



## Board Report

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File #: 2017-0434, File Type: Informational Report

Agenda Number: 46.

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**EXECUTIVE MANAGEMENT COMMITTEE  
JUNE 15, 2017**

**ACTION: RECEIVE AND FILE**

**RECOMMENDATION**

**SUBJECT: METRO CAREER PATHWAYS**

RECEIVE AND FILE the proposed framework for a pilot educational and vocational training program with the objective of facilitating career pathways for local youth in Los Angeles County's transportation sector as set forth in Attachment A.

**ISSUE**

At its April 2017 meeting, the Board approved Motion #43 by Directors Ridley-Thomas, Fasana, Garcetti, Barger, Garcia and Dupont-Walker directing the CEO to report back to the Executive Management Committee during the June board cycle with a proposed framework for a pilot educational and vocational training program, specifically, though not exclusively, targeting at-risk probation and DCFS youth who have historically been under-served educationally. (Attachment B) This report is submitted in response to the Motion.

**BACKGROUND**

Attracting, developing, and retaining a diverse workforce is critical to the continuing success of Metro. Workforce challenges facing the agency include looming retirements caused by an aging workforce (39% of the Metro workforce will be fully eligible for retirement over the next three years); the need to retain workers who could leave for other industries (69% of Metro employees are over the age of 40); and the need to expand the workforce to meet the growing demand for transit (Measure M is estimated to generate an additional 778,000 jobs). Consistent with the national trend in the transit industry, Metro is also experiencing a significant skills gap in the demand for and supply of high skilled workers. Since Metro is charged with both rebuilding the existing infrastructure and planning for the expansion of the system funded by Measure M, a bold and innovative non-traditional partnership is warranted.

Currently, the primary introduction for youth about Metro workforce opportunities is through Metro's internship program which offers undergraduate, graduate, and postgraduate students an opportunity to gain practical work experience related to their academic field of study. Metro also sponsors the Transportation Careers Academy Programs (TCAP) summer internship program for students in

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grades 11 and 12. The TCAP provides “real world” industry learning environments for high school students interested in transportation careers and this summer marks the 20<sup>th</sup> year of the program.

## **DISCUSSION**

The question now facing Metro is: How best do we prepare the next generation for a career pathway into the transportation industry? One solution is an increase in Career and Technical Education (CTE) programs of study. Such programs begin in middle or high school and continue into postsecondary education or apprenticeship and provide the foundational and early occupational skills training needed in skilled occupations.

Attachment A outlines a framework to link a pilot educational and vocational training program for youth to Metro’s existing career pathways. Earlier this month, staff met with County Departments to discuss the purpose and need for the MCP, the goals of the County Departments serving at-risk youth and introduced the framework for the pilot CTE program.

Modeled after the Alliance for Quality Career Pathways (AQCP), the framework includes:

1. Definitions and a conceptual model for the Metro Career Pathways (MCP);
2. Criteria and quality indicators for MCP; and
3. A set of interim and outcome metrics for measuring and managing MCP student progress and success.

Driven by the Center for Law and Social Policy, the AQCP framework is jointly developed by the US Departments of Education, Labor, and Transportation. Staff has chosen to model the AQCP framework because it is flexible and can be customized or tailored to the needs of a specific sector, like transportation. The career pathway approach is especially beneficial for more vulnerable populations, whose educational and career success is more often impeded by disconnects between systems and limited access to integrated services. The MCP seeks to establish career pathways for youth, with an emphasis on at-risk populations.

The career pathway approach ensures a system that provides clear transitions, strong supports, and other elements critical to the success of students. It is not simply a new model, rather, MCP is a paradigm shift in how Metro prepares youth for work and lifelong learning. It reorients existing education and workforce services from a myriad of disconnected programs to a structure that focuses on the workforce needs of Metro and on individuals in need of education and training to be successful on their career paths.

## **NEXT STEPS**


Staff will work with the County Departments to develop a program model. Staff will initiate a procurement to retain consultant services to perform the next phase of establishment of an MCP - which includes the identification of a pilot CTE and college preparatory training program tailored to transportation, assistance with identifying a potential site, and coordination with the relevant local and state departments of education and other appropriate entities.

## **ATTACHMENTS**

Attachment A - Framework  
Attachment B - Motion #43

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Phillip A. Washington  
Chief Executive Officer

# PILOT INITIATIVE FRAMEWORK

## Introduction

This document outlines a framework for a pilot Career and Technical Education (CTE) Program specifically, though not exclusively, targeting youth involved in the County's Child Welfare or Probation system. The framework will help Metro and its partners build the education and training pipelines necessary to prepare students for careers in transportation. Modeled after the Alliance for Quality Career Pathways (AQCP)<sup>1</sup>, the framework includes:

1. Definitions and a conceptual model for the Metro Career Pathways (MCP);
2. Criteria and quality indicators for MCP; and
3. A set of interim and outcome metrics for measuring and managing MCP student progress and success.

The AQCP framework is jointly gathered and developed by the US Departments of Education, Labor, and Transportation. The career pathway approach is increasingly gaining momentum; the State of California, along with others, have adopted it.<sup>2</sup> Public and private funders have supported the career pathway approach through numerous initiatives that include financial investments, technical assistance, regulatory guidance, and evaluations. Foundation-funded supportive efforts include the Ford Foundation's *Bridges to Opportunity*, the Joyce Foundation's *Shifting Gears*, and the multi-funder *Breaking Through* and *Accelerating Opportunity* initiatives.<sup>3</sup>

Metro has chosen to model the AQCP framework because it is flexible and can be customized or tailored to the needs of a specific sector, like transportation. The career pathway approach is especially beneficial for more vulnerable populations, whose educational and career success is more often impeded by disconnects between systems and limited access to integrated services. The MCP seeks to establish career pathways for youth, with an emphasis on at-risk populations.

The career pathway approach ensures a system that provides clear transitions, strong supports, and other elements critical to the success of students. It is not simply a new model, rather, MCP is a paradigm shift in how Metro prepares youth for work and lifelong learning. It reorients existing education and workforce services from a myriad of disconnected programs to a structure that focuses on the workforce needs of Metro and on individuals in need of education and training to be successful on their career paths.

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<sup>1</sup> AQCP is an initiative driven by the Center for Law and Social Policy (CLASP). CLASP is a national, nonpartisan, anti-poverty nonprofit advancing policy solutions for low-income people. [www.clasp.org](http://www.clasp.org)

<sup>2</sup> The states of Arkansas, California, Illinois, Kentucky, Massachusetts, Minnesota, Oregon, Virginia, Washington, and Wisconsin have partnered with CLASP on the development of the AQCP. [www.clasp.org](http://www.clasp.org)

<sup>3</sup> [www.clasp.org](http://www.clasp.org)

## Purpose & Need

Attracting, developing and retaining a diverse workforce is critical to the continuing success of Metro. Currently, Metro has 521 different job titles. Metro needs to build career pathways for all of them. The question facing Metro is: How best do we prepare the next generation for a career pathway into the transportation industry because we have to both *rebuild the existing* infrastructure and *plan for the expansion* of the system funded by Measure M?

### **Metro Workforce Challenges**

Workforce challenges facing the transportation industry include looming retirements caused by an aging workforce (*39% of the Metro workforce will be fully eligible for retirement over the next three years*); the need to retain workers who could leave for other industries (*69% of Metro employees are over the age of 40*); and the need to expand the workforce to meet the growing demand for transit (*Measure M is estimated to generate an additional 778,000 jobs*)<sup>4</sup>. Consistent with the national trend in the transit industry, Metro is experiencing a significant skills gap in the demand for and supply of high skilled workers<sup>5</sup>. (see Table 1 below). A bold and innovative non-traditional partnership is warranted. One solution is an increase in Career and Technical Education programs of study. Such programs begin in middle or high school and continue into postsecondary education or apprenticeship and provide the foundational and early occupational skills training needed in skilled occupations.

“ No industry touches more lives than transportation.” – Phillip A. Washington

Table 1. Metro Top 10 “Hard to Fill” Skilled Jobs	
Bus Mechanic	Engineer, Software/Systems
Rail Car Mechanic	Engineer, Construction
Rail Signal Maintainer/Inspector	Safety Inspectors
Track Maintainer	Electronic Comm Technician
Traction Power Maintainer/Inspector	Facility Systems Technician

### **A New Middle Class**

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. In May of last year, the Pew Research Center issued a report update on “America’s Shrinking Middle Class” as it pertains to US cities. The Los

<sup>4</sup> Los Angeles Economic Development Corporation (LAEDC), 2016

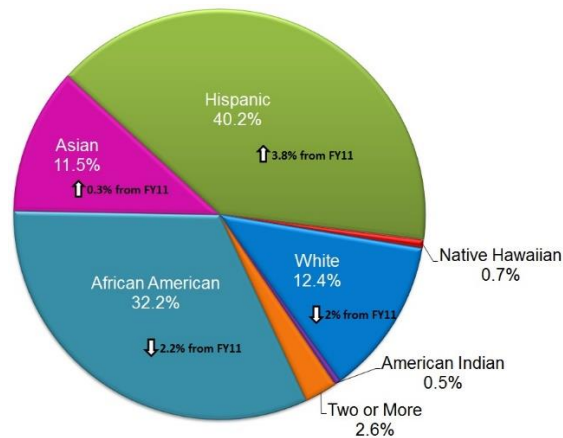
<sup>5</sup> American Public Transportation Association, 2015

# PILOT INITIATIVE FRAMEWORK

Angeles region made a strong showing. “In about a quarter of the metropolitan areas in 2014, middle-class adults do not constitute a clear majority of the adult population,” the Pew report states. “Notably, many of the nation’s largest metropolitan areas fall into this group, including Los Angeles-Long Beach-Anaheim, CA, where 47% of adults were middle income.” The LAEDC estimates that Metro’s union-labor projects will employ more than 190,000 construction workers to build the Measure M capital projects over the next 40 years.

“Careers in the transportation industry can lift Americans into the middle class...” – US Secretary of Transportation Anthony Foxx

Third, transit has a better record of attracting a diverse workforce, compared to other transportation sectors. Lastly, transit provides long-term employment opportunities (*51% of Metro employees have more than 10 years of service*).



### **Collaboration with At-Risk Youth**

Over the last 20 years, Metro has administered a summer high-school internship program, the Transportation Career Academy Program. However, in order to further foster a pipeline of qualified, local individuals for careers in the transportation sector, engaging youth early on, potentially as part of their middle or high school experience, provides an opportunity for Metro to address a gap in its current workforce development programs. Moreover, to collaborate with at-risk youth involved with LA County Children and Family Services (DCFS), the Department of Social Services, and the County Probation Department would serve to expose and connect youth to transit-related educational and career opportunities.

According to Metro Board Motion #43 (April 2017) by Directors Ridley-Thomas, Fasana, Barger, Garcetti, and Dupont-Walker:

DCFS serves nearly 35,000 children and their families across the County. High school graduation rates for this population are abysmal, with only 45% of foster youth in California completing high school, compared with 79% of the general student population. Nationally, only 6% of former foster youth have earned a two or four-year

# PILOT INITIATIVE FRAMEWORK

degree by age 24, and only one in two foster youth is employed by age 24. Even more alarming, one in five foster youth becomes homeless after aging out of the system.

Additionally, the County's Probation Department supervises approximately 6,000 youth in the community and detains or incarcerates approximately another 1,100 on a daily basis. National statistics indicate that most youth in the juvenile justice system have had unstable educational histories with a high number of school transitions and disciplinary actions (i.e. suspensions). Researchers have found that over 40% may be enrolled in special education classes, approximately 50% perform below grade level, and as low as only 20 to 40% of justice-involved youth ultimately earn a diploma or General Equivalency Degree.

The MCP incorporates a youth engagement and outreach program designed to educate and attract youth and young adults, from junior high and high school, to transit. In addition, the MCP is designed to address the education needs of the at-risk youth population that could result in identifying a preparatory school for the vocational and educational program. Furthermore, Career Pathways systems that are aligned with Registered Apprenticeship programs can expand the number of people who can access these high-demand jobs.<sup>6</sup> As a result, MCP would be aligned with the local labor unions.

Through the efforts of the MCP, Metro seeks to improve the attractiveness of the agency as an "employer of choice" through innovative policy and practice such as an industry-based CTE, personalized learning, and STEM. Metro will seek a pilot program/site that agrees to implement all of these core Metro components.

## The Framework

MCP can provide a more holistic, functional approach to teachers, policymakers and students to reconsider the way in which transportation education is delivered. It allows students to have ownership over their own learning in rigorous and engaging environments that utilize relevant and transportation specific demonstrations of learning.

The framework includes three parts:

- a) Definitions and a conceptual model provide a more precise understanding of the career pathway systems. MCP partners can use these definitions and conceptual model to develop a shared understanding of the systems, pathways, and programs they are collaborating to build.

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<sup>6</sup> "Strengthening Skills Training & Career Pathways" Report by US Department of Transportation, US Department of Labor, & US Department of Education, 8/24/15

# PILOT INITIATIVE FRAMEWORK

- b) Criteria and indicators for MCP. These criteria and indicators can help partners build a strong, functioning MCP. Additionally, a shared framework of quality criteria and specific indicators can help partners develop a continuous improvement process for successful cross-agency systems, pathways and programs.
- c) The pathways and programs will be designed to support student apprenticeships, mentorship and internships while they earn wages and advance to job placements and careers in the workforce after high school graduation. A unique feature of the AQCP metrics is that they are meant to measure the results of specific career pathways that cross systems. As such, they are designed primarily for continuous improvement purposes and are best positioned at this time to be used in “pilot-testing with specific career pathways and programs”.

Essential features of the MCP include:

1. **Connected and transparent education**, training, credentialing, and support service offerings (delivered via multiple linked and aligned programs with the appropriate Departments of the County of Los Angeles including:
  - Office of Education
  - Department of Workforce Development
  - Children and Family Services Department
  - Department of Public Social Services
  - Department of Aging
  - Department of Community Services
  - Probation Department
2. **Multiple entry points** that enable well-prepared students as well as targeted populations with limited education to successfully enter the career pathway. Targeted populations served by MCP may include youth involved in the Child Welfare System, County Probation system, homeless, and disconnected or “opportunity” youth.
3. **Multiple exit points** at successively higher levels leading to self- or family-supporting employment and aligned with subsequent entry points.

All three features above of the MCP correspond to transportation career and technical education programs of study. Essential functions of the MCP include:

1. Student-focused education and training;
2. Consistent and non-duplicative assessments of students’ education, skills, and assets/needs;
3. Support services and career navigation assistance to facilitate transitions; and
4. Employment services and work experiences.

The MCP is customized to Metro’s needs, the target population needs, and the local partners and context. The MCP approach is a paradigm shift in how Metro prepares people for work and lifelong learning. It reorients existing education and workforce services from myriad disconnected programs to a structure that focuses on the workforce needs of Metro and on



# PILOT INITIATIVE FRAMEWORK

individuals in need of education and training to be successful on their career paths. This approach focuses on systems change to provide clear transitions, strong supports, and other elements critical to success of students. The MCP approach includes an explicit focus on reducing racial and ethnic disparities in education and employment while at the same time increasing diversity in employers' talent pipelines.

## Criteria

MCP partners could include, but are not limited to: public agencies, secondary education, career and technical education, workforce, health and human services, justice, corrections, economic development, transportation, workforce investment boards, labor unions, philanthropic organizations; and others.

The MCP framework criteria include:

1. **Commit to a Shared Vision & Strategy:** Metro – in conjunction with County partners – are committed to a shared vision of transportation-based career pathways for youth and to a strategy for building, scaling, and dynamically sustaining a MCP system.
2. **Integrate Transportation Sector Principles:** Metro will follow transportation sector strategy principles including being demand-driven.
3. **Collaborate to Make Resources Available:** Each MCP partner identifies, prioritizes, and leverages resources available for the MCP system.
4. **Implement Supportive Local/Regional Policies:** MCP partners implement supportive policies for the MCP system.
5. **Use Data & Shared Measures:** MCP partners use data to assess, demonstrate, and improve MCP student outcomes.
6. **Implement & Integrate Evidence-Based Practices & Processes:** MCP partners implement practices and processes to provide the essential features and functions in MCP. Partners measure success and engage in a continuous improvement process in order to develop and integrate evidence-based practices and processes that optimize MCP student success.

Metro and labor unions fulfill an essential role in the MCP partnership by providing real access to the job market and they:

- Inform and validate career pathway alignment of skills, credentials, and employment;
- Recruit students from within their organizations and the larger community.
- Provide training services and/or access to continued learning;
- Provide leadership on continuous improvement processes;
- Champion career pathway efforts with stakeholders;
- Provide employment opportunities.

# PILOT INITIATIVE FRAMEWORK

Metro will partner with job-driven training programs that integrate hands-on work experience with classroom learning to help individuals learn and advance more quickly. Metro engagement includes providing direct resources for on-the job training, mentoring, apprenticeships, and internships for those wishing to improve their skills.

Working with the MCP partners, the pilot vocational training and education site should address the following:

- MCP provides consistent and non-duplicative **assessment of students' support service assets and needs**.
- MCP provides **academic advising and supports** that keep students engaged as they move along the career pathway.
- MCP provides **career navigation assistance**.
- MCP provides **personal skill development and supports** for students assessed to need them.
- MCP provides **employment services** for students.
- MCP provides **work experiences** for students.

## Indicators

The MCP framework indicators include:

- MCP partners should adopt a shared strategy and formally commit their organizations to carrying out specific roles and responsibilities and to communicating and coordinating with each other to build, scale, and dynamically sustain the MCP and embed them into their own strategic plans/goals and into new and existing policies.
- MCP partners engage in visible and consistent messaging to show support for and promote the MCP approach and system.
- MCP partners link to and leverage other existing related Metro initiatives (i.e. Transportation Careers Academy Program, Workforce Initiative Now-LA, Bus Operator Training Academy, Project Labor Agreement-Construction Careers Program).

# PILOT INITIATIVE FRAMEWORK

- MCP partners communicate lessons learned from MCP to state and federal partners in order to inform state and federal strategies and investments.
- MCP partners leverage and coordinate existing and new federal, state, local, and private/philanthropic resources to support the MCP.
- MCP partners adopt a joint funding strategy to build, scale, and sustain the MCP.
- MCP partners produce cross-agency data and publish reports on MCP students' progress and success in earning credentials and achieving labor market outcomes using a consistent set of shared measures. Results are presented in terms of progress and success along the MCP, not by program/funding silos. Information is provided to MCP partners, policymakers, and students/potential students.

## Performance Metrics

The AQCP metrics include three types of measures:

- a. Interim Outcomes identify important progress steps, or “momentum points”, along the MCP that may be attained by the students prior to the overall results for the pathway;
- b. Education and Training Outcomes along the MCP include the primary educational and training results for the career pathway, including licenses and industry credentials, certificates, and degrees; and
- c. Labor Market Outcomes include the primary labor market results for the career pathway, to measure the progression in employment and earnings over time for pathway students.

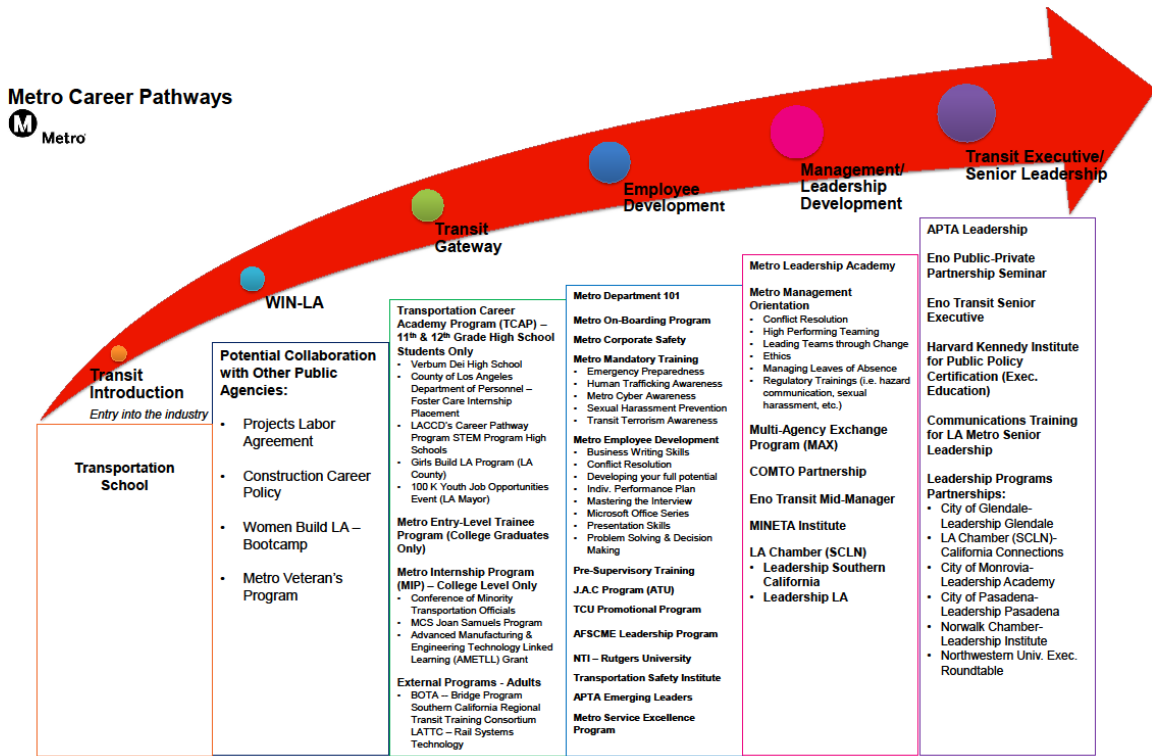
Metro has chosen the AQCP metrics for the MCP because the AQCP metrics are focused on results. Existing measurement systems – with different goals, measures, and timeframes – make it difficult to connect education and employment services in a seamless way to help students reach their educational and career goals. MCP metrics are intended to follow career pathway students across organizational and institutional boundaries as they move along the pathway, and thereby allow the measurement of results for individual career pathways, using the applicable pathway metrics.

## Career Pathway

The Career and Technical Education (CTE) innovative pathway at MCP is a customized interdisciplinary educational curriculum designed for students to become critical thinkers as they transition into the high skilled workforce. MCP offers an interactive curriculum which is aligned with the AQCP metrics, in addition to giving the students a real world hands-on experience, combined with both workforce skills development and college and career pathways, that will meet the demands of Metro top 10 “Hard-To-Fill Skilled Jobs.” This process gives each student an opportunity to learn skilled trades, that will prepare them for employment and beyond. Additionally, MCP CTE cluster of courses also encourages students to explore and prepare for careers in Pre-Engineering, STEM, Construction, Carpentry, Welding, Plumbing, Electrical and HVAC. MCP secondary students (6<sup>th</sup> to 8<sup>th</sup> grade) will take part in all pre-requisite skill sets courses, and our post-secondary students (9<sup>th</sup> to 12<sup>th</sup> grade) will advance and transition into their skill trade coursework of study. The quality core of MCP innovative pathway will be instructionally and academically supported by and adhere to:

- All content areas of study include a defined sequence of coursework and competencies across middle school and high school education, that incorporates both academic, and technical knowledge and employability skills
- The MCP curriculum starts with broad foundational knowledge and skills and progress in specificity to build students’ depth of knowledge and skills
- MCP CTE content areas of study sequence is designed to lead to one or more recognized postsecondary credentials, including industry certification, licenses, apprenticeship certifications, and post-secondary transition into a degree program
- The MCP CTE pathway program will align with the requirements of all county and state mandates
- The MCP CTE pathway program will provide state-of-the-art classrooms with equipment and technology in a hands-on learning environment
- The program will incorporate assessments tools to measure the effectiveness of career pathways, established benchmarks and achievements
- The program will incorporate mentorships, internships, and apprenticeships
- All graduates of MCP CTE pathway will receive a High School Diploma, with state industry certifications to enter the workforce as well as credentials to transition into college
- The MCP CTE pathway program will provide teachers with on-going quality professional development
- The MCP CTE pathway program will incorporate residential housing to mitigate barriers in the career pathways arising from homelessness for all students

# PILOT INITIATIVE FRAMEWORK



## Next Steps

Metro will work with the County Departments to develop a Program Charter. Metro will also retain a consultant to perform the next phase of establishment of an MCP – identification of a pilot CTE training program tailored to transportation, the related site, and coordination with the relevant local department of education and state department of education.

## Metro



## Board Report

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**File #:**2017-0271, **File Type:**Motion / Motion  
Response

Agenda Number:43.

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**EXECUTIVE MANAGEMENT COMMITTEE  
APRIL 20, 2017**

**Motion by:**

**Ridley-Thomas, Fasana, Garcetti, Barger, Garcia and Dupont-Walker**

**Item 43: Supporting Access to Careers in Los Angeles County's Transportation Sector for At-Risk Youth**

Following the passage of Measure M, the Los Angeles County Metropolitan Transportation Authority (Metro) is poised to dramatically transform the transportation infrastructure of the region, and in doing so, propel the development of a sizable workforce to support the planning, construction, operations and maintenance of our expanding system. Specifically, the Los Angeles Economic Development Corporation (LAEDC) estimates that 778,000 jobs and \$133.6 billion in economic output will result from infrastructure projects funded by Metro's Traffic Improvement Plan over the next half century. LAEDC further projects that the construction, architecture and engineering fields would experience the highest percentage of growth.

Over the next three years, 39% of the Metro workforce will be fully eligible for retirement. Metro has numerous programs in place to support inclusive contracting opportunities and a diverse workforce. Specially, the Department of Economic Opportunity and Diversity systemically identifies opportunities to expand participation of small, local and veteran-owned businesses through all of Metro's contracts. In addition, Metro has instituted numerous workforce development initiatives including the Workforce Initiative Now - Los Angeles (WIN-LA) Program, as well as an agency-wide Project Labor Agreement which requires the significant participation of targeted and disadvantaged worker populations on major construction projects.

However, in order to further foster a pipeline of qualified, local individuals for careers in the

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transportation sector, Metro should also consider engaging youth early on, potentially as part of their middle or high school experience. Moreover, there is an opportunity to collaborate with at-risk populations including youth involved with the County of Los Angeles' (County) Probation and Children and Family Services (DCFS) Departments to expose and connect them to transit-related educational and career opportunities if their interests align.

DCFS serves nearly 35,000 children and their families across the County. High school graduation rates for this population are abysmal, with only 45 percent of foster youth in California completing high school, compared with 79 percent of the general student population. Nationally, only six percent of former foster youth have earned a two or four-year degree by age 24, and only one in two foster youth is employed by age 24. Even more alarming, one in five foster youth becomes homeless after aging out of the system.

Additionally, the County's Probation Department supervises approximately 6,000 youth in the community and detains or incarcerates approximately another 1,100 on a daily basis. National statistics indicate that most youth in the juvenile justice system have had unstable educational histories with a high number of school transitions and disciplinary actions (i.e., suspensions). Researchers have found that over 40% may be enrolled in special education classes, approximately 50% perform below grade level, and as low as only 20 to 40% of justice-involved youth ultimately earn a diploma or General Equivalency Degree.

Given these statistics, exposure from an early age to transit-related careers combined with vocational preparation and specific job training could significantly transform the self-sufficiency and well-being of young people in the County's care as they transition to adulthood. This type of collaboration could not only help meet Metro's long-term workforce development goals, but also create a career pathway for many young disenfranchised populations who are, or have been, under the care and supervision of the County of Los Angeles.

**APPROVE Motion by Ridley-Thomas, Fasana, Garcetti, Barger, Garcia and Dupont-Walker** to direct the Chief Executive Officer, in consultation with appropriate Departments of the County of Los Angeles including the Probation Department, Children and Family Services Department, Office of Education, the Department of Workforce Development, Aging, and Community Services, Department

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of Public Social Services, and other appropriate entities, to report back to the Executive Management Committee during the June board cycle with a proposed framework for a pilot educational and vocational training program, specifically though not exclusively targeting youth involved in the County's Probation or Child Welfare System, with the objective of facilitating career pathways for local youth into Los Angeles County's transportation sector.



# Metro Career Pathways (MCP)

June 2017

# Purpose and Need – Transportation Infrastructure Workforce Challenges

- No industry touches more lives than transportation
- The urgent need to build new and rebuild the existing infrastructure in this country begs the question: “How do we prepare the next generation for a career pathway into transportation infrastructure?”

# Purpose and Need – Transportation Infrastructure Workforce Challenges

- 39% of the Metro workforce will be fully eligible for retirement over the next three years
- 69% of Metro employees are over the age of 40
- Measure M is estimated to generate an additional 778,000 jobs
- The same challenges cited above exist around the country

## Purpose and Need –

# Transportation Infrastructure Workforce Challenges (cont.)

- MCP is not simply a new workforce model, rather it is a paradigm shift in how Metro and the industry prepares the next generation (youth) for work and lifelong learning. (Already partnering with County's Community Colleges)
- The Goal is to reorient existing education and target individuals in need of education and training, workforce services and create a structure that focuses on transportation infrastructure and Metro's workforce needs.

# Purpose and Need – Transportation Infrastructure Workforce Challenges

## Top 10 “Hard to Fill” Positions

Bus Mechanic

Rail Car Mechanic

Rail Signal Maintainer/Inspector

Track Maintainer

Traction Power Maintainer/Inspector

Engineer, Software/Systems

Engineer, Construction

Safety Inspectors

Electronic Communications Technician

Facility Systems Technician

# Metro Agency-Wide Demographics – Employee Generation

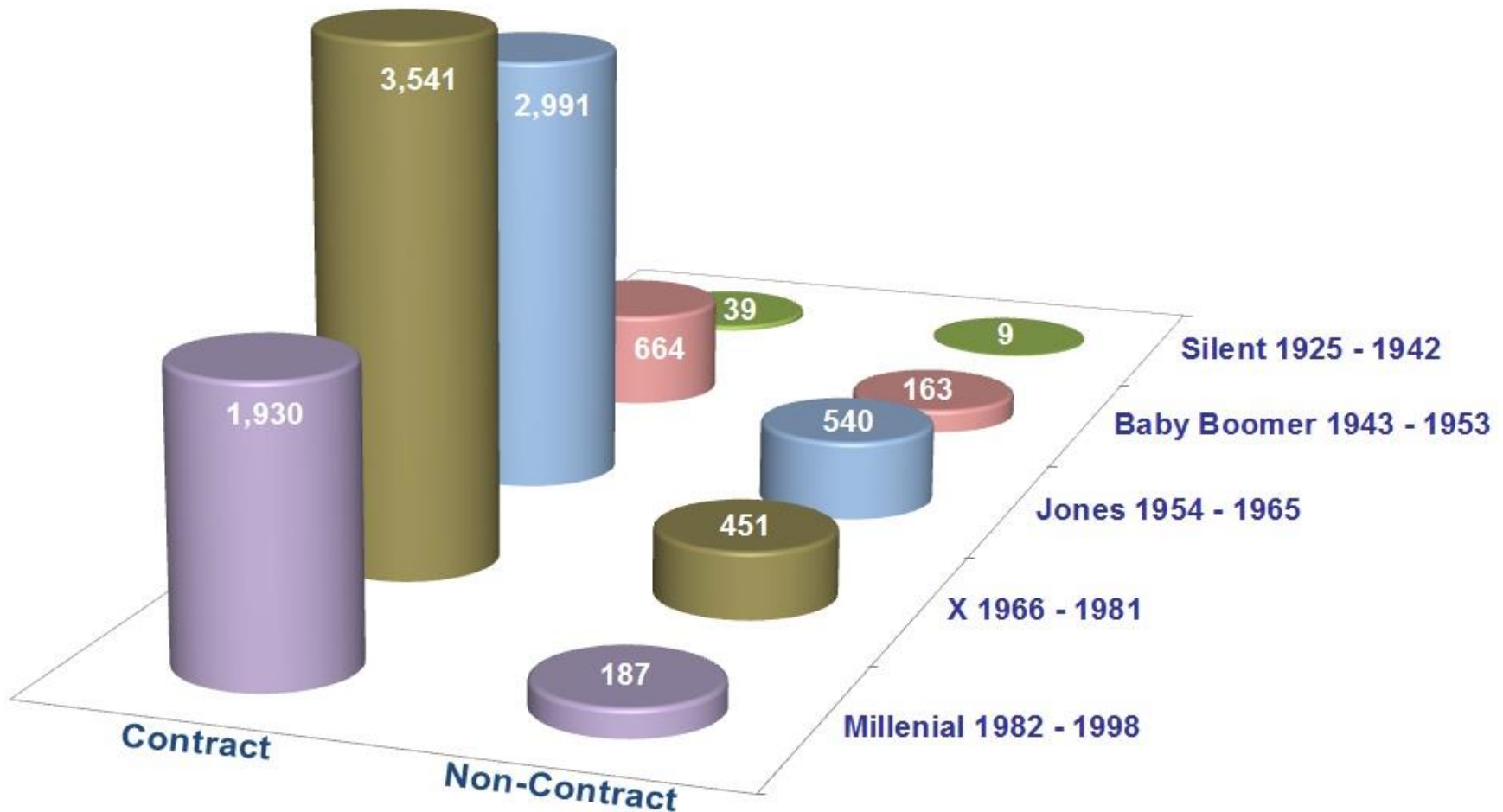


Chart does not include 300 temporary employees.

# Metro Agency-Wide Demographics – Retirement Eligibility

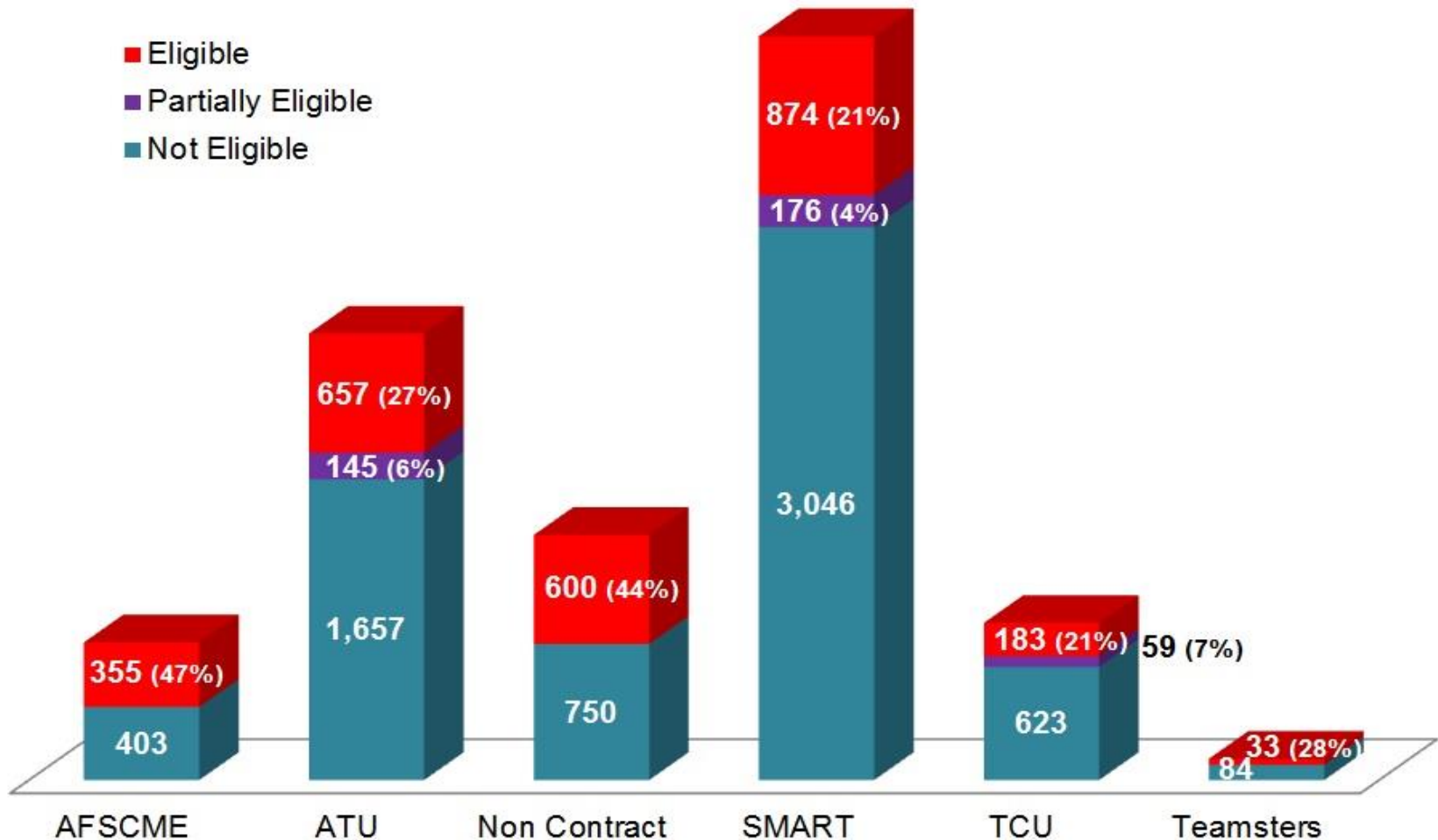


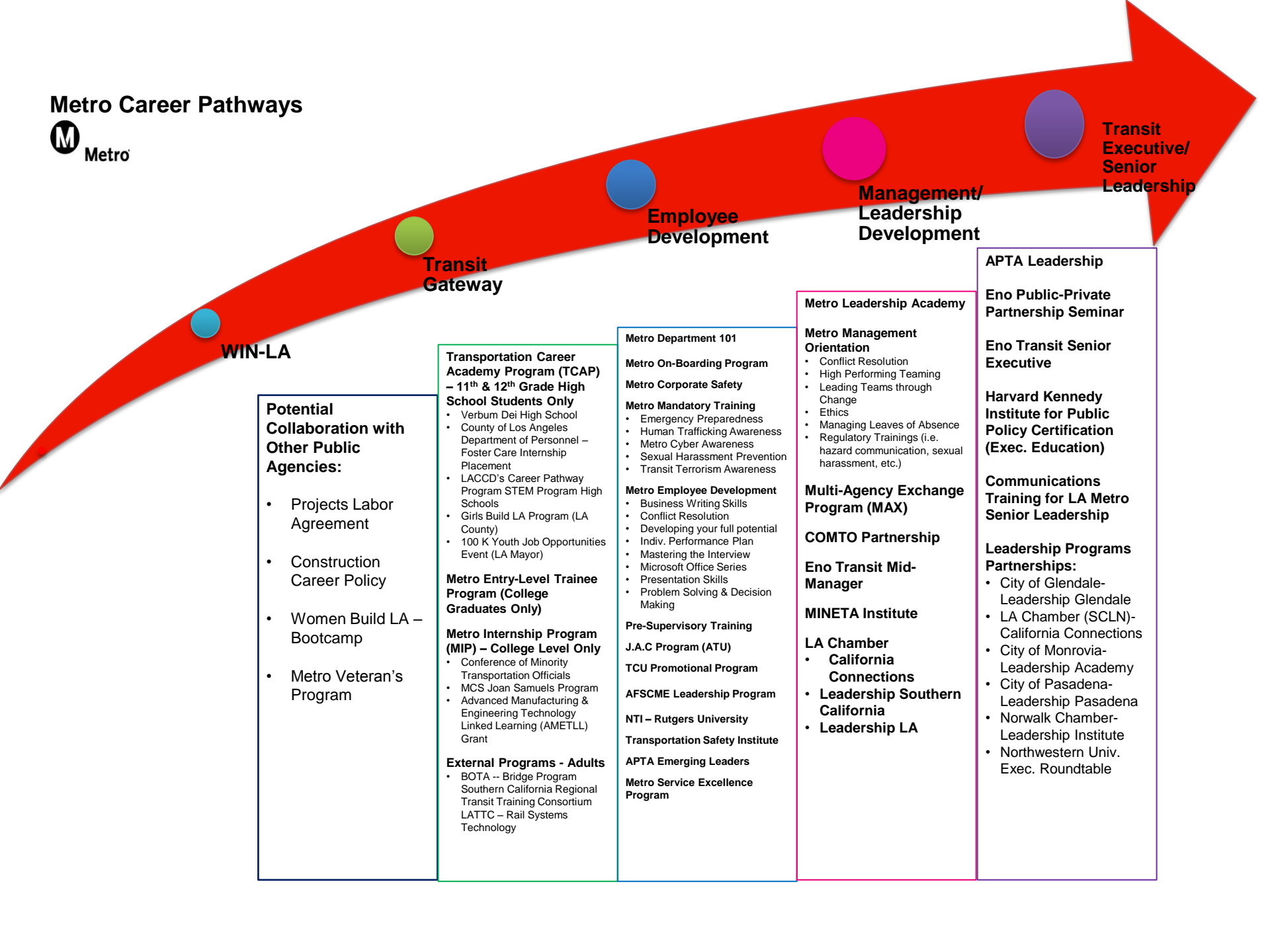
Chart does not include 870 part-time employees.

# Purpose and Need – Collaboration with At-Risk Youth

- Department of Children and Family Services (DCFS) serves nearly 35,000 children
  - Only 45% of Foster Youth Graduate High School compared to 79% of the General Student Population
- 20-40% of Justice-Involved Youth Earn a Diploma or GED



# Metro Career Pathways



## WIN-LA

### Potential Collaboration with Other Public Agencies:

- Projects Labor Agreement
- Construction Career Policy
- Women Build LA – Bootcamp
- Metro Veteran's Program

## Transit Gateway

### Transportation Career Academy Program (TCAP) – 11<sup>th</sup> & 12<sup>th</sup> Grade High School Students Only

- Verbum Dei High School
- County of Los Angeles Department of Personnel – Foster Care Internship Placement
- LACCD's Career Pathway Program STEM Program High Schools
- Girls Build LA Program (LA County)
- 100 K Youth Job Opportunities Event (LA Mayor)

### Metro Entry-Level Trainee Program (College Graduates Only)

- ### Metro Internship Program (MIP) – College Level Only
- Conference of Minority Transportation Officials
  - MCS Joan Samuels Program
  - Advanced Manufacturing & Engineering Technology Linked Learning (AMETLL) Grant

### External Programs - Adults

- BOTA -- Bridge Program Southern California Regional Transit Training Consortium LATTC – Rail Systems Technology

## Employee Development

### Metro Department 101

### Metro On-Boarding Program

### Metro Corporate Safety

### Metro Mandatory Training

- Emergency Preparedness
- Human Trafficking Awareness
- Metro Cyber Awareness
- Sexual Harassment Prevention
- Transit Terrorism Awareness

### Metro Employee Development

- Business Writing Skills
- Conflict Resolution
- Developing your full potential
- Indiv. Performance Plan
- Mastering the Interview
- Microsoft Office Series
- Presentation Skills
- Problem Solving & Decision Making

### Pre-Supervisory Training

### J.A.C Program (ATU)

### TCU Promotional Program

### AFSCME Leadership Program

### NTI – Rutgers University

### Transportation Safety Institute

### APTA Emerging Leaders

### Metro Service Excellence Program

## Management/Leadership Development

### Metro Leadership Academy

### Metro Management Orientation

- Conflict Resolution
- High Performing Teaming
- Leading Teams through Change
- Ethics
- Managing Leaves of Absence
- Regulatory Trainings (i.e. hazard communication, sexual harassment, etc.)

### Multi-Agency Exchange Program (MAX)

### COMTO Partnership

### Eno Transit Mid-Manager

### MINETA Institute

### LA Chamber

- California Connections
- Leadership Southern California
- Leadership LA

## Transit Executive/Senior Leadership

### APTA Leadership

### Eno Public-Private Partnership Seminar

### Eno Transit Senior Executive

### Harvard Kennedy Institute for Public Policy Certification (Exec. Education)

### Communications Training for LA Metro Senior Leadership

### Leadership Programs Partnerships:

- City of Glendale- Leadership Glendale
- LA Chamber (SCLN)- California Connections
- City of Monrovia- Leadership Academy
- City of Pasadena- Leadership Pasadena
- Norwalk Chamber- Leadership Institute
- Northwestern Univ. Exec. Roundtable

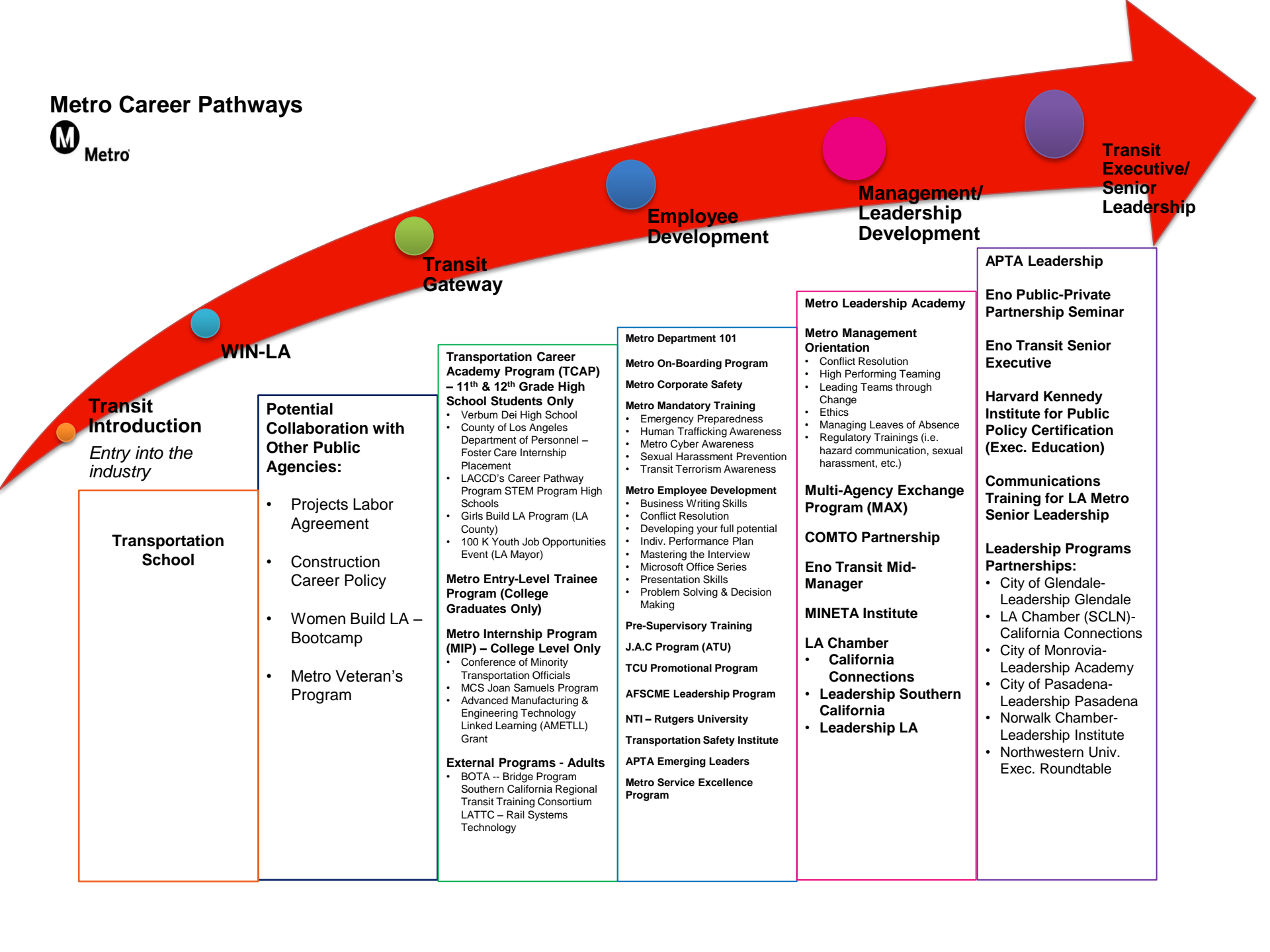
# The Vision

- Establish a state-of-the art vocational and college preparatory 6-12<sup>th</sup> grade boarding school with students recruited from DCFS, probation, child welfare system, and the surrounding communities.
- Establish school as the bottom (entry into the industry) rung in Metro's career pathway, thereby establishing the lowest level of the MCP pipeline of skilled trades entering the transportation industry infrastructure.

# The Vision

- Formalize commitments, i.e., Metro, Primes, DBE's/SBE's, and other government transportation providers (LAWA, Freight, Ports, County, etc.) to hire trained graduates.
- That LA County's transportation infrastructure career pipeline becomes the "Farm Team" of the industry.

# Metro Career Pathways



**Transit Introduction**  
*Entry into the industry*

**Transportation School**

**WIN-LA**

**Potential Collaboration with Other Public Agencies:**

- Projects Labor Agreement
- Construction Career Policy
- Women Build LA – Bootcamp
- Metro Veteran’s Program

**Transit Gateway**

**Transportation Career Academy Program (TCAP) – 11<sup>th</sup> & 12<sup>th</sup> Grade High School Students Only**

- Verbum Dei High School
- County of Los Angeles Department of Personnel – Foster Care Internship Placement
- LACCD’s Career Pathway Program STEM Program High Schools
- Girls Build LA Program (LA County)
- 100 K Youth Job Opportunities Event (LA Mayor)

**Metro Entry-Level Trainee Program (College Graduates Only)**

**Metro Internship Program (MIP) – College Level Only**

- Conference of Minority Transportation Officials
- MCS Joan Samuels Program
- Advanced Manufacturing & Engineering Technology Linked Learning (AMETLL) Grant

**External Programs - Adults**

- BOTA -- Bridge Program Southern California Regional Transit Training Consortium LATTC – Rail Systems Technology

**Employee Development**

**Metro Department 101**

**Metro On-Boarding Program**

**Metro Corporate Safety**

**Metro Mandatory Training**

- Emergency Preparedness
- Human Trafficking Awareness
- Metro Cyber Awareness
- Sexual Harassment Prevention
- Transit Terrorism Awareness

**Metro Employee Development**

- Business Writing Skills
- Conflict Resolution
- Developing your full potential
- Indiv. Performance Plan
- Mastering the Interview
- Microsoft Office Series
- Presentation Skills
- Problem Solving & Decision Making

**Pre-Supervisory Training**

**J.A.C Program (ATU)**

**TCU Promotional Program**

**AFSCME Leadership Program**

**NTI – Rutgers University**

**Transportation Safety Institute**

**APTA Emerging Leaders**

**Metro Service Excellence Program**

**Management/Leadership Development**

**Metro Leadership Academy**

**Metro Management Orientation**

- Conflict Resolution
- High Performing Teaming
- Leading Teams through Change
- Ethics
- Managing Leaves of Absence
- Regulatory Trainings (i.e. hazard communication, sexual harassment, etc.)

**Multi-Agency Exchange Program (MAX)**

**COMTO Partnership**

**Eno Transit Mid-Manager**

**MINETA Institute**

**LA Chamber**

- **California Connections**
- **Leadership Southern California**
- **Leadership LA**

**Transit Executive/Senior Leadership**

**APTA Leadership**

**Eno Public-Private Partnership Seminar**

**Eno Transit Senior Executive**

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# Metro Career Pathways – The Framework of the Proposed School

## 1. Definitions & Conceptual Model

- \*Build Cross-Agency Partnerships (“big tent”)
  - various County Departments
- \*Education + Labor + Transportation

## 2. System Criteria & Quality Indicators

- \*Design Education & Training Programs (CTE/STEM)
- \*Align Policies & Programs to Address Needs of Students

## 3. Career Pathway Student Metrics

- \*Measure System Change & Performance
- \*Shared Set of Performance Metrics

# MCP Partners

*Public Agencies, Secondary Education, Career & Technical Education, Workforce, Health & Human Services, Justice, Transportation, Labor Unions, Philanthropic Organizations*

## **Framework Criteria:**

- 1. Commit to a Shared Vision & Strategy**
- 2. Integrate Transportation Sector Principles**
- 3. Collaborate to Make Resources Available**
- 4. Implement Supportive Policies**
- 5. Use Data & Shared Measures**
- 6. Implement & Integrate Evidence-Based Practices & Processes**







## Next Steps (Moving from Vision to Implementation)

- Development of a Program Charter (In partnership with County departments – already convened a meeting with County Departments i.e., DCFS, Probation and support from workforce division (following direction of the Motion))
- Retain Consultant to:
  - Identify a Pilot Vocational & Educational Training Program tailored to Transportation;
  - Coordinate with the relevant County and State departments;
  - Identify the related site; and
  - Develop a Funding Plan

## Next Steps (Moving from Vision to Implementation) cont.

- Link to & leverage other existing Metro training initiatives (i.e., Transportation Careers Academy Program, Workforce Initiative Now-LA, Bus Operator Training Academy, Project Labor Agreement/Construction Careers Program)
- Adopt a joint funding strategy to build, scale, & sustain the MCP
- Leverage & coordinate existing & new federal, state, local, & private/philanthropic resources to support the MCP
- Keep LA Metro Board updated on progress

# Questions?