

SOUND TRANSIT

MOTION NO. M99-89

**Approve a Funding Request
for the
Regional Transportation Education Program
In Accordance With Sound Transit's
Economic Development Program to Encourage Increased Local Economic Benefits**

BACKGROUND AND COMMENTS

Meeting:	Date:	Type of Action:	Staff Contact:	Phone:
Finance Committee	12/2/99	Discussion/Possible Action	Alec Stephens Desmond Brown	206-398-5019 206-398-5017

ACTION:

Approve a one-time request by regional partners to provide a total of \$250,000 for start-up and development activities for a Regional Transportation Education Program. Prior to this action, the Executive Committee gave its direction that the Executive Director could provide \$48,600 for short-term funding of the program consistent with his expenditure authority. The effect of this motion is to authorize that the balance of the funding request from the Regional Transportation Education Program (\$201,400) be granted.

EXECUTIVE SUMMARY:

The Regional Transportation Education Program will create a K-16 education program through which young people can learn about transit and transportation issues and acquire skills for transit-related careers. The program will operate in schools throughout the region.

At the elementary school level, the program will help students develop an awareness of transit and transportation issues. At the middle school level, students will begin career exploration about people who work in transportation and transit-related careers. At the high school level, students will begin developing career skills based on skill standards. At the community and technical college level, students will be prepared either for employment or for a transfer to a four-year university.

During 1999-2000, the program team will identify key careers, begin the skill standards process, identify and train an initial group of schools and teachers, modify and create curriculum materials, and work with business and labor to create internships. During the 2000-2001 school year, the program will begin, with between eight and ten high schools, two and four community and technical colleges, and eight and ten middle schools.

During 2000-2001, the program partners anticipate involving approximately 2,250 students in the three-county area.

The program will involve partners from throughout the three-county area from education, government, and business. Founding partners include the Tech Prep Career Consortia from Seattle, South King County, and Puget Sound, King County, Metro Transit, and organized labor.

The program's 1999-2000 budget goal is \$611,000; of which \$250,000 is requested from Sound Transit and \$150,000 from local transit agencies in cash and in-kind services.

Attached is the complete proposal submitted by the Regional Transportation Program. (Exhibit A)

BACKGROUND:

The proposed motion is pursuant to Sound Transit Motion No. M98-75, which establishes Sound Transit's role in economic development in employment and contracting to implement Sound Move. The policy authorized staff to work with potential public and private partners to implement specific strategies consistent with Sound Transit's employment and contracting-related economic development program. As strategies developed, staff would bring proposals to the Board or Executive Committee for consideration. Staff was directed to prioritize specific proposed activities for implementation that do not duplicate existing efforts, but could enhance those efforts already in existence, encourage private and public partnerships throughout the region, and facilitate intergovernmental cooperation.

On October 15, 1999, staff provided a report to the Executive Committee on the Regional Transportation Education Program, a initiative developed by a partnership involving the Tech Prep Career Consortia of Seattle, South King County and Puget Sound; King County, Metro Transit, business and organized labor representatives. The Regional Transportation Education Program has been developed to create a kindergarten through post-secondary education program through which young people can learn about transit and transportation issues and acquire skills for transit-related careers.

The Program is seeking approval of an immediate, one-time request of \$250,000 for its 1999-2000 start-up and development activities. To provide options to the Executive Committee, the Program representatives were advised by Sound Transit staff to prepare a breakout budget for the last quarter of 1999. Requesting \$48,600 for the last quarter of 1999, the Executive Committee directed that the Executive Director provide the \$48,600 funding, and referred the balance of the funding request, \$201,400, to the Finance Committee for action.

RELEVANT BOARD POLICIES:

- Motion No. 34, relating to maximizing the economic benefit that local businesses and workers can derive from Sound Move, by calling for a local economic development summit and directing the development of a strategy for Sound Transit's participation. (July 24, 1997)
- Motion No. 98-75, establishing Sound Transit's economic development program to encourage increased local economic benefits. (October 22, 1998)

FUNDING:

\$400,000 was established to fund economic development activities in the 1999 budget. Authorization by the Finance Committee of \$201,400 at its December 2 meeting would allow for a transfer of funds to the Regional Transportation Education Program from this year's budget. Funds are available in this year's budget to fully fund the request by the Regional Transportation Education Program.

Cost:

The cost of this action is \$250,000. \$48,600 has been already provided to the Regional Transportation Education Program by the direction of the Executive Committee at its meeting of October 15, 1999. The remaining \$201,400 is available in this year's budget to fund the request by the Regional Transportation Education Program.

ALTERNATIVES:

Take no action regarding the Regional Transportation Education Program at this time. Deny the request.

CONSEQUENCES OF DELAY:

The regional partners involved in the Regional Transportation Education Program may not be able to implement their program for the 1999-2000 school year.

LEGAL REVIEW:

The Legal Department has reviewed and approved the Motion and Background and Comments as to form.

SOUND TRANSIT

MOTION NO. M99-89

A motion of the Finance Committee of the Board of the Central Puget Sound Regional Transit Authority approving a funding request of \$201,400 to support the Regional Transportation Education Program in accordance with Sound Transit's economic development program to encourage increased local economic benefits.

Background:

The Regional Transportation Education Program will create a K-16 education program through which young people can learn about transit and transportation issues and acquire skills for transit-related careers. The program will operate in schools throughout the region.

At the elementary school level, the program will help students develop an awareness of transit and transportation issues. At the middle school level, students will begin career exploration about people who work in transportation and transit-related careers. At the high school level, students will begin developing career skills based on skill standards. At the community and technical college level, students will be prepared either for employment or for a transfer to a four-year university.

During 1999-2000, the program team will identify key careers, begin the skill standards process, identify and train an initial group of schools and teachers, modify and create curriculum materials, and work with business and labor to create internships. During the 2000-2001 school year, the program will begin, with between eight and ten high schools, two and four community and technical colleges, and eight and ten middle schools. During 2000-2001, the program partners anticipate involving approximately 2,250 students in the three-county area.

The program will involve partners from throughout the three-county area from education, government, and business. Founding partners include the Tech Prep Career Consortia from Seattle, South King County, and Puget Sound, King County, Metro Transit, and organized labor.

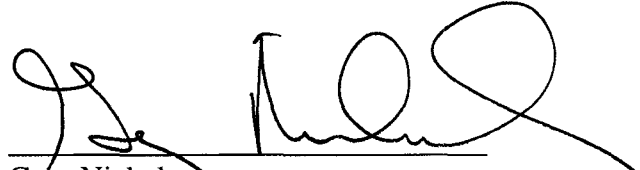
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The Program is seeking approval of an immediate, one-time request of \$250,000 for its 1999-2000 start-up and development activities. To provide options to the Executive Committee, the Program representatives were advised by Sound Transit staff to prepare a breakout budget for the last quarter of 1999. Requesting \$48,600 for the last quarter of 1999, the Executive Committee directed that the Executive Director provide the \$48,600 funding, and referred the balance of the funding request, \$201,400, to the Finance Committee for action.

Motion:

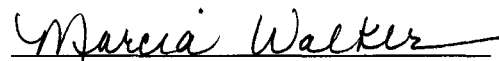
It is hereby moved by the Finance Committee of the Central Puget Sound Regional Transit Authority that a request to provide \$201,400 for start-up and development activities for a Regional Transportation Education Program be approved.

Approved by the Finance Committee of the Central Puget Sound Regional Transit Authority at a regular meeting thereof on the 2 day of December 1999.



Greg Nickels
Finance Committee Chair

ATTEST:



Marcia Walker
Board Administrator

EXHIBIT A
PROPOSAL
Submitted by the
Regional Transportation Education Program

EXECUTIVE SUMMARY

The Regional Transportation Education Program will create a K-16 education program through which young people can learn about transit and transportation issues and acquire skills for transit-related careers.

PROGRAM OVERVIEW

The program will operate in schools throughout the region. It will:

- **Identify key careers** in transit- and transportation-related fields.
- **Identify skills** needed for those careers and develop skill standards tied to certificates of mastery.
- **Modify existing curriculum materials** and create new materials to focus on these skills.
- **Identify work-based learning opportunities** for students and teachers and help students transition from high school through college or university.

At the elementary school level (K-5), the program will help students develop an awareness of transit and transportation issues. At the middle school level (6-8), students will begin career exploration about real people who work in transportation- and transit-related careers. At the high school level (9-12), students will begin developing career skills based on skill standards. And at the community and technical college level, students will be prepared either for employment or for a transfer to a four-year university.

During 1999-2000, the program team will identify key careers, begin the skill standards process, identify and train an initial group of schools and teachers, modify and create curriculum materials, and work with business and labor to create internships. During the 2000-2001 school year, the program will begin, with between eight and ten high schools, two and four community and technical colleges, and eight and ten middle schools. During 2000-2001, the program partners anticipate involving approximately 2,250 students in the three-county area.

PROGRAM PARTNERS

The program will involve partners from throughout the three-county area from education, government, and business. Founding partners include the Tech Prep Career Consortia from Seattle, South King County, and Puget Sound, King County, Metro Transit, and organized labor.

PROGRAM BUDGET

The program's 1999-2000 budget goal is \$611,000; of which \$250,000 is requested from Sound Transit and \$150,000 from local transit agencies in cash and in-kind services.

Regional Transportation Education Program

PROGRAM PROPOSAL

BACKGROUND

The passage of the regional transit vote in 1996 brings not just new transit options but a major capital investment to the three-county Puget Sound area. As components of the transit system are designed, built, and operated, they offer numerous opportunities for students to learn about transit and transportation and to explore transportation- and transit-related careers.

But learning about transportation and transit must be more than simply an interesting current events subject for students. With the Puget Sound region experiencing nearly full employment, and with growth clogging our roads and endangering our natural resources, the most successful way to successfully construct and operate the new transit system will be if our region's young people are ready and able to step into the many career opportunities this new investment will bring.

The Washington State Employment Security Department has been reporting for several years that Puget Sound-area employers have had difficulty filling some jobs. Studies indicate most difficulty filling professional and technical jobs - particularly those related to information technology - but also problems filling managerial, sales, service, clerical, and production positions.' This trend is expected to continue, as the Puget Sound tri-county area is anticipated to see a 20% increase in available jobs during the decade between 1996 and 2006, an increase in jobs that may be further heightened by the needs of the new transit system.

GOALS

The Regional Transportation Education Program will help meet these needs by creating a K- 16 workforce development program in transportation and transit that is articulated to the community and technical college and university systems. It will give students the opportunity to develop transferable skills that will prepare them for productive futures in the Puget Sound economy. It will be based on academic standards, ensuring that students obtain not just job skills but the strong academic foundation they need to succeed in any career. And, it will work in partnership with public organizations, private businesses, organized labor, and educational organizations, to build on existing! materials and administrative infrastructure.

' Washington State Employment Security Labor Market and Economic Analysis Branch, Carver Gayton, Commissioner, "Labor and Skill Shortages in Washington: Findings from the LMEA Supply-Demand Survey September 1997. ' Washington State Employment Security, Occupational Program Workforce Projections, 1996-2006.

PROGRAM OVERVIEW

The Regional Transportation Education Program will develop a set of curriculum materials and skill standards that will be made available to schools throughout the three-county area. These materials will be designed so that they can be used as stand-alone curriculum elements or as the foundation of a more focused program - such as an academy - within an individual school.

Representatives from school, government, and labor organizations have begun researching other models to develop a program model that will work in the Puget Sound area. A delegation traveled to Los Angeles in fall 1998 to visit educational programs that had been established in conjunction with the Los Angeles transit system. In addition, program partners include representatives of a number of school districts and other organizations that are already engaged in innovative career preparation programs that will be used as this program is developed.

Educational programs which span counties, school districts, and educational systems are rare. There are few existing models for this extensive a collaboration. Thus, the program partners will spend the 1999-2000 school year developing skill standards and curriculum materials and working with an initial group of participating schools, teachers, and business and labor representatives to design the program and determine how it will work in each participating school. The program will be officially launched during 2000-2001 school year, with between six and eight participating high schools and community and technical colleges and six and eight participating middle schools. In this first year of operation the program partners anticipate involving approximately 2,250 students in the five subareas of the Sound Transit District.

As proposed, the Regional Transportation Education Program will:

- **Identify key careers** in transit-and transportation-related fields from a Sound Transit needs assessment survey that is currently underway. This survey will focus not just jobs at Sound Transit itself, but also on jobs that will need to be filled by the many subcontractors Sound Transit will be working with to design, construct, and operate the new regional transit system.
- **Identify skills** needed for these careers and develop skill standards that are directly tied to certificates of mastery. Students will focus on developing skills which can either take them directly into the workplace or which can form the foundation for farther education toward a higher-skilled job.
- **Modify existing curriculum materials and create new materials** to focus on transit issues. The program will help teachers create curriculum materials for all grade levels, to bring transit and transportation issues into the classroom at the very earliest grades. All curriculum materials will be based on Washington State's Essential Academic Learning Requirements.

● **Identify work-based learning opportunities** for students and teachers and create certification pathways that will take students from high school through college or university. The program partners are in the process of developing articulation agreements with local community colleges. Through an articulated system, students will be able to transition directly from high school into a community or technical college with credits earned and then either move directly into the workplace with an A.A. or A.A.S. degree or transition on to a four-year college or university.

The Regional Transportation Education Program will be implemented in a progressive fashion throughout all grade levels. In this way, students will come to understand a range of issues related to transit and transportation, will be introduced to related careers, and will have the opportunity to acquire specific, transferable skills that will allow them to find employment in transit-related organizations.

At the elementary school level (K-5), the program partners will work with teachers to provide background information and classroom exercises about transportation and transit. These simple exercises will help teachers build students' awareness about issues and careers related to the transit system. Students will be able to analyze how they and their parents get around, how products and goods are moved, and how the new transit system will work in their communities.

At the middle school level (6-8), students will begin career exploration through the use of case studies (short story problems) about real people who work in transportation and transit related careers. These case studies will be developed by the Magnuson Partnership, collaboration between King County and the Port of Seattle. The case studies will be based on the Essential Academic Learning Requirements to ensure that students develop strong academic skills as they explore career opportunities, and will be supplemented with classroom exercises about transit and transportation issues. The program partners will target middle schools which feed into high schools that are participating in the program, thus providing students with the chance to make a, seamless transition into high school and continue pursuing a transit-related career pathway.

At the high school level (9-12), students will begin developing career skills. Through articulated, skills-based technical and academic courses, students will be able to develop some of the skills needed for transit-related careers in fields such as engineering, urban planning, or equipment maintenance. The program partners will work with participating high schools to build these skill development opportunities from existing programs and materials in ways that complement each school's philosophy and student body. In some cases, a high school may create a transit or transportation academy to implement the program; in other cases, a school may not create a full academy, but may offer participating students a set of course offerings and work based learning opportunities that will lead to a certificate of mastery.

At the community and technical college level, coordination and collaboration with transit, labor, and related businesses will identify technical training needs by transit or related industry with attention to providing customized training. This customized technical training will be to fill existing employment positions where and when possible. Special arrangement and coordination will develop both short term and certificate programs to meet labor supply needs.

High school students entering participating community and technical colleges within the project consortium will focus on sharpened skills in transportation related careers major through either an A.A. or A.A.S. degree. Students completing an A.A. degree will be ready to transfer to a four-year institution.

Students completing an A.A.S. degree will be prepared for work in a technical field related or a program to pursue further studies in engineering, urban planning, transportation planning or other transit-related field. Through articulation agreements and tech-prep programs, high school students will be able to make a seamless transition into the community and technical college system with a solid academic foundation and credits they have already earned in high school.

Teachers and instructors at all levels will be brought together to share information and curriculum resources and to enhance their students' transitions between grade levels. Participating teachers and instructors will become involved in the program through paid internships, mentor ships, and regular workshops. These experiences will help teachers come to understand and appreciate the range of issues and careers related to transit and transportation. Teachers will then have the opportunity to translate their experiences into classroom exercises for their students.

PROGRAM PARTNERS

The program will involve a variety of partners from throughout the three-county area in education, government, organized labor, and private business. Planning partners include the Tech Prep Career Consortia from Seattle, South King County, and Puget Sound, King County, Metro Transit, business, and organized labor representatives. This group will work throughout 1999 and 2000 to recruit additional education, government, small and large business, and labor organizations to the program.

Program materials and training opportunities will be made available to schools and educational organizations throughout the three-county area as funding permits. However, the program partners anticipate beginning the program during the 2000-2001 school year by focusing on between eighteen and twenty middle schools, high schools, and community and technical colleges and then gradually increasing the number of schools and students directly involved in the program.

The program partners anticipate that business, government, and labor partners will be involved by providing internships, mentoring opportunities, and curriculum support. Program partners will work with business, government, and labor organizations during 1999 and 2000 to develop plans for work-based learning opportunities that will provide value to students and teachers without being unduly burdening to the workplace.

PROGRAM IMPLEMENTATION AND GOVERNANCE

Carrying out a program of this nature, which will involve students and teachers from multiple school districts, from the K-12 and community and technical college systems, and which will also depend on its ability to involve partners from business, government, and labor will require a great deal of coordination. Teachers will need access to a central set of materials, resources, and training opportunities, and will need an easy way to keep in touch with the program and with each other. Business and government partners, too, will need fairly simple mechanisms by which they can connect with the program; it will be difficult to sustain the program if partners leave because the logistics of being involved are simply too daunting.

The program partners propose that an interagency governing board be created to coordinate the Regional Transportation Education Program. The governing board will be comprised of representatives of partner organizations. The participation of these representatives will represent an enormous in-kind commitment of resources to the program and will also serve to ensure that the program meets the needs of its partner organizations.

- The governing board will include representatives from:
- County Executive's Offices from the three counties
- Transit Agencies from the three counties, including Sound Transit
- Educational organizations, including Tech Prep Consortia
- Transit-related businesses
- Transit-related labor organizations

These representatives will meet monthly and will operate under a memorandum of understanding that will be approved by their respective organizations. The Puget Sound Career Consortium (PSCC) has offered to staff the governing board as an in-kind service, using contracts with other professionals and organizations as needed. South Seattle Community College (SSCC) has offered to serve as the fiscal agent for the program.

To facilitate the governing board's work, the program partners further recommend that the governing board form three operating committees. Each of these committees will be chaired by a governing board member and will have at least seven additional members who represent business, organized labor, education, county and city government, and transit organizations. These committees will also be staffed by PSCC. The committees will include:

- **The Executive Committee**, which will provide program oversight and long-range planning.
- **The Curriculum and Instruction Committee**, which will coordinate the development of skill standards, curriculum materials, teacher training's, articulation agreements with the community colleges, and work-based learning opportunities.
- **The Marketing and Public Information Committee**, which will spread news of the program to teachers, businesses, students and parents, and members of the public.

TIMELINE AND BUDGET

During 1999-2000, the program team will identify key careers, begin the skill standards process, identify participating schools and teachers, modify and create curriculum materials, and work with business and labor to create internships. During the 2000-2001 school year, the program will begin, with between eighteen and twenty participating high schools, community and technical colleges middle schools. In this first year of operation, the program partners anticipate involving approximately 2,250 students in the three-county area.

The 1999-2000 budget goal is \$611,000; of which \$250,000 is requested from Sound Transit and \$ 150,000 from local transit agencies.

TASK	TIMELINE	BUDGET	FUND SOURCE	DESCRIPTION
Recruit additional partners and develop governing board	Sept-Nov 1999	\$2,000 \$2,000	Tech prep grant Local School Districts	Founding partners will recruit additional partners to the project and identify governing board members.
Develop 99-00 budget and raise funds to support budget	Sept-Nov 1999	\$2,000 \$2,000	Tech prep grant Tech prep consortia	PSCC and SSCC will refine budget for adoption by governing board.
Survey transit-related jobs for future needs and identify skills needed in those jobs.	Aug-Sept 1999	-0- \$10,000	Sound Transit-funded Transit agencies	Sound Transit will complete survey. PSCC will develop skills matrix for each job.
Begin skill standards process based on the needs of the identified jobs and on existing skill standards.	July - Dec 1999	\$15,000	Tech prep grant	PSCC will staff with assistance from K-12 and Community/technical college representatives and guidance from State Board for Community and Technical Colleges.
Identification of immediate training needs by transit agencies/business/labor to be accomplished by the Community and Technical College partners	September - December 1999	\$8,000 \$2,000	Sound Transit Community and Technical College Partners	Identification of current related program identified and information provided to Sound Transit and Transit Agencies. Continuing Education and Quick Start programs identified and communicated between CTC partners and transit agencies
Select interested schools and colleges.	Aug - Oct 99	\$5,000 \$5,000	Tech prep grant Local School Districts	Identify 8-10 middle schools and 8-10 high schools, 4-6 technical colleges, 2-4 community colleges and 3-5 teachers/instructors in each school. Reach Participation agreements with each school and College to ensure continuity for 2000-2001. Develop criteria for school and college selection..
Inventory existing curriculum materials and plan modifications	H.S. Dec-99 College March-99	\$5,000 \$11,000 \$10,000	Tech prep grant Local School Districts Other Sources	PSCC to coordinate curriculum review With participating schools and teachers.

TASK	TIMELINE	BUDGET	FUND SOURCE	DESCRIPTION
Develop new curriculum Materials as needed. - general curriculum materials - 15 middle school case studies	Oct 99-May 00 Oct 99-May 00	\$25,000 \$25,000 \$15,000	Local Transit Agencies Sound Transit Sound Transit	PSCC to lead curriculum development. Magnuson Partnership (Port of Seattle, King County)
Develop articulation agreements With community colleges, based On skill standards and curriculum.	Jan-Mar 2000	\$5,000 \$9,000	Local Transit School Districts and Tech Prep Consortia	PSCC to lead articulation agreements
Identify work-based learning Opportunities for students and Teachers. Negotiate work-based Learning arrangements with Employers.	Oct 99-Mar 00	\$10,000 \$8,000 \$10,000 \$20,000	Sound Transit Local Tech Prep Consortia Local Transit Agencies Other sources	PSCC to lead work-based learning development. In-kind staff assistance.
Develop and implement a marketing plan: -short-range communication plan -at least 4 information packets for biz, gov't., schools, colleges -at least 3 information workshops around the region -career awareness materials for middle school students	Sept-May 00	\$15,000 \$10,000 \$10,000	Sound Transit Local School Districts & Tech Prep Consortia Local Transit Agencies	PSCC w/ graphics and/or PR firms as needed.

TASK	TIMELINE	BUDGET	FUND SOURCE	DESCRIPTION
Organize teacher internships for summer 2000. -teacher stipends	Jan-Jun 00 <i>Jun-Aug 00</i>	\$86,000 \$60,000	Sound Transit Local Transit Agencies	For 2000-2001 participating teachers (between 3-5 per school in 18-20 schools)
Organize teacher institute for summer 2000 -teacher stipends	Mar-Jul 00 <i>Aug 00</i>	\$86,000 \$30,000	Sound Transit Local Transit Agencies	For 2000-2001 participating teachers (between 3-5 per school in 18-20 schools and 3 per two community/technical colleges)
Develop a long-range plan for program, with evaluation mechanisms and regular planned updates to the program.	Nov-March 00	\$5,000 \$5,000	Sound Transit Local Tech Prep Consortia & School Districts	Governing Board Executive Committee with staffing assistance from PSCC
Implement program in schools	Sep 00	\$98,000	Participating schools and colleges, tech prep	8-10 middle schools and 8-10 high schools
Summary of Budget Goals		\$29,000 \$250,000 \$152,000 \$150,00 \$30,000	PSCC/Tech prep grant Sound Transit Local Ed. Organizations Transit Agencies Other Sources	
TOTAL		\$611,000		

ADDENDUM. This proposal has been prepared and funded by the planning partners in the Regional Transportation Education Project. These organizations include:

Puget Sound Career Consortium Tech Prep

Highline School District
Renton School District
Vashon Island School District
Tukwila School District
Federal Way School District
South Seattle Community College
City University
Sea-Tac Occupational Skills Center
Business and organized labor

Seattle Tech Prep Consortium

Seattle Public Schools
Seattle Community College (North, Central, South)
Business and organized labor

King County Tech Prep Consortium

Auburn School District
Enumclaw School District
Issaquah School District
Renton School District
Federal Way School District
Tahoma School District
Kent School District
Sumner School District (Pierce County)
Green River Community College
Highline Community College
Renton Technical College
Central Washington University
Business and organized labor

King County
Metro Transit
Business and Organized Labor Representatives