

- **Coordinated Curriculum for 10th to 12th grades**
- **Transit Career After School Program**

SEPTA-TWU
Summer
Youth Program

APPRENTICESHIP
Bus
Rail
Facilities

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INTRODUCTION:

This proposal is an outline for a **pilot program** for a transit career pipeline for 11th grade high school students to enter into the public transportation industry. The proposed training will start in eleventh grade with preparation starting in tenth grade. The program content consists of industry-validated curriculum to prepare the student to meet the skill requirements to fill jobs created by projected retirements. The program will facilitate meetings for Southeastern Pennsylvania Transportation Authority (SEPTA) trainers and School District of Philadelphia teachers to explore ways to integrate transit related curriculum into the classroom for tenth through twelfth grades.

This pilot program for Mastbaum High School is designed for Southeastern Pennsylvania Transportation Authority (SEPTA) and the Transportation Workers Union (TWU) Local 234 to partner with the School District of Philadelphia and the Philadelphia Academies. This project leverages the successful five years of the SEPTA-TWU-Philadelphia Academies summer youth program. The goal of the pilot program is to develop and implement high school transit-related curriculum validated by SEPTA for the classroom. Upon approval, the curriculum will be integrated into the school day to prepare students for entrance into the SEPTA TWU summer youth program.

An after school program would provide the opportunity for students interested in a career in public transportation to get exposure to the industry from presentations by transit workers and trainers. The after school program would include a monthly on site visit that provides the students with awareness of how a public transit agency operates. Sites such as the maintenance shop environment, control center, and other work sites would provide the student an insider view beyond the typical exposure of a bus driver.

The transit related curriculum and after school program will enhance recruitment for the Summer Youth Program. The after-school program coupled with the summer youth program will further prepare students to enter available SEPTA apprenticeship positions

in a variety of fields. The after-school program will provide real life learning experiences coordinated with in-class content. The industry-validated curriculum will provide application of general concepts to actual job related skill requirements. This experience will offer students insight into job opportunities in the public transit industry, while in turn, preparing them for a variety of jobs that require mechanical, electronic, and electrical skills that can be used outside of the public transportation industry. Perhaps the most valuable learning for the student will be job readiness and the opportunity to acquire skills for employment.

COMPONENTS OF THE TRANSIT CAREER PIPELINE

TRANSIT INDUSTRY CURRICULUM:

The project aligns SEPTA's training curriculum with classroom courseware. The project team will facilitate a series of meetings for trainers and teachers to pilot the curriculum.

- The 2-year program supports a cohort for the junior and senior years.
- The curriculum provides in school activities to work on 21st century skills facilitated by Philadelphia Academies.
 - Philadelphia Society of Strategy & People (PSPS) will host an event where students learn interview skills, interview techniques, and professionalism
 - Interview Expo-students will have the opportunity to interview with business partners and get immediate feedback
 - In-school workshops will be provided to help students with professional speech and dress, networking skills, financial literacy, and college and career awareness
 - Preparation for apprenticeship entrance exams such as the TABE and Bennett test

TRANSIT CAREER AFTER-SCHOOL PROGRAM:

The after school component meets weekly and includes an instructor from the industry and monthly on-site visits. The program applies classroom learning with real life experiences at the public transit agency. This may include a variety of exposure to mechanical maintenance of the vehicles and infrastructure or an introduction to the agency's operations.

SEPTA-TWU SUMMER YOUTH PROGRAM

- Students attending the after-school program are considered candidates for the Summer Youth Program
- Students are screened and recommended by teachers and Philadelphia Academies in-school staff for application to the Summer Youth Program
- Students apply on-line for the SEPTA summer youth program and are interviewed by a joint SEPTA-TWU panel for recruitment
- Qualified students are accepted into the program
- Students and Parents attend the Summer Youth Program Orientation hosted by TWU

SEPTA-TWU APPRENTICESHIP

After completion of Transit Career Summer Youth Program, students may apply for the available apprenticeship positions.

BENEFITS OF A TRANSIT CAREER PIPELINE

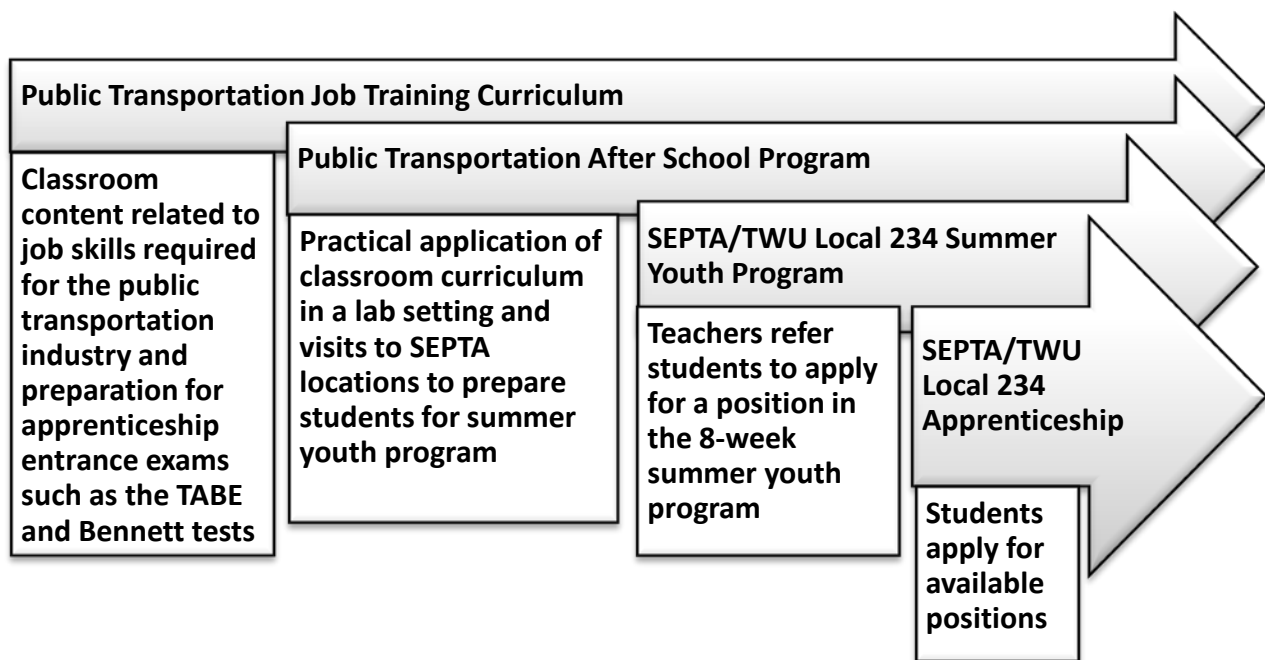
Pipelines are important for companies that have:

- 1) Specific workforce needs
- 2) Economic research that has identified them as growth industries
- 3) Human and financial resources that exist in the environment to support a pipeline strategy
- 4) A desire to provide students opportunities for family sustaining jobs with benefits

BEST PRACTICES FOR TRANSIT CAREER PIPELINE

THE HIGH SCHOOL TO EMPLOYMENT CONNECTION

In school → after school → summer program → apprenticeship → employment connection



It is important to include the best practices and address the challenges early in the program development to ensure the scope of work is as robust as possible.

BEST PRACTICES

The program should provide current technology in the classroom and the after school program to keep up with industry standards. The goal of this proposal is to provide students and staff with a weekly schedule that includes the topic for each class. In order

to show the intersection between school and public transportation, the program should connect the curriculum with the after school program and the summer youth program. The site visits and lab work should illustrate how the skill training connects to employment.

The program requires a consistent dedicated instructor for the after school program. Experts available for relevant topics enhance a program that prepares the future workforce. If possible, a mentorship for the students will ensure a high level of participation. This would also address parent involvement that might include (snacks, dinners, letters, phone calls, emails.)

If the program is running successfully, then there will be opportunities for publicity and press conferences to promote the program.

A lunch/dinner orientation for students and their parents has an impact on the participants and promotes parental support. The end of program celebration for students and parents acknowledges the accomplishments.

It is imperative that the program addresses the training of teachers throughout the entire process. This might include meetings with SEPTA trainers and site visits prior to the start of the program.

This proposal is to pilot the program with one school to make it manageable and to troubleshoot unforeseen issues. Once the pilot is operating, then the program can be replicated for other schools.

The goal is to model the after school program to fit in with SEPTA's best practices so that students treat the program as a job. It is recommended that there is a competitive application process for students to participate.

CHALLENGES FOR STARTING AN AFTER SCHOOL PROGRAM

Funding is required to staff the program with an industry expert, provide required snacks for the students, and to ensure that a school staff representative is at the school location after hours. Donations of industry specific components for training mock ups would enhance the program. Site visits would ensure that the students are exposed to the latest technology. Courseware including training manuals and training aids are required. Transportation for the students to on-site visits will require access to public transit for the after-school program

The after school program creates a liability and insurance issues for protecting the students.

NEXT STEPS

- Review concept paper with SEPTA before sharing with contacts at School District of Philadelphia representatives and Mastbaum High School.
- Schedule meetings for SEPTA trainers and Mastbaum High School
- Review and validate curriculum
- Review program goals and develop plan