TRB Standing Committee on Education and Training
APTA Human Resources Committee
An Industry Webinar

Innovative Teaching & Collaborative Partnerships

Wednesday, September 16, 2015
2:00 – 3:30 p.m. Eastern Time

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This session is being recorded and will be made available on the APTA web site.

AMERICAN PUBLIC TRANSPORTATION ASSOCIATION

Session Moderator

Mr. Paul Larrousse

Vice Chair, APTA's Higher Education Subcommittee

Director, National Transit Institute Rutgers

The State University of New Jersey

Session Facilitator

Dr. A. Emily Parkany, P.E.

Managing Director, Mid-Atlantic Transportation Sustainability University Transportation Center

University of Virginia

Charlottesville, VA

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The State University of New Jersey

A Partnership Webinar

- **TRB Standing Committee on Education & Training**
- **APTA Human Resources Committee**

Today's Presenters

Dr. Rebecca Townsend

Garrett Wheat

Chen-Fu Liao

Jess Guerra

Marion Jane Colston

Cherie Sprague

AMERICAN PUBLIC TRANSPORTATION ASSOCIATION

What to Expect …

- Academic and Industry Presentations
- Discussions and Audience Q&A
- Wrap up

Asking audience questions

To submit a question or comment to the moderator during the session or during the Q&A, please type it into the **Chat** box on your screen and then click on the send arrow located at the bottom of the box. 

Session Presenter

Dr. Rebecca M. Townsend

Professor and Chair, Communications & Humanities Department, Manchester Community College

TRB Standing Committee on Education and Training
APTA Human Resources Committee
Webinar on

Innovative Teaching & Collaborative Partnerships

16 September 2015

Community Colleges
Community Students
Community Engagement

} A Public-Engagement Strategy that Works

Rebecca M. Townsend, Ph.D.

MANCHESTER COMMUNITY COLLEGE

Rationale

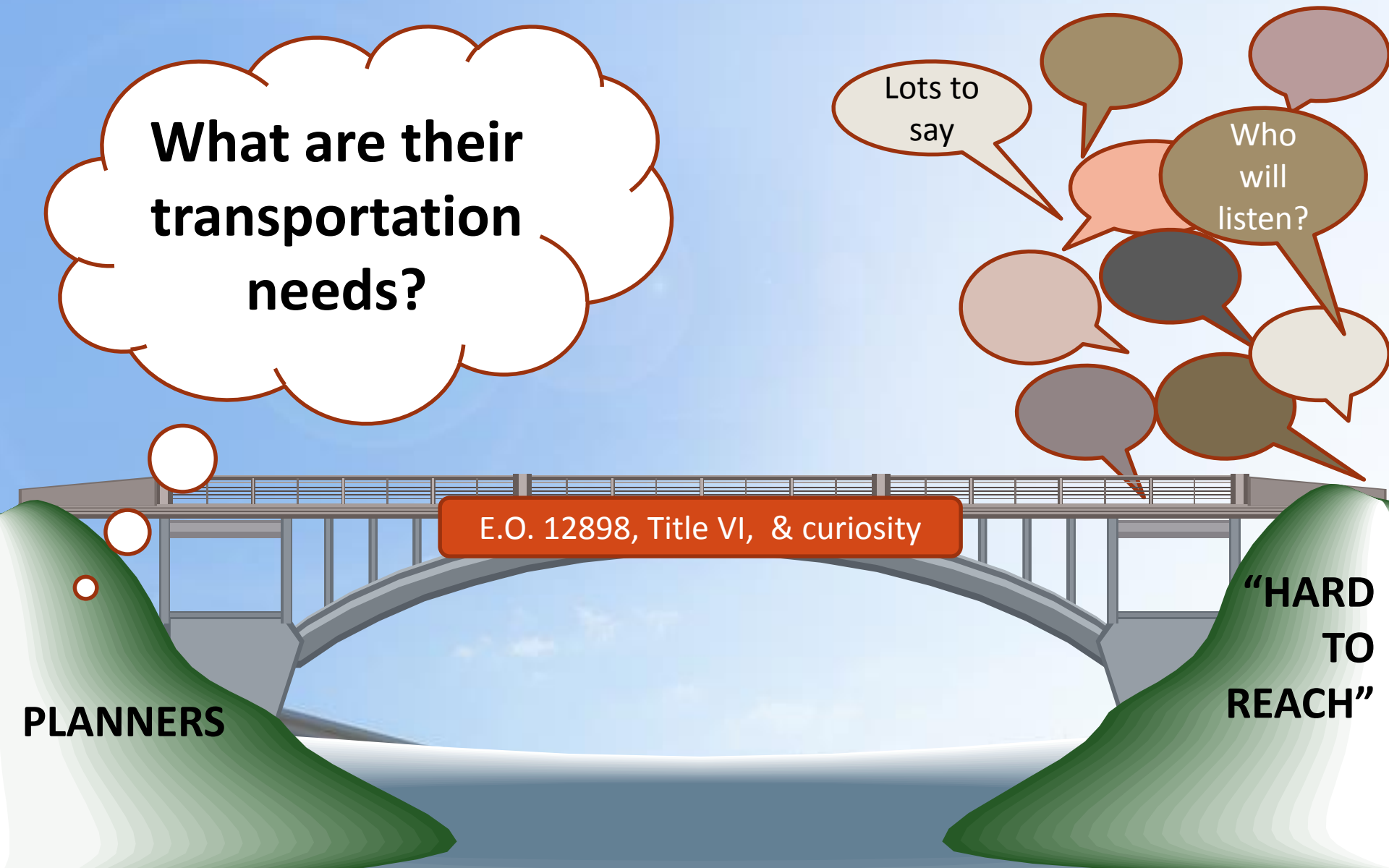
About Community Colleges

What Students Did

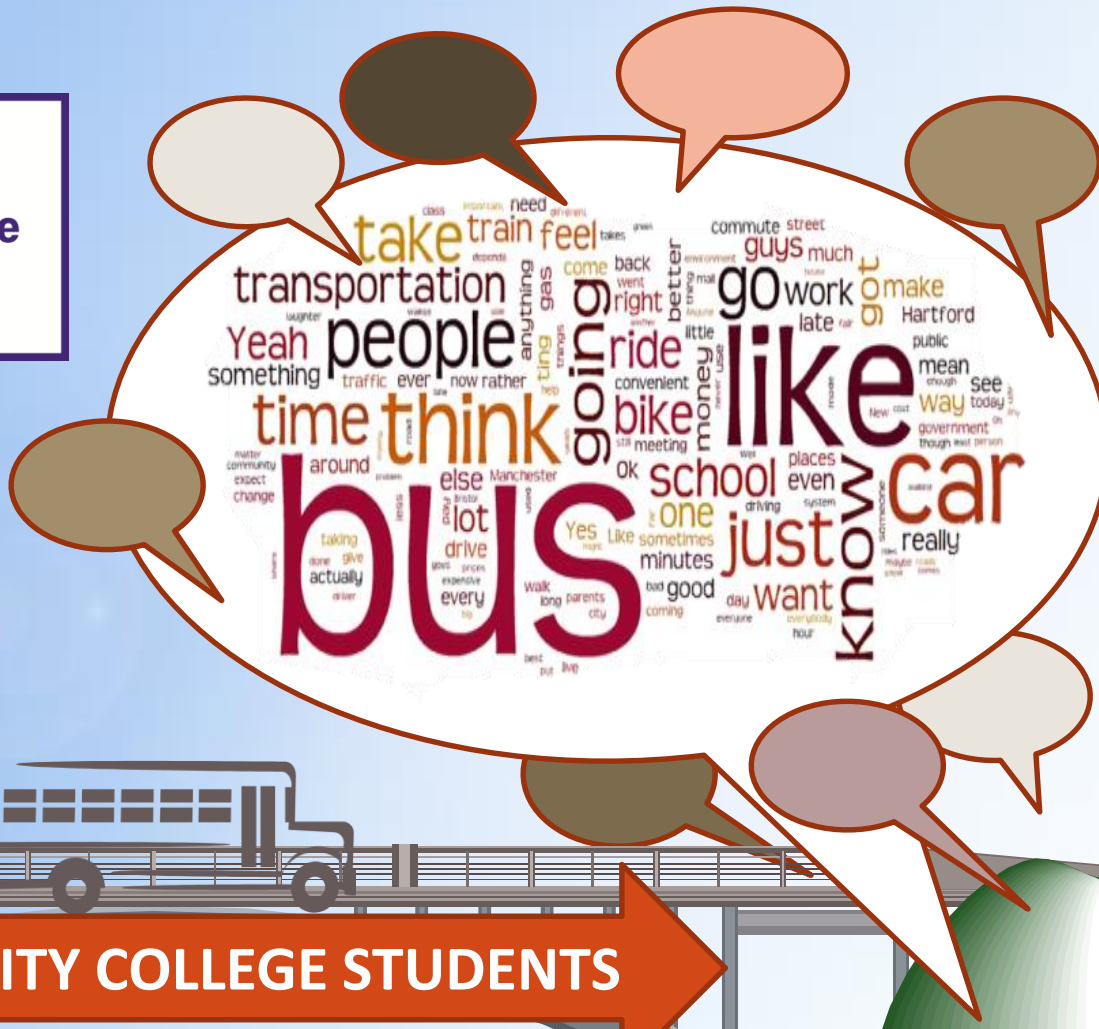
Results

Today's Overview

Planners & Publics Need to Talk



Partnership for Inclusive Cost-Effective Public Participation



COMMUNITY COLLEGE STUDENTS

PLANNERS in partnership with CC Students

Lots to Say

Partnership for Inclusive Cost-Effective Public Participation

MANCHESTER COMMUNITY COLLEGE

CAPITOL REGION COUNCIL OF GOVERNMENTS crcog

Community College Students conduct group deliberation of transportation issues

With Whom? Social network; 'hard-to-reach' / under-heard community groups

Where? Groups' preferred locations

When? Before/During/After a regularly scheduled meeting

Why? For academic credit/community service learning

Representation of Community College Students among Undergraduates (fall 2013)

CC students are 46% of All U.S. Undergraduates

First-time freshmen	41%
Native American	61%
Asian/Pacific Islander	43%
Black	52%
Hispanic	57%

There are 1600+ community colleges in the U.S.

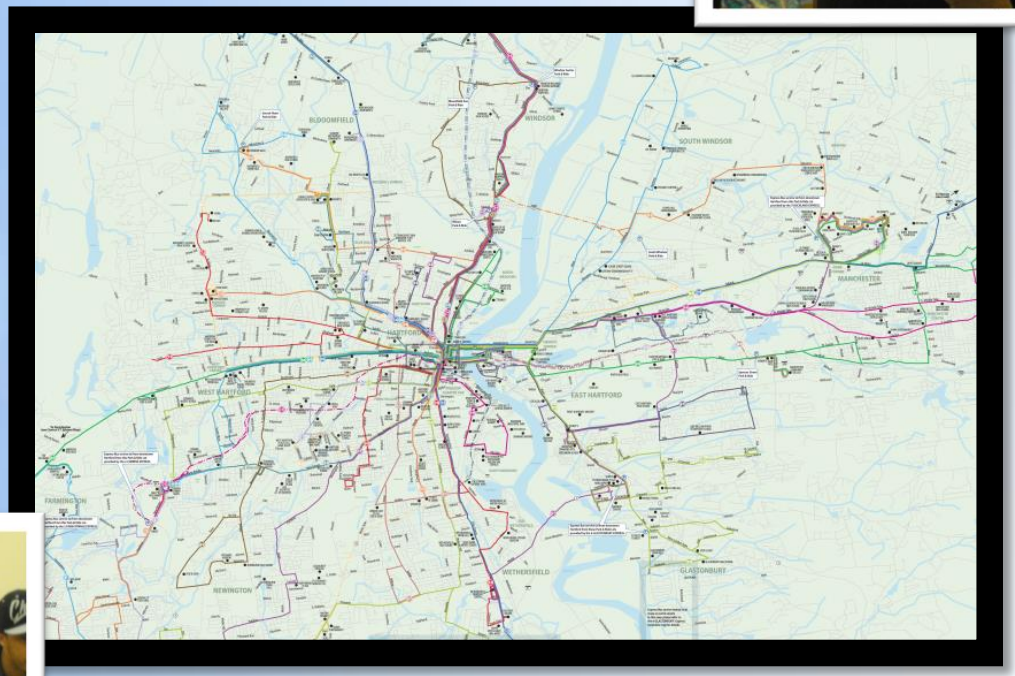
--American Association of Community Colleges website.
http://www.aacc.nche.edu/AboutCC/Pages/fastfactsfactsheet.aspx

FAST FACTS	MCC[1] Fall 2010 students	Nationally
Students	7540	7,675,000* or 44%
1st Generation	60%	42%
Apply for fin. aid	49%	59%
21 or younger	55%	39%
22-39	34%	45%
40+	11%	15%
Minorities	33%	37%
Graduates stay in state	95%	n/a

*Source: National Center for Educational Statistics
[1] Source: MCC Office of Institutional Research

Preparing

- Reading
- Guest Lectures
- Research
- Ethics



IAP2 Spectrum of Public Participation

International Association for Public Participation

Increasing Level of Public Impact

	Inform	Consult	Involve	Collaborate	Empower
Public participation goal	To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	To obtain public feedback on analysis, alternatives and/or decisions.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision-making in the hands of the public.
Promise to the public	We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.

IAP2 Code of Ethics

Especially…

PURPOSE
ROLE OF PRACTITIONER
TRUST
OPENNESS
ACCESS TO THE PROCESS
RESPECT FOR COMMUNITIES

http://www.iap2.org/?8

Student Activities

- Deliberative, democratic discussions (participant listening, storytelling & weighing of variables)
- Survey
- Large-scale community forums
- Student-community group presentations
- Report back
- Meals

Student-Facilitated Discussion

- 500+ participants
- 97 student facilitators
- 29 “hard-to-reach” small groups
- 200 group participants
- 200 attendees of large public events
- 2 end-of-semester events
- 350 pages of transcribed meetings

Community Groups

1. Ballroom Dance Club
2. Boys & Girls Club of Simpson Waverly Magnet School
3. Boys and Girls Club on Sigourney Street
4. Brother-2-Brother and Sister-2-Sister
5. Central Manchester Church Organization
6. Chestnut Point Care Center staff
7. Classes Over Bad Behavior student group
8. East Hartford High School graduates
9. East Hartford Senior Center Belly Dancers
10. Hartford residents
11. Hambrook Dentistry
12. Great Path Academy Social Studies class
13. Great Path Academy Psychology class
14. On Campus Open Forum I
15. On Campus Open Forum II
16. Manchester Area Conference of Churches Emergency Shelter guests
17. Manchester Police Explorers
18. National Society of Black Engineers students
19. New Britain Senior Center
20. New Dimension Christian Center
21. Rocky Hill Volunteer Fire Department
22. Public Speaking class
23. Scrabble Club members and relatives
24. Student Senate
25. Study Group
26. Sustainable Energy for Residences & Businesses class
27. UnReal-Madrid, Fantasy Soccer Team
28. Women's Basketball Team players
29. Manchester Youth Service Bureau youth

Survey respondents

42% attending either high school or college

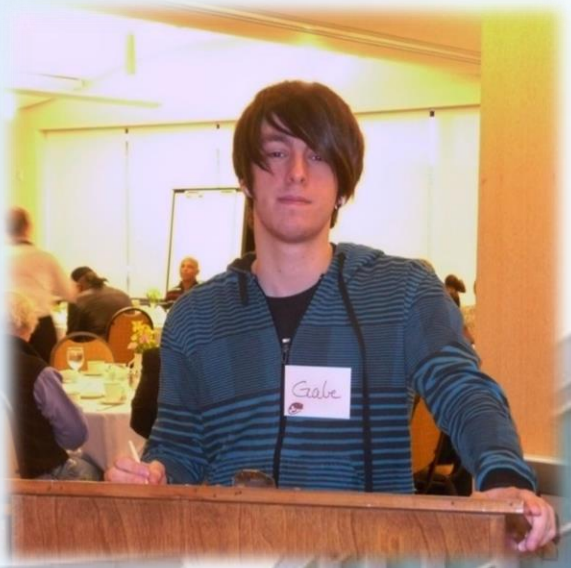
53% female

47% male

16% spoke a language other than English at home

59% of participants self identified as non-white

Ethnicity	number	percent
African American	26	31%
American Indian or Alaskan Native	1	1%
Asian/Pacific Islander	1	1%
White	37	44%
Hispanic/Latino	18	21%
Hispanic/Black	2	2%
Refused	23	27%



Survey Results

Work:

- 41% take their own vehicle
- 45% take a bus
- (Time avg.=25 min)

School:

- 53% take a bus
- 25% take their own vehicle
- (Time: 20-30 min)

38% did not own a car

37% did not have a driver's license

- More direct routes
- Reduce overcrowding
- More frequent service
- Run later
- Be on time
- Be friendly
- Cleaner

Transportation Needs

- Lower fare costs
- Student Bus Passes
- Rural service
- Assist disabled (signage)
- More stops
- Weekend service
- Correspond with class schedules

Participation Indicators

92% never contacted agency / official

92% never attended a public meeting

In past, how involved?

1.5 out of 5

Now, how interested?

2.6 out of 5

Transcript Segments

1. ***Moderator***: Were any of you aware that you could contact someone about transportation needs? To give your voice?
   Response: Yeah, on the back of the bus they have the number.
   Response: Oh, they have numbers on the back?
   Response: Yeah, if you have a complaint you can call.
   Response: I think I have to be someone important for them to listen.
2. ***Moderator***: You are important.
   Response: No, I mean, like important to them.

MPO Feedback was Positive

"As someone involved with transportation planning and funding issues, is has been great to see MCC students becoming aware of these important issues."

Benefits & Lessons Learned:

1. Partnerships strengthened
2. "Trust gap" bridged through the use of students' social networks
3. P2 is more deliberative & inclusive
4. Interest & involvement amplified; costs reduced
5. Student leadership abilities & civic involvement increased
6. *MCC bus shelter-2015-16*

Limits/Requirements

-Faculty and College support

-Planning agency patience

Thank you.
For more information, please email or call.

Rebecca M. Townsend, Ph.D.
Professor of Communication
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860-512-2685

Asking audience questions

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Session Presenter

Dr. Rebecca M. Townsend

Professor and Chair, Communications & Humanities Department, Manchester Community College

Session Presenter

Garrett Wheat
Teaching Associate
LADOTD Leadership Development Institute

An Immersive Virtual Learning Environment for Teaching Work Zone Safety

Study Led By:

Dr. Mary Leah Coco

Presented By:

Garrett Wheat, M.Ed.

Significance of the Study

2003	1,095	16
2004	1,063	18
2005	1,058	21
2006	1,004	20
2007	831	16
2008	716	22
2009	680	16
2010	586	15
2011	590	13
2012	617	12
2013	579	8
Total	8,819	177

- **Highway Work Zone Deaths in the US and LA**
- **We have a responsibility to help minimize the fatality and injury rate.**
- **No studies had been conducted using this population and IVLEs**

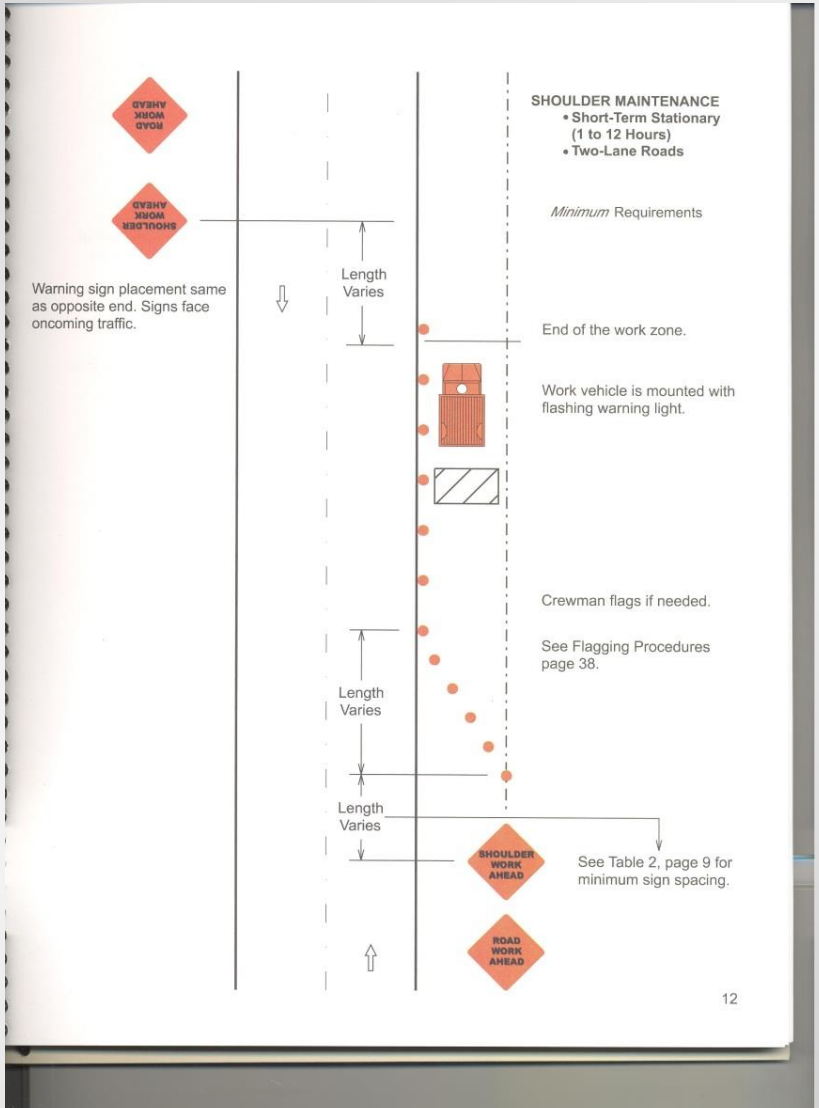
Why is This Important?

- Opportunity to Test a New Way to Transfer Knowledge
- Opportunity to Explore new technology and its effectiveness for impacting knowledge transfer:
  - Utilizes Experiential Learning
  - Student Centric vs. Teacher Centric
  - Provides a more meaningful learning experience for adult learners

Research Question

- **Is an IVLE a more effective method than the traditional method for delivering the procedural content in the "Basic Flagging Procedures" course to aid in the imprinting of the concepts presented regarding maintenance and construction work zones?**

Learning in a Flat World



Learning in a Flat World

"In many environments learners have to orient themselves and to navigate within complex information spaces. They have to search for and evaluate information, and they have to understand and integrate multiple representations to build coherent knowledge structures."

Wolgang Schonts & Thorsten Rasch

Learning in a Flat World

Put Another Way

- **"...learners have to:**
  - **orient themselves**
  - **navigate within complex information spaces**
  - **search for and evaluate information**
  - **understand and integrate multiple representations**

Learning in an IVLE

- IVLE allows learner to move from concrete experience to reflective observation to abstract conceptualization to active experimentation
- IVLE's provide:
  - A Sense of Safety:
    - Psychological Safety
      - No Intimidation - Not afraid to Participate
    - Physical Safety
  - A Sense of Being There, of being In the Flow

Learning in an IVLE

- **IVLE's provide:**
  - **Easier Encoding:**
    - **"The more features of the job environment that are integrated into the interaction, the more likely the right cues will be encoded into long –term memory for later transfer." (Clark & Meyer, 2003)**
    - **"…transfer is maximized when the conditions at retrieval (on the job) match those present at encoding (during learning) (Clark & Meyer)**

Learning in an IVLE

Look Familiar?

Goal = Use a simple and familiar Interface

Eliminate Keyboard / Mouse Apprehension

Learning in an IVLE

Louisiana's Approach

Learning in an IVLE

Learning in an IVLE

Learning in an IVLE

Learning in an IVLE

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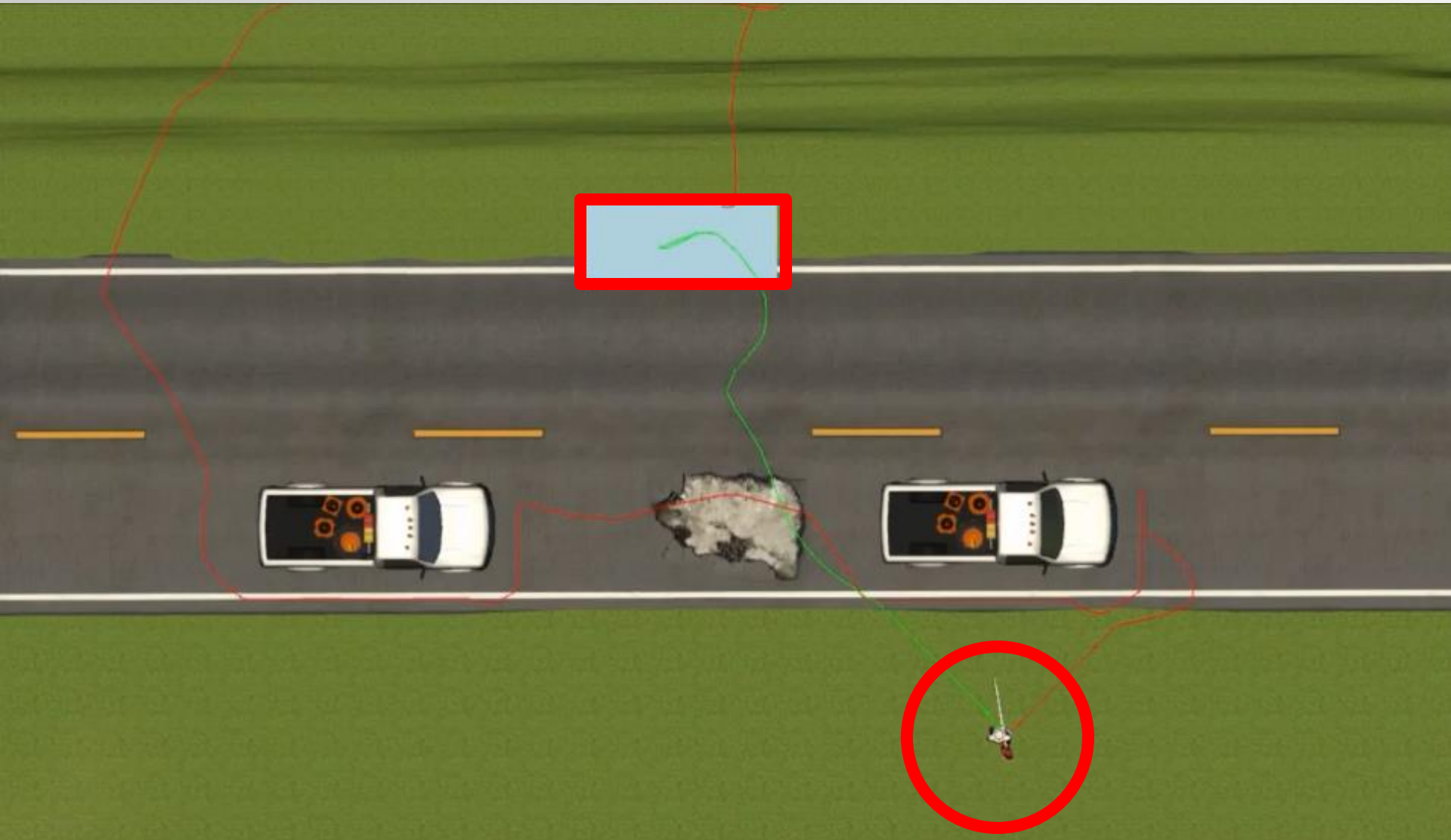
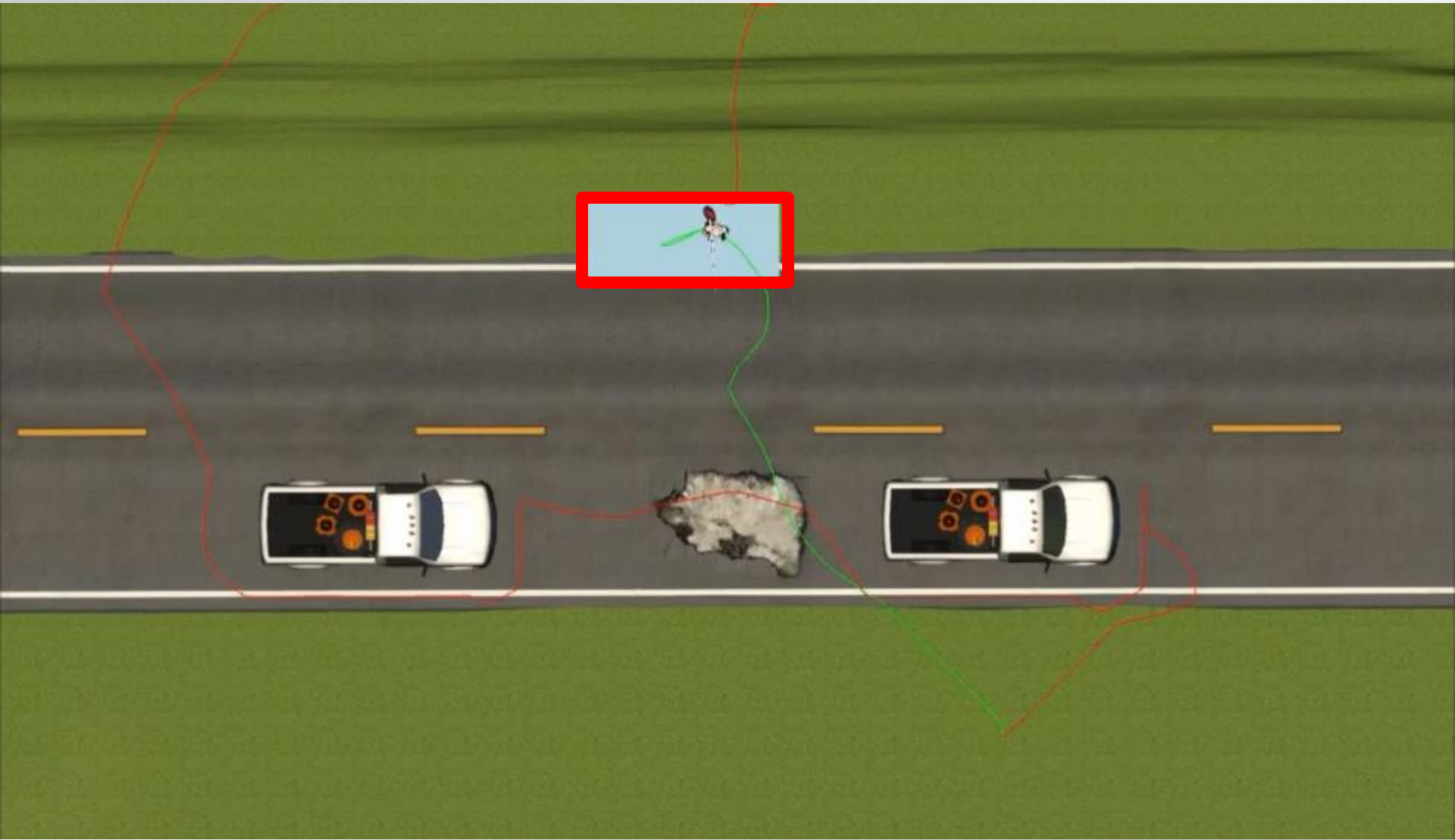
Learning in an IVLE

- This distance integral tracked the placement of each participants' avatar as they moved to their desired target for correct flagger placement.

Telemetry Data



Telemetry Data



Learning in an IVLE

- Participants noted that the simulations did heighten their concern for their safety, as well as the traveling public's safety, and left them feeling as though they needed to pay more attention to their flagging and the rules and regulations of construction and maintenance work zones.

Learning in an IVLE

- Participants who took part in the experimental group displayed progressive improvement in the application of the flagging procedures while in the IVLE, as denoted in the IVLE telemetry data.

Demographics to note:

- 88% Male
- 50% Age 46+
- 76% Highest level of education:
  - High school diploma, GED or less.

Practitioner Implications

- Foster a healthy desire for problem solving and decision making for the learners since mistakes within the IVLE can aid in the ultimate understanding of the critical principles (Ellaway, 2005).

Where Could This Go?

- New Frontier with Infinite Potential
  - Use of IVLE with Semi-Skilled Workers
    - Enhances Traditional Classroom Activity
    - Provides More Meaningful Interaction
- Opportunity for:
  - Workforce Development
  - Innovation and Application of Technology
  - New Tech Businesses boost the Economy
  - Practical Application and Theoretical Research of Cutting Edge Adult Education

Summary

- An *Immersive* Virtual Learning Environment
  - Realistic Training
  - Engaging Experience
  - Knowledge transfer
- Emphasis on safety
  - Physical
  - Psychological

Contact Information

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Asking audience questions

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Session Presenter

Garrett Wheat
Teaching Associate
LADOTD Leadership Development Institute

Session Presenter

Chen-Fu Liao
Center for Transportation Studies Research Scholar, Senior Systems Engineer, University of Minnesota

Gridlock Buster – Using Games to Educate

Chen-Fu Liao
Minnesota Traffic Observatory (MTO)
Department of Civil Environmental and Geo Engineering (CEGE)
University of Minnesota

Outline

- Objectives
- Our Approach & Activities
- Development & Deployment
- Evaluation & Feedback
- Potential Impact
- Summary

Objectives

- Gain students' interest in transportation careers through the integration of educational game modules and curricula in teaching various concepts of intelligent transportation systems (ITS)
- Inform students about ITS technologies and encourage them to pursue a college program related to ITS

Our Approach

- Developed educational initiatives to inform and encourage students to pursue transportation careers

- Developed integrated educational game/simulation modules and curricula in teaching various topics of ITS
- Professional continuing education, college & high school student outreach

Educational Activities

- Seminar series for transportation professional development & continuing education
- Undergraduate research program
- Educational modules for college students (STREET project)
- Educational modules for high school students

STREET

Simulating Transportation for Realistic Engineering Education and Training

STREET - Simulating Transportation for Realistic Engineering Education and Training

The following web-based simulation modules to improve instruction in the Introduction to Transportation Engineering course that is a standard part of undergraduate civil engineering programs. The modules are also suitable for upper-division transportation courses and cover fundamental topics in transportation engineering such as travel demand modeling, geometric design, traffic flow, and traffic signal control.

Modules

ROAD - Roadway Online Application for Design

This online roadway geometry design tool was developed to assist students conducting the geometric design of roadways on computer screen using a contour map in the background as reference.
More >

OASIS - Online Application for Signalized Intersection Simulation

The actuated signal control module was developed to help users better understand the control logic of an actuated signal controller.
More >

ADAM - Agent-based Demand and Assignment Model

The core algorithm is an agent-based model, which simulates travel patterns on a network based on microscopic decision-making by each traveler.
More >

SONG - Simulation of Network Growth

SONG is a simulator designed for simulating the process of transportation network growth.
More >

SAND - Simulation and Analysis of Network Design

http://street.umn.edu

STREET Objectives

- To develop and refine a suite of web-based simulation modules that can be easily incorporated in the undergraduate transportation courses.
- The simulation-based teaching material will become an "*active textbook*", which offers an interactive learning environment to students.

Fundamentals of Transportation Wiki
http://en.wikibooks.org/wiki/Fundamentals_of_Transportation

STREET Components

- ROAD: Roadway Online Application for Design
- OASIS: Online Application of Signalized Intersection Simulation
- ADAM: Agent-based Demand and Assignment Model
- SONG: Simulator of Network Growth
- SAND, CLUSTER, ABODE, ANGIE, MARC, and
- Games

Traffic Control Module

Java-Based
Online Traffic
Simulation Module

Gridlock Buster Game

http://www.its.umn.edu/GridlockBuster/game/index.html

Six Lesson Plans

- Introduction to Signal Timing
- Introduction to Queuing
- Intersection Signal Analysis
- Signal Control Parameters
- Traffic Counting
- Problems in Traffic – Small Group and Independent Study

Deployment

Exploring Careers in Engineering & Physical Science (ECEPS) Summer Camp

Summary of Feedback

- 50-70 high school students (grade 10-12)
- Most (70-88%) of participants were not aware of traffic engineering issues
- Over 90% of the participants found the gaming activity interesting or very interesting
- After participating in the activities, 88-91% of the students felt increase of awareness of traffic engineering issues

Dissemination

Minnesota State Fair
National Summer Transportation Institute
CSE Engineering Summer Camp
E4 Elementary Education Conference
Blaine High School & Turtle Lake Elementary

Lessons Learned

- Educational gaming and simulation tools are effective in engaging students in learning and problem solving
- Challenges to fit additional curricula to the already busy and full science curriculum
- Design a curriculum that will meet the state's academic standards
- Develop modular class activities that can be divided into multiple sessions and incorporated into existing science curricula

Potential Impacts

- Engage computer simulation and create interactive teaching materials for effective learning in transportation engineering education
- Help improve the transportation curriculum beyond UMN and help to educate the public on the transportation issues
- Disseminate results through TRB annual meetings and national engineering education conferences, and through publication in engineering education journals

Acknowledgements

- OST-R (RITA), USDOT
- NSF
- CTS, ITSI and RSI, University of Minnesota (UMN)
- IT Center for Educational Programs (ITCEP), UMN
- Minnesota Traffic Observatory, UMN

THANK YOU !

QUESTIONS ?

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Session Presenters

Mr. Jesus "Jess" Guerra
Associate Professor
Department Chair, Advanced Transportation & Manufacturing
Los Angeles Technical Trade College
Los Angeles, CA

Marion J. Colston
Director, Strategic & Organizational Planning,
Los Angeles County Metropolitan Transportation Authority

Vision for Metro

To Provide Excellence in Service & Support

An Innovative Partnership Model Which Works To Address A Workforce Challenge Facing Transit Agencies Today!

Metro

APTA AMERICAN PUBLIC TRANSPORTATION ASSOCIATION

LOS ANGELES TRADE-TECH LATTC A Community College

Meet Your Presenters

Marion Jane Colston

Marion Jane Colston is the Director of Strategic & Organizational Planning and is employed with the Los Angeles County Metropolitan Transportation Authority (Metro). In her role, Marion is responsible for workforce planning and succession planning programs based on Metro's business requirements. In her former role as the Director of Organizational Development & Training, she was responsible for leading all aspects of the agency's employee and management development training programs, strategic planning initiatives, tuition assistance, corporate and professional memberships, high school and college internship programs and organizational development.

Jess Guerra

Jess Guerra is an Associate Professor of Diesel, Alternative Fuel & Hybrid Vehicle Technology and Chairman of the *Advanced Transportation and Manufacturing* Department at Los Angeles Trade-Technical College, where he is also an alumnus. In 2008, Jess was awarded the "Full Circle Award" by Green Technology, a non-profit initiative designed to inform government efforts toward sustainability. This award recognizes individuals who have started their career paths at the community college level and are now giving back to the college community. He was also named LATTC's CTE Faculty of the Year in 2011.

Metro

LOS ANGELES TRADE-TECH LATTC A Community College

What Will Be Covered . . .

- The collaborative partnership between Los Angeles County Metropolitan Transportation Authority (Metro) and the Los Angeles Trade-Technical College (LATTC)
- The immediate technical and operational training needs of the Metro agency
- How Metro, LATTC and ATU management have partnered to prepare the next generation of Metro's workforce
- The use of technology to support transit workforce training

Metro

LOS ANGELES TRADE-TECH LATTC A Community College

Metro's Challenge . . .

- Multi-generational workforce concerns for both Labor/Management (i.e. anticipated loss of personnel through retirements and attrition, etc.)
- Need for trained technical personnel to conduct maintenance on rail cars and rail lines, etc.

Metro

LOS ANGELES TRADE-TECH LATTC A Community College

Metro's Challenge . . . cont'd:

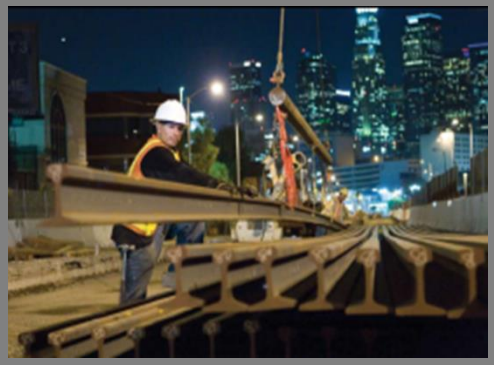
- Strategic Workforce Planning and Workforce Development issue for both Labor/Management, "How can Labor/Management partner to address these concerns?" ... "By strengthening our partnership to address:
- Establishing a "pool of qualified candidates" trained in various rail technical areas to fill positions over the next ten years . . .

Metro

LOS ANGELES TRADE-TECH LATTC A Community College

Metro's Challenge . . .cont'd:

- How to train "job ready" candidates to fill positions in:
  - **Rail Fleet Services**
    - Rail Vehicle Maintenance Specialist
  - **Wayside Systems**
    - Rail Signal Inspector
    - Track Inspector
    - Traction Power Inspector
    - Rail Electronic Communications Inspector



Metro

LOS ANGELES TRADE-TECH LATTC A Community College

Metro & LATTC Partnership

Previous collaborations

•Metro University, Bus Maintenance Training, Summer High School Internships

Current partnership

•Design, develop and deliver standardized training curriculum to support and address rail operations training requirements:

- Deliver incumbent worker training (e.g. ETP) in areas of specialization
- Standardized rail curriculum P2550 modules
- Develop JAC Program for Rail Fleet Services

Metro

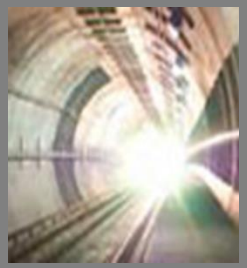
LOS ANGELES TRADE-TECH LATTC A Community College

Metro & LATTC Partnership

Current partnership, cont'd:

•Design, develop and deliver standardized training curriculum to support and address rail operations training requirements:

- Conduct Train-the-Trainer sessions
- Certificate of completion and/or continuing education units (CEU's)
- California State Department of Education approval for a two-year Rail Systems Technology program



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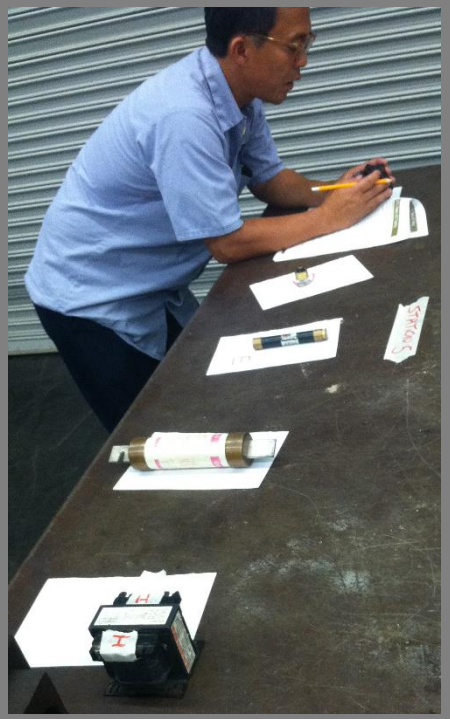
LOS ANGELES TRADE-TECH LATTC A Community College

Rail Management Agreements & Buy-in

- Review, edit and approve all incumbent worker training modules
- Assign and identify KSME input
- Identify and determine key messages that align with course learning objectives
- Review, edit and approve final course content and materials
- Determine, schedule and assign incumbent workers and instructor training dates, times and locations
- Meet w/project managers and curriculum developers on a regular basis, etc.



Metro

LOS ANGELES TRADE-TECH LATTC A Community College

LATTC – Incumbent Worker Training

- Rail Management agreed on “incumbent worker” training sessions
- Basic and/or refresher technical training in six core skill areas:
  - General & Electrical Safety
  - Measuring Devices & Tools
  - Technical Writing
  - Schematic Training
  - Logic Schematics
  - Micro-processor functions

Metro

LOS ANGELES TRADE-TECH LATTC A Community College

Joint Apprenticeship Committee Program (JAC)

Metro Labor and Management Committee asked LATTC to design/develop a program:

- Labor and Management partnered to offer ATU members career advancement in rail
- Required 24 units of electrical or electronics from an accredited college or trade school
- 7 Modules:
  1. Rail Maintenance & Vehicle Safety
  2. Basic Shop tools
  3. Electrical Theory and Concepts
  4. Mechanical Principles
  5. Electronic Principles
  6. Advanced Diagnostic Equipment
  7. Car Monitoring/Communications Systems

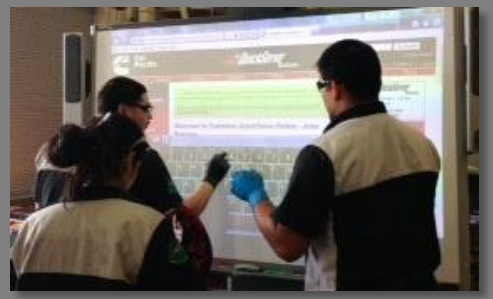
Metro

LOS ANGELES TRADE-TECH LATTC A Community College

Supporting Instruction with Technology

- Content was available online via LATTC's Learning Management System (LMS)
- "Clicker" response technology
  - Immediate feedback on learning and lecture effectiveness
  - Individual reports generated to measure learning gains

- Smart Board technology
  - Used during lab practicums



- iPads
  - Simulation, technical exercises, and exams

Future Workforce Development

LATTC and Metro awarded Innovative Public Transportation Workforce Development FTA grant

- LATTC to establish the *Institute for Advanced Transportation Training*
  - Focus on workforce development
  - Will serve as the regional training hub for both incumbents and new entrants to transit in technical occupations

Metro

LOS ANGELES TRADE-TECH LATTC A Community College

Future Workforce Development, cont'd:

- LATTC in collaboration with LA Metro will develop a *Rail Systems Technology* Associate Degree Program with the following areas of emphasis:
  - Rail Vehicle Maintenance
  - Rail Electronic Communications
  - Rail Signal Inspections
  - Rail Track Inspections
  - Rail Traction Power

Metro

LOS ANGELES TRADE-TECH LATTC A Community College

Discussion & Next Steps . . .

Metro

Asking audience questions

To submit a question or comment to the moderator during the session or during the Q&A, please type it into the **Question** box on your screen and then click on the send arrow located at the bottom of the box. 

Session Presenters

Mr. Jesus “Jess” Guerra
Associate Professor
Department Chair, Advanced Transportation & Manufacturing
Los Angeles Technical Trade College
Los Angeles, CA

Marion J. Colston
Director, Strategic & Organizational Planning,
Los Angeles County Metropolitan Transportation Authority

Metro

Session Presenter

Cherie Sprague, GPHR, SPHR
Senior HR Executive
Denver Regional Transportation District

RTD Partnerships with Community Colleges

Today's Topics

- RTD's DeTech Program
- RTD's Workforce Initiative Now (WIN) Program

DeTech Program Purpose

To develop and train heavy duty diesel mechanics with potential employment with RTD

Sponsors

Front Range Community College

Regional Transportation District

Annual Program Duration

12 weeks

2 days/week

4 hours / day

Funding

Tuition: $2500

- Front Range and RTD WIN Program underwrite $2000
- RTD/WIN seeking to underwrite $500 balance

Eligibility

- High School Seniors and Community College or Trade School students
- Must have successfully completed pre-requisite classes:
  - ~ Electrical
  - ~ Basic Mechanical

College Credit

* Elective only now

* Working with Front Range toward establishing the RTD DeTech Program as a “for credit” class

Future Employment

At age 19, students may apply for employment with RTD

Workforce Initiative Now Program Purpose

- People
- Projects
- Pathways

Sponsors

A collaborative partnership established by RTD With the Community College of Denver, Denver Transit Partners, and the Urban League of Metropolitan Denver

- More than 60 partners, including employers, labor unions, and local employers

Funding

WIN is an FTA grant-funded program

- Inaugural year funding: $486,000
- Awarded new grant of $663,250
- RTD required 50% matching funds

Eligibility

- Complete a WorkKeys assessment
  ~ measures basic skills and workplace readiness
- Complete career interest inventory
- Provide a personal statement of interest
- Participate in a career goals interview

Future Employment

Achievements to date:

- WIN enrolls 90-120 individuals annually
- 80%+ placed in full-time positions
  - ~ average starting wage: $16.26/hr.
- 94% retention after 90 days in position
- 13% advanced into new positions within 120 days after start date

Asking audience questions

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Session Presenter

Cherie Sprague, GPHR, SPHR
Senior HR Executive
Denver Regional Transportation District

Today's Speakers & Presenters

Paul Larrousse

Dr. Rebecca Townsend

Garrett Wheat

Chen-Fu Liao

Dr. Emily Parkany

Jess Guerra

Marion Jane Colston

Cherie Sprague

AMERICAN PUBLIC TRANSPORTATION ASSOCIATION

2015 APTA HR Committee Fall Webinar Series

- **Engineering Curricula, Partnerships and Outreach, October 21**
- **Safety & Security, November 18**
- **Call Centers, December 16**

AMERICAN PUBLIC TRANSPORTATION ASSOCIATION

APTA Human Resources Committee Webinar Series

Next scheduled webinar session:

Engineering Curricula, Partnerships and Outreach

Wednesday, October 21, 2015
2:00 – 3:30 p.m. Eastern Time

Registration flyer out end of September