Los Angeles County
Metropolitan Transportation
Authority
One Gateway Plaza
3rd Floor Board Room
Los Angeles, CA

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REVISED
FINANCE, BUDGET AND AUDIT COMMITTEE
OCTOBER 17, 2018
EXECUTIVE MANAGEMENT COMMITTEE
OCTOBER 18, 2018

SUBJECT: METRO TRANSPORTATION SCHOOL

ACTION: APPROVE RECOMMENDATIONS

RECOMMENDATION

CONSIDER:

A. APPROVING the programming of up to $2.875 Million in FY21, $3.631 Million in FY22, $4.494 Million in FY23, and $5 Million annually from FY 24 through FY35 (cumulatively, up to ~~$75~~ $71 Million over 15 Fiscal Years), to support the operations of Los Angeles County's first transportation infrastructure school; and

B. AUTHORIZING the Chief Executive Officer or his designee to negotiate and execute a Funding Agreement for the transportation infrastructure school with the County of Los Angeles.

ISSUE

Metro is poised to dramatically transform the transportation infrastructure of the region with the passage of Measure M, and in doing so, propel the development of a sizeable well-trained and well-paid skilled workforce to support the planning, construction, operations, and maintenance of our expanding system. This increasing demand for a skilled transportation workforce both within the agency and the industry at-large, combined with local at-risk youth's employment needs, create a strategic opportunity for Metro to impact the cycle of poverty by serving as an engaged, founding industry partner in a public charter boarding school to provide students with real word learning opportunities that will educate, engage, expose, and employ students within the transportation and infrastructure industry.

The County of Los Angeles has entered into an Exclusive Negotiating Agreement (ENA) with the SEED Foundation to serve as the boarding school operator, with plans to open the school in FY2021. The SEED Foundation will be responsible for facilitating the financing and construction of the boarding school. Ten-million dollars in funds are required annually, once the school reaches full

enrollment in Year 4 of operation, to facilitate the operations of the boarding school. This would be leveraged by Average Daily Attendance revenue from the State which would offset the costs of operating the traditional academic functions of the school.

A firm operating subsidy is required for the SEED Foundation to seek financing for the construction of the boarding school. The proposal is for the County and Metro to share the operating subsidy equally.

An early determination of a long-term commitment to the operating subsidy is also a best practice to demonstrate the long-term commitment of the public partners to the school to prospective philanthropic donors.

BACKGROUND

At its April 2017 meeting, the Metro Board approved Motion #43 by Directors Ridley-Thomas, Fasana, Garcetti, Barger, Garcia, and Dupont-Walker directing the CEO to develop a framework for a pilot educational and job training program, specifically, though not exclusively, targeting at-risk probation youth who had exposure to the County's safety net and who had historically been under-served educationally. (Attachment A).

At its June 2017 meeting, the Metro Board received and filed the proposed framework for a pilot educational and job training program with the objective of facilitating career pathways for local youth in Los Angeles County's transportation sector.

At the May 2018 meeting, the Metro Board authorized the CEO to negotiate and enter into an MOU with the County for the development of the transportation school. The MOU action did not address funding.

At its June 2018 meeting, the Los Angeles County Board of Supervisors authorized an ENA with the SEED Foundation to serve as the boarding school operator for a site in the County's possession on the 8500 block of South Vermont Avenue in Los Angeles.

At the September 2018 meeting, the Metro Board approved $1M for the predevelopment activities associated with the school site.

DISCUSSION

Transportation School Framework

Attachment B, *The SEED School of Los Angeles County,* outlines the Mission, Vision, and the Educational Model for the boarding high school. The high-school (grades 9 -12), *SEED LA*, will be the first public boarding school nationwide to focus specifically on the future workforce needs of the global transportation infrastructure industry.

SEED LA will fill the missing link within Metro's Career Pathway. Metro has built a clear pathway to careers in transportation and combined this roadmap with investments in people development. SEED LA will serve as the portal to this career pathway by preparing members of our future workforce to be educated, engaged, exposed, experienced and employed within the transportation

industry, readying them, through experienced based learning activities and practicums, internships, mentorships and related strategies, for a meaningful career in the industry.

The SEED LA School will recruit students who can most benefit from this structured boarding school experience. There are over 18,000 youth in foster care in Los Angeles County, while nearly 78,000 youth are homeless. The SEED Foundation has demonstrated success at its three established campuses in Washington D.C., Baltimore, and Miami, in creating positive educational and personal experiences for young people, specifically those with multiple poverty indicators, who have had experience with the local safety nets, including the juvenile justice and child welfare systems. The students at the SEED Foundation's existing boarding schools are twice as likely to graduate and three times more likely to graduate from college. The SEED Foundation has produced graduates who enroll in college at the rate of 94% and graduate at 3.5 times the rate of low-income, first generation students. Due to the diverse needs of the targeted students, the SEED Foundation provides an extensive wrap-around services model. Locally, this model will leverage our partnership with Los Angeles County to bring a high-level of support for the students of SEED LA.

The SEED LA School will be open to all youth in Los Angeles County, with a special focus on "opportunity youth" that have, or are at risk, of contact with Los Angeles County's public safety, child protection and welfare departments, or youth who have historically been under-served educationally. High school graduation rates for this population are 45% in California compared to 71%-76% for the general population. The SEED Foundation's graduation rate for a population with consistent poverty indicators is 92%.

Relevance to the Industry

The concept of bringing a college-prep and career-readiness experience has been embraced by the transportation industry partners including private companies who operate within the Transportation Infrastructure space. Metro has consistently heard from leaders within Transportation Infrastructure of their concerns regarding their ability to recruit and retain the future workforce. For example, Metro's recent Disparity Study suggests that there is insufficient availability of minority-owned professional firms to accommodate the amount of business that Metro has to offer. To prepare students for careers in the industry, the following approaches will be used:

- Innovation will be embedded in all aspects of the school through an infused transportation infrastructure curriculum in both the traditional academic setting and as part of after-school programming. Focus areas may include engineering, information technology, public administration and policy, urban and regional planning, and logistics and supply chain management.

- An alignment of the curriculum development for synergy with Metro's workforce demands, to include the full arc of possibilities for youth, including career readiness for college preparatory education and options for immediate job opportunities through Metro and its contractors.

- While not offered in the inaugural years, the curriculum will be developed such that students will have the opportunity to attain industry certifications or training programs to successfully transition to transportation related careers with Metro, other transit industries or pursue related Bachelor degrees. Pathways may also be created to offer dual enrollment in college courses

while in high school with the potential of graduating with an Associates' degree (AA). Ultimately, providing various strategies for students to receive a post-secondary education will be paramount. This aligns with the goal of creating a pipeline for future Metro employees, as 65% of Metro's job classifications require a college degree, and the needs of the industry to fill management and leadership positions; and

- SEED LA will partner with labor, the private sector, community colleges and community organizations to develop culturally-sensitive training programs with wrap-around services (as needed).

In addition to the SEED LA School, the Vermont Manchester campus will also have an on-site transit job training center, that will expand the opportunities for disadvantaged non-school aged residents from across the County to seek opportunities for job training to prepare themselves for careers in the transit industry in coordination with Metro's WIN LA Program.

Given the shared goal with the industry, it is anticipated that long term, continuing support will also be provided by the industry to the SEED Foundation through philanthropic donations.

A Frequently Asked Questions document is provided as Attachment C.

Engagement with LA County Schools & Teachers -- E3 Initiative

The work that has been conducted to develop this project has led Metro to better understand the diverse needs of our communities. The numerous needs of our youth and the opportunity to help them create positive and productive futures, was the inspiration to create a broader approach to connecting with the emerging workforce. To meet this objective, Metro has developed the Expose, Educate, and Employ Youth Initiative (E3). Beyond the SEED LA School, this E3 aims to expose, educate and employ the next generation of youth across the County into the transportation infrastructure industry. The E3 initiative will broaden Metro connections with the future workforce by expanding school tours, providing teacher education about careers in transportation and expanding internships and summer camp models to connect youth from throughout the County with the transportation industry.

DETERMINATION OF SAFETY IMPACT

This Board action will have no adverse impact on safety standards for Metro.

FINANCIAL IMPACT

Staff requests that the Board program funds as follows, not to exceed $2.875 million in FY21, $3.631 million in FY22, $4.494 million in FY23 and $5 million in FY24 through FY35 once the school is fully operational. This programming will last for the duration of 15 fiscal years from FY21 through FY35. Annual budgeted commitments from Metro shall be no greater than $5M. The maximum cumulative program allocation shall be no greater than ~~$75~~ $71 M.

As part of the solicitation process, the SEED Foundation provided a proforma for the costs associated with the round-the-clock services provided within a 5-day a week boarding school. Once

the school is fully operational, with 400 students, there will be 52 staff members dedicated to the non-academic portion of the boarding school facility. Their duties will range from dedicated mental and health service delivery, facility operations and maintenance, resource coordinators, management, and various other operations. The total expenses associated with personnel costs are approximately $3.76 million per year.

Other costs associated with the school include debt service for the facility, estimated at approximately $2.25 million per year, food at $1.3 million per year, student transportation at $350,000 per year, and various building, programmatic and administrative-related expenses at $2.34 million per year.

The annual Metro allocation can be reduced depending on proceeds from external state and federal grants sought by Metro and charitable contributions to the SEED Foundation. SEED has committed to raising any other necessary funds beyond the $10 million annual operating subsidy that is required from Metro and the County of Los Angeles. This will be shared equally between the two agencies.

Since this is multi-year long range programming effort, the Chief of Human Capital & Development will be responsible for budgeting costs in the current and future fiscal years.

Impact to Budget

As development and implementation occur, staff will assign eligible funds to the respective workforce initiative. Potential future Metro fund sources for the transportation school include external federal and state grants, Proposition A, C, Measure R Planning and Administration, General funds and other future fund sources eligible for workforce development and training based on eligibility and availability. Before programming funding eligible for transit operations, Metro will exhaust all other sources.

IMPLEMENTATION OF STRATEGIC PLAN GOALS

Recommendation supports strategic plan Goal #3 (Enhance Communities and lives through mobility and access to opportunity) - Initiative #3.1 (To lift up local communities, Metro will create jobs and career pathways in transportation). As part of the E3 Initiative, Metro is developing a transportation focused school curriculum to extend the career pipeline to high school students to cultivate the transportation infrastructure workforce of the future. The high school will complement the E3 Initiative by connecting school-age children throughout the County with the opportunity-rich industry of transportation infrastructure.

ALTERNATIVES CONSIDERED

The Board could choose not to proceed with the recommended action. Staff does not recommend proceeding with this alternative since it does not address the priorities outlined in the Board motion to address the agency's workforce needs.

The Board could choose to program at five year intervals. This is not recommended as it may not provide the County and the SEED Foundation the certainty of funding required to finance the

construction of the school.

NEXT STEPS

Upon approval by the Board, staff will execute the Funding Agreement with the County.

ATTACHMENTS

Attachment A - Motion 43
Attachment B - The SEED School of Los Angeles County
Attachment C - Transportation School FAQ
Attachment D - E3 External Stakeholder List

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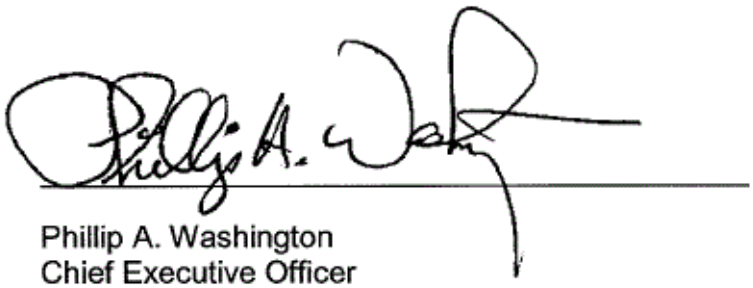

Phillip A. Washington
Chief Executive Officer

Metro

Metro

Board Report

Los Angeles County
Metropolitan Transportation
Authority
One Gateway Plaza
3rd Floor Board Room
Los Angeles, CA

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

Agenda Number:43.

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

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

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.

Attachment B

THE SEED SCHOOL OF LOS ANGELES COUNTY

A college-prep boarding school for career readiness in transportation infrastructure, STEM and the humanities

SEED

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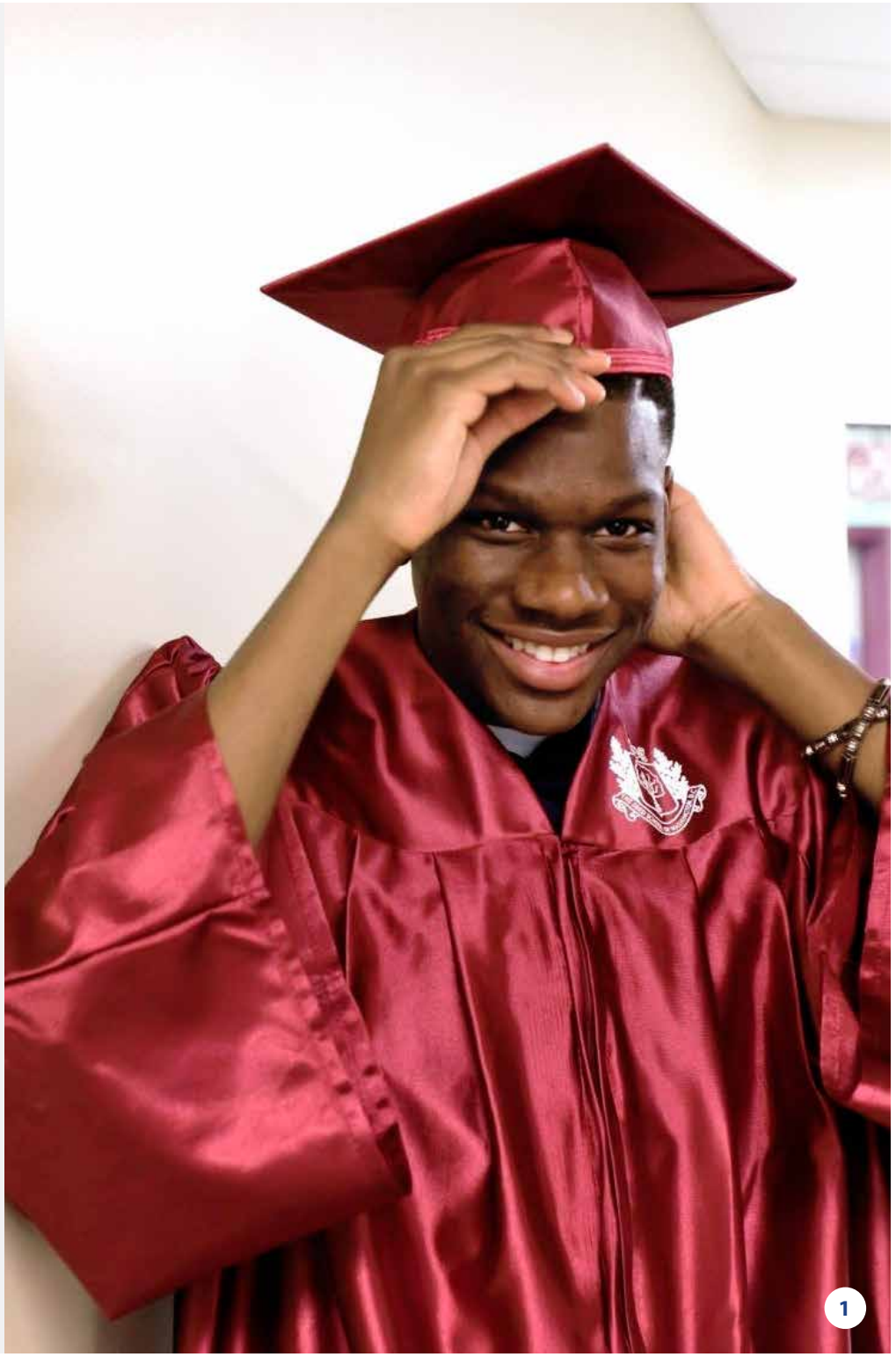
VISION AND MISSION

The SEED Foundation

The SEED Foundation (SEED) believes in access to quality education and college completion as a solution to urban poverty. In 1998 SEED created the first public boarding school model to help children from high-need backgrounds achieve their dreams of high school graduation and post-secondary success.

SEED partners with urban communities to design and operate college-preparatory, public boarding schools that serve students five days a week from grades six through twelve. For 20 years SEED has implemented an innovative model that integrates a rigorous academic program with a nurturing boarding program. The SEED model teaches life skills and provides a safe and secure environment to help children from high-need backgrounds achieve their dreams. SEED's boarding model includes academic, residential, mental health, physical health, social, and enrichment programs, and has succeeded at preparing underserved students to become first-generation college graduates.

To date, SEED serves nearly 1,000 students in three schools: The SEED School of Washington, D.C. (opened in 1998), The SEED School of Maryland (opened in 2008) and The SEED School of Miami (opened in 2014).



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The SEED School of Los Angeles County

The SEED School of Los Angeles County (SEED LA), a public college-prep boarding school for career readiness in transportation infrastructure, STEM and the humanities, will be a public charter boarding high school with the primary mission to provide an outstanding, intensive educational program that prepares adolescents both academically and socially, for success in college, career and life. The school will prepare Los Angeles County youth both academically and socially for post-secondary success by including a career-readiness curriculum and programming that prepares students for opportunities in the transportation infrastructure industry, STEM and the humanities.

SEED LA's Educational Philosophy: Industry-Aligned College-Prep and Career Education through the Five E's

- **Exposure (9th Grade):** Students will be introduced to and exposed to college and career opportunities in the transportation infrastructure industry.

- **Exploration (10th Grade):** Students will explore college and career options in the transportation infrastructure industry focused on research, development and evaluation.

- **Engagement (11th Grade):** Students will engage in college and transportation infrastructure career pathways and the social and environmental impacts of global transportation infrastructure needs.

- **Experience (12th Grade and beyond):** Students will experience careers in the transportation infrastructure industry through internship programs, including LA Metro's Transportation Careers Academy Program (TCAP) for 12th graders and the LA Metro Internship Program (MIP) for college and graduate students.

- **Employment (Graduation and beyond):** Leveraging their experience in transportation infrastructure internship programs, SEED LA graduates will be prepared for careers in the global transportation infrastructure industry.

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THE NEED TO BE ADDRESSED

The Los Angeles metropolitan area struggles with one of the highest youth unemployment rates in the country. Although the passage of Measure M will generate more than 778,000 new jobs in the next 40 years, the transportation infrastructure industry is struggling to meet the demand for a skilled workforce.

As provided in the response to Los Angeles County's Request for Proposals, SEED LA is being proposed to meet the needs of *Resilience Youth*: "students for whom high quality, trauma-informed education, healthcare, housing, mentoring, nutrition, recreational opportunities, and/or supportive services would have a measurable impact on well-being, motivation, and self-sufficiency and offer significant prospects they may otherwise not have been able to access."

In Los Angeles County

28,000
Youth are in foster care

10,000
Youth are currently on probation or incarcerated

77,146
Students are experiencing homelessness

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For high-performing students with stable home and community environments, a traditional school may be all they need to reach their full potential. But for many students who face challenges in the classroom, their community or at home, a more comprehensive 24-hour support model is needed. For thousands of children, a boarding school program is exactly what they need to succeed.

Student Population

SEED LA will serve 400 students in grades 9-12 who have faced tremendous adversity. The final enrollment criteria and preferences will be decided with the Los Angeles County Office of Education and Los Angeles County partners, but we anticipate that students eligible to attend SEED LA will meet eligibility criteria such as:

- **below 200% of the federal poverty guidelines**
- **family experience with housing instability**
- **qualify for Title IV-B dollars**
- **history of contact with the child welfare and/or juvenile justice systems through the Department of Children and Family Services or the Probation Department**

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SEED LA'S EDUCATION MODEL

Signature Themes and Educational Concepts

SEED LA's education model is a rigorous college-preparatory program for all students with an intensive focus on literacy and numeracy including coordinated instruction and support opportunities within a 24-hour boarding environment. All coursework is designed to prepare students to matriculate to a selective four-year university with no need for remedial courses and for careers in the global transportation infrastructure industry. Academic and student life curricula are coordinated to promote critical social and non-cognitive skills (e.g. resiliency, long-term goal-setting) and habits of mind (e.g. critical and analytical thinking, academic inquisitiveness) that contribute to personal success within a college environment and career. College preparation and support continue through college with targeted support and assistance from the school-based college counseling office and The SEED Foundation's College Transition and Success (CTS) Team.

The SEED Foundation, in collaboration with LA Metro and Los Angeles County, has designed a program that meets the needs of the Los Angeles community. Similar to existing SEED schools, SEED LA will include college-prep academics, social emotional skills/non-cognitive skills development, college knowledge advising/advising through career selection, wrap around services, family and community engagement, experiential learning, and connected-work based learning and presentations of learning. These programmatic themes are tenants of the proposed Signature Practices presented in LA Metro's Transportation School Final Feasibility Report. SEED LA will be the first public boarding school to focus on the future workforce needs of the global transportation infrastructure industry.

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As the program ramps-up to full scale, SEED LA will also feature dual enrollment, industry courses, and industry-recognized vocational training and certifications that align with transportation infrastructure careers such as: engineering, information technology, public administration and policy, urban and regional planning, and logistics and supply chain management. To establish excellence at the outset, SEED LA will gradually phase in concepts that are new to the SEED model such as CTE, vocational training and industry-recognized certifications. A sample course description for SEED LA's CTE program is included in **Exhibit A.** To incorporate these new program elements, SEED's program design team will seek guidance from an advisory board that will include LA Metro and other local leaders in transportation infrastructure industry to create a technical education program that produces a pipeline of skilled graduates ready to embark on opportunities in the transportation infrastructure sector. SEED LA will pursue accreditation from Accrediting Commission for Schools Western Association of Schools and Colleges (ACS WASC).

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SEED LA'S EDUCATION MODEL

SEED LA's key programmatic themes incorporate SEED's core model with signature practices proposed by LA Metro's leadership:

COLLEGE PREP ACADEMICS

Students will receive a college-preparatory education that provides them with the academic, organizational and professional life skills to enable the student to attend and succeed in college. Although not implemented in its inaugural year, SEED LA will also include dual enrollment and CTE/industry certifications once the program reaches full scale.

SOCIAL EMOTIONAL SKILLS

Students will enhance their social and emotional skills through the student life program. The core component of the student life program is SEED's HALLS (Habits for Achieving Life-Long Success) which has three areas of focus: providing academic support, leading the development of social and non-cognitive skills and providing enrichment and community building.

COLLEGE KNOWLEDGE & ADVISING

In addition to a rigorous instructional program, SEED LA will include a structured college counseling and success program, beginning with the student's entry to SEED, based on frequent and varied college exposure and targeted instruction on how to navigate the college completion process.

WRAP-AROUND SERVICES

Students will receive supports that address all barriers to success in education, career, and life. SEED LA's student support services will comprise of mental health services delivered by licensed practitioners and skilled mental health professionals in addition to health/wellness and physical education.

FAMILY AND COMMUNITY ENGAGEMENT

Students are civically engaged, active participants in the continual improvement of their surrounding community. Similar to existing SEED schools SEED LA will feature a F.A.C.E. (Family and Community Engagement) Office that will feature staff focused on family outreach, home visits and programming for families that support SEED LA's mission.

EXPERIENTIAL LEARNING

Students learn and practice real-world skills through on-site learning laboratories outfitted with state-of-the-art STEM equipment. Students will also develop a network of career connections through internships, social enterprise and mentorships. The boarding program will include external opportunities such as lecture series, field trips to ports and professional lab tours in infrastructure and engineering. The boarding curriculum will include courses in coding, Makerspace and robotics.

TECHNOLOGICALLY ADVANCED

Students have one-to-one computer access and understand how to use a host of computer programs. Curriculum leverages basic computer-based technology skills as well as career-aligned technology programs. On a broader systemic level, SEED commits to comprehensive technology integration and using a school-wide data management plan and system that informs staff and faculty decision making.

PRESENTATIONS OF LEARNING

Learning does not just live within the classroom walls. Students have multiple opportunities to showcase their learning to a community and real-world audience through presentations, competitions, and exhibitions. Annual POLs will require students to present a summary of performance-based assessments in each course and to reflect on their academic and social growth that school year.

ARTS AND HUMANITIES

SEED LA will incorporate its STEM program with an arts and humanities program through interdisciplinary assignments and projects and external experiences, including partnerships with local youth-based art initiatives at the community and university level, to appeal to the talents and interests of all students.

DUAL ENROLLMENT & INDUSTRY CERTIFICATIONS

Students will have pathways to complete dual enrollment in college courses while in high school, with the potential of graduating with an AA degree. Although not offered in the program's inaugural year, as the program ramps-up students will have the option of attaining industry certifications to successfully transition into college and career.

RESTORATIVE JUSTICE

School discipline focuses on repairing harm through inclusive restorative justice practices that engage all stakeholders rather than punitive measures. Practices allow students who have interacted with the juvenile justice system the opportunity to take accountability for the harm they caused, take action to repair that harm, and restore trust in the school community justice practices that engage all stakeholders rather than punitive measures. Practices allow offenders the opportunity to take accountability for the harm they caused, take action to repair that harm, and restore trust in the school community.

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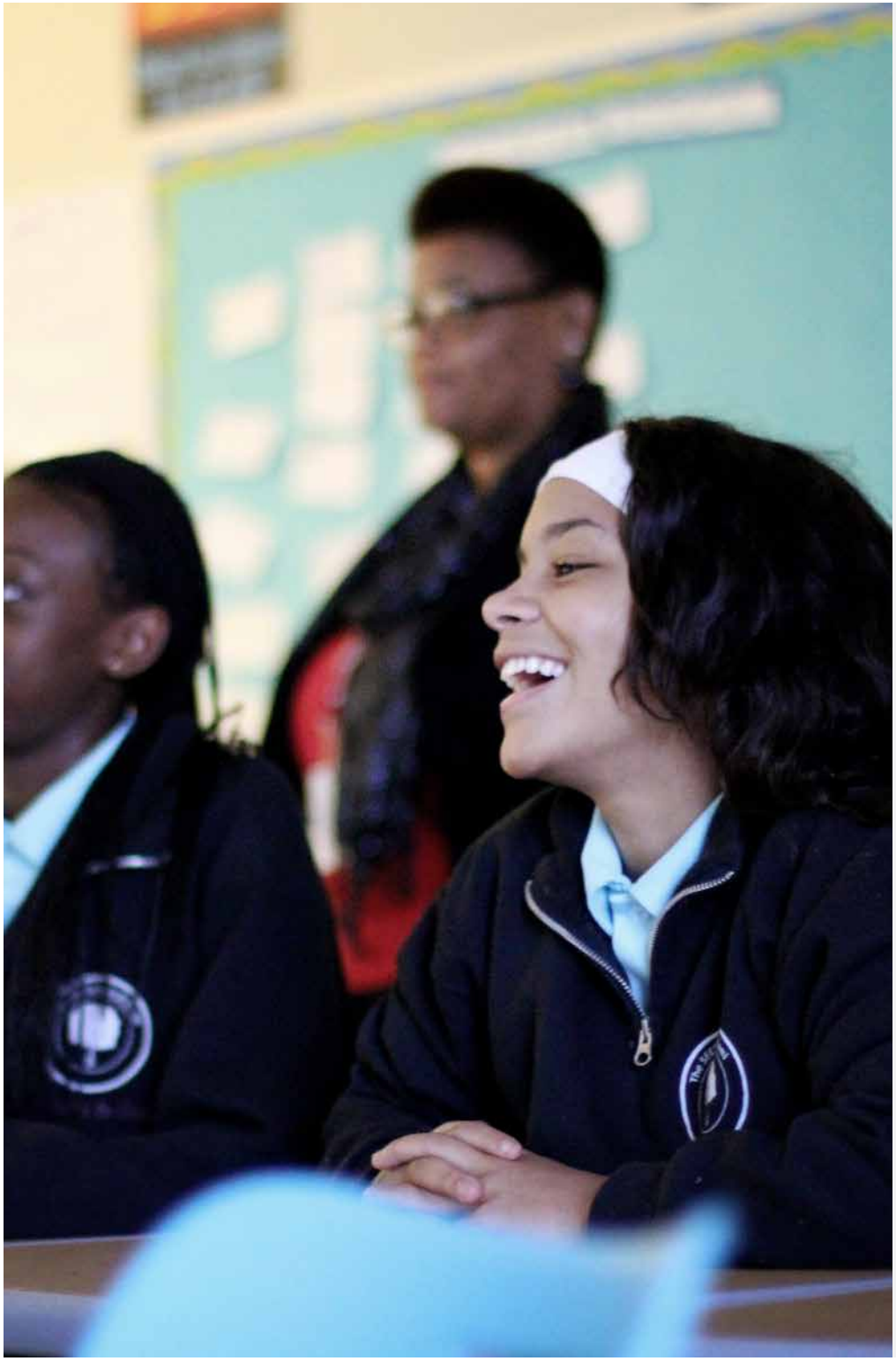

Academic and Student Life Program

SEED LA's high school instructional practices will be based on the belief that all high school students are capable of responding to rigorous curriculum. SEED's experience in adjusting its college readiness curriculum to different state jurisdictions will provide guidance in guaranteeing that the curriculum at SEED LA will be in compliance with the regulations and policies of California and the A-G requirements to enter a four-year college.

SEED proposes the below listed graduation requirements for SEED LA that will include diverse electives that emphasize the program's transportation infrastructure, STEM, innovation and humanities themes and meet or exceed the California A-G requirements. A description of sample courses to be offered at SEED LA is attached as **Exhibit A.**

Subject	California A-G Requirements	SEED LA Requirements
English	4 years	4 years
Math	3 years	4 years
World History	1 year	1 year
US History	1 year	1 year
American Gov.	½ year	½ year
Economics	½ year	½ year
Science	2 years	3 years lab sciences + environmental science
World Lang.	2 years	2 + years
Phys. Ed.	2 years	2 years
Health	½ year	½ year
Arts/Music	1 year	2 years
Electives	1 year	3 years

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SEED LA's Industry Linked Learning approach will build its high school academic program around the transportation infrastructure industry through the Five E's. A sample scope and sequence for SEED LA is provided in **Exhibit B**. Transportation infrastructure industry electives offered in the program will include ,for example, seminars that engage students in career options in the transportation infrastructure industry focused on research, development and evaluation, as well as the social and environmental impacts of global transportation infrastructure needs.

To enhance the students' awareness of the applicability of their STEM courses to careers that they might pursue in the transportation infrastructure sector, SEED LA's teachers will be guided to incorporate making job skill connections for each course of study as aligned to California CTE and content standards. To support the continued development of its academic and student life staff, SEED LA will adopt the following systems and structures: Professional Learning Communities (PLCs), Communities of Practice (COPs), Department Chairs, and Cohort Leads. Additionally, SEED LA's instructional methods, practices, and topics will include but not limited to the following: Direct Instruction, Cooperative Learning, Inquiry-Based Learning, Project-Based Learning, Linked Learning, Expeditionary Learning, Differentiated Instruction, and Personalized Learning.

SEED LA's schedule is affected by its two programs (academic and student life) that are designed to work collaboratively to fulfill the school's innovative mission. The academic program consists of those courses and activities described above and in addition to the college-readiness activities further described below. The student life program – or boarding program – consists of academic support as well as the development of social/non-cognitive skills and life skills. Below is a typical school day schedule for how the two programs will align for SEED LA students. The sample scope and sequence of SEED LA's program provided in **Exhibit B** further illustrates the integrated approach of the academic and student life programs.

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Sample School Week Schedule for SEED LA Students

Rotating A/B Days & Blocks	Mon/Fri*	Tues/Wed/Thurs
Wake Up, Shower, Dress	6:30 – 6:45 a.m.	6:30 – 6:45 a.m.
Chores	7:05 – 7:25 a.m.	7:05 – 7:25 a.m.
Breakfast & Morning Student Life Programming	7:30-7:50 a.m.	7:30-7:50 a.m.
Students Dismissed to Classrooms	7:55 a.m.	7:55 a.m.
Block 1	8:10 – 9:40 a.m.	8:10 – 9:50 a.m.
Block 2	9:44 – 11:14 a.m.	9:44 – 11:34 a.m.
Wellness Break	11:14 – 12:29 p.m.	11:34 – 11:49 p.m.
Block 3	11:29 – 12:55 p.m.	11:49 – 1:28 p.m.
LUNCH	12:59 – 1:47 p.m.	1:32 – 2:17 p.m.
Block 4	1:51 – 3:30 p.m.	2:20 – 3:30 p.m.
Community Meeting (Mon.) Check-Out (Fri)	3:30 – 4 p.m.	
Seminar in Transportation infrastructure		3:35 – 5:00p.m.
Dorms Open/Snack	4:00 p.m.	4:00 p.m.
Activities/Athletics	4:05 – 5:45 p.m.	4:05 – 5:45 p.m.
Sparks	5:45 – 6:15 p.m.	6:15 – 6:45 p.m.
DINNER	6:15 – 6:45 p.m.	6:15 – 6:45 p.m.
Study Hall	7:00 – 9:30 p.m.	7:00 – 9:30 p.m.
Student Wellness Community & Time	9:30 – 10:00 p.m.	9:30 – 10:00 p.m.
Quiet House	10:15 – 10:45 p.m.	10:15 – 10:45 p.m.
Lights Out	10: 45 p.m.	10: 45 p.m.

**Students check-out on Friday afternoons and check-in on Sunday evenings.*

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In addition to engaging in rigorous academics, SEED believes in being a contributing member of the community and that the community has essential resources to augment the educational experience of SEED youth. To that end, in addition to requiring 210 credits to graduate, SEED LA students will also be required to give 100 hours of service to their community.

The student life program works hand-in-hand with all other school departments and in partnership with students' families to support students and help them achieve academic success. An example of this includes the twice daily communication between student life and academic staff regarding SEED students. Every morning, student life staff prepare a report for the academic staff that details each student's status. This report lets teachers know if their students faced any challenges with homework, family, and/or emotional or social issues since the end of the previous school day. In the evening, teachers report to the student life staff by providing that day's lesson plans and homework assignments. Teachers also brief student life staff regarding any social or behavioral issues that might have occurred during the day, so that the student life staff can be aware and supportive of the student.

A final goal of the student life program is to provide enrichment and community building for students. Community building begins upon students' arrival at SEED. Each student lives in a "house" – a small group of typically 12-15 students supervised by a resident assistant (RA). Each house is named after a college or university and is decorated with banners, posters and inspirational items from that college or university. That RA will support each student, actively monitor their academic and social progress, and communicate weekly with parents/guardians, with formal communications scheduled for at least quarterly. As a group, houses participate in extracurricular activities, host events, and meet as a group to discuss topics from house rules to current events.

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External Opportunities

SEED LA will prepare tomorrow's leaders in the global transportation infrastructure industry through hands-on experience and courses that intersect with public transportation infrastructure. Through the Five E's: Exposure, Engagement, Exploration, Experience and Employment, SEED LA students will gain a deep understanding of and access to the transportation infrastructure industry.

These key design principles will embed exposure to the transportation infrastructure industry into the program's core curriculum, project-based learning opportunities, electives and external opportunities. For example, a science lab course may include lesson plans on the use of alternative power, energy and fuel in transit; a physics course may introduce students to the aviation industry by learning the basic parts and functions of planes and allowing students to test model airplanes; or a U.S. History course might discuss the creation of the federal Department of Transportation and their role in public policy. External opportunities in the transportation infrastructure industry will be a fundamental part of the SEED LA experience and will be modeled after clinical rotations in the medical field and LA Metro's and other transportation infrastructure organizations' success with their existing internship programs.

While the academic development of each student is of primary importance, SEED recognizes that the authentic experience of extracurricular activities is an important way to demonstrate or expand academic knowledge, explore and find individual passions and gain new experiences to thrive in a career. Through its external opportunities program, SEED LA will offer exposure to field trips and other activities such as lectures and regional college tours that directly relate to the school's academic disciplines. SEED LA's external opportunities program will be designed to help students ignite their interests in the global transportation infrastructure industry and build professional relationships to support their growth. External opportunities could include, for example, field trips to LA Metro and private industry partners to learn about the impact of technology including autonomous vehicles on transportation infrastructure or meetings with corporate leadership to gain a deeper understanding of logistics management solutions and transportation logistics.

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External opportunities may also include day trips and tours of the Port of Los Angeles and Los Angeles International Airport. In partnership with existing SEED campuses on the East Coast, SEED LA students will travel to major transportation infrastructure systems in Baltimore, Miami, and Washington D.C. To maximize SEED LA's location and resources, the campus will host summer institutes for SEED students across the nation to further broaden the network of potential youth exposed to the transportation infrastructure industry and unique opportunities within Los Angeles County.

Additionally, in conjunction with existing SEED schools, SEED LA will include international opportunities that help young people see themselves as global citizens with voice, purpose and access in their community and communities abroad. To offer opportunities for international study during the spring and summer breaks, SEED LA will partner with other international study abroad programs that sponsor programs that align with the scope of SEED LA's international transportation infrastructure curriculum. SEED LA seminars on international transportation infrastructure problem solving could include curriculum focused on urban design in cycling communities in Europe, electronic mobility and air quality in Asia, and innovative solutions for water transportation infrastructure in Africa. Each travel experience will require students to explore research and/or intern with a transportation infrastructure system or industry and reflect on the experience in their annual Presentation of Learning. A sample presentation of learning is provided as **Exhibit C**. Students who are not able to study aboard will have access to national and local opportunities. All students will have access to summer experiences with LA Metro and other local/national public and private transportation infrastructure organizations.

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College and Career Readiness

Studies show that college degree attainment continues to be a challenge for low-income, first-generation (LIFG) students. The achievement gaps that exist between subgroups in the elementary and secondary school years are persisting throughout the college years. Because LIFG students are disproportionately from ethnic and racial minority backgrounds, even fewer African-American and Latino LIFG students are graduating from college compared to students from more affluent socioeconomic backgrounds. SEED LA proactively addresses this challenge with its college-counseling programs.

For students who do not immediately enroll in college, SEED LA will prepare students for post-graduate opportunities in transportation infrastructure industry by helping students leverage mentorship relationships established with professionals in the industry during their high school years through existing internship programs such as LA Metro's Transportation Careers Academy Program (TCAP) and enrolling in employment programs such as WIN-LA.

SEED LA will include campus-based college-knowledge advising, preparation and support that will continue through college with targeted assistance from The SEED Foundation's College Transition & Success Team (CTS). SEED's CTS program helps students and families prepare for college, influence their college selection process and teaches them to navigate and overcome obstacles to college graduation through individualized support. SEED's CTS team only endorses colleges with a track record of success for underrepresented students with strong performance in high college graduation rates, affordable financial aid packages, and high-quality campus-based support systems. Sixty-four percent of SEED graduates who start at a SEED-endorsed colleges graduate. That's more than double the rate for students who start at non-SEED endorsed colleges.

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SEED LA's college success program will focus on expected outcomes based on five key indicators of college readiness and success:

- **College Knowledge**
- **College Counseling**
- **College Financing**
- **Academic Rigor & Curriculum**
- **Social & Non-Cognitive Skills**

Each expected outcome will be implemented by a specific strategy each grade year. A detailed description of each expected outcome is attached as **Exhibit D.**

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EXHIBIT A

Sample Course Descriptions

ELA (English Language Arts) I (Meets "B" Requirements for CA A-G)– Freshman English is a comprehensive English course of literature, composition, and language, including listening and speaking. The study of literature includes reading and comprehending a wide variety of literary forms including short stories, non-fiction, poetry, drama, novels, and spoken and visual texts. The course offers supportive reading strategies for a variety of purposes. This course also focuses on the writing process through response to literature, creative writing, and connections to real-life situations and problem solving. The study of language targets usage, mechanics, and strategies for vocabulary development integrated into literature and composition components. In addition, the course will teach grammatical concepts and applications. Students will review punctuation, capitalization, spelling, and usage as well as work on logical thinking and various modes of composition, including the research paper. Listening and speaking skills are also developed throughout the course.

Computer Program I (Meets "G" Requirements for CA A-G)– This course is an introduction to web page design and development through a series of online tutorials. These will include introductory courses in HTML, XHTML, JavaScript, CSS, and Critical Website Evaluation Criteria as well as an overview of currently accepted Web Standards as outlined by the World Wide Web Consortium. Students will build a variety of personal websites demonstrating the skill acquired from these tutorials. Students will be expected to complete a final Web project, incorporating and demonstrating the skills acquired through these tutorials.

Geometry (Meets "C" Requirements for CA A-G)- Geometry is a study of measurements, properties and relationships of points, lines and angles, or more specifically, a study of the measurements, properties and relationships of triangles, quadrilaterals, circles and the nature of deductive and inductive proofs. This proof-based logic course concentrates on the study of Euclidean geometry while incorporating sophisticated algebraic techniques. Geometric concepts include congruent triangles, parallel lines, quadrilaterals, circles, similar figures, the Pythagorean theorem, perimeter, area, volume, regular polygons, and right-triangle trigonometry. Algebraic methods include solving quadratic equations, solving systems of equations, and simplifying radicals as they relate to geometry problems. Students use theorems and definitions to write proofs and solve practical application problems. The underlying them of the course is the solution of problems by creating logical, well-supported explanations. Computer and/or other hands-on laboratory activities may be used to explore and discover geometric concepts.

Physics (Meets "D" Requirements for CA A-G) –
(Prerequisite: Completion of Advanced Biology with a grade of C or better or completion of Biology with a grade of C or better. Completion of or concurrent enrollment in Algebra II or science department.)

This is a physical science course for the college-bound student. Physics is about what happens in the world around you. It is about the colors in the rainbow and the sparkle and hardness of a diamond. Students can join the adventure as they begin to understand the world around them. This course also provides an introduction to major topics in physics. The first semester is devoted to the study of mechanics: motion, forces, and energy. Projects may include introducing students to different modes of transport by learning basic parts and functions of planes, trains and buses, and allowing students to build and test fabricated models. The second semester is devoted to the study of electricity, sound, and light. The course covers many of the same topics as Advanced Placement Physics, but with less emphasis on mathematical-problem solving and more on real-world application of physical principles. This course is for students who possess an interest in physic, basic algebra skills and a willingness to think abstractly.

History of Race & Equity in Los Angeles (Meets "G" Requirements for CA A-G) - In this course students will take an intersectional approach to the study of the History of Race and Equity in Los Angeles by analyzing how race and equity have shaped personal identity, understandings of collective belonging, social difference, structures of power and inequality, belief systems, and political and social action. Students will explore how race and equity have intersected with sometimes constituting, sometimes supporting and sometimes undermining other categories of identity and social organization including class, religion, and nation.

Seminar in Transportation Infrastructure (1 year) (Meets "G" Requirements for CA A-G and aligned to CTE Model Curriculum Standards) * - Seminar in Transportation is a year-long multi-disciplinary and open approach to a wide range of topics related to the transportation infrastructure industry. Seminars I, II and III are completed during grades 9, 10 and 11, respectively. Below is a sample of course descriptions offered during Seminar I. In Seminar I, students work individually and in groups to complete a series of courses and rail-centered projects.

(1) Introduction to Rail Transportation Infrastructure: Introduction to topics related to the rail transportation industry provides an overview of passenger and freight railroads in the past and today. Students gain an understanding of system components (e.g., such as railroad track, rolling stock, and signal communications) organizations, careers and safety and technology and sustainability. The course introduces students to new technology, research and development in the rail industry. Students are provided with the opportunity to research and present in a topic of their choice based upon what they have learned.

(2) Railroad Engineering: This course provides an exploration of public transit that includes: history, government policy, market behavior, sustainability, funding and financing, user characteristics, transit modes and technology, level of service, planning, operations, facilities design, construction, marketing, and future trends. The course emphasizes the function of public transit and the role of government units and how transit contributes to a sustainable future. Students study and apply the capabilities of transit mode alternatives and learn how to design a transit system and lay out transit routes. Students also learn and apply their skills in the relationship between the land use, urban planning, and public transit. Students maintain a working portfolio of public transit current events that link between topics studies and actual policies and practices.

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EXHIBIT A

Sample Course Descriptions

(3) Transportation Infrastructure Design: This course is an introduction to the planning design and construction process for highways, intersections, and railroads; operations, capacity, safety and geometric design features of rail systems; horizontal and vertical alignment and cross sections; design criteria, standards, environmental aspects, cost and construction considerations. Students work in groups to prepare contract plans.

(4) Logistics and Transportation Infrastructure Management: This course focuses on transportation and distribution services that support demand fulfillment from the receipt of customer orders to order fulfillment. Topics include customer service, order completion, inventory, transportation costs and modes, facility design and operation, carrier selection, and negotiation. *Pending approval by and guidance of LA County Office of Education – Career Technical Education (LACOE-CTE).

Core Internship (*Meets "G" Requirements for CA A-G and aligned to CTE Model Curriculum Standards*) – Internship is a work-based learning course of study that offers internships and employment combined with instruction in critical workplace skills.
After the junior year, students performing well enough to be on track for graduation are placed in internship positions. Students apply for these positions as they would in the open market; i.e., they prepare resumes, complete job applications, and have interviews. Companies make the hiring decisions. Students will have the chance to work closely with LA Metro during internship, while gaining valuable experience. There will be opportunities to work on policy research, office administration, attend policy and transportation related hearings and events, and work hands-on within various on-site transportation departments. Students will develop a strong passion for transportation issues and policy; excellent writing, editing, and analytical skills; and the capability of handling multiple tasks successfully in a professional environment.

25+ Hours of Community Service (*Does not Meet A-G Requirements; aligned to CTE Model Curriculum Standards*) - Community Service is a three-way relationship between the student, the school and the LA Metro transportation system. It is a Career Technical Education (CTE) course that offers an opportunity to combine classroom learning with on-the-job experience; the purpose of which is to help the student choose a career or find the "right" vocation and to achieve success based on the choice. It also provides opportunities for the student who may already be employed or who is seeking higher education or employment in a particular field of study regarding transportation. The student learns to establish short and long-range career objectives and to recognize his/her progress through establishing measurable learning objectives. School personnel and LA Metro leadership provide supervision, evaluation and suggestions for success.

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EXHIBIT B

SEED LA - Sample Scope and Sequence

	9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE
LINKED LEARNING APPROACH	**EXPOSURE:** Grounded in the Seminar in Transportation I course, students will be introduced to and exposed to college and career opportunities in the transportation infrastructure industry. Key elements and methods of Seminar in Transportation Infrastructure I include: external presentations, workshops, and project-based learning focused on critical thinking and problem-solving.	**EXPLORATION:** Grounded in the Seminar in Transportation II course, students will explore college and career options in the transportation infrastructure industry focused on research, development and evaluation. Key elements and methods of Seminar in Transportation Infrastructure II include: practice based-inquiry, action research, case studies and experiential learning focused on research, development, and evaluation of transportation designs.	**ENGAGEMENT:** Grounded in the Seminar in Transportation III course, students will engage in college and transportation infrastructure career pathways and the social and environmental impacts of global transportation infrastructure needs. Key elements and methods of Seminar in Transportation Infrastructure III include: critical thinking, creativity, communication skills, and work-based learning focused on social and environmental services, protection, and innovation.	**EXPERIENCE:*** Core Internship I is a yearlong-partnership with Metro designed after LA Metro's Transportation Career Academy Program (TCAP). Key elements and methods of Core Internship I include: career and workforce readiness and linked learning grounded in the final spring break international experience and Senior Presentation of Learning.
Academic Program				
English	ELA I	ELA II	ELA III AP Language	ELA IV AP Literature
Math	Algebra I	Geometry	Algebra II Pre Cal	Probability & Stats Calculus AP Calculus
World History		World History		
US History	US| American			
Additional History/ Social Studies				History of Race and Equity in Los Angeles*
American Government			Government AP Government	
Economics			Economics AP Economics	
Science	Physical Science	Biology AP Biology	Chemistry AP Chemistry	Physics AP Physics 1
World Languages	Spanish I	Spanish II	Spanish III	AP Spanish Language & Culture
Phys. Ed.	PE	Bicycling		
Health			Health	
Arts	Graphic Arts			
Music		Digital Music		
Electives	Seminar in Transportation Infrastructure I	Seminar in Transportation Infrastructure II	Seminar in Transportation Infrastructure III	Core Internship I

	9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE
CTE		CTE: Transportation Infrastructure Global Trade & Logistics Project Management & Business	CTE	CTE
Technology	Computer Applications I & II	Computer Applications III & IV	Computer Programming I & II	Computer Programming III & IV AP Computer Science A
Additional Requirements	25+ hours of Community Service	25+ hours of Community Service	25+ hours of Community Service	25+ hours of Community Service
Student Life Program				
Social Emotional Skills & Development	School-wide Model of Care Implementation Character Development in Student Life	School-wide Model of Care Implementation Character Development in Student Life	School-wide Model of Care Implementation Character Development in Student Life	School-wide Model of Care Implementation Character Development in Student Life
Presentation of Learning Theme:	Self-Development Community Transportation Infrastructure	Self-Development Community Transportation Infrastructure	Community College Knowledge Transportation Infrastructure	Leadership Community College Applications Sense of Place
Student Support Services & Wellness	Physical Wellness	Emotional Wellness	Mental Wellness	Occupational Wellness
Sparks and Internship Opportunities:	Coding Makerspace Robotics Intramural Sports Nutrition & Cooking Yearbook	Building Positive Relationships Identifying and Managing Stress Effectively Student Ambassadors	ACT & SAT Test Prep Preparation for Metro T-CAP: Metro Transportation Career Academy Program Mindfulness Yoga Peer Support Groups Student Government	Yearlong Metro T-CAP: Metro Transportation Career Academy Program Senior Activities
External Opportunities:	9th grade Local College Tour Corporate HQ Tour Lecture Series Mobility Ports	10th grade Regional College Tour Urban Planning Architecture Public Admin & Policy	11th National College Tour Professional Lab Tour Infrastructure Engineering IT	Logistics Supply Chain Management
International Transportation Infrastructure Problem Solving Experiences & Opportunities	Americas: Public Transportation's Impact on Rural, Small Towns, & Cities	Europe: Urban Design in Cycling Communities	Asia: Electronic mobility & air quality	Africa: Innovative Solutions for Water Transportation Infrastructure
Mentorship	Partnered with Metro and LA Industry			

*The Scope and Sequence incorporates the 5E's of SEED LA's Educational Philosophy. Not pictured is the fifth E: post-graduation employment in the global transportation infrastructure industry.

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EXHIBIT C

Presentations of Learning High School Checklist

12th grade: Leadership, Community, College Applications, & Sense of Place

- □ Executive summary & Guiding Questions
- □ Activities Resume
- □ FOUR Academic assignments (PBA's, Essays, Exams)

- ○ 1 Math
- ○ 1 Science
- ○ 1 Los Angeles County History 1 Government
- ○ 1 English
- ○ 1 Elective
  - □ One paragraph reflection on all academic assignments (4 total)
  - □ 2 HALLS Lessons (you must present on one)
  - □ Application of Seminar in Transportation Infrastructure course
  - □ Reflection of International Learning Experience
  - □ Documentation of service hours
  - □ Two (2) detailed and thoughtful service learning activity reflections
  - □ Documentation of behavioral infractions (if there are any)
    - ○ Explanation of infractions (discuss impact)
  - □ College Process materials
- ○ 2 completed college applications
- ○ 1 college acceptance letters
- ○ 2 college essays 2 letters of recommendation
- ○ SAT/ACT scores
- ○ SEED transcript
  - □ Internship or Independent Study reflection (details TBA)
  - □ One (1) reflection on extracurricular activities participated in during the year
  - □ One (1) core value mastery reflection & supporting documentation
    - ○ Why you chose one core value, whether or not you mastered this goal, challenges experienced and how you have benefited from mastery of your respective core value
  - □ Academic excellence & character awards (including scholarships)
  - □ Power Point presentation
- ○ Introduction slide
- ○ Excellence slide(s) Effort slide(s)
- ○ Exposure slide(s) Core Value slide(s)
- ○ Conclusion slide

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EXHIBIT D

Expected outcomes for college readiness & success

	Grades 9 & 10	Grade 11	Grade 12
Success Indicators			
College Knowledge	Students will understand how a variety of college experiences resonate with their personal interests and preferences and will begin to take a more self-directed approach to researching and visiting colleges.	Students will work individually with a college counselor to edit and refine their college list. Based on years of experience with LIFG students, SEED's college counselors will only endorse colleges/ universities based on right fit.	Students will undertake intensive individualized work with the college counselor and designated CTS staff to finalize their college list.
College Counseling	Students will recognize the short and long term benefits of strong performance in terms of enhanced college options.	Students will undertake an intensive application preparation program including test prep and drafting all pieces of the completed application.	Students and their counselor will develop application strategies, correspond with admissions offices and finalize matriculation decision. Seniors will work with CTS counselors to lay the groundwork for a smooth transition to college.
College Financing	Students and their families will receive accurate information about college costs and will seek out opportunities to practice the aid application process.	Students and their families will attend a series of college financing sessions.	Seniors will apply for scholarships and financial aid and will maximize assistance from college counseling and CTS staff.

	Grades 9 & 10	Grade 11	Grade 12
Success Indicators			
Academic Rigor & Curriculum	Students will be asked to make explicit connections between their academic efforts, personal academic interests and long-term academic aspirations (e.g. majoring in engineering).	Students will gain exposure to college level academic material while continuing to make connections between their academic performance, interests and college aspirations.	Students will undertake their most rigorous course of academic study while completing at least one college level course.
Social & Non-Cognitive Skills	Students will understand the long-term value associated with social and non-cognitive skills, including their relevance for their own personal college goal.	Students will understand how developing social and non-cognitive skills (e.g. tenacity) will enhance their ability to make the most of their future college experiences.	Students will be expected to take on both formal and informal leadership roles.

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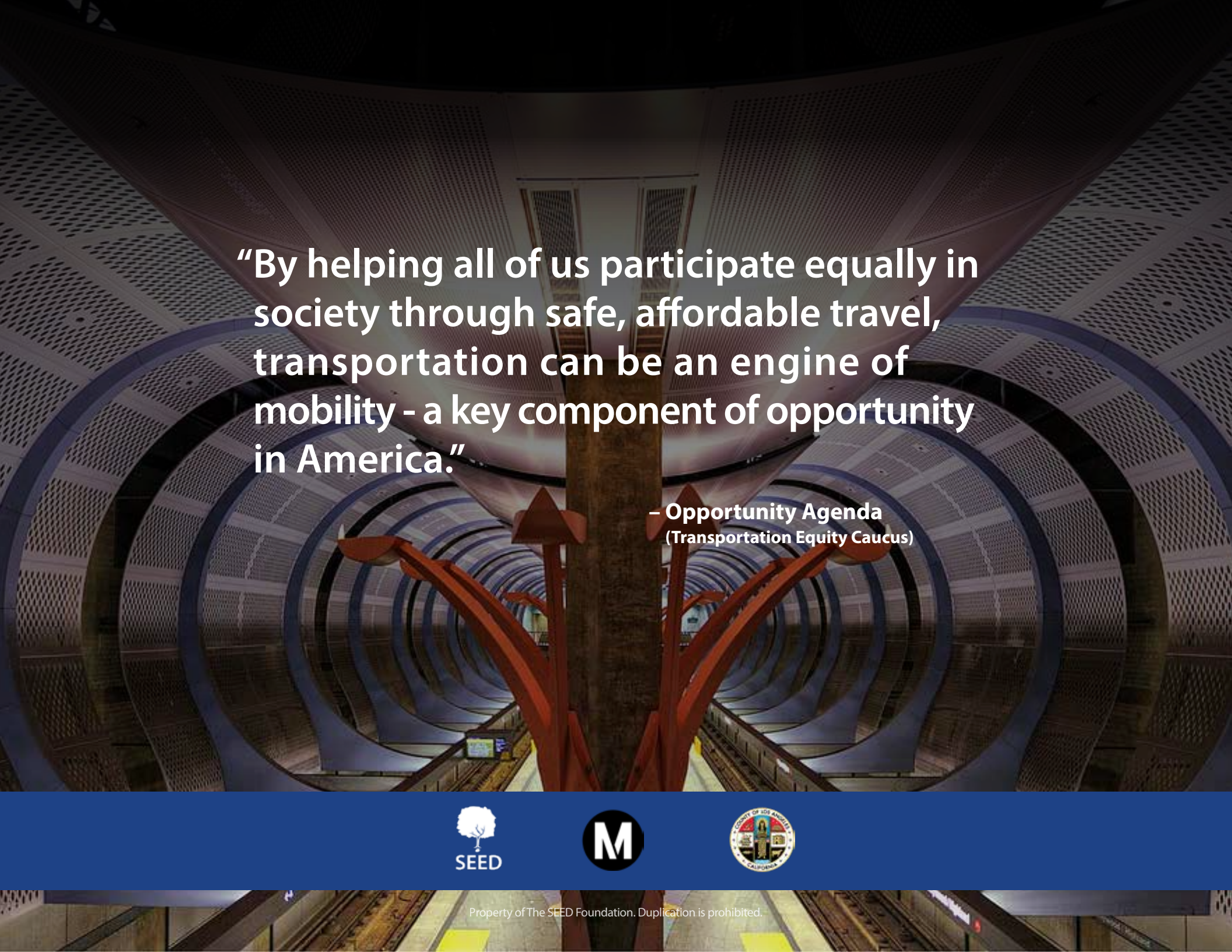

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Transportation Infrastructure School
FAQ's

(as of October 10, 2018)

Purpose of the School

1. What is the SEED School of LA County (SEED LA)?

A college prep public boarding school for career readiness in transportation infrastructure, STEM, and the humanities.

2. What population will SEED LA serve?

SEED LA will serve 400 students in grades 9-12 and is open to all students, but will target students who have faced tremendous adversity. The final enrollment criteria and preferences will be decided with the Los Angeles County Office of Education (LACOE) and Los Angeles County partners, but we anticipate that students eligible to attend SEED LA will meet eligibility criteria such as:

- live within the County of Los Angeles
- family income below 200% of the federal poverty guidelines
- family experience with housing instability
- qualify for Title IV-B dollars
- history of contact with the child welfare and/or juvenile justice systems through the Los Angeles County Department of Children and Family Services or Probation Department

NOTE: In Los Angeles County, 28,000 youth are in the foster care system, 10,000 youth are currently on probation or incarcerated, and 77,146 students are experiencing homelessness.

3. How has Metro influenced the SEED LA curriculum?

SEED has agreed to the following Educational Philosophy: Industry-Aligned College Prep and Career Education through the Five E's:

- *Exposure (9th Grade):*
  - Students will be introduced to and exposed to college & career opportunities in the transportation infrastructure industry
- Exploration (10th Grade):
  - Students will explore college & career options in the transportation infrastructure industry focused on research, development, & evaluation
- Engagement (11th Grade):
  - Students will engage in college & transportation infrastructure career pathways & the social & environmental impacts of global transportation infrastructure needs
- Experience (12th Grade):
  - Students will experience careers in the transportation infrastructure industry through internship programs, including Metro's Transportation

Careers Academy Program for 12th graders & the Metro Internship Program for college & graduate students

- Employment (Graduation & beyond):
    - Leveraging their experience in transportation infrastructure internship programs, SEED LA graduates will be prepared for careers in the global transportation infrastructure industry.

4. **A boarding school model is expensive. State foster care grant dollars are moving away from a group (boarding) home model. Isn't there a less costly way of investing in education without a boarding school?**

For high-performing students with stable home and community environments, a traditional school may be all they need to reach their full potential. But for many students who face challenges in the classroom, their community or at home, a more comprehensive 24-hour support model is needed. For thousands of children, a boarding school program is exactly what they need to succeed.

This is similar to the "pay for success" or preventative model that has been championed by the County Board of Supervisors, where they pay for preventative services knowing that if these youth don't change life course, they will cost the County more in the long-term.

The SEED Foundation has made the public boarding school work in three locations: DC, Baltimore, and Miami.

Structure of the SEED School

5. Is the SEED School going to be a Charter School?

Yes, the SEED School is a public charter boarding school. Specifically, it will be a countywide charter school through the LACOE which will allow us to draw from students across the entire county versus being limited to one school district. LACOE is the nation's largest regional education agency and directly serves the at-risk populations that the school plans to enroll.

6. What is SEED's track record on graduation rates?

Of note: more than 80% of SEED students are low-income, first generation, college-bound students yet they beat the odds with SEED. 90% of SEED 9th graders graduate from high school compared to 45% of foster youth in California graduating from high school. 92% of SEED graduates enroll in college and they graduate at three and a half times the rate of low income, first generation college students nationally.

7. Are SEED employees subject to collective bargaining?

Currently, there are no unions at SEED schools but SEED does not prohibit collective bargaining. SEED is amenable to agreements with local school districts and attempts to have a positive working relationship with such stakeholders.

Funding Philosophy

8. Metro already approved $1 million in pre-development costs. What is it for?

The predevelopment budget for the SEED School is $3.6 million, to be funded ($1 million from Metro, $1 million from LA County, and $1.6 million from SEED). The Metro contribution will go towards the architectural and engineering work to design the project, environmental assessments, and administration (including support of the development of the charter) during the predevelopment phase of the project. (see Attached for more info). The fund source for the pre-development costs is Prop A, Prop C, and TDA.

9. How is the construction of the school being funded?

The constructions costs are envisioned to be financed with tax credits, and a portion of the operating subsidy (they are estimating that $2.25M of the $10M total operating subsidy required) would be used to pay the debt service. This is very affordable financing.

10. How much is the longer term operating subsidy commitment? How does Metro plan to fund it?

The operating subsidy commitment from Metro is anticipated to grow from $3.5 million the first year, when there are approximately 100 students enrolled, and grow incrementally each year until the school is fully enrolled with 400 students in year 4 of operation. At that point, $5 million will be required for year for the subsequent 11 years for a total subsidy of $70 million - $75 million.

A capital stack or tiered approach is the Metro plan. The first tier is to receive external workforce development grants – state and federal; followed by the second tier -- philanthropy; followed by the third tier - Metro funds for workforce development, if needed.

LA Metro E3 Initiative External Stakeholders

Organization	Department
K-12:	
Los Angeles County Office of Education	Division of Student Programs Career Technical Education Division of Accountability, Support and Monitoring
Los Angeles Unified School District	Linked Learning Career Technical Education Department
Da Vinci Institute	Da Vinci Extension
College:	
Cerritos College	Clean Energy and Transportation Initiative
Long Beach City College	Global Logistics for Los Angeles Global Logistics for Orange County School of Career Technical Education
Los Angeles Trade Tech College	Pathway Innovation & Institutional Effectiveness Advanced Transportation and Manufacturing Pathway Navigator Transportation Workforce Institute
California State University Los Angeles	Department of Management
Southwest College	Career Technical Education Workforce Development
Rio Hondo	Career & Technical Education Program Alternative Fuels Program
East LA College	Technology & Logistics Program
Mission College	Executive Management
California State University Dominguez Hills	Mervyn M. Dymally African American Political & Economic Institute
Agency Partners and Wraparound Support Partners:	
Department of Children and Family Services	Education Section
Pro-GTL (Global Trade & Logistics) Regional Consortia	Career Technical Education Workforce Development
Southern CA Regional Transportation Training Consortium	Management Team
International Trade Education Programs	
Workforce Development, Aging and Community Services	Business Services and Strategic Partnerships
Los Angeles County Probation Department	Education Services
Opportunity Youth Collaborative	
Children's Law Center of California	Development & Communications
Drew Child Development Corporation	Executive Management
Workforce Experts	
LA Area Chamber of Commerce	Center for Global Trade & Foreign Investment Transportation Council
LA Area Chamber of Commerce, UNITE-LA and the LA COMPACT	Education and Workforce Development
New America	Center on Education and Skills
Transportation Agency Partners	
Los Angeles World Airports	Human Relations Community Relations
Port of Long Beach	Community Relations

LA Metro E3 Initiative External Stakeholders

Burlington Northern Santa Fe Railway Company	Government Affairs
Union Pacific Railroad	Public Policy & Community Affairs
Elected Representatives	
Los Angeles County Board of Supervisors District 2	
City of Los Angeles District 8	
Los Angeles County Board of Supervisors District 3	
City of Los Angeles, Mayor's Office	
Board Staffers	
Councilmember Harris-Dawson's Office	
Los Angeles County Public Works	Government Relations Group
Los Angeles City Councilmember District 2	
City of Los Angeles, Mayor's Office	
Los Angeles County Board of Supervisors District 3	
City of Inglewood, Mayor's Office	
Los Angeles County Registrar-Recorder / County Clerk	
City of Long Beach, Mayor's Office	
Los Angeles County Board of Supervisors District 2	
Transportation School Partners	
ExED	
SEED Foundation	