of these programs, a third round was awarded in 2015, providing \$9.5 million to 19 projects in 13 states. A variety of transit modes and workforce needs have been represented in these projects.

## Summit Goals and Agenda

The goals of the Workforce Development Summit were to 1) enable grant recipients to showcase promising practices created from their FTA-funded workforce project, 2) provide peer-to-peer exchanges and collaboration opportunities, 3) discuss how to leverage funds from partners and use formula funds authorized in the Fixing America's Surface Transportation (FAST) Act for workforce development, and 4) enable grant recipients to participate in the development of workforce goals, objectives, and performance measures consistent with the FAST Act.

The Summit featured presentations from workforce development grant recipients who described their projects and highlighted results, impacts, and lessons learned. Representatives from different U.S. DOT agencies and the U.S. DOL also gave presentations and participated in the discussion.





SECTION

2

# Summit Opening Session

The opening session featured presentations and addresses from FTA Acting Administrator Carolyn Flowers; Bryna Helfer, Deputy Assistant Secretary for Public Engagement and Workforce Development with the U.S. DOT; and Eric Seleznow, Deputy Assistant Secretary of Employment and Training Administration at the U.S. DOL.

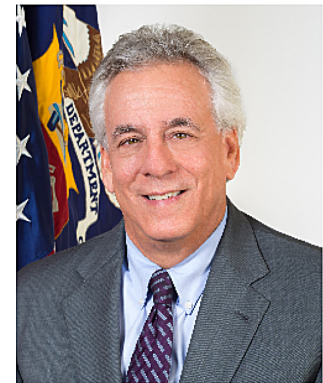
Acting Administrator Flowers opened the Summit by providing a charge to its participants and emphasizing the important opportunity to learn from each other that the Summit provided to participants. Flowers spoke to the challenges facing the transit industry, as well as its strengths, and to the importance of working together and leveraging resources. She stressed that transportation's greatest challenge is in attracting, educating, and retaining a workforce with the needed skills and knowledge, while also ensuring a diverse workforce across all jobs.



Carolyn Flowers, FTA  
Acting Administrator



Bryna Helfer, U.S. DOT  
Deputy Assistant Secretary  
for Public Engagement and  
Workforce Development



Eric Seleznow, U.S. DOL  
Deputy Assistant Secretary  
of Employment and Training  
Administration

Bryna Helfer followed with a presentation of the results from the report, *Strengthening Skills Training and Career Pathways across the Transportation Industry*. This report, co-published by the U.S. DOT, U.S. DOL, the U.S. Department of Education (DOE), analyzed workforce data for six transportation sectors, with one of those sectors being transit and ground passenger transportation. U.S. DOL Deputy Assistant Secretary Eric Seleznow concluded the session by providing insights and perspectives on workforce training from the DOL.

## Workforce Challenges

Each of the speakers addressed the significant challenge posed to the transportation industry by an aging workforce. Transit, in particular, has an older workforce, with many in the industry nearing retirement. Flowers remarked that “the transportation industry, and transit in particular, is approaching a demographic cliff.” Flowers and Helfer both highlighted data from the *Strengthening Skills Training and Career Pathways across the Transportation Industry* report that illustrated the demographic and workforce challenges facing the industry.

*“The transportation industry, and transit in particular, is approaching a demographic cliff.”*

*- Carolyn Flowers  
FTA Acting Administrator*

This report showed that among transportation sectors, transit has the highest percentage of its workforce over age 55. A total of 35% of transit workers are over age 55, compared to 22% of all U.S. workers. Transit also has a smaller percentage of younger workers. With 63% of workers in the transit industry above age 45, retirement looms large in the future. Furthermore, in a number of transit agencies, workers can retire with negotiated pension eligibility, such as 30 years of service or 62 years of age. This means that some workers who were hired young can be eligible to retire as early as their late 40s.

Another challenge is the need to retain workers who could leave for other industries. At the same time, the industry is in need of a larger workforce to meet the growing demand for transit. The report projected that, due to growth and separations, transportation industry employers will need to hire an equivalent of 1.2 times the current employment between 2012 and 2022, and transit and ground passenger transportation will have job openings equal to 133% of current employment.

More specifically, the report projected that employers will need to hire and train a total of 4.6 million workers, due to expected growth, retirement, and turnover in the transportation industry from 2012 to 2022. The transportation industry is projected to add 417,000 net jobs over this time period. The highest percentage of these new jobs will be in transit and ground passenger transportation.

Helfer presented data from the report showing a significant skills gap in the demand for and supply of highly skilled workers. Projected annual job openings are 68% larger than the number of students who are completing related educational programs annually.



*Strengthening Skills Training and Career Pathways across the Transportation Industry* projects about 200,000 total job openings for transit and intercity bus drivers between 2012 and 2022.

Vehicle operators account for the largest job growth in transit. The report projects about 200,000 total job openings for transit and intercity bus drivers between 2012 and 2022. Lesser but significant growth in demand is also projected for mechanics and dispatchers. Most (89%) of projected job openings are in operations, with the next largest share (5%) in maintenance. Helfer presented workforce data at a national level and stressed that organizations need to collect and understand the data for their specific organizations and local communities.

Increasing population nationwide is contributing to the challenge, creating a demand for more services. Transit ridership now is at its highest level since the 1950s and growing. Flowers stressed that we are at a time when we need to make strategic investments to expand public transportation services and to keep existing infrastructure safe and reliable.

“Unless we work to together to address the looming shortage of workers, buses will not be running and there won’t be enough workers,” Flowers remarked. “That means that people will wait longer, buses will be more crowded, and people will be late for work or doctor’s appointments.” She also described how we will see longer delays due to service disruptions and slower or delayed maintenance. She noted that many support jobs are needed to keep transit running, including maintenance workers, workers to clean the buses and trains, security workers, and others. “These are major problems now, but in 20 years they will be critical,” she added.

## Transit Strengths

Despite these many challenges, transit has a number of strengths that can be sold to potential employees. Flowers and Helfer highlighted a number of these strengths. First, many of the jobs in the transit industry have low barriers to entry, providing opportunities to a wide range of people, although skilled maintenance jobs require significant on-the-job training or apprenticeship. Second, many transit jobs pay well, with good benefits—pay for bus drivers, bus mechanics, and frontline supervisors is well above the national median wage. Third, transit has a better record of attracting a diverse workforce, compared to other transportation sectors.

Flowers and Helfer commented that transit has the highest percentage of women in the workforce among transportation sectors and is also successful in drawing workers from diverse backgrounds. However, workforce participation by women is still lower in transit than the average for all U.S. industries, and there is less diversity in transit among higher-paying jobs. Flowers added that we need to make sure that workers from a diverse background have the opportunity for training and mentorship that allow them to move into jobs with higher pay and responsibility.

Last, Helfer argued that one of the greatest aspects of transit jobs is the security in knowing that these jobs are not going anywhere—they provide long-term opportunities.



FTA Metropolitan Council/Metro Transit, Mass Transit Technician Program graduates

## Solutions

Each speaker discussed programs in the DOL and DOT to help address these workforce challenges:

- **FTA’s Innovative Public Transportation Workforce Development Grants:** These grants, the focus of the Summit, have been awarded to organizations across the country that have created solutions for training a new generation of skilled workers and supporting long-term careers in transit. See Section 1: Introduction for more details.
- **America’s Promise Job-Driven Training Grants (America’s Promise Grants):** The U.S. DOL announced \$100 million in grants in April 2016 to expand partnerships between community colleges and other training providers, employers, and the public workforce system. The intent is to create more dynamic, tuition-free education and training programs for in-demand middle- and high-skilled jobs across the country. This program will help students gain the skills most in demand by employers.
- **U.S. DOL’s American Apprenticeship Grants:** Grants totaling \$175 million were awarded in 2015 to expand apprenticeship programs in new and growing industries, to align apprenticeships with further education and career advancement, and to scale proven apprenticeship models. Visit the U.S. DOL website for more information about apprenticeship grants and opportunities at [www.dol.gov/featured/apprenticeship](http://www.dol.gov/featured/apprenticeship).
- **FAST Act:** Allows grantees to use 0.5% of their formula funds allocation for workforce development activities.
- **Local Hire Pilot Program:** This pilot program allows recipients of highway and transit grants to use hiring programs in which preference is given to local residents, low-income workers, and veterans. These requirements include local and geographic hiring programs that give preference to the use of workers who live in the communities where projects are being built.
- **Summer Jobs and Beyond:** Career Pathways for Youth Demonstration Grants: The U.S. DOL announced in February 2016 the availability of up to \$20 million to support demonstration projects to address employment needs of young people in high-crime, high-poverty communities. The program will provide resources to Local Workforce Development Boards to expand and enhance existing summer employment programs and work experiences throughout the year for eligible youth and to implement innovative practices.

Flowers and Seleznow both discussed how the Obama Administration has been committed to workforce development and has devoted resources to programs that help support and expand successful workforce programs. They commented on how there are good funding opportunities available, but unfortunately resources are limited, making it even more important to work together. Flowers

stressed the importance of partnerships and leveraging all available opportunities and resources, and Seleznow similarly commented on how initiative is needed at all levels, including federal, state, and local levels, and that local participation may be most important.

Work-based training is a critical component of workforce development. Seleznow stressed the importance of apprenticeship programs, on-the-job-training, mentorship programs, and having a systematic approach to growing workers. He noted that there are resources available to organizations to help them set up such programs, and partnerships are important for creating successful programs. Community colleges, for example, can be an effective partner. Community college partnerships provide a common-sense connection between the knowledge and skills acquired through an apprenticeship program and what students learn in college coursework. Seleznow also emphasized that employer engagement is a key principle for driving workforce training. Employers need to be fully engaged as partners and customers of the workforce development system.

Last, Helfer discussed “Readiness Assessment for the Development of Career Pathways in Transportation,” an assessment tool meant to be used in combination with the *Guide for the Establishment of Career Pathways in Transportation*. The tool is organized around six key elements: building cross-system partnerships and a common vision; engaging employers and aligning pathways with industry needs; redesigning programs; pursuing funding, sustainability, and scale; pursuing needed policies and policy changes; and identifying and implementing cross-system data and accountability.



Basic Mechanic Training, Chicago Transit Authority, Second Chance Program

## Address from the U.S. Department of Transportation Deputy Secretary



Victor Mendez, Deputy Secretary  
of the U.S. DOT

Deputy Secretary of the U.S. DOT Victor Mendez spoke on the importance of workforce initiatives in transportation. He commented that “our transit systems are very important to all of us ... and we have to make sure we have the right skill sets and the right people to be able to maintain and operate our systems.” His message was, “If you’re not successful, then America cannot be not successful.”

The U.S. DOT published a report in 2015 titled *Beyond Traffic*, a draft framework for the future. As Mendez discussed, it outlines the challenges and opportunities facing transportation in the next 20–30 years. One

of the main issues of importance to transit is an estimated population increase of 70 million people in the United States during that time period. Absorbing that growth within our transportation systems will be a challenge. Transit systems have been growing over the last two decades and will need to continue to grow to meet the demand. Public transportation ridership is currently at its highest level in more than 50 years. Transit services are expanding across the country, and new rail transit systems are being built at a more rapid pace.

Demographic and behavioral changes also are impacting the demand for transit. Mendez commented on how the younger demographic is now less likely to drive a car and more likely to demand transit. He noted that these changes are affecting all parts of the country in both urban and rural areas.

The report also estimated that within the next 30 years, freight traffic will increase 45% to 50%, creating additional congestion that must be absorbed within the transportation system. Mendez commented that transit will be needed to help alleviate that congestion.

Mendez explained that climate change and extreme weather patterns create significant costs for how we live and for our transportation system. To answer

the challenge of climate change, President Obama's climate action plan relies on transit to reduce emissions and congestion on already crowded roads. FTA has invested in new low- and no-emission vehicle technology and is helping to commercialize those technologies.

Mendez emphasized that these challenges all lead to the importance of workforce development, because, as we implement new transit systems to meet the growing demand caused by population growth, behavioral changes, congestion, and climate change, we need a sufficient workforce to operate and maintain them. "Without well-trained workers in sufficient numbers, all the technology in the world is useless," he commented. He continued, "We can invest in new subways, light rail systems, street cars, BRT, and so on, but none of this will help us if we do not meet the growing demand for people to help us maintain and operate our systems."

The Obama Administration has looked across departments to figure out how to combine resources to solve the problems. Mendez stated, "None of us by ourselves have enough resources to solve the problems, but collectively, as we leverage our resources and ideas and work together, we can have a tremendous impact." He noted that gathering at the Workforce Development Summit is very important because it gives us opportunities to discuss challenges and opportunities and share ideas and innovations.

*"Without well-trained workers in sufficient numbers, all the technology in the world is useless. We can invest in new subways, light rail systems, street cars, BRT, and so on, but none of this will help us if we do not meet the growing demand for people to help us maintain and operate our systems."*

*- Victor Mendez  
U.S. DOT Deputy Secretary*

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U.S. DOT Deputy Secretary*



## SECTION

# 4

## Presentations from Workforce Development Grant Recipients

The Summit featured three sessions of presentations from FTA Innovative Public Transportation Workforce Development Program grant recipients. The first session focused on projects addressing youth engagement and outreach, the second featured projects focusing on internships, apprenticeships, training, and curriculum development, and the third focused on frontline hiring and incumbent workers.

### Session 1 – Youth Engagement and Outreach

Session I featured presentations from grant recipients who had conducted youth engagement and outreach projects. The session was moderated by Selden Fritschner of the U.S. DOT's Federal Motor Carrier Safety Administration (FMCSA). Presenters were from UMass Transit, the University of Tennessee, and Lawrence County Social Services, Inc.



Fritschner opened the session by emphasizing the importance of partnerships and specifically discussed the attractiveness of partnering with the military. Many people in the military have skills that can be translated to the transit or trucking industries. The Army has a program called Soldier for Life, which helps connect

soldiers and veterans to education and employment opportunities. Fritschner also recommended partnerships with the American Legion and the U.S. Chamber of Commerce.

The youth engagement and outreach programs presented in this session were designed to educate and attract youth and young adults, from elementary to college age, to transit. Allan Byam and John Collura of University of Massachusetts (UMass) Transit discussed their university certificate program in transit operations and management. Tammy Enix presented the University of Tennessee's effort to promote public transit as a good transportation option and viable career choice for K–12 students and young adults up to age 20. Michelle Scott provided information about Lawrence County Social Service's Gen Y Transit Workforce Connection, an initiative offering older youth innovative career awareness, case management, job readiness, and pre-employment training to educate, attract, and connect these future workers to the public transportation industry.

### University Certificate Program in Transit Operations and Management

UMass Transit is a university-operated transit system serving students, faculty, and staff on campus and in surrounding areas. On average each year, it has 150 student drivers, with a 40% turnover rate. It has become adept at training student commercial driver license (CDL) drivers and has an agreement with many local transit operators, such as Connecticut Transit, that provides student drivers opportunities to pursue transit careers after graduation.



University of Massachusetts Transit Certificate Program participants

UMass Transit used its FTA workforce grant to create a program to provide students enrolled in degree programs the opportunity to become aware of opportunities in transit by creating a certificate program in Transit Operations and Management. The program is a partnership between transit and academia, combining academic education and training with practical experience. This partnership was key to the program's success. Collura emphasized the importance of academia working with transit. The program includes coursework requirements as well as a paid internship, and, upon completion, students receive a Certificate in Transit Operations and Management. Many of the classes in the program are the same ones students may take to earn their degrees, so students can work on their degrees and the certificate program simultaneously. Based on their experience in the program, students are almost guaranteed a job in transit.

### Transit – Your Ride to the Future

The program developed by the University of Tennessee's Center for Transit Research was designed to engage K–12 students and young adults up to age 20. They conducted focus groups with high school- and college-aged students and found that public transit did not enjoy a very good reputation in this demographic. The program included fun and informational activities for students that focused on three key interrelated issues regarding school-age youth: their possible negative perception of transit, their deficient understanding of transit as a transportation option, and their unwillingness to consider transit as a potential career.

Activities included 5th Grade Transit Days, an art calendar contest for elementary students, a high school summer camp, an area-wide scavenger hunt using transit, and video and art contests for high school students. They also produced a middle school curriculum focusing on transit, a scavenger hunt guide that is transferable to other communities, and a professionally-produced video specifically geared to a younger audience about riding the local transit system.

For 5th Grade Transit Days, which was well-received, Knoxville Area Transit (KAT), brought a bus to local elementary schools and showed students the basics of how things work and how to ride and featured other activities such as how to read a route map. The three-day high school transit academy featured tours of KAT and Metropolitan Atlanta Rapid Transit Authority (MARTA) where students learned about career opportunities in transit and participated in an all-day scavenger hunt using only transit to get around. The transit camp scavenger hunt was so popular they created one that was open to the community. The high school art contest also had great response, although the video contest had no participants. Despite their successes, they found it a challenge to recruit enough students to participate in the high school summer camps and focus groups.



5th Grade Transit Days Activities

Establishing the necessary partnerships with schools and transit agencies to accomplish this program can be a challenge. Enix explained that that, fortunately, they had previously-established relationships with teachers in the school system and built relationships over time through previous grants. The schools targeted also were located along transit lines, so transit was a familiar sight.

Enix commented that the scavenger hunt could be sustainable if done in cooperation with a non-profit organization. The University of Tennessee is creating a scavenger hunt guide that will be made available for use by other communities and organizations.

### Gen Y Transit Workforce Connection

Lawrence County Social Services' program focused on Generation Y, which Scott noted is a valuable labor pool. Their target age group was 17–24, and their efforts were aimed at providing career awareness, case management, job readiness, and pre-employment training. Their goals were to create awareness of transit occupations; assist youth with transitions into post-secondary education, employment, or training in the industry; and develop a career-awareness curriculum that could be replicated and scaled for use in youth and young-adult employment and training programming. Scott reiterated the importance of partnerships, noting that it took many such partnerships to make this program successful. Lawrence County Social Services partnered with public transportation systems, educational institutions, and many other organizations. Partnerships with transit operators provided the young adults the opportunity to observe transit operations and learn about the many jobs needed to operate a transit system.

Scott discussed the benefits of having different generations working together and learning from each other. A program with older workers mentoring younger generations benefits the younger worker as they learn from those with more experience, and the older population is able to teach the younger generation important work skills and a proper work ethic. The older population also can benefit from such a partnership, as the more technologically savvy younger generation can share their skills.

To help improve the success of the mentorship program, Lawrence County Social Services provided formal training opportunities for mentors by partnering with their local Big Brothers Big Sisters program, which gave their mentors formal training on what it means to be a mentor and how to properly conduct a mentorship program.

<b>A University Certificate Program in Transit Operations and Management</b>	
<i>University of Massachusetts Transit</i>	
<b>Presenters</b>	Allan Byam and Dr. John Collura
<b>Description</b>	This program assists in attracting and training young, well-educated individuals into the transportation industry by introducing them to opportunities in transit through structured coursework and internship opportunities while enrolled in college.
<b>Goals</b>	<ol style="list-style-type: none"> <li>1) Offer a Certificate in Transit Operations and Management to college students who may be interested in entering the transit profession.</li> <li>2) Serve as a model for public transit operators and educational institutes within New England as well as other regions of the country where there is interest in encouraging college students to consider careers in public transit.</li> </ol>
<b>Targeted Audiences</b>	University students from varying academic backgrounds with strong interests in public transportation.
<b>Partnerships</b>	<ul style="list-style-type: none"> <li>• UMass Transit Services, Amherst, MA</li> <li>• CT Transit, Hartford, CT</li> </ul>
<b>Results</b>	<ul style="list-style-type: none"> <li>• Students desire a minimally-invasive program to fit well with their already-rigorous academic schedule.</li> <li>• Exciting hands-on methods encourage young people to choose public transit as a career.</li> <li>• A program such as this one should include as many background fields and operations sectors as possible.</li> <li>• Hands-on transit operations experience with small and large properties is key to giving students a variety of experiences.</li> <li>• At its most basic level, this program creates awareness of transit careers for students who otherwise may not have been predisposed to exposure from the industry.</li> </ul>
<b>Impacts</b>	<ul style="list-style-type: none"> <li>• 19 applicants have been admitted to the program.</li> <li>• 7 students have completed and been awarded the Certificate, including 5 graduate and 2 undergraduate.</li> <li>• 12 students currently remain active with the program, including 6 graduate and 6 undergraduate.</li> <li>• These students have diverse majors including transportation engineering, political science, environmental science, computer science, regional planning, business administration, and legal studies.</li> </ul>
<b>Lessons Learned</b>	<ul style="list-style-type: none"> <li>• Any form of the certificate should include a minimum requirement for internship experiences.</li> <li>• Classes should be selected that allow students to earn degree and certificate credits simultaneously.</li> <li>• University students from a wide variety of academic backgrounds have interest in a career in public transportation.</li> </ul>
<b>Sustainability:</b>	<ul style="list-style-type: none"> <li>• There must be a commitment by the university and an academic department to keep the program running.</li> <li>• A champion for the program is required to foster its growth and progress.</li> <li>• A transit partner and a university should expect to share the costs in order to keep the program affordable for students.</li> </ul>
<b>If you had to perform this work again, what one thing would you change to make it better?</b>	
Identify a clear pathway to sustainable funding with public-private partnerships.	

<b>Transit – Your Ride to the Future</b>	
<i>University of Tennessee, Center for Transit Research</i>	
<b>Presenters</b>	Tammy Enix and Jerry Everett
<b>Goals</b>	To promote public transit as a good transportation option and a viable career choice.
<b>Targeted Audiences</b>	K-12 students and young adults/college students up to age 20.
<b>Partnerships</b>	<ul style="list-style-type: none"> <li>• Knoxville Area Transit (KAT)</li> <li>• Metropolitan Atlanta Rapid Transit Authority (MARTA)</li> <li>• Knoxville County Schools</li> </ul>
<b>First Steps</b>	<ul style="list-style-type: none"> <li>• Establish focus groups with Knoxville area students.</li> <li>• Develop fun and engaging activities.</li> <li>• Involve our partners to get their assistance in implementation.</li> </ul>
<b>Results</b>	<p>Activities:</p> <ul style="list-style-type: none"> <li>• 5th grade Transit Days</li> <li>• Art calendar contest for elementary students</li> <li>• High school summer camp</li> <li>• Knoxville area-wide scavenger hunt using transit</li> <li>• Video and art content for high school students</li> </ul> <p>Other deliverables:</p> <ul style="list-style-type: none"> <li>• Middle school curriculum that focuses on the theme of public transportation and emphasizes transit career opportunities</li> <li>• Scavenger hunt guide (transferable to others)</li> <li>• Professionally-produced video specifically geared to a younger audience about riding KAT</li> </ul>
<b>Challenges</b>	<ul style="list-style-type: none"> <li>• Finding participants for the transit camps and focus groups</li> <li>• Use social media more to reach our demographic</li> <li>• Navigating the school system's procedures to get the word out in the schools</li> </ul>
<b>Sustainability</b>	<ul style="list-style-type: none"> <li>• Curriculum will be available at no cost and posted on our website and possibly FTA's.</li> <li>• Scavenger hunt guide and videos also will be available free to anyone who wants to access them.</li> </ul>

<b>Gen Y Transit Workforce Connection</b>	
<i>Lawrence County Social Services, Inc.</i>	
<b>Presenters</b>	Michelle Scott and Tracy Cherry
<b>Description</b>	Lawrence County Social Services, Inc. proposed the Gen Y Transit Workforce Connection as an initiative recognizing older youth as a valuable future labor pool. Consequently, this targeted group was offered innovative career awareness, case management, job readiness, and pre-employment training to educate, attract, and connect these future workers to the high-growth public transportation industry.
<b>Goals</b>	<ol style="list-style-type: none"> <li>1) Create awareness of occupations in the public transportation industry.</li> <li>2) Assist youth with transition into post-secondary education, employment or training in the industry.</li> <li>3) Develop a career awareness curriculum to be replicated and scaled for use in youth and young-adult-focused employment &amp; training programming.</li> </ol>
<b>Targeted Audiences</b>	<ul style="list-style-type: none"> <li>• Lawrence and Mercer Counties of Western PA – youth ages 17–24</li> <li>• Minorities and underserved populations</li> </ul>
<b>Partnerships</b>	<ul style="list-style-type: none"> <li>• Public transportation entities such as the Gateway Clipper Fleet, PA Pride Trucking, Pittsburgh Light Rail, New Castle Transit Authority, New Castle Municipal Airport, Team Hardinger Transportation, Allied Coordinated Transportation Services (ACTS)</li> <li>• Educational institutions such as Pittsburgh Institute of Aeronautics, Great Lakes Truck Driving School, Butler Community College, Laurel Technical Institute, Bidwell Training Center, New Castle School of Trades, local school districts</li> <li>• Others include West Central WIB, PA State Police, PA Career Link®, Transportation Education and Economic Network (TEEN) Industry</li> </ul>
<b>Results</b>	<ul style="list-style-type: none"> <li>• Approximately 1,000 youth were made aware of jobs and careers in the transportation industry through attendance and participation in the Transportation Workforce Career Fairs.</li> <li>• Nine transitioned into post-secondary education or employment in a transportation-related field.</li> <li>• Six engaged in a Paid Work Experience.</li> <li>• A career awareness curriculum was designed by youth for youth to ignite interest in public transportation careers.</li> </ul>
<b>Impacts</b>	<ul style="list-style-type: none"> <li>• The success of Gen Y Transit Workforce Connection has helped increase interest in developing and implementing other transportation workforce programs within Lawrence County and the surrounding region. The Gen Y curriculum is being used by local youth and young adult employment and education programs.</li> <li>• Innovative and intensive case management strategies were used to gain positive rapport with the participants, helping them to overcome barriers to employment and learn their potential for success.</li> <li>• Paid Work Experience internships were utilized to provide hands-on training in public transportation agencies.</li> <li>• A community service/service learning component fostered participants' learning process while providing public transit agencies with workforce support.</li> </ul>
<b>Lessons Learned</b>	<ul style="list-style-type: none"> <li>• Program is more effective when understanding the characteristics and culture of Gen Y age group.</li> <li>• Case management is necessary to help youth overcome barriers to employment.</li> <li>• This age group prefers hands-on training and field studies as opposed to classroom instruction.</li> <li>• Partnerships with employers, post-secondary schools, training providers, etc., is key to success.</li> </ul>
<b>Sustainability</b>	<ul style="list-style-type: none"> <li>• Program effectiveness was centered on successful program completion, removal of barriers through innovative case management strategies, and transition into post-secondary education/training/employment in a public transportation-related field.</li> <li>• Project sustainability is maximized through the use of program material, resources, and partnerships within other older-youth employment and training programs, and the increased probability of national replication through the creation of a fun and visually appealing career awareness curriculum designed by youth for youth to ignite interest in public transportation careers.</li> </ul>
<b>If you had to perform this work again, what one thing would to change to make it better?</b>	
The program was 18 months in duration. More individuals could be served and greater outcomes achieved if program was at least 3 years in duration.	



## Session 2 – Internships, Apprenticeships, Training, and Curriculum Development

Session 2 focused on internships, apprenticeships, training, and curriculum development and was moderated by Betty Jackson, FTA Workforce Development Program Manager. Jackson commented that this Summit provided an exciting opportunity for the workforce development grant recipients to learn from each other and provide valuable input to FTA. The workforce development projects were selected because they are models that can be replicated in other communities. Organizations do not need to re-create previously-developed models but can apply the methods developed and lessons learned in these programs.

Presentations were given by Ron Baumgart of River Cities Public Transit, Jack Clark of the International Transportation Learning Center, and Marion Colston of the Los Angeles County Metropolitan Transit Authority (Metro).



Workforce Development Student Internship Program participants

### Center for Transportation e-Learning

Ron Baumgart said River Cities Public Transit used its FTA workforce development grant to create the Center for Transportation e-Learning (CTeL), an online training program for rural and small urban transit employees. River Cities Public Transit is headquartered in Pierre, SD, and operates in a very rural area of the central state. Although finding workers in such a rural area can be

difficult, providing adequate training presents an additional challenge. The travel costs of sending staff to training can be prohibitive for small agencies. One solution is to provide online training opportunities.

CTeL developed five online classes—Wheel Chair Securement, Hiring the Right Staff, Performance Based Financial Management, Certified Community Transit Supervisor, and Safety Training and Rural Transit (START). The subject matter is delivered in a Learning Management System (LMS) that records and monitors student activity.

CTeL partnered with the Community Transportation Association of America (CTAA) and the National Rural Transit Assistance Program (RTAP), which were key partnerships allowing for the creation of the Certified Community Transit Supervisor and START courses. Baumgart found that the online classes can work well as a complement or prerequisite to in-class courses. The Certified Community Transit Supervisor course has been used as a prerequisite for classroom courses at CTAA and state conferences.

Hiring the Right Staff and Performance Based Financial Management courses have experienced lower participation. Whereas these are good courses, Baumgart concluded that initial courses should have focused on subject matter that was relevant to a larger customer base, such as supervisory training.

### Integrated Career Pathways for Frontline Workforce in Public Transportation

The International Transportation Learning Center developed and implemented pre-apprenticeship (TC3), registered apprenticeship, and national standards-based courseware for frontline maintenance and operations employees. It partners with many agencies in different locations, including 25 agencies and their local unions in Registered Apprenticeship or pre-apprenticeship programs, 11 locations in their rail car training consortium and TC3, and more than 20 locations in their signals training consortium.

Results of this program have included new registered apprenticeship programs, a successful pilot of the TC3 curriculum at the Greater Cleveland Regional Transit Authority (GCRTA), outreach to a diverse pool of future transit employees, a proven successful model based on other successful courseware development consortia, and a high return on frontline training investment. The International Transportation Learning Center is continually looking to add new agencies to the consortia to expand its reach and make the program sustainable.

### Metro University: Developing the Next Generation of Transportation Professionals

Metro partnered with the Los Angeles Community College District (LACCD) to develop Metro University, a program that provides continuous training and

learning opportunities for employees. Courses are designed to ensure that Metro stays at the forefront of innovations in technology and business practices. Colston commented that this program could not have been developed without the partnership of the LACCD. The program focuses on transit operations supervisors because they play a critical role in the organization.

Metro University focuses on two main areas: technical development and leadership development. Technical development includes bus operations training and rail operations training. Leadership development includes a leadership academy and a best practices model. The program focused on four key functional areas of a transit operations supervisor—controller, dispatcher, instructor, and vehicle operator. The intent was to develop a standardized training curriculum specific to Metro’s workforce development needs and capture institutional knowledge before the workforce retired or left the organization. They produced both an instructor manual and a participant manual and developed a train-the-trainer manual that can be used by other organizations.

The partnership with LACCD and Los Angeles Trade-Technical College (LATTC) was critical for developing and delivering the training curriculum to support worker training. Another great partnership formed from this project was that between management and labor. Their Joint Apprenticeship Committee (JAC) and the Rail Apprentice Program are important for ensuring there are candidates trained in various technical areas, and LATTC has developed curriculum to meet these needs.

## Discussion

The question-and-answer session included significant discussion on partnerships, including the process for developing partners and examples of unique partnerships. Baumgart commented on how CTAA and National RTAP were natural partners for CTeL because they also provide training for rural transit agencies. He noted that instead of competing with these organizations, partnering with them makes it possible to provide different avenues of training.

Betty Jackson discussed strategic partners from the FTA perspective. FTA’s workforce development grants have always required a strategic partner, but the inclusion of different types of organizations has evolved. During the first round of grants awarded in 2011, the only eligible applications were transit agencies, state DOTs, and Indian tribes. All were required to have strategic partners. In subsequent years, eligibility has been expanded to include non-profit organizations, institutions of higher education, and metropolitan planning organizations. Jackson stressed how important it was to include different types of organizations, such as community colleges and workforce investment boards, in this program.



Betty Jackson, Ron Baumgart, and Jack Clark at the FTA Workforce Summit

During the discussion, Summit participants shared examples of unique partnerships with which they have been involved. These included partnerships with private industry, such as bus manufacturers and vendors, high schools, social service agencies, mentorship programs, and the military.

A representative from the Chicago Transit Authority (CTA) discussed its Second Chance Program. This initiative is offered in conjunction with the City of Chicago and 13 social service agencies throughout the city. In the program, CTA works closely with the Department of Family and Support Services (DFSS) to give hard-to-place individuals the opportunity to obtain full-time employment and training. The DFSS sends participants to CTA, so it is not involved in the sourcing. CTA provides training to the participants while social service agencies provide work readiness programs, job coaching, and other assistance. The largest share of participants in this program is ex-offenders, though it also includes others such as homeless individuals. Metro Transit in Minneapolis/St. Paul offers a community-based program similar to the Second Chance Program. It provides training for frontline jobs and partners with organizations to help with screening and job coaching.

Sound Transit in Seattle is involved in a program funded through a workforce development grant that focuses on providing opportunities for women, people of color, native tribes, and those with low incomes. The program specifically focuses on construction trades career training, and a representative from Sound Transit discussed the importance of having partnerships with mentoring programs and support services programs.



New Orleans Regional Transit Authority Streetcar Maintenance Program participants on the first day of orientation

<b>Center for Transportation e-Learning (CTeL)</b>	
<i>River Cities Public Transit</i>	
<b>Presenters</b>	Ron Baumgart
<b>Description</b>	The intent of this project was to develop online training for all employees in the rural and small urban transit operating environment using professional instructional designers. Subject matter was delivered in a Learning Management System (LMS) that allowed for student activity to be recorded and monitored. The web site can be found at <a href="http://www.ctelonline.com">www.ctelonline.com</a> .
<b>Goals</b>	<ol style="list-style-type: none"> <li>1) Create training that is meaningful, measurable, memorable, motivational and engaging.</li> <li>2) Provide quality training at the fingertips of every employee working in the transit industry.</li> <li>3) Provide standardized training at a relatively low cost.</li> <li>4) Use fees from the training to pay for upkeep and to develop new courses.</li> </ol>
<b>Targeted Audiences</b>	All employees working in the rural and small urban paratransit environment
<b>Partnerships</b>	<ul style="list-style-type: none"> <li>• Community Transportation Association of American (CTAA)</li> <li>• National Rural Transit Assistance Program (National RTAP)</li> </ul>
<b>Results</b>	CTeL has developed five high-quality classes: <ul style="list-style-type: none"> <li>• Wheel Chair Securement</li> <li>• Hiring the Right Staff</li> <li>• Performance Based Financial Management</li> <li>• Certified Community Transit Supervisor</li> <li>• Safety Training and Rural Transit (START)</li> </ul>
<b>Impacts</b>	<ul style="list-style-type: none"> <li>• Numerous transit employees have been exposed to quality online training for transit professionals.</li> <li>• The CTAA Certified Community Transit Supervisor was offered as a prerequisite to classroom training at CTAA conferences and three state conferences with average class size of 25.</li> <li>• About 150 have registered for the National RTAP class, "START," and approximately 60 participants have completed the course.</li> <li>• Many drivers at RCPT have been trained in wheelchair securement.</li> <li>• Many communities around the country have used CTeL training.</li> </ul>
<b>Lessons Learned</b>	<ul style="list-style-type: none"> <li>• On-line classes work better as a prerequisite to classroom learning environment.</li> <li>• Many transit employees are not ready to transition from the classroom to the computer assisted learning environment.</li> </ul>
<b>Sustainability</b>	<ul style="list-style-type: none"> <li>• Use student fees to pay continued LMS maintenance and technical assistance to student inquiries.</li> <li>• Use students fees to help pay for additional course development.</li> <li>• Continue to promote the courses and benefits of computer-based interactive learning at CTAA, National RTAP, and state conferences.</li> <li>• Search for additional FTA money to fund expansion of curriculum.</li> </ul>
<b>If you had to perform this work again, what one thing would to change to make it better?</b>	
The initial courses should have focused on subject matter, such as supervisory training, that were relevant to a larger customer base. Hiring the Right Staff, on the other hand, has a smaller customer base.	

<b>Integrated Career Pathways for Frontline Workforce in Public Transportation</b>	
<i>International Transportation Learning Center</i>	
<b>Presenters</b>	Jack Clark
<b>Description</b>	Development and implementation of pre-apprenticeship (TC3), Registered Apprenticeship, and national standards-based courseware for frontline maintenance and operations employees
<b>Goals</b>	Highly-skilled workforce and high-performing transit organizations through pre-apprenticeship, Registered Apprenticeship, and incumbent worker training.
<b>Targeted Audiences</b>	<ul style="list-style-type: none"> <li>• Community members</li> <li>• Disadvantaged populations</li> <li>• Incumbent and new frontline transit workers</li> </ul>
<b>Partnerships</b>	<ul style="list-style-type: none"> <li>• 25 agencies and their local unions in Registered Apprenticeship or pre-apprenticeship</li> <li>• 11 locations in Rail Car Training Consortium and TC3</li> <li>• 20+ locations in Signals Training Consortium</li> </ul>
<b>Results</b>	<ul style="list-style-type: none"> <li>• New Registered Apprenticeship programs.</li> <li>• Successful pilot at GCRTA of TC3 curriculum.</li> <li>• Outreach to diverse pool of future transit employees.</li> <li>• Proven successful model based on other successful courseware development consortia.</li> <li>• Return on Frontline Training Investment.</li> </ul>
<b>Impacts</b>	<ul style="list-style-type: none"> <li>• Addressing short-term and long-term workforce needs.</li> <li>• Pre-apprenticeship curriculum and other tools (veterans' skills crosswalk, women's toolkit) to propel disadvantaged populations into transit careers.</li> <li>• Courseware for technicians that can be incorporated into training and apprenticeship models.</li> </ul>
<b>Lessons Learned</b>	<ul style="list-style-type: none"> <li>• Replicable</li> <li>• Agency (leadership, line managers, instructors) and Frontline Worker (SMEs) buy-in are key.</li> </ul>
<b>Sustainability</b>	<ul style="list-style-type: none"> <li>• Continuous recruitment of agencies and partners.</li> <li>• Incorporate and validate curriculum for insertion into apprenticeship framework.</li> <li>• Leverage DOL American Apprenticeship Initiative Grant and pursue other resources (state and local grants).</li> </ul>

<b>Metro University: Developing the Next Generation of Transportation Professionals</b>	
<i>Los Angeles County Metropolitan Transit Authority (Metro)</i>	
<b>Presenters</b>	Marion Colston, Leticia Barajas, and Jess Guerra
<b>Description</b>	Metro partnered with the Los Angeles Community College District to develop Metro University, a new program that provides continuous training and learning opportunities for employees. The courses are designed to ensure that Metro stays at the forefront of innovations in technology and business practices.
<b>Targeted Audiences</b>	<ul style="list-style-type: none"> <li>• Focused on four key functional areas of a Transit Operations Supervisor (Bus &amp; Rail):</li> <li>• Controller</li> <li>• Dispatcher (i.e. administration/mark-up)</li> <li>• Instruction</li> <li>• Vehicle Operations               <ul style="list-style-type: none"> <li>– Design/develop standardized training curriculum specific to Metro’s workforce development needs</li> <li>– Captured institutional knowledge</li> </ul> </li> </ul>
<b>Partnerships</b>	<ul style="list-style-type: none"> <li>• Los Angeles Community College District (LACCD)</li> <li>• Los Angeles Trade Technical College (LATTC)</li> </ul>
<b>Impacts</b>	<ul style="list-style-type: none"> <li>• Measure R required that labor/management prepare for rail expansion over the next 10 years</li> <li>• Technology and equipment changes in terms of retaining and transferring institutional knowledge</li> </ul>
<b>Lessons Learned</b>	<ul style="list-style-type: none"> <li>• Challenge to meet Metro’s technical rail hiring requirements and to train “job ready” candidates to fill positions in:</li> <li>• Rail Fleet Services – Rail Vehicle Maintenance Spec.</li> <li>• Wayside Systems               <ul style="list-style-type: none"> <li>– Rail Communications Maintenance Specialist</li> <li>– Signal Maintenance Specialist</li> <li>– Track Maintenance Specialist</li> <li>– Traction Power Maintenance Specialist</li> </ul> </li> </ul>
<b>Sustainability</b>	<ul style="list-style-type: none"> <li>• Sustain labor/management joint partnership to ensure a “pool of qualified candidates” trained in various rail technical areas to fill mission-critical and/or hard-to-fill positions over the next 10 years (i.e., Joint Apprenticeship Committee (JAC) – Rail Apprentice Program).</li> <li>• Continue to maintain a collaborative partnership with Los Angeles Community College District (LACCD), Los Angeles Trade-Technical College (LATTC) to work with Metro’s Rail Operation’s Management to design/develop and deliver training curriculum to support incumbent worker training and the JAC Program trainee requirements.</li> </ul>
<b>What’s Next?</b>	<p>Metro University continues to evolve, focusing on learning, on-the-job training and leadership development</p> <ul style="list-style-type: none"> <li>• Newly-identified need for innovative training methods and leadership will drive this change.</li> <li>• Create and build a Metro leadership foundation based on “best practices” and “trust” which will be the core of this evolution.</li> <li>• Technical training will continue to be a key factor for operations incumbent and future workforce.</li> <li>• Strengthen partnerships with local educational institutions, Workforce Investment Boards, Chambers of Commerce, Department of Labor, and America Job Centers will be the key ingredient for success.</li> </ul>



## Session 3 – Frontline Hiring and Incumbent Workers

Session 3, moderated by Mackenzie Thiessen of FTA, focused on frontline hiring and incumbent workers. Presenters were Nina Babiarz and Mike Brock of the Southern California Regional Transit Training Consortium (SCR TTC), Rhonda Rose of Community Career Development, Inc., and Doug Marriott of Los Angeles Valley College to discuss Moving Employees into Transit-Related Opportunities (METRO), George Fields of the Greater Cleveland Regional Transit Authority, and Martell Dyles of the Regional Transit District in Denver.

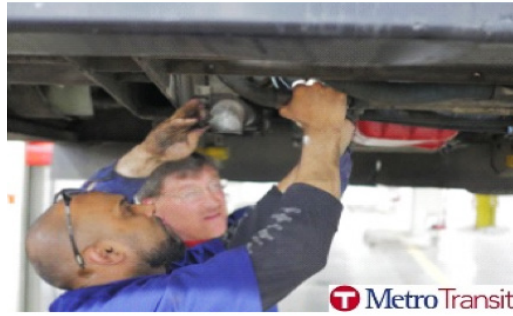


### Innovative Distance-Based Technical Instruction and Training for Transit

SCR TTC was created because of a need to develop training for alternative fuels and zero-emission buses. Transit agencies in southern California are mandated by the Air Quality Management District to operate zero-emission buses, so transit agencies in this region have been among the leaders in using these new technologies and in creating the necessary training. Transit agencies in the region have natural partnerships with the community colleges, and SCR TTC came together based on these relationships. SCR TTC represents 31 transit agencies, 15 community colleges, and 2 universities.

SCTRRC used its workforce development grant to specifically address the latent demand and significant challenges that exist for distance education instruction for transit technicians. The goal was to build three online courses that improve technician skills for maintaining current and future fleets. Transit agencies in the consortium provided on-site instructional aides to capture photo and graphic

images for the hands-on activities that are demonstrated in the distance-learning content. They also provided subject matter expertise. The community colleges in the consortium provided technical support. The consortium also includes private industry partners. For this grant, they engaged Apple and Immersed Technologies. Apple provided an educational rate for the purchase of iPads, and Immersed Technologies was especially helpful in developing the online courses.



One of the lessons learned was the need to identify earlier the unique characteristics for online registration. Transit technicians were required to provide an email address for registration, but they found that many of them do not have an employer-based email address.

To date, they have delivered 3,102 training hours to 214 students. Their course development process includes beta delivery and train-the-trainer processes, which allows them to expand their pool of certified instructors. This is critical for both hands-on and distance-learning training. The courses developed with the grant have been basic foundational courses.

### Moving Employees in Transit-Related Opportunities (METRO)

METRO is an innovative initiative created by LACMTA, Los Angeles Valley College (LAVC), and Community Career Development, Inc. (CCD). Its goal was to recruit and assist 200 low-income individuals, including women and veterans, from high unemployment communities throughout the Los Angeles region by providing them with skills needed for employment and advancement in the transportation industry.

METRO is marketing the employment and training opportunities, assessing and selecting appropriate candidates, and providing training and wrap-around services. Enrollees participate in one of the following three components—Bus Operator Training Academy (BOTA), Transit Operations Supervisor Prep Academy (TOSPA), or Work Readiness for Transportation (WRT).

The workforce development grant has allowed them to expand the program to include incumbent workers. Those in the TOSPA program are incumbent

workers at Metro, and the program provides a career ladder for employees to move up into a supervisory role. Metro identifies individuals eligible to take the supervisory exams, and they provide the training.

The BOTA training has been in place for more than 10 years and has been highly successful, resulting in significant savings in overtime and staff training for Metro and increased productivity, profits, retention, and morale. Because of the success of the BOTA program, it has been replicated with other transit agencies. It was recently expanded and adapted to meet the needs of Long Beach Transit. This program is in high demand by transit employers.



Marion Jane Colston, Sr. Director of Strategic & Organizational Planning, LACMTA

Rhonda Rose commented that one of the reasons the programs have been so successful is the process required to become registered for the classes. The process includes prescreening and assessing potential applicants (including a reading and math assessment and an observation essay after they ride bus), a pre-hire interview, and background checks (DMV records, work history, resident history). A complete packet for each candidate is presented to the Metro Human Resources department, and Metro HR must approve the individuals before they are allowed to start the training.

Metro has contributed additional funding towards the expansion of the project to train bus operators and incumbent workers, and they continue to seek additional funding opportunities. There is also demand to expand the program to include other workers.

### Public Transit Management Academy

The Public Transit Management Academy (PTMA) is a collaborative program between GCRTA and Cleveland State University. The 12-month program,

open to all GCRTA employees, is dedicated to enhancing the retention and development of leaders for GCTRA. George Fields, Director of Training and Employee Development for GCRTA, described the program and noted that, like many other transit agencies, GCTRA has a large number of employees in both management and operations that are eligible for retirement. This program is designed to help fill those management and supervisory positions and to serve as a succession planning tool.

PTMA includes management skills and leadership development classes at Cleveland State University for incumbent workers who are looking to move up into frontline, mid-level, and senior-level management. GCRTA has conducted three sessions of PTMA with up to 30 participants per session.

In addition to the classes, each participant must participate in a project that could be completed over a six-month time period and then be carried over as part of their operational efficiencies program called TransitStat. Some project ideas were developed by senior management, and others were developed by the participants themselves. Participants began the project mid-way through the program. They had to map out how they would conduct the project, submit a mid-project report, and then submit a final report. Each group was assigned a mentor through Cleveland State University, and each project team had a project sponsor from RTD.

Fields noted that Cleveland State University is well-known for its urban affairs and public administration program and that it also has a leadership academy for public officials. Cleveland State University combined its leadership academy program with GCRTA management classes to develop PTMA.

The program is open to all GCRTA employees. Potential participants had to write an essay on their career development goals, and to be selected they had to be in good standing regarding attendance and disciplinary matters. When putting together the cohorts of participants, GCRTA tried to mix people from different departments and work segments

As a result of the program, Fields observed that they have seen a higher level of engagement and leadership maturity within the organization, as well as improved inter-departmental communication. Further, many of the projects conducted by participants have been continued and have led to operational efficiencies.

### Workforce Initiative Now

Martell Dyles manages the regional Workforce Initiative Now (WIN) program with the Regional Transportation District (RTD) in Denver. Its purpose is to help train people for living-wage transit and construction careers, while filling hiring needs on local infrastructure projects. It helps participants attain and retain

careers in transportation or infrastructure construction, and it helps employers build their future workforces.

WIN is a collaborative partnership among RTD, the Community College of Denver (CCD), Denver Transit Partners (DTP), and the Urban League of Metropolitan Denver (ULMD). Dyles stressed the importance of including multiple partners in different areas, such as education and the community. He also remarked on the importance of collaborating with employers and understanding what their needs are so they can make sure training meets employer needs. They also work with local workforce centers to help enhance and leverage support resources for individuals during the post-placement phase. The program targets unemployed and underemployed residents of the metro Denver area.

In 2015, WIN developed 102 jobs in a number of areas. The average starting wage was \$16.50, and the 6-month retention rate was 84%. Impacts of the program have included increased income for low-income communities, more coordinated and less duplicative training services, leveraged funding, more demand-driven workforce services for employers, and greater influence on local policy for community workforce efforts. Dyles emphasized the influence on local policy. They have been collaborating with their local department of transportation to improve efforts at community workforce development. He commented that the biggest lesson learned was making sure they have clear and concise planning and that they are expecting the inevitable.

The WIN program classifies each participant into one of two categories—new hire or incumbent hire. A new hire is an employee recruited and hired through WIN, and an incumbent hire is an existing employee who has worked at least three months and has specifically articulated their advancement goals. They include both in each of their projects.

Last, Dyles discussed challenges regarding the construction and transit frontline workforce. Construction challenges include a tight labor market and the need for structured hands-on training to build skills. An aging workforce is also a significant challenge in both construction and transit. Many RTD employees, including mechanics, drivers, dispatchers, and managers, are entering retirement now, creating a huge gap to fill.

## Discussion

In the question-and-answer session, each presenter was asked how they have shared their successes within their communities. Dyles mentioned that they collaborate very heavily and have a steering committee that includes the City of Denver's Office of Economic Development. With a network partnership of 54 members, the word gets out. Fields noted that one of their partners is a Workforce Investment Board member, and they have been very vocal in getting the word out to the community about the program and employment

opportunities with GCRTA. GCRTA also has a relationship with the Transportation Learning Center, which has also provided them with a platform to talk about the different pathways to employment at GCRTA. Marriott remarked that part of the success of getting the word out about the METRO program is past participants who go through the training and get a job, and then they share their experience with others. Part of the sustainability, he explained, is that success builds on success.



<b>Innovative Distance-Based Technical Instruction and Training for Transit</b>	
<i>Southern California Regional Transit Training Consortium</i>	
<b>Presenters</b>	Nina Babiarz and Mike Brock
<b>Description</b>	To specifically address the latent demand and significant challenges that exist for distance education instruction for transit technicians.
<b>Goals</b>	Build (3) eCourses that improve technician skills for maintaining current and future fleets.
<b>Targeted Audiences</b>	Transit technicians
<b>Partnerships</b>	<ul style="list-style-type: none"> <li>• 31 transit agencies, on-site instructional aides for photo and graphic imaging, subject matter expertise, beta delivery.</li> <li>• 15 community colleges, APTA, California State University at Long Beach, University of Maryland (CITE).</li> <li>• Private partners—Apple and Immersed Technologies; developer, educational rate, and technical support</li> </ul>
<b>Results</b>	<ul style="list-style-type: none"> <li>• 3,102 training hours delivered to 214 students, 41 certified instructors</li> <li>• 3 distance learning modules developed—eDVOM, eElectrical I, eInsite, with a 4th recently completed on eCNG Transit Vehicle Safety</li> </ul>
<b>Impacts</b>	<ul style="list-style-type: none"> <li>• Orientation module prepared students for all stand-alone distance education training course deliveries.</li> </ul>
<b>Lessons Learned</b>	<ul style="list-style-type: none"> <li>• Transit facility Wi-Fi access needed.</li> <li>• Workplace computer/internet access needed.</li> <li>• Transit technician employer email address needed.</li> <li>• On-line Instructor lead assistance required.</li> </ul>
<b>Sustainability</b>	<ul style="list-style-type: none"> <li>• Pedagogy (courseware) – embed critical thinking, peer based, and incorporates “double loop learning”</li> <li>• Core competencies – align skills/knowledge organization-wide</li> <li>• Organizational systems – support processes, leadership practices, introduce pilots as learning tools</li> </ul>
<b>If you had to perform this work again, what one thing would to change to make it better?</b>	
<ul style="list-style-type: none"> <li>• Earlier identification of unique distance learning on-line registration characteristics.</li> <li>• Encourage supervisors to take train-the trainers and first course deliveries for mentor assist.</li> <li>• iPads designed with restricted internet access to transit technicians.</li> </ul>	

<b>Moving Employees into Transit-Related Opportunities (METRO)</b>	
<i>Community Career Development, Inc.</i>	
<b>Presenters</b>	Rhonda Rose and Doug Marriott
<b>Description</b>	METRO, an innovative initiative created by the Los Angeles County Metropolitan Transportation Authority (LACMTA), Los Angeles Valley College (LAVC), and Community Career Development Inc. (CCD), will recruit and assist individuals throughout the Los Angeles region and provide them with skills needed for employment and advancement in the transportation industry.
<b>Goals</b>	<ol style="list-style-type: none"> <li>1) Enroll 200 individuals.</li> <li>2) 95% of those enrolled in BOTA will complete the training and receive a certificate.</li> <li>3) 80% of those enrolled in TOSPA will complete the training and receive a certificate.</li> <li>4) 75% of those who complete TOSPA will take the supervisor exam (provided it is offered in the time frame of the grant).</li> <li>5) 75% of those enrolled in BOTA will obtain transportation related employment.</li> </ol>
<b>Targeted Audiences</b>	Low-income individuals, including women and veterans, from high unemployment communities throughout the Los Angeles region.
<b>Partnerships</b>	<ul style="list-style-type: none"> <li>• Community Career Development, Inc.</li> <li>• Los Angeles Valley College</li> <li>• Los Angeles County Metropolitan Transit Authority</li> <li>• City and County of Los Angeles Workforce Development Boards</li> <li>• Employment Development Department</li> <li>• MV Transit</li> <li>• Long Beach Transit</li> </ul>
<b>Results</b>	<ul style="list-style-type: none"> <li>• 98% of those enrolled in BOTA completed the training and received a certificate.</li> <li>• 100% of those enrolled in TOSPA completed training and received a certificate.</li> <li>• 95% passed the Metro interview and started paid, on-the-job training.</li> <li>• 90% of those participants who passed MTA training are now employed as Metro bus operators</li> <li>• Metro has significant savings: \$5M in overtime; \$4M staff training.</li> <li>• Increased productivity, increased profits, increased retention, increased morale.</li> </ul>
<b>Impacts</b>	<ul style="list-style-type: none"> <li>• Successful replication of Bus Operator Training Academy (BOTA) – the BOTA program was expanded and adapted to meet the needs of Long Beach Transit (LBT). Curriculum needs and requirements were determined and addressed, and participant profile was established. CCD has recruited and seated the first class for LBT.</li> <li>• Building on successful bridge program – Metro and project partners implemented incumbent worker trainings for career advancement in transportation at Metro</li> <li>• LACMTA donated a Metro bus to LAVC and provides 2 Metro bus operators to assist in behind-the-wheel instruction for graduates prior to beginning Operation Central Instruction (OCI).</li> </ul>
<b>Lessons Learned</b>	<ul style="list-style-type: none"> <li>• The BOTA program is in demand by transit employers and is proving to be a highly successful model for replication and expansion.</li> <li>• Pending legislation requires a DMV certified course of instruction in order to obtain a commercial driver license. The legislation is scheduled to commence January 1, 2017. This would pave the way for statewide replication of driving courses and new apprenticeship potential.</li> </ul>
<b>Sustainability</b>	<ul style="list-style-type: none"> <li>• Continue working with partners to fund and expand the program. Metro contributed \$159,000 towards the expansion of the project to train bus operators and incumbent workers.</li> <li>• Continue to seek funding opportunities from local Workforce Development Boards, other public departments, and private foundations which will ensure the sustainability and growth of the project.</li> </ul>
<b>If you had to perform this work again, what one thing would to change to make it better?</b>	
Secure funding to expand and enhance the business writing and computer software proficiency instruction provided in the TOSPA Program to bus operators, rail operators, and maintenance employees.	



<b>Public Transit Management Academy</b>	
<i>Greater Cleveland Regional Transit Authority</i>	
<b>Presenters</b>	George Fields
<b>Description</b>	<ul style="list-style-type: none"> <li>• 2012–2013, funded by FTA Innovative Workforce Development Grant</li> <li>• 12-month program dedicated to enhancing retention and development of leaders for GCRTA now and in future</li> <li>• Full-day classes at CSU; focus on management skills and leadership development</li> <li>• 6 project teams formed to develop and implement TransitStat Projects at the end of the program</li> </ul>
<b>Goals</b>	<ol style="list-style-type: none"> <li>1) Enhance the attraction, retention and development of leaders at RTA.</li> <li>2) Enable RTA management to transfer “best practice.”</li> <li>3) Introduce management theory into practical application through replicable projects that result in saving money or resources.</li> <li>4) Serve as a succession planning tool for the organization.</li> </ol>
<b>Targeted Audiences</b>	<ul style="list-style-type: none"> <li>• Incumbent workers seeking upward mobility to frontline, mid-level, senior-level management.</li> <li>• Open to all GCRTA employees – up to 30 participants per session (3 cohorts: up to 90 participants).</li> </ul>
<b>Partnerships</b>	<ul style="list-style-type: none"> <li>• Cleveland State University</li> </ul>
<b>Results</b>	<ul style="list-style-type: none"> <li>• Three cohorts completed 2012–2013; 79 of 90 participants graduated.</li> <li>• 32% of graduates have been promoted to date.</li> </ul>
<b>Impacts</b>	<p>Developed leadership and management skills.  Enhanced interdepartmental communication.  Further deployment of TransitStat program and operational efficiencies.</p>
<b>Lessons Learned</b>	<ul style="list-style-type: none"> <li>• Better scheduling.</li> <li>• Enhance Project Champion Model.</li> <li>• Increase participation across all work segments.</li> <li>• Added classes on Communication and Group Dynamics.</li> </ul>
<b>Sustainability</b>	<ul style="list-style-type: none"> <li>• Awarded \$407,780 for GCRTA Career Pathways Program.</li> <li>• Added focus to all workforce segments (Mechanical, Operator, Managerial).</li> <li>• Cohorts 4 and 5 Public Transit Management Academy (2016–2017).</li> <li>• Continued Partnership with CSU.</li> </ul>

<b>Workforce Initiative Now (WIN)</b>	
<i>Denver Regional Transportation District</i>	
<b>Presenters</b>	Martell Dyles
<b>Description</b>	WIN helps people train for living-wage transit and construction careers, while filling hiring needs on local infrastructure projects. It helps participants attain and retain careers in transportation or infrastructure construction, and it helps employers build their future workforce
<b>Targeted Audiences</b>	Unemployed and underemployed metro Denver residents.
<b>Partnerships</b>	<ul style="list-style-type: none"> <li>• Regional Transportation District (RTD)</li> <li>• Community College of Denver (CCD)</li> <li>• Urban League of Metro Denver (ULMD)</li> <li>• Denver Transit Partners (DTP)</li> <li>• 54-member WIN Network (training, workforce, and community partners)</li> </ul>
<b>Results</b>	<ul style="list-style-type: none"> <li>• 650+ participants enrolled in services with 75% placement rate (quarterly average).</li> <li>• Avg. starting wage of \$16.50 (\$34,000 annually) in 2015.</li> <li>• In 2015, 90 day retention rate at 91%; 6 months at 84%.</li> </ul>
<b>Impacts</b>	<ul style="list-style-type: none"> <li>• Increased income for low-income communities.</li> <li>• More coordinated and less duplicative training services.</li> <li>• Leveraged funding.</li> <li>• More demand-driven workforce services for employers.</li> <li>• Influencing local policy on community workforce efforts.</li> </ul>
<b>Lessons Learned</b>	<ul style="list-style-type: none"> <li>• Take time to plan and build trust.</li> <li>• Build based on employer needs.</li> <li>• Require funding leverage.</li> <li>• Focus on post-placement services to promote long-term careers.</li> </ul>
<b>Sustainability</b>	<ul style="list-style-type: none"> <li>• Continue to leverage funding and limit grant awards to 50% or less of overall budgets.</li> <li>• Build employer partnership beyond FastTracks.</li> <li>• Support construction participants in transferring skills to transit operations positions.</li> </ul>
<b>If you had to perform this work again, what one thing would to change to make it better?</b>	
Increase hiring goals and build trust with partners.	

# FTA Workforce Program Evaluation Results

Daniel Weissbein of Axiom Corporation presented results from a report conducted by Axiom for FTA that evaluated projects funded by FTA's Innovative Public Transportation Workforce Development Program in 2011. The report details each of the 12 projects funded in 2011 and their impacts and outcomes.



Daniel Weissbein

Weissbein echoed many of transit's workforce challenges, as discussed by previous presenters, and the need for innovative workforce solutions. To address these challenges, FTA awarded \$3 million in innovative workforce grants to 12 projects in 2011. These projects could address a number of areas including outreach and training to high school and vocational students about careers in transportation, training for new hires and veterans seeking jobs in transportation, creating bus certification programs for college students, and developing programs to provide skills training to incumbent transit employees.

Eight of the 12 projects focused on incumbent workers, 2 addressed new hires or entrants, and 2 focused on student training or outreach to students, as shown below. The projects were wide-ranging. Each was unique and complex, and each involved partnerships and included planning and implementation.

## Types of Projects Funded

Projects	Project Sponsor and Title
Incumbent Workers	Chicago TA – Transit Leadership Competency Model Florida DOT – Certified Transit Technician Program Greater Cleveland RTA – Public Transit Management Academy Los Angeles County MTA – Metro University Niagara Frontier TA – Leadership Training Program Pennsylvania DOT – Innovative Leadership Development Program River Cities Public Transit – Center for Transit eLearning (C-TEL) Utah TA – Blended Learning Leadership Training Program
New Hires/Entrants	Denver RTD – Workforce Initiative Now New Orleans RTA – Streetcar Maintenance Training Program
Student Training/ Outreach	New Jersey Transit – Transit Academy and Youth Outreach New Jersey Transit – Transit Academy and Youth Outreach UMass Transit – Certificate in Transit Management for College Students

## Description of Projects Funded

Sponsor	Project
CTA	Developed and validated a Transit Manager Competency Model
FDOT	Enhanced a Certified Transit Technician training program – classroom and guided OJT
DRTD	Gave incumbents and underemployed services, training, and placement in transit, construction
GCRTA	Provided a Public Transit Management Academy to 90 employees
LACMTA	Created Transit Operations Supervisors training in 4 functional areas, developed 6 courses
NJT	Expanded a 2-day Transit Academy program for vocational HS students
NORTA	Streetcar Maintenance Technician training, 4 certificates during classroom and hands-on
NFTA	Manager and supervisor training for 114 people, developed succession planning software
PennDOT	Created 3 training courses—Transit 101, Supervisor Training, and Instructor Training, plus a learning management system
RCPT	Procured an e-learning LMS platform, conducted a survey on training in rural agencies, and developed two on-line courses
UMass	Created a Public Transit Management and Operations certification with 5 courses and 200 internship hours
UTA	Provided a leadership certification course: developed 6 courses, sent 20-25% managers annually through curriculum

The evaluation attempted to answer the following questions:

- 1) Did these programs meet their goals?
- 2) What was the impact of these programs on the agency?
- 3) Is it worth investing further in these types of programs or replicating them in other agencies?

The projects produced a number of outcomes, including participants who were trained, placed in employment, promoted, earned certifications, or introduced to transit careers. The table below provides a summary of the outcomes across the 12 projects.

Outcome	Number*
Youth introduced to transit careers	2,608
Participants trained (leadership and technical)	1,527
Participants who attained a certification	242
Participants placed into employment	183
Participants promoted to a higher position	83
Web/Computer-based training courses created	23
Workshops on Public Transit Issues for Industry	2
Web-based training virtual clearinghouse	1
Succession Planning Software created	1

\*Based on grantee tracking capability; estimates, therefore, are conservative

In addition, a number of products were developed that have been provided to FTA and can be made available to all transit agencies:

- 20 team project summaries from a Leadership Academy
- 13 computer-based training courses for supervisors
- 6 participant and instructor manuals on supervisory functions
- 1 succession planning toolkit
- 1 transit leadership competency model
- 1 guide to competency model development

In evaluating the projects, Axiom used a number of different criteria. The project impacts were evaluated based on the number of individuals affected by the project, the depth of the project's reach into the leadership of the agency, the success of the project in attaining its goals, and the project's sustainability. In determining if the project is worth further investment, projects were evaluated based on the quality of the project and the materials produced, the federal investment relative to the impact, the potential for the project to be replicated elsewhere, and the creation of products that offer continued value.

Many of the projects were found to be high-impact projects. For example, the Transit Leadership Competency Model developed by CTA had a high impact, as did the projects developed by the Denver RTD, GCRTA, and Pennsylvania DOT. Most other projects had medium to medium-high impacts. Some of the projects with lower impacts were excellent programs but did not reach as many people.

Weissbein outlined a number of general conclusions from their analysis:

- Grantees met their goals.
- The program of projects was successful at identifying promising approaches for workforce development, many of which can be replicated.
- Partnership with colleges was a good way to develop courses.
- American Job Centers were a good source of recruits.
- If you recruit or train people, you must have a place for them.
- eLearning cut overhead and increased access to training.
- Even programs with moderate impact on important sub-groups can be worthy of investment.
- Programs with indirect impact can still be high impact.

Regarding eLearning, Weissbein remarked that to be effective, online courses must be well-developed, engaging, and make use of best adult learning practices. Online courses also require periodic updates, particularly for topics that are subject to frequent change such as technology, rules, policies, or laws.

He noted that projects such as the UMass Transit program are worthy of further investment even though it had a moderate overall impact because it focused on an important sub-group. The UMass Transit project focused on bringing college graduates directly into transit careers, which was a goal for the state of Massachusetts.

Regarding his last conclusion, Weissbein noted that the CTA's Transit Leadership Competency Model is an example of a program with an indirect impact that is still a high impact. A competency model does not have a direct impact like training workers, but it can have large and widespread impacts. For CTA, it changed the organizational culture and impacted how human resources and human capital management operated. It changed how the hierarchy worked and how they interviewed and promoted people. It produced awareness of current staff development gaps, and it opened up managers to see how skills from one area of the organization are transferable to others.

Weissbein described the following as attributes of high-impact projects:

- Leadership buy-in
- Strong pre-existing relationships among partners
- Projects started before the funds were awarded
- Training developed with academics or instructional design experts
- Clear plans that link program outcomes to transit agency needs
- Clear, measurable outcomes and a process for measurement
- Rigor in all aspects of the program
- Plans to sustain the project after the grant period

Mary Leary commented that the program evaluation is a great opportunity to highlight the successes and tell the story.

## SECTION

# 6

## Development of Performance Measures

Mary Leary, FTA Director of Research Management, Innovation, and Outreach, and Thomas Ritchie, Program Manager with the U.S. DOL, moderated a session on the development of workforce performance measures. The goals of the session included discussing FTA and DOL Workforce Innovation and Opportunity Act (WIOA) workforce performance measures, reviewing the goals for the workforce program, and identifying a preferred set of workforce performance measures. The session began with a presentation from Leary and Ritchie on funding opportunities under the FAST Act and through the DOL, followed by a discussion of the workforce program's mission statement, goals, and performance measures.



Dr. Mary Leary and Dr. Thomas Ritchie

Leary remarked that it is a time of immense change, and workforce initiatives are more important than ever. As a result, FTA is strengthening relationships with its partners on workforce programs. She commented that partnerships are becoming increasingly important, and not just partnerships that involve coordination but those that are really collaborative. This involves understanding where we have a shared mission, bringing everyone to the table and then working closely together.

Leary further remarked that FTA's Office of Research likes to listen, work with transit agencies, and then put out grant opportunities and performance standards. They do not want to start a new workforce initiative without a lot of feedback from the industry first.

### FAST Act and DOL Funding Opportunities

The FAST Act, under Section 5314, allows funding for technical assistance, standards development, training, and workforce programs, including a continued focus on frontline workforce. As mentioned in a previous session, 0.5% of Section 5307, 5337, and 5339 formula grants can be used for workforce development. Leary asked if anyone knows how they should spend that money; FTA would like to be able to put out information gleaned from the workforce development

projects that tells transit agencies how to use their funding for workforce programs. She also highlighted the potential for an additional \$5 million per year under the FAST Act to fund technical assistance and workforce development projects.

Specific projects that FTA can fund include employment training programs, projects that support outreach to specific under-represented populations in the workforce, research initiatives on public transportation personnel and training needs, projects that provide training and assistance for veteran and minority business opportunities, and activities around consensus-based national training standards and certifications in partnership with industry stakeholders. Leary asked the participants to help identify the types of projects on which they would like FTA to focus. Frontline workforce programs eligible for funding under the FAST Act include those focused on developing apprenticeships; building local, regional, and statewide public transportation training partnerships; improving safety, security, and emergency preparedness in local public transportation systems; and addressing current or projected workforce shortages.

Ritchie provided information about funding opportunities with the DOL. Recently, DOL announced the availability of \$90 million through ApprenticeshipUSA to expand apprenticeships in the country. This includes \$60 million to support state strategies to expand apprenticeships, including funding for regional industry partnerships and innovative strategies that diversify apprenticeships locally, and \$30 million to help employers start or grow apprenticeship programs, particularly in non-traditional, high-growth and high-tech industries as diverse as health care, IT, and advanced manufacturing.

Ritchie commented that many of the workforce programs developed and discussed at the Summit could be turned into Registered Apprenticeship programs with some minor adjustments, which would provide some benefits to the employers. Any employer with a Registered Apprenticeship program can be part of their local workforce investment board, which sets policy and determines where funding goes. There are also opportunities to offset costs. Grants are available through the DOE and the GI Program to offset costs. President Obama set a goal of 700,000 Registered Apprenticeships in the U.S. by 2020, and currently there are about 500,000.

## Draft Mission Statement and Goals for FTA's Workforce Programs

Summit participants engaged in a discussion of the mission statement and goals for the FTA's workforce programs. Below is the draft mission statement and goals developed by the FTA prior to the Workforce Summit.



## Mission Statement

Support programs and broad partnerships that enable public transit agencies to recruit, hire, train, and retain a 21st century public transportation workforce.

## Goals

1. Drive curricula that address skills needed in emerging areas such as data integration, shared services operations, technology, etc., and safety/security.
2. Address frontline workforce shortages.
3. Create career ladders of opportunity, especially for veterans, women, multi-cultural communities, and historically disadvantaged groups.
4. Expand apprenticeship programs.
5. Expand employment and training partnerships across public and private organizations.
6. Outreach to K–12 and community colleges for careers in transportation.

Regarding the Mission Statement, a comment was made to change “broad partnerships” to “diverse partnerships” to emphasize the importance of diversity, as had been discussed throughout the day. Another participant suggested keeping “broad partnerships” and using the word “diverse” to refer to the workforce, “a diverse 21st century public transportation workforce.” Another comment was made to change “21st century public transportation workforce” to “competitive public transportation workforce.”

One participant suggested the Mission Statement could include language on building transit pathways. She remarked that the statement could be more broadly worded to include creating programs or re-evaluating the organization’s structure so that if there are gaps to succession or entrance into the transit agency, they are recognizing those gaps.

A comment was made to include the word “develop” in the Mission Statement, in place of or in addition to the word “train.” The participant remarked that “train” implies specific activities, whereas “develop” conveys a message of investment. He also wondered if there is other language that is more forward thinking and speaks to the challenges facing the industry, and that also provides vision and inspiration. Leary noted that they do not have a vision statement, and a vision statement could be created to serve that purpose. She asked the participants to send FTA suggestions for a vision statement.

A suggestion was made to include “for the advancement of the public transportation industry” at the end of the Mission Statement to capture the motivation for these efforts. Last, a participant suggested that the Mission Statement could be expanded into more than one sentence to encompass more information.

Regarding the goals, Leary commented that many of them are derived from the FAST Act, because FTA needs to report to Congress on what they have done with their workforce and technical assistance programs.

A suggested edit for the first goal was to change “Drive curricula” to “Develop curricula.” Another comment was made to change language to “curricula that address existing skills needs and in emerging areas,” which implies that the curricula will address not just emerging areas but also existing workforce needs, such as in the frontline.

Regarding the second goal, a comment was made to change “workforce shortages” to “workforce needs,” which is a broader wording that can include training and many other aspects. Another suggested edit was to include the word “identify” at the beginning, because each organization needs to identify its own workforce needs, implying a data-driven process. This would change it to “Identify and address frontline workforce needs.” One participant suggested making this the first goal.

A comment was made on the possibility of combining goals 4 and 5, because apprenticeship programs are similar to “employment and training.” Another participant suggested leaving them separate because there are employment and training opportunities that are not part of a registered apprenticeship program. One participant suggested the following as a possible way to combine these goals: Expand employment, training, and apprenticeship programs through partnerships with public and private organizations.

For the last goal, a comment was made to include a verb at the beginning, such as “Broaden and promote outreach” and also to use the broader term “higher education.” Another suggestion was to use a stronger word than “outreach,” such as “expanding connections,” “leveraging partnerships,” or “building bridges through integrative programming.”

One participant suggesting adding language in the goals to address the importance of partnerships, such as “collaborate to leverage the expertise of partners,” and making sure you have the right partners doing the right things.

There was some discussion regarding the use of the word “apprenticeship” because there may be some sensitivity regarding its use. Richie noted that there had been a stigma that apprenticeship programs could lead to non-unionized organizations becoming unionized or that it would only work with traditional industries such as construction. Richie responded that the apprenticeship paradigm has changed drastically with the last couple years. He remarked that “it is not your grandfather’s apprenticeship,” and he argued that the word should still be used but that we need to work on changing the perception. Apprenticeship programs now cover a wide range of non-traditional industries.

## Performance Measures

Dr. Leary noted that public transit agencies collect a lot of information required by FTA, but they do not have a set of workforce performance measures that have been consistently used. FTA is trying to determine how to collect data to show what the workforce needs are today and how we are addressing those needs and making progress through the workforce development grants. She remarked that it would be beneficial if FTA had three measures that were consistently collected and used going forward.

FTA wants to be able to show the great work that is being done with the workforce development grants, and having a consistent set of measures is needed to show the positive impacts. These performance measures could also be used to justify future rounds of funding. FTA is looking for measures that could be used at the public transportation industry level going forward, data that could be collected by transit agencies.

The FAST Act requires the DOT to harmonize its workforce measures with those used by the DOL. Leary and Ritchie provided Summit participants with a list of performance measures developed by FTA and DOL. The DOL measures included those used by WIOA as well as apprenticeships measures.

Participants divided themselves into small groups to discuss these performance measures, and each group identified three or more measures that they would recommend. Some participants noted that the measures could be put into different categories based on the goals they serve and the types of programs to which they would apply. One group identified three types of programs—training programs bringing new people into transit, retention programs for incumbent workers, and outreach programs. They argued that each program will have different indicators, and they selected one measure for each. Other groups similarly identified measures specific to new employees or incumbent workers.

Some groups argued that measures should be simple and easily quantifiable. The more popular measures tended to be simpler ones, although some more complex measures were also chosen. One group recommended “earnings change after entry into unsubsidized employment” as a preferred measure. One of the participants, however, noted that collecting these data could present a number of difficulties. Tracking wages is a complex and costly process that involves a lot of personal information. If FTA wanted to track wage data, she remarked that they could collaborate with the DOL and that they should be prepared for the extra effort involved.

The groups recommended a wide range of measures, but there were a few that were more commonly selected, including participants trained, entry into unsubsidized employment, and retention in unsubsidized employment. Betty

Jackson commented that these are stepping stones for the development of FTA's performance measures. Specific recommendations from each group are shown below.

### **Group 1**

- Entry into unsubsidized employment
- Participants trained
- Participants obtaining certification

### **Group 2**

Suggested that measures should focus on career awareness and teaching soft or basic skills, such as how to do job applications and resumes, basic job skill sets, and GED classes

### **Group 3**

- Participants trained (applies to new workers)
- Participants earning promotion (applies to incumbent workers)
- Youth outreach and engagement (outreach measure)
- Indicators of effectiveness in serving employers (preferred DOL measure)

### **Group 4**

- Participants trained
- Entry into unsubsidized employment
- Retention in unsubsidized employment
- Participants obtaining promotion
- Credential rate
- Consider measures for return on investment

### **Group 5**

Identified three goals for workforce programs—retention, employment outcomes for hires, and developing activities that align with occupational needs. Performance measures should address each of these three areas.

### **Group 6**

- Performance measures should be simple and easily quantifiable
- Participants trained
- Participants obtaining certification
- Participants obtaining employment

### **Group 7**

- Entry into unsubsidized employment
- Retention in unsubsidized employment
- Completion of a career development activity (they created this measure themselves)

**Group 8**

- Participants trained
- Entry into unsubsidized employment
- Underserved placement in employment, education, or training (replaces the WIOA measure for youth placement in employment, education, or training)

**Group 9**

- Participants trained (instead of just total numbers, also look at percentages)
- Retention in unsubsidized employment
- Apprenticeship measure focused on selection process

**Group 10**

- Retention in unsubsidized employment
- Earnings change after entry into unsubsidized employment
- In program skills change
- Youth retention in employment, education, or training



## Creating the Future Path

The final session was moderated by Stephanie Gidigbi, Director of Strategic Initiatives at the U.S. DOT, who discussed how the pieces all come together. She also provided information on DOT's workforce priorities. The session also included an address from Lydia Grose, Director of Coordination and Design with the Southeastern Pennsylvania Transportation Authority (SEPTA) and chair of APTA's Human Resources Committee, on future collaborations and partnerships. Betty Jackson, FTA Workforce Development Program Manager, concluded with a discussion of FTA's workforce priorities moving forward and its next steps, which include creating a strategic plan, disseminating information, and continuing partnerships and discussions.

Gidigbi remarked that the Secretary of Transportation has been emphasizing the role that transportation plays in connecting people to opportunities and how our infrastructure is aging. She added that "transportation really has an opportunity to revitalize communities and connect people to opportunities." She noted that the Secretary believes that transportation creates jobs, and transit agencies are at the forefront of being able to connect the work the DOT does and the investments they are making in local cities to communities across the country.

Gidigbi discussed the Local Hire Initiative and a number of U.S. DOT programs that support young people or are focused on local communities. The Local Hire Initiative makes it easier for states and cities to hire local residents for transportation projects by allowing FTA and Federal Highway Administration (FHWA) grantees to use contracting

requirements and other labor hiring preferences such as geography and socioeconomic status. Programs aimed at preparing the next generation include the Youth Employee STEM (YES) Mentoring Program, Summer Transportation Internship Program for Diverse Groups (STIPDG), National Summer Transportation Institute (NSTI), and Aviation Career Education (ACE) Academy Program. Among the programs for local communities that transit agencies could tap into include the Build America Transportation Investment Center (BATIC). BATIC is a one-stop-shop for communities to navigate the services offered by the DOT. It serves as the single point of contact and coordination for states, municipalities and project sponsors looking to use federal transportation expertise, apply for federal transportation credit programs, and explore ways to access private capital in public-private partnerships.

*"Transportation really has an opportunity to revitalize communities and connect people to opportunities."*

*- Stephanie Gidigbi  
U.S. DOT*

The U.S. DOT is focusing on how to revitalize communities, which connects their work to local residents. They have been having conversations with mayors on how to support and invest in revitalization. Gidigbi remarked that this creates opportunities for local jobs to be part of the efforts, and the same types of workforce development initiatives and training used in transit can be used in other areas, such as training workers for building new infrastructure and revitalization efforts.

Gidigbi commented on how the country is shifting into 11 major areas, or megaregions, and this is where the major job centers and emerging markets are located. She noted that promoting regional models of coordination and cooperation in these areas is increasingly important.

In a discussion how this all comes together, Gidigbi stated that, as our infrastructure is aging, we need to do something about it, which is going to create job opportunities. The Secretary is asking states to recognize how transportation can connect people to opportunities, noting that we have built infrastructure in the past that divided neighborhoods, and that we can do more to reinvest in communities. When we build new infrastructure, she noted, we need to make sure the residents in the community or neighborhood have the opportunity to be part of the workforce.

Grose spoke on the importance of partnerships. She remarked, “Today’s Summit has truly shown us the power, the impact, and the collective value of partnerships.” Thinking about collaborations and partnerships, Grose observed that the room was full individuals from federal, regional, and local levels with a “wealth of stories” to share and urged participants to take back the inspiration and take back the information they heard today. If they take back what they learned, she remarked, they can create similar programs in their own organizations.

Grose emphasized how several people throughout the day have given us charges: “Carolyn Flowers gave us the charge to leverage our resources, to strengthen our resources. Bryna Helfer told us to know our data, because if we don’t know our data, how will we know what our workforce needs are? Eric Seleznow gave us the charge to train our own workforce, and Deputy Secretary Victor Mendez charged us to keep gathering and exchanging ideas.”

*"Today's Summit has truly shown us the power, the impact, and the collective value of partnerships."*

*- Lydia Grose  
Southeastern Pennsylvania  
Transportation Authority*

As chair of APTA’s Human Resources Committee, Grose stressed that APTA has a strong commitment to workforce development. Workforce development is one of the five pillars of APTA’s strategic plan. APTA develops programs nationally



and regionally. It recently had its first regional organizational development workshop, where it learned best practices from many different agencies. The workshop highlights four areas of workforce development—diversity; veterans, and underserved populations; workforce development programs; and internships/apprenticeships. Future regional workshops are planned across the country.

APTA also recently launched its Transit 101 curriculum and has programs aimed at succession planning. APTA uses a program developed by the American Railway Engineering and Maintenance-of-Way Association (AREMA) that they adapted to transit. They brought in faculty members and told them that when they are teaching their courses to incorporate certain aspects relevant to transit. APTA's business members have been very supportive of this program.

Last, Grose commented that our youth are our most important partners. We need to develop K–12 programs, and APTA has a program called the Youth Summit, in which it brings in students from around the county and educates them about different opportunities in transit.

Grose closed by emphasizing the value of partnerships and collaborations and the ability to share resources and ideas with each other.

## Summit Charge ... Moving Forward!

In December 2015 and with the passing of the Fixing America's Surface Transportation (FAST) Act, FTA's Workforce Development Program was combined; Section 5314, Technical Assistance, and Section 5322, Workforce Development, have been consolidated into a single Section 5314 for both eligibilities. FAST funds several areas, including technical assistance, standards development, and human resources and training activities, and now includes the new Innovative Public Transportation Frontline Workforce Development Program. Workforce Development focuses on frontline personnel and remains a competitive program, with a 50% match, and requires outreach to additional populations. Section 5314 also allows recipients to use ½ of 1% of their 5307, 5337, and 5339 funds for workforce development activities at an 80% federal share.

Although the U.S. Congress did not authorize the following options in 2016, the FAST Act provides for an additional \$5 million in general funds for workforce programs. Specific actions for 2017 include:

1. Building on the 2016 Workforce Summit.
2. Continuing to expand partnerships with the DOL as part of the DOT's Coordinated Council on Access and Mobility initiative.

3. Developing a workforce strategic plan.
4. Creating useful materials for outreach from the \$20 million of grantee projects to date.
5. Building a strong evaluation construct with consistent measures and writing a report that highlights the outcomes to date, return on investment, policy recommendations to improve program effectiveness, and the importance of future investments in workforce programs as required in the FAST Act.
6. Continuing to build relationships and partnerships with our transit industry partners.

## SECTION

# 8

## Resources

*A Guide for the Establishment of Career Pathways in Transportation.* Prepared by Mary Gardner Clagett, Xinge Wang, and Patricia Greenfield for the U.S. Department of Education, Office of Career, Technical, and Adult Education, and the U.S. Department of Transportation, December 2015. Report available at <https://s3.amazonaws.com/PCRN/docs/A-Guide-for-the-Development-of-Career-Pathways-in-Transportation.pdf>.

American Public Transportation Association, Workforce Development Resources. <http://www.apta.com/resources/workforce/Pages/default.aspx>.

Beyond Traffic: U.S. DOT's 30-Year Framework for the Future. <https://www.transportation.gov/BeyondTraffic>.

*Innovative Transit Workforce Development Projects of 2011.* FTA Report No. 0094, Federal Transit Administration, Prepared by Axiom Corporation, April 2016. Report available at <https://cms.fta.dot.gov/research-innovation/innovative-transit-workforce-development-projects-2011>, Report summary available at <https://cms.fta.dot.gov/research-innovation/innovative-transit-workforce-development-projects-2011-report-summary>.

*Readiness Assessment for the Development of Career Pathways in Transportation.* December 2015. Available at <https://s3.amazonaws.com/PCRN/docs/Readiness-Assessment-for-the-Development-of-Career-Pathways-in-Transportation.pdf>.

*Strengthening Skills Training and Career Pathways across the Transportation Industry.* Data Report of Future Transportation Workforce Needs, U.S. Department of Education, U.S. Department of Transportation, U.S. Department of Labor, August 2015. Available at [https://s3.amazonaws.com/PCRN/docs/Strengthening\\_Skills\\_Training\\_and\\_Career\\_Pathways\\_Across\\_Transportation\\_Industry\\_Data\\_Report.pdf](https://s3.amazonaws.com/PCRN/docs/Strengthening_Skills_Training_and_Career_Pathways_Across_Transportation_Industry_Data_Report.pdf).

*Strengthening Skills Training and Career Pathways across the Transportation Industry.* Fact Sheet. U.S. Department of Education, U.S. Department of Transportation, U.S. Department of Labor, August 2015. Available at [https://s3.amazonaws.com/PCRN/docs/Strengthening\\_Skills\\_Training\\_and\\_Career\\_Pathways\\_Across\\_Transportation\\_Industry\\_Fact\\_Sheet\\_091115.pdf](https://s3.amazonaws.com/PCRN/docs/Strengthening_Skills_Training_and_Career_Pathways_Across_Transportation_Industry_Fact_Sheet_091115.pdf).

U.S. Department of Labor Apprenticeship Programs. <https://www.dol.gov/featured/apprenticeship>.

U.S. Department of Transportation, Build America Bureau. <https://www.transportation.gov/buildamerica>.



# A

Department of Transportation (DOT)  
1200 New Jersey Avenue, SE  
West Atrium  
Washington, DC 20590

Tuesday, June 7, 2016 – 7:30am to 5:30pm

**7:30am–8:30am Check-In**

**8:30am–9:45am Welcome**

**Moderator: Jamie Pfister, Deputy Associate Administrator, Office of Research, Demonstration & Innovation (DOT-FTA)**

- 8:30am–8:40pm Welcome – Jamie Pfister
- 8:40am–8:50pm Review of Agenda – Robert Lynch, NTI
- 8:50am–9:10am Summit Charge – Carolyn Flowers, DOT Federal Transit Administration (FTA) Acting Administrator
- 9:10am–9:30am Presentation – “Strengthening Skills Training and Career Pathways across the Transportation Industry” Report – Bryna Helfer, DOT-OST Deputy Assistant Secretary for Public Engagement and Workforce
- 9:30am–9:45am – Eric Seleznow, Deputy Assistant Secretary of Employment and Training Administration, Department of Labor (DOL)

**9:45am–10:45am Session 1 – Youth Engagement & Outreach**

**Moderator: Selden Fritschner (DOT-FMCSA)**

- 9:45am–10:15am Workforce Recipient Presentations
  - University of Massachusetts Transit, Allan Byam and John Collura
  - University of Tennessee, Tammy Enix
  - Lawrence County Social Services, Inc., Michelle Scott
- 10:15am–10:30am Peer-to-Peer Exchange

**10:30am–10:45am Break**

**10:45am–12:00pm Session 2 – Internships, Apprenticeships, Training & Curriculum Development**

**Moderator: Betty Jackson (DOT-FTA)**

- 10:45am–11:30am Workforce Recipient Presentations
  - River Cities Public Transit, Ron Baumgart
  - International Transportation Learning Center, Jack Clark
  - Los Angeles County Metropolitan Transit Authority, Marion Colston
- 11:30am–12:00n Peer-to-Peer Exchange

**12:00pm–1:00pm Lunch** *Lunch will be provided.*

**1:15pm Importance of Workforce Initiatives in Transportation**  
**Victor Mendez, Deputy Secretary Department of Transportation**

**1:00pm–2:15pm Session 3 – Frontline Hiring & Incumbent Worker**  
**Moderator: Mackenzie Thiessen (DOT-FTA)**

- 1:00pm–1:45pm Workforce Recipient Presentations
  - Community Career Development, Inc., Mary Lee
  - Greater Cleveland Regional Transit Authority, George Fields
  - Southern California Regional Transit Training Consortium, Nina Babiarz and Mike Brock
  - Regional Transportation District, Denver – Martell Dyles
- 1:45pm–2:15pm Peer to Peer Exchange

**2:15pm–2:45pm – FTA Workforce Program Evaluation Results**  
**Daniel Weissbein, PhD (Axiom)**

**2:45pm–3:00pm Break**

**3:00pm–4:30pm Development of Performance Measures**  
**Moderators: Mary Leary (DOT-FTA) and Thomas Ritchie (DOL)**

- Discuss FTA and DOL WIOA Workforce performance measures
- Review goals for workforce program
- Workshop to arrive at agreement on a set of Workforce Performance Measures

**4:30pm–5:15pm Creating the Future Path**  
**Moderator: Stephanie Gidigbi (DOT-OST)**

- Ladders of Opportunity and Department of Transportation Workforce Priorities
- Future Collaborations and Partnerships – Lydia Grose, SEPTA, Director of Engineering and Design
- FTA's Workforce Priorities Moving Forward – Betty Jackson

**5:15pm–5:30pm Closing Comments – All**

**Thank you for joining us!**

***\*Please be sure to fill out evaluation forms for the Summit and give them to a Summit team member.***

# B

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# C

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