



U.S. DEPARTMENT OF TRANSPORTATION

RESEARCH AND SPECIAL PROGRAMS ADMINISTRATION

OFFICE OF THE ADMINISTRATOR

Telecopier Cover Sheet

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, including this cover sheet.

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Done

SUBJECT/COMMENTS:

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**America's Promise - The Alliance for Youth
Commitment Progress Report**

1. **How many children have received services or have been impacted as a part of your commitment of America's Promise?**

Since the Secretary kicked off the Garrett A. Morgan Technology and Transportation Futures Program in May 1997, we have put in place activities that will reach 250,000 students this year. We are accomplishing this through the Federal Aviation Administration's education program, and its 47 partnership schools; through the US Coast Guard's Partnership in Education Program, and through the Prince George's County School to Work pilot program; mentoring and tutoring program of non-federal partners, shadowing day, computer donations, career fairs and science fairs and many other outreach efforts. As of the end of February, we have reached 195,000 students, and several hundred teachers.

2. **Please check the service(s) your organization has provided since May 1, 1997:**

- * A caring adult, role model or mentor
- * A marketable skill through effective education

3. **If your agency has committed financial resources through grants, program allocations, sponsorships and/or scholarships, what percentage of the original commitment amount has been distributed to date.**

Our commitment is premised on leveraging our existing resources, drawing on the service commitments of our employees and encouraging others in the transportation community to do the same. The benefits of providing adult role models and marketable skills redound not only to the students reached, but also to the transportation community. We need motivated, knowledgeable, skilled employees to plan, design, build, operate and maintain transportation systems of all types.

4. **What new partnerships has your agency established to help achieve the goals of the commitment?**

DOT has created the Morgan Education Roundtable which is comprised of 416 education, business and transportation organizations committed to ensuring we have a skilled and educated transportation workforce prepared to meet the technologically challenging jobs of the 21st century. Round table members met in October to focus on four areas: 1) work experience; 2) making transportation educational resources available; 3) fostering community college partnerships; and 4) improving partnership with colleges and universities. (A copy of the summary of that meeting is attached.)

*File these
all in one place?*

*DOT Connection
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As a result of the Morgan Education Round table we have entered into many partnerships. Outlined below are a few examples:

- SAIC donated computer software for schools and established a new tutoring program;
- BP America donated software and units of its "Science Across America" curriculum software to DOT adopted schools;
- TRW provided wiring and technical knowledge to connect an innercity school to the Internet;
- The Federal Executive Board of Cleveland adopted the Morgan Science School;
- Southwest Airlines established the "Adopt A Pilot" program to reach 5,000 students;
- The Society of Automotive Engineers expanded its "A World in Motion" curriculum that teaches students how to work as a team to build either a car or a glider;
- American Trucking Association has committed to expand its Trucker Buddy program;
- Mid-Ohio Regional Planning Commission offers job shadowing to local students;
- Washington Metropolitan Area Transit Authority offers access to its job shadowing and internship program and offers student tours of its communications center;
- United Airlines offers internships, aviation degree programs, mentoring, job shadowing, apprenticeships, career days and community partnerships;
- The American Public Transit Association offers job shadowing experiences for both students and teachers;
- Roadway Express offers internships and access to its web site for students to learn technology skills while learning about the company;
- PEPCO offers student internships and tutoring in electrical engineering;
- CSX established a CSX Scholars program with the Audubon Society and United Negro College Fund to interest students in environmental and transportation careers and has sponsored Public Service Announcements on transportation careers;
- The Smithsonian Institution has committed to serve on advisory boards for skill identification, provide guest speakers for school functions, sponsor teacher externships and to assist educators and employers with program development;

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- The AFL-CIO and its locals have agreed to sponsor career days and to speak at job fairs;
 - Transportation Management Services Inc., offers job shadowing experiences for students, and provides guest speakers for school functions and to mentor students in its local schools;
 - Taylor Made Transportation Services, Inc. has offered to provide guest speakers, to participate in job fairs, to support students organizations such as Future Business Leaders of America or Future Teachers of America;
 - TransCore has offered to establish work-based learning positions for students, to provide guest speakers for school functions, to participate in job fairs, and to support summer externship programs for teachers and administrators;
 - The Propeller Club coordinates the "Adopt A Ship" program where volunteer US flag ships are paired with interested elementary schools;
 - The National Air Transportation Association sponsored a career day for students including a tour of its airplane and arranged for talks with the mechanics and pilots;
 - The Metropolitan Washington Airports Authority hosted an aviation career day with Signature Flight Support;
 - TWA provided speakers for career day;
 - General Aviation Manufacturers Association provided access to aviation education materials;
 - Society of Professional Engineers provided career speakers to schools for National Engineering Week;
 - Numerous organizations such as American Public Transit Association, Chemical Manufacturers Association, National Council of Teachers, and National League of Cities have publicized the value of career mentoring.
5. **Have there been additional resources allocated to expand the commitment? (Please describe whether the resources are programmatic/in-kind/financial.)**

We are building the Garrett Morgan initiative into our existing activities as part of our core mission. This will ensure that DOT has the workers to run our future transportation enterprise. We have requested \$200,000 in the President's FY '99 budget to support both the Morgan Education Roundtable and a few other internal activities.

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6. **Please tell us about the next phase of your commitment. What are the next implementation steps? Are programs or activities planned related to your promise?**

The Garrett A. Morgan Technology and Transportation Futures Program is divided into four areas: Math, Science and Technology Literacy Challenge, grades K through 12; Community College Partnerships; Undergraduate and Graduate Opportunities; and Life-long Learning. Through the DOT partnership schools, and the Prince George's County school to work pilot program, we have focused on making students more aware of transportation careers. To further strengthen that commitment, during National Transportation Week, May 10-16, DOT and two dozen transportation professional organizations will go out into the community to educate students about careers in transportation and the skills needed for those careers. We are continuing to expand the number of partnership schools and to attract additional partners to work with us on the program.

Next K-12?

Our next focus will be to build upon our relationship with community colleges, and trade and vocational schools to educate and train students for positions requiring a greater knowledge of transportation and technology skills. This year we will begin implementing these plans working through the Council of University Transportation Centers, the Transportation Research Board, the U.S. Merchant Marine Academy and the U.S. Coast Guard Academy. The Garrett A. Technology and Transportation Futures Program is taking steps to increase interest in transportation degree programs and in developing multi disciplinary and intermodal transportation curricula. And finally, regarding life-long learning, the program will continue to initiate partnerships between and among academic institutions, professional associations, DOT-supported training resources and private sector training providers to ensure the availability and accessability of continuing education programs for transportation practitioners that keep pace with technological and management innovations.

7. **America's Promise intends to include a highlight section in the Report. Do you have any specific successes that you would like to share?**

On Groundhog Job Shadow Day, DOT employees nationwide cast their shadows for about 700 students. Students learned about transportation careers and had a good time doing it.

Another success was on March 5, when Secretary Slater spoke to students from the Washington Metropolitan area schools and executives from the aviation industry about aviation careers. He also unveiled the Garrett A. Morgan Technology and Transportation Futures program website and conducted an on-line discussion with students from six U.S. cities about jobs in the transportation industry.

More?

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8. **Are there specific individuals who have made extraordinary efforts to help fulfill your commitment? Please provide contact information and a brief description of their contribution.**

There are many DOT employees who have worked on the Garrett A. Morgan Technology and Transportation Futures Program. In December, 200 employees were honored by the Secretary for their participation. Additionally on Groundhog Job Shadow Day, over 600 employees nationally signed up to be shadowed.

Through the Morgan Education Round table, many private sector companies have made contributions or initiated new programs that reflect the goals of the Garrett A. Morgan Technology and Transportation Futures Program. Specifically we salute Herb Kelleher of Southwest Airlines for his "Adopt A Pilot" program; Steve Percy of BP America for donations of his new "Science Across America" curriculum and software; Jack Goldstein of SAIC for software donations; Vern Meury of the Society of Automotive Engineers for her guidance on setting up numerous a programs; Gwen Harris-Gale of the Conference of Minority Transportation Operators for setting up tours of the Washington Metropolitan Area Transit Authority Operations Center for students and arranging meeting space for partners in our school to work pilot program; Judy Sheehan of the Prince George's County Schools for working with us to establish a comprehensive school to career pilot program.

9. **Several organizations last reported some challenges in fulfilling the commitments. Please describe any that you may have and how they have been addressed.**

No specific challenges as of yet, however, we are looking at making an additional commitment. Secretary Slater has agreed to chair the Combined Federal Campaign for the second year in a row. In that regard, we are planning to have a National Day of Volunteerism for Federal Employees on Saturday, June 13. As details are put together, we will keep you informed.

10. **How are your local affiliates reaching out to their communities to build local alliances with the (1) community leader(s) who have assumed the role as America's Promise lead contacts in their communities, or (2) other community leaders from the public and private sectors engaged in delivering resources to youth?**

The DOT regional and divisional offices have reached out to local public schools to work on the Garrett A. Morgan Technology and Transportation Futures Program. The Department is encouraging strengthening existing school partnerships, as well as adding new ones. While working with these partnership schools, the DOT employees have developed new relationships with community leaders, mostly as they seek to provide better or additional resources for the students. In particular, we will be looking for

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opportunities to better coordinate activities with Federal Executive Boards across the nation and America's Promise Teams.

11. **Has your agency been involved in any the local efforts with your local America's Promise Communities of Promise? Please describe the activities and important supporting information.**

Not to our knowledge.

12. **Please describe the progress made on your commitment since May 1, 1997 and the next phase of your commitment. This should be the statement as you would like it to appear in the One Year Report to the Nation. Each section (3 total sections) should be approximately 75 words (250 words total). Please remember to include the number of children impacted and the geographic location(s) where the commitment is being fulfilled.**

Commitment: Promised the establishment of the Garrett A. Morgan Technology & Transportation Futures Program. The program will focus on reaching one million students by the year 2000 to educate them about careers in transportation.

Progress: To date we have 416 education, employee and transportation organizations that have joined the Morgan Education Roundtable. Over 250 representatives met in October to plan the program. DOT employees are working with students in all 50 states to interest them in transportation careers. We launched our website on March 5 so that students from around the world can learn about the program. More than 195,000 students K-12 have participated in departmental activities, such as National Groundhog Job Shadow Day, career days, transportation related field trips and site visits. The Department has also met with college students to discuss transportation careers.

Forecasting: We will continue to work with our partners to reach students during National Transportation Week in May. This summer we will be establishing new internship program. Setting up teacher externships, supporting schools on career activities throughout the academic year.

13. **Several America's Promise commitment makers have developed their own America's Promise commitment section on their web site to illustrate their commitment in greater detail. As a result, America's Promise will include those web site addresses in the One Year Report to the Nation and link them to our web site. If you wish to use your web site to provide more comprehensive information or plan to do so, please indicate the web-site address:**

<http://education.dot.gov>

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GEOGRAPHIC INFORMATION: DOT has offices in all 50 states and in all major cities. Through adopted schools, job shadowing experiences, career fairs and other activities, our program reaches students in every state.

CONTACT VERIFICATION

Our database indicates the following company information. We apologize for any errors or information that has not been updated. Please use this form to make corrections or add information.

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President & CEO: The Honorable Rodney Slater

Title: Secretary of Transportation

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Please return the ***One Year Report to the Nation*** Commitment Progress Report by March 13, 1998 to:

Kathleen Lennard
America's Promise
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909 N. Washington St.
Alexandria, VA 22314

As we move forward, America's Promise is very interested in learning and sharing the personal stories that have exemplified the spirit of the commitment your organization has made to America's Promise. Throughout the year, and particularly as we get closer to the ***One Year Report to the Nation***, it would be helpful if you could send photos, media stories, and/or videos on the commitment made to America's Promise.

Internet Access

In the ***One Year Report to the Nation*** and on the America's Promise web page we would like to include the name and phone number of your main point of contact within your organization working with the commitment.

☐

(Please check the box if you do not wish to have your contact information posted on our web page)

*Note: After February 23, 1998, organizations with access to the World Wide Web can respond to the Commitments Progress Report at: www.americaspromise.org/form. Additional information on the Report to the Nation is also available on our web site: www.americaspromise.org

**SUMMARY:
MORGAN EDUCATION
ROUNDTABLE FORUM:
OCTOBER 30, 1997**



Garrett A. Morgan Roundtable

***“There’s plenty of room at the Roundtable. Take a seat
and share your ideas on how we can give today’s students
the skills they’ll need for tomorrow’s jobs in transportation.”***

—A Prospectus for Partnership, September 1997

If you would like to become a partner in this important undertaking, please write us at:

**Kelley S. Coyner,
Chair of the U.S. DOT Education Task Force
Garrett A. Morgan Technology and Transportation Futures Program
U.S. Department of Transportation, DRP-1, RM 8410
Washington, DC 20590-0001**

Or reach us by e-mail at:

garrett.morgan@rspa.dot.gov

Or visit the website at:

<http://education.dot.gov/>

Garrett A. Morgan Roundtable

**Report on
Morgan Education Roundtable Forum
October 30, 1997**

“With our partners in the education community, transportation industry, and labor, we will reach one million students by the end of the year 2000, challenging them to improve their math, science, and technology skills so that they will be prepared to design, develop, and operate the complex transportation systems of tomorrow.”

—Rodney E. Slater, Secretary, U.S. Department of Transportation

On October 30, U.S. Secretary of Transportation Rodney Slater convened the first forum of the Morgan Education Roundtable to stimulate groundbreaking partnerships between the education, and transportation communities. In response to President Clinton’s call to Americans to serve our youth, Secretary Slater established the Morgan Education Roundtable to build partnerships to ensure that the nation has a skilled and educated transportation workforce prepared for the technologically challenging jobs of the 21st century.

Secretary Slater was joined by Philip Condit, Chairman and Chief Executive Officer of Boeing; Michael Starnes, Chairman of the U.S. Chamber of Commerce and Chairman and Chief Executive Officer of MS Carriers; U.S. Education Secretary Richard Riley; U.S. Department of Transportation Deputy Secretary Mortimer Downey; U.S. Department of Labor Deputy Secretary Kathryn Higgins; Acting Administrator, Research and Special Programs Administration (RSPA) and Chair of the Department’s Education Task Force Kelley Coyner; modal administrators and their deputies; the DOT general counsel; DOT assistant secretaries; and more than 270 members of the transportation and education communities for a one-day forum held at the White House Conference Center in Washington, D.C.

“One in seven jobs in America today is transportation related, and that ratio means we will continue to need skilled transportation workers for many years to come,” Secretary Slater said. “With our partners in the education community, transportation industry, and labor, we will reach one million students by the end of the year 2000, challenging them to improve their math,

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science, and technology skills so that they will be prepared to design, develop, and operate the complex transportation systems of tomorrow.”

The Morgan Roundtable supports Secretary Slater’s Garrett A. Morgan Technology and Transportation Futures Program, a national transportation education initiative launched last Spring in Cleveland, Ohio, the adopted hometown of the African-American inventor and “father of transportation technology” for whom the program is named. The Morgan Program honors Garrett A. Morgan (1877-1963), an African-American entrepreneur who invented, among other things, the three-phased automated traffic signal and the safety hood, later known as the gas mask.

The Morgan Program activities focus on four key areas: stimulating public/private partnerships to help educators integrate transportation components into the curriculum for each grade level, thereby making math and science relevant to the children; identifying, supporting, and showcasing collaborative efforts with community colleges, junior colleges, technical schools and the private sector to provide the transportation enterprise with a technologically skilled work force; fostering partnerships with the nation’s institutions of higher learning to prepare their graduates to deal with transportation as a complex field involving systems with global dimensions; and stimulating collaborative partnerships to ensure the availability and accessibility of continuing education programs for transportation practitioners that keep pace with technological and management innovations.

The Morgan Program has already launched efforts which will reach 250,000 children this academic year, and the numbers are rising rapidly. Secretary Slater reported that the new Garrett A. Morgan website will reach thousands of additional teachers, students, and parents. “Transportation is more than asphalt, concrete, and steel. It’s about people, their opportunities, and their hopes for the future,” stated Secretary Slater.

Deputy Transportation Secretary Mortimer Downey related the results of the Department’s recent nationwide meetings with transportation officials, business professionals, and others to talk about what was most needed for the transportation systems of the next century. “The answer shouldn’t surprise us,” said Deputy Secretary Downey, “It wasn’t new technologies or more money, or any of the other important things you’d expect. Instead, what we heard was that the key need was people, or to be more specific, people highly trained who can run the advanced transportation systems we’ll need for economic success.” A skilled and knowledgeable transportation workforce is the key ingredient to U.S. global competitiveness.

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Acting RSPA Administrator Kelley Coyner quoted Pablo Casals, "The capacity to care gives life its greatest significance." She charged the group "to exercise that capacity to care." She challenged participants to build on what they learn at the forum and partner with other participants. In addition, she requested that participants link available transportation career information to the Garrett A. Morgan Website. Ms. Coyner promoted the dissemination of the "Careers in Transportation" guide and welcomed suggestions on ways to make it more widely available. Acting Administrator Coyner announced that the Prince George's County School-to-Work pilot program would begin in February 1998 and that she would preview the program for a national School-to-Work coordinators meeting.

Philip Condit, Chairman and Chief Executive Officer of Boeing, highlighted the business human capital requirement. He focused on the imperative of life time learning to respond to the high rate of technological change. He pointed out that fifty years ago, there were no PCS, no CDS, no ATMs, no VCRs, no cell phones, commercial jets or uploads. We now accept that "change is part of our lives, and we change or get left behind. If we don't change, others do, and the economy moves in their direction." One hundred years ago, he told participants, the seventh largest company in America made buggy whips. That company no longer exists. But another buggy whip manufacturer changed with the times and is now making children's clothing. The rate of change is increasing, and what you learn today is not enough for the future. Life-long learning, "once a nice phrase, is today an imperative," said Condit. The most important skill, he pointed out, is the skill which allows you to continue to learn.

The realities of the workplace may not always agree with accepted wisdom, said Michael Starnes, Chairman of the U.S. Chamber of Commerce and Chairman and CEO of MS Carriers. "The American dream is to get a college education," he said, "but the reality is that half the population will not get a college degree." Mr. Starnes underscored the importance of training the transportation workforce. He supports the idea that the United States should pay more attention to the European model of education: vocational technical tracks and school-to-work programs designed to reduce the need for the private sector to train high school graduates. His home state of Tennessee spends \$25 million dollars on remedial education for college freshmen. "We can't afford to train our kids twice," he said. He described how his trucking company cannot find enough qualified drivers or recruit applicants willing to be trained.

"Getting connected" was how U.S. Secretary of Education Richard W. Riley described partnerships already growing among education, business, and transportation professionals. "In the 1950s only twenty percent of jobs required skilled workers," stated Secretary Riley, "today, sixty percent require skilled workers." He urged schools to emphasize reading skills in the first four grades and mathematics, particularly the foundations of algebra and geometry, by the eighth

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grade. Secretary Riley focused on the critical education issues that need the nation's attention today, including raising the standards for all students; improving teaching; involving all parents and families in children's education; strengthening connections between school and work; and increasing access to financial aid for students to attend college and receive training. The Department of Education has implemented a number of detailed strategic initiatives to address each of these critical issues. Secretary Riley has focused on federal agencies working collaboratively with the private sector to support higher educational achievement.

U.S. Deputy Secretary of Labor Kathryn Higgins highlighted two of Secretary Alexis Herman's strategic goals: life-long learning and skill development and promoting Welfare-To-Work. Higgins stressed the significance of increasing the number of America's youth, particularly at-risk youth, who make a successful transition into the labor force resulting in self-sufficiency. She noted that Secretary Herman is committed to comprehensive School-To-Work Programs that increase student achievement and broaden career opportunities for all and to enhanced public-private partnerships designed to provide current labor market information to meet the needs of job seekers. In particular Deputy Secretary Higgins stated that the Department of Labor is fully committed to make the Prince George's County pilot transportation School-To-Work Program a success. She outlined other programs including Job Corps, Welfare-To-Work programs, Summer Jobs programs, and Out-of-School Youth programs, which provide at-risk youngsters with an opportunity to turn their lives around. Higgins emphasized the needs of welfare recipients and emphasized the benefit of partnering with Federal agencies like U.S. DOT and Housing and Urban Development to create a unified approach to meeting employment and training needs. "There are kids who want to succeed despite their problems," said Higgins, "We'll help you find them."

Prior to the Roundtable dividing into four concurrent breakout sessions on Work Experience, Educational Resources, Community College Partnerships, and College/University Partnerships, Secretary Rodney Slater challenged participants to identify action items to promote the goals of the Morgan Program. "I want each of you to think of new ways, one new way to reach one child," said Secretary Slater.

After a report from each breakout session, Kelley Coyner, Acting RSPA Administrator and Chair of DOT's Education Task Force, highlighted several resources and future activities. Ms. Coyner encouraged use and review of U.S. DOT's comprehensive transportation career guide designed for middle and high school students. She noted the upcoming launch of the Garrett A. Morgan website. The website, she noted, will provide access both to transportation education resources and to updates on Morgan Education Roundtable activities. Finally, Ms. Coyner described a pilot School-to-Work effort with the Prince George's County Schools System. This pilot will

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bring together the ranges of transportation careers in one program. She encouraged broad participation in this pilot by Roundtable members.

Sandra Morgan, Garrett Morgan's granddaughter, addressed the Roundtable and described how a traffic crash inspired the son of former slaves to invent what was then a revolutionary safety device. "Who'd have ever thought," she wondered aloud, "that he'd be honored in Washington, D.C. less than a century later. It's a thrill to know that his invention has inspired someone, any number of people, to come together and work toward the future of our country, of our young people and those who are looking for new career choices in this country."

In his closing remarks, Secretary Slater highlighted the need to build on existing activities and to communicate with each other on future projects. Secretary Slater challenged U.S. DOT employees to be important links to their communities. Secretary Slater repeated that corporate America's continued support is a key component in educating over a million young people by the end of the year 2000 and issued a challenge to each employee of U.S. DOT to be a personal link to his or her own community.

Secretary Slater noted that "Garrett A. Morgan saw a crash at an intersection which led him to invent the traffic signal. Our country is at an intersection. You've come in the spirit of Garrett A. Morgan and wanted to make a difference. We thank you for meeting at the crossroads. Today we choose a road less traveled and know it will make a mighty difference."

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Concurrent Roundtable Breakout Sessions

Work Experience

Goal: To identify opportunities to expand transportation work experiences such as career days and fairs, internships and shadowing, and the availability of entry level jobs, and ways to make these experiences available to a wide range of students.

Moderator: Stephanie Powers, Chief of Staff, Employment and Training Administration, U.S. Department of Labor.

Panelists: Judith Sheehan, Chief Divisional Administrator for Outreach and Communications of the Prince George's County, Maryland, Schools; Capt. Louis Freeman, Chief Pilot, Southwest Airlines; and Claude Verbal, President, Society of Automotive Engineers.

Work Experience Speakers

Stephanie Powers, Chief of Staff, Employment and Training Administration, U.S. Department of Labor, highlighted the need to communicate to students, parents, and teachers about the changes in today's economy and the economy of the future and to focus on what those changes mean in the nature of jobs and the skills and knowledge required for those jobs.

Capt. Louis Freeman, Chief Pilot, Southwest Airlines, described the prominent black flying organizations and noted that the most famous one, the Tuskegee Airmen's Association, was founded in order to conduct an experiment: to prove that black people can't fly airplanes. Not only did these pilots prove they could fly during World War II, they never lost a single bomber they were escorting. Yet after the war, many black pilots became sky caps, because they were not allowed to be airline pilots, Captain Freeman is a chief pilot for Southwest Airlines and a leading participant in the airline's Adopt-A-Pilot program. Started in September 1997,

Southwest's Adopt-A-Pilot program links a school or classroom with a pilot for a month. Over that time students meet with the pilot to discuss his/her job and work on math and geography lessons together. Students chart the pilot's flight throughout the month. Freeman also discussed the Organization of Black Airline Pilots' (OBAP) efforts to make students aware of aviation careers. Among other things, OBAP hosts a youth luncheon at its annual convention and provides speakers to schools.

Judith Sheehan, Chief Divisional Administrator for Outreach and Communications of the Prince George's County, Maryland, Public School System, described plans for a pilot transportation program as part of its overall School-to-Work effort. In the effort overall, the school system partners with business and labor organizations to revise curriculum, raise expectations of students, and to provide students with opportunities that prepare them for the workplace. "After school is over, it's too late," said Sheehan, "too often students' eyes glaze over in class as they fail to see the relevance of class work." The Prince George's County Schools transportation pilot will be facilitated by a Memorandum of Understanding with the U.S. Departments of Transportation and Labor and Career Connections (the executive agent for School-to-Work in Prince George's County). The pilot will for the first time bring a comprehensive range of transportation fields into a single integrated effort and is designed to be replicated across the country. She said her "sales pitch" to businesses that ask what they can do, is "almost anything you want." The pilot will provide a continuum of experiences for young people, including career awareness, career fairs, field trips, job shadowing, mentoring, tutoring, internships, and employment as well as encourage business partners to help train the faculty. Sheehan noted that on November 20, Secretary Rodney Slater and Deputy Secretary Kathryn Higgins and Prince George's County will announce the pilot program designed to prepare students for careers in transportation. Program activities will begin in February 1998 in five elementary schools, one middle school and one high school in the Suitland area. Over the course of the pilot, all students in Prince George's schools will be able to learn about transportation careers.

Claude Verbal, President, Society of Automotive Engineers (SAE), described his position in the Society as "my avocation. My job is a manager at General Motors." The Society includes not only auto manufacturers, but also people involved in anything that moves and the technology to support them. "We believe before you can talk about work experience, you need to know what work means, and the choices you have to make," said Mr. Verbal. SAE has several education packages, such as "The World in Motion I": an eight-week module that teaches third and fourth graders to use math and science to build a vehicle or a sailboat and see what makes it move. The packet is currently being used by 18 percent of U.S. school districts. The Society's "World in Motion II" is a middle school packet that requires students to form teams and respond

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to a Request for Proposal (RFP) to build a car or an airplane. They must determine the market, research the type of vehicle the market wants, develop a sales program, build the car to specifications in the RFP, and then market it. It engages children to the point where students interested in music write advertising jingles for the marketing campaign. SAE has established the Service Technicians Society to help people promote an image change for auto mechanics, who in today's repair shops are sophisticated technicians. SAE also distributes a CD-ROM for use in high school career days to promote the job options available in their field.

Detailed Work Experience Action Items

School-Based Support

1. Overcome inertia at the school level through local business sector support.
2. Increase student exposure to work opportunities.
3. Create small "Career Academies" within high schools to encourage local community interaction with students.
4. Determine feasibility of funding the Transportation Civil Engineering (TRAC) program.
5. Solve transportation problems which currently limit students internships to job sites on transit routes.
6. Address three issues that may limit School-To-Work Programs: transportation to jobs, employer liability laws, and child labor laws.
7. Remind students that transportation businesses need social studies, English, and arts majors as well as engineers.
8. Educate students and their parents about the skills young people need to apply for internships and jobs, such as resume writing, setting career goals, etc.
9. Provide more career counseling for high school counselors, through the use of videos, and national educational programs.

Partnership Development

1. Designate a central clearinghouse in the community, such as the Chamber of Commerce, to act as liaison between businesses and schools and to avoid duplication of effort.
2. Encourage small and disadvantaged businesses to get their share of transportation contracts, which will help students and their parents.
3. Provide more internships and contacts within the business community for School-To-Work Programs.
4. Donate useful computer and other transportation equipment to vocational programs.
5. Build skills standards at community colleges.

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6. Provide schools with speakers who represent maritime and port industries.
 7. Broaden the "Trucker Buddy" program sponsored by the Truckload Carriers Association, which links elementary schools with a truck driver so students can learn geography, map skills, etc.
 8. Seek assistance from local public works departments and rural transportation groups within communities for School-To-Work mentoring.
 9. Demonstrate the concept of "what is work" to young people.

Distribution Mechanisms

1. Help schools acquire access to the Internet.
2. Provide transportation business tours to students and scout troops.
3. Work with Intelligent Transportation Systems (ITS) and the ITS website to promote transportation technology awareness among students and faculty.

Educational Resources

Goal: To identify ways to make existing educational resources, such as career awareness materials, videos, and transportation curriculum, widely available.

Moderator: William Millar, President of the American Public Transit Association.

Panelists: Gail Burrill, President, National Council of Teachers of Math; Andrew Hunt, Association of Science Education representing BP America; Elizabeth Meade, Executive Vice President and Corporate Secretary, Helicopter Association International; Shelly Snyder, Director of Communications, General Aviation Manufacturers Association; and Bill Walpert, Vice President, Education and Training Department, International Brotherhood of Locomotive Engineers.

Garrett A. Morgan Roundtable

Educational Resources Speakers

William Millar, President, American Public Transit Association, said "the toughest nut to crack is the lack of awareness of transportation employment opportunities."

Gail Burrill, President, National Council of Teachers of Math (NCTM), said that she participated in the Roundtable to represent students and to identify how resources can be made available to them. She noted that materials provided by the transportation community can form an informal basis for math lessons, such as examining airline schedules, or automobile statistics. On a more formal basis, math problems can be more realistic if students can learn about transportation jobs while doing them. NCTM has worked collaboratively with NASA to develop a math curriculum for K to 12 called "Mission Math." This curriculum uses aeronautics and aviation to make math come alive for students of all levels of math proficiency. Middle school math teachers are key to informing students and parents about why math is important in the workplace, especially in the transportation field. She suggested an educational materials catalogue would be useful to teachers, and conferences could be held to train them in the use of the materials. NOTE: (U.S. DOT has developed materials for career day speakers that help transportation professionals give examples of the use of mathematics in the design and operation of transportation systems.)

Andrew Hunt of the Association of Science Education, representing British Petroleum of America (BP America), described "Science Across the World." "Science Across the World" is an international effort to develop software which helps engage students in learning basic scientific principles through interesting applications of these concepts. The program, sponsored by British Petroleum, now includes 60 members from countries on six different continents and can serve as a model for connecting the business and education communities. Hunt was involved in the development of a software package employing road safety to teach science for use in European classrooms. This program is being modified for use in the United States. On the same day as the Forum, BP American and the American Chemical Society began a three day intensive effort to develop a chemistry module for the "Science Across the World" series. Transportation applications of chemistry were considered in the development of the module. In addition, to the development of "Science Across the World," BP America also participates in the donation of computer hardware to schools in communities where its facilities are located.

Elizabeth Meade, Executive Vice President and Corporate Secretary, Helicopter Association International, spoke of the organization's efforts to increase public awareness of

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helicopter involvement in public safety. The Helicopter Association is involved in educating preschool to adult learners and introducing helicopter careers involving rescue work and law enforcement. It provides lesson plans and coloring books for young students and more sophisticated materials for older students. The Association also has a program with the University of Wisconsin.

Shelly Snyder, Director of Communications, General Aviation Manufacturers Association, an organization representing 715 manufacturers, described its educational outreach program. In addition to motivating students, the association presents an education award to teachers and hosts a meeting at which teachers can obtain materials and information. Ms. Snyder chairs a national coalition which promotes aviation education.

Bill Walpert, Vice President, Education and Training Department, International Brotherhood of Locomotive Engineers (IBLE), AFL-CIO, discussed training and educational outreach efforts. Mr. Walpert noted that IBLE hosts a quarterly meeting and uses this as an opportunity to highlight educational opportunities on locomotive engineering. The IBLE provides videos to schools on careers as well as on safety around railroads. The International Brotherhood of Locomotive Engineers website provides information on how to become an engineer; slide presentations, videos, and workshops available from the Education and Training Department; and a scholarship program for children of members of the Brotherhood.

Detailed Educational Resources Action Items

School-based Support

1. Define, inventory, and plan utilization of educational resources.
2. Take students on transportation site field trips.
3. Encourage parents and teachers to promote transportation careers.
4. Include maritime careers in the transportation careers discussion.
5. Introduce transportation careers early as part of young children learning skills acquisition.
6. Show children what school path they will need for their transportation careers.
7. Identify ways to get "non-college bound students" to become truck drivers.
8. Network core curriculum ideas.
9. Develop a curriculum/product development database.
10. Educate people outside the school system.
11. Set higher expectations for "non-college bound kids" who can be important members of the transportation industry.

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12. Recognize that teachers are the way to reach students and that not all teachers are computer literate.
13. Train people in effective ways to visit classrooms.
14. Identify transportation professionals to follow a class through all of its schooling.

Partnership Development

1. Survey materials available from the private sector.
2. Identify school contacts with whom the private sector should work.
3. Seek contributions from the private sector.
4. Narrow the gap between an aging workforce and younger children.
5. Encourage community based organizations to target transportation career programs to minorities and women.
6. Target and mentor teachers to educate them on transportation issues.
7. Make personal contact with individual teachers through summer workshops and other activities.
8. Promote the idea that technology is the "vital link" between schools and the business community.
9. Approach trade associations for assistance in funding.

Distribution Mechanisms

1. Include freight transportation information over the Internet to teach tracking skills.
2. Use new technologies such as the Internet, the Garrett A. Morgan Website, etc.
3. Coordinate resources centrally and administer them locally.

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Community College Partnerships

Goal: To identify opportunities for the transportation sector to partner with community colleges to increase early and mid-career education opportunities.

Moderator: Patricia McNeil, Assistant Secretary, Adult and Vocational Education, U.S. Department of Education.

Panelists: Dr. Margaret Ford, Acting President of Houston Community College, Northeast; Dr. James McKenney, Director, Workforce Development, American Association of Community Colleges; Emmett O'Hare, Director of Aviation, New Jersey Division of Aeronautics; and James Hill, Assistant Vice President, Burlington Northern Santa Fe Railway Company.

Community College Partnerships Speakers

Patricia McNeil, Assistant Secretary, Adult and Vocational Education, U.S. Department of Education, reported the breakout group's good mix of community college and business people resulted in a "rich discussion of the need for awareness of the human resource requirements of the transportation field among students, the public, educators and administrators."

Dr. Margaret Ford, Acting President of Houston Community College Northeast (NE), recognized the need for community colleges to prepare their students for the economic opportunities afforded by the transportation sector. Houston Community College (HCC) has grouped together all of the modes of transportation, such as rail, land-based, sea-port, and aviation, into one comprehensive program on one campus. On the basis of extensive surveys, the college predicts an increasing need for technicians in the coming year. Houston Community College has 56,000 students and the NE Houston Community College has 6,500 students. One-half of these students lack diplomas, and one-half are single heads of household, who experience a 30 percent drop out rate.

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To assist students in staying in school, the HCC works with GED programs and child care agencies. The college has a commercial truck driving program which meets national standards and has identified specific competencies in a six week program that leads students to a \$35,000 job. They have found that training couples yields higher retention rates. The State of Texas Workforce Commission supports them with \$400,000, and a multi-million dollar community college facility is under development. The challenge they face is with the "neglected majority," said Ford, "those students who don't know their own capabilities and require support." They have implemented a dual credit program in which high school students can earn college credit, and they are developing partnerships in the metropolitan area, for example with the Chrysler Corporation, to develop a 5-year program to train students.

Dr. Ford proposed a series of action items including: extending scholarships to juniors and seniors in high school for college level programs; continuing School-To-Work Programs to assist functionally illiterate workers gain training; and launching a mobile van pilot program to make training more accessible to at-risk populations.

James McKenney, Director of Workforce Development, American Association of Community Colleges, discussed the five million students in credit programs, and the additional five million students attending community colleges for non-credit courses at the 1,200 community colleges in the U.S. He pointed out that many community colleges started as transfer institutions, and that 35 percent of their students are over 20 years of age. Most students are already working in today's economy. Forty-eight percent of minorities start higher education at community colleges. Local economies drive the programs in community colleges since many community colleges are run as a business. Dr. McKenney highlighted the need to identify community colleges nationwide which are offering transportation courses.

Emmett O'Hare, Director of Aviation, New Jersey Division of Aeronautics, said that air transportation is the fourteenth largest business in the state of New Jersey, bringing in \$15 billion in revenue and providing 80,000 transportation-related jobs for the state. The New Jersey Aviation Education Council teaches about aviation, and hosts an open house where pilots speak to students about job opportunities. Council, in conjunction with other groups such as the Civil Air Patrol, Girl Scouts, and Boy Scouts, helps students learn to fly. Other programs help students earn college credits for their flight experience, helping to build a partnership between schools and the aviation community. As Director of Aviation, his biggest challenge is to try to get local community college Deans to accept transportation as a legitimate career field for college level work and to accept flight training experience as credit worthy.

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Jim Hill, Assistant Vice President for the Burlington Northern Santa Fe Railroad, identified the need to communicate to the public that railroads can provide tremendous job opportunities. The Burlington Northern Santa Fe Railroad, the second largest in the U.S. with 45,000 employees, is working in partnership with community colleges. Hundreds of students have benefited from the partnership as evidenced by an impressive 97 percent placement rate with the railroads.

Detailed Community College Action Items

Community College-based Support

1. Pilot a literacy-training van program to make training more accessible.
2. Identify colleges offering transportation courses.
3. Encourage more students to consider trucking careers.
4. Address bilingual needs at community colleges.
5. Encourage bilingualism among truckers.
6. Examine tenure issues as they relate to a resistance to curriculum changes.

Partnership Development

1. Extend the HOPE Scholarship tax credit to high school juniors and seniors for college level programs.
2. Continue School-To-Work Programs.
3. Link the business community with community colleges to help revise curricula.
4. Advocate a trucking program with funding for near-term initiatives.
5. Link environmental remediation to transportation.

Distribution Mechanisms

1. Interest students in transportation careers at job fairs.
2. Promote public awareness of the value of transportation careers

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College/University Partnerships

Goal: To identify ways to increase the number of multi-disciplinary transportation degree programs and how student interest in such programs can be expanded.
Moderator: Dr. Joseph Coughlin, Director, Massachusetts Institute of Technology's New England University Transportation Center (UTC). Panelists: Walter LeFevre, Deputy Director of the University of Arkansas Blackwell National Rural Transportation Study Center, University of Arkansas; Sarita Brown, Executive Director of the White House Initiative on Educational Excellence for Hispanic Americans; and Dr. Naomi Ledé, Executive Director (Emeritus) of the Center for Transportation Training and Research at Texas Southern University.

College/University Partnerships Speakers

Dr. Joseph Coughlin, Director, Massachusetts Institute of Technology's New England University Transportation Center, introduced each panelist and proposed the following framework for the working group, "How can we attract more students to the transportation field? We have a problem. Because we are not building large scale engineering projects (e.g., highway construction), we are not currently attracting students to the field. We need to have a broader view of what transportation is. We should include other fields such as demography, environmental policy and analysis, political science, accountants, etc. For example, many major transportation programs across the country are having difficulty attracting students to their programs. Students who complete transportation programs often earn far less than those same students in business programs with a few transportation courses."

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Panelist Sarita Brown, Executive Director of the White House Initiative on Educational Excellence for Hispanic Americans, said that talent development is needed to move people and the country forward. The Department of Education has a math and algebra intervention program for 7th and 8th graders. Other intervention programs are available. A comprehensive system is needed for students. K - 16 career paths are needed. An educational system that allows students to make a choice is needed. Ms. Brown discussed the Student Temporary Employment Program (STEP) and its accomplishments. She also discussed the Hispanic institution lecture series, curriculum development, faculty fellowships, the National Bilingual Engineering Program, language issues, and the linkages of community colleges and colleges with four year degrees.

Dr. Naomi Ledé, Executive Director (Emeritus) of the Center for Transportation Training and Research at Texas Southern University (TSU), said that the Student Temporary Employment Program (STEP) allows TSU to attract the best and brightest, but there is a need to increase student interest. Education and training are the systems by which human capital is preserved. TSU goals and strategies are to meet demands now and in the future, prepare students with competencies and skills for the workplace, and change curriculum based on the needs of the workforce. Higher education must be at the core of the delivery mechanisms, and there is a need for continuing education for faculty and partnerships. Information taught in these courses should include the international transportation business. There is a need to look at internal partnerships; for example, recruiting from other disciplines such as the environment, urban planning, law, and political science. Specialized, interdisciplinary courses and strategic alliances between colleges, universities, and University Transportation Centers as well as joint research and degree programs need to be considered. Collaborative partnerships create a learning environment that capitalizes on new technologies and human capacity building. These collaborations can include universities and community colleges, universities and private schools, and universities and government. There is also a need for feeder programs to join with other academic programs. Dr. Ledé noted the need for transportation education programs for a multilingual student population. Simultaneously, she stressed the need for a capable multilingual transportation workforce.

Walter LeFevre, Deputy Director of the University of Arkansas Blackwell National Rural Transportation Study Center highlighted the university's Masters in Transportation Engineering degree program. It is the only program of its type in the country. New faculty was hired to implement the program, and it was established and running in less than six years. A Masters in Transportation Management was created in the business school and faculty was also hired to implement this program. This center does considerable research for the transportation industry, including research to identify transportation needs of companies such as WalMart. The Center's research projects provide educational opportunities for students and faculty alike. The innovative programs include a distinguished lecture series where transportation experts spend

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several weeks at the center; an annual "Evening with the Pros" which showcases leading transportation speakers, two transportation career videos for 7th and 8th graders created with the help of a high school drama department, and a training program for transportation technicians which has already been held over thirty times.

College/University Partnerships Action Items

College/University-based Support

1. Promote the interdisciplinary nature of transportation among faculty.
2. Encourage faculty to motivate students.
3. Identify methods of getting students into the transportation pipeline.
4. Identify leads for the students; market the students.
5. Recruit students into transportation careers.

Partnership Development

1. Identify government incentives to encourage faculty to promote transportation training.
2. Solicit private sector support to supplement the U.S. Department of Transportation University Transportation Center program
3. Identify employment needs for today and for the future and provide that information to the Department of Labor.
4. Find the leaders in transportation and create a transportation speakers bureau to address young people.
5. Take advantage of the available financial resources. There are many scholarships available from sources such as the American Society of Transportation Logistics, traffic associations, engineering clubs, National Defense Transportation Association, and Women's Transportation Seminar, etc. Make information more readily accessible. This list can also be used as a source of speakers.
6. Provide government action in three areas:
 - Promote Student Temporary Employment Program (STEP) an Office of Personnel Management program, one of the components of the Federal Student Education Employment Program which provides students with exposure to public service and enhances the education experience for high school and college students;
 - Fund seed money for Historically Black Colleges and Universities, Hispanic Serving Institutions, Native American and women's colleges, and
 - Assess the educational needs in transportation

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7. Link study with work.
8. Collaborate with existing institutions to build partnerships.
9. Form strategic alliances with other colleges.
10. Innovate within programs to keep course content current.
11. Develop one stop shopping for transportation internship and entry level job listings and publicize it.

MORGAN EDUCATION ROUNDTABLE

October 30 Attendees

NAME	FNAME	COMPANY
Abelson	Donald	Society of Automotive Engineers (SAE)
Adams	Gina F.	FDX Corporation
Allegretti	Thomas A.	American Waterways Operators
Andrews	Donald R.	Southern University and A&M College
Bagley	John F.	Battelle
Bagley	George D.	Horizon Air
Barnes	Ronald L.	Greater Cleveland Regional Transit Authority
Barnes	Rose M.	Booker T. Washington Magnet School
Batts	Lana	Truckload Carriers Association
Baylor	Valoria E.	Martin Luther King Elementary School
Becker	Darby	General Aviation Manufacturers Association
Benitez	Margarita	Equity Research Corporation
Berkowitz	Francine C.	Smithsonian Institution
Berkowitz	Carl M.	Dowling College

NAME	FNAME	COMPANY
Bingham	Pamela R.	National Society of Black Engineers
Blair	Robert A.	Manatt, Phelps & Phillips
Blair	Betty J.	AMTRAK (Trans-Tech Academy Advisory Council)
Bolen	Ed	General Aviation Manufacturer's Association
Bonaparte	Marion	Baton Rouge Community College
Breen	Faith	Prince George's Community College
Bronzini	Michael S.	Oak Ridge National Laboratory
Brown	Steve J.	National Aeronautics Association
Brown Excellence	Sarita E.	White House Initiative on Educational
Brown	Delores Hill	Prince George's County Schools
Browning	Jess	University of Washington
Buchanan	Karen	Booker T. Washington Magnet School
Buechner Assoc.	William	American Road & Transportation Builders
Burrill	Gail	National Council of Teachers of Mathematics (NCTM)
Cambridge	Joedy W.	Transportation Research Board

NAME	FNAME	COMPANY
Carney-Telley	Sandra	Aerospace Industries Association
Casella	Francesca	MCET
Casey	Don	The Fertilizer Institute
Chiarello	Anthony	Maersk Equipment Service Co., Inc.
Condit	Philip M.	Boeing Company
Coughlin Center	Joseph F.	New England University Transportation
Crabbs	Wendy D.	Federal Information Exchange
Cruz	Miriam I.	Equity Research Corporation
Davis	Lawrence A.	University of Arkansas, Pine Bluff
Davis	Lee L.	National Transportation Consortium
Davis	Leroy	South Carolina State University
DeLeon	Edmundo	White House Initiative on Educational
DeRoze America	Virginia	Professional Truck Drivers Institute of
Diridon	Rod	Norman Y. Mineta International Institute
Ditano	Ralph	National Air Carriers Association

NAME	FNAME	COMPANY
Eckel	Roslyn M.	Texas Southern University/Third Ward
Eglinton	William	Seafarers International Union
Engler	Kevin	Federal Information Exchange
Faber	Donna	Roadway Express Inc.
Fitzgerald-Johnson	Mildred	National Technical Association
Ford	Margaret L.	Houston Community College System
Fore	Victoria L.	ITS Consortium, Inc.
Frank	Abe L.	Council of State Governments
Freeman	Louis L.	Southwest Airlines
Fuller II (TMSI)	Freddie C.	Transportation Management Services, Inc.
Garzke Jr.	William H.	The Society of Naval Architects & Marine Engineers
Gershaneck	Glenn J.	Vermont Department of Transportation
Gilliam	Arleen	AFL-CIO
Glover	John	ITS Consortium Inc.
Glucksman	Suzy	ASME International

NAME	FNAME	COMPANY
Goldstein	Jack	OMI Corporation
Goldstein	Jack	SAIC
Greene Jr.	Jerome G.	Southern University
Greenwood	Lee	Lewis & John Gilbert Foundation
Gregory	Rodney	Reach for Tomorrow, Inc.
Griffin	Michelle	US Chamber of Commerce
Hall	Elliot S.	Ford Motor Company
Hannon	Donald V.	New York State DOT
Harris-Gale	Gwendolyn	Washington Metro. Area Transit Authority
Hawks	Steve	Kerr-McGee Corporation
Hebert	Theresa M.	Boeing Corporation
Heeren	Hazel	Maryland Aviation Administration
Helmick	Jon S.	Logistics Intermodal Transportation Program
Herman	Herbert	State University of New York at Stony Brook
Hill	James L.	Burlington Northern Santa Fe Railway Co.

NAME	FNAME	COMPANY
Honor	Edward	National Defense Transportation Association
Houston	Russell	Institute for Transportation Engineers
Hoye	J. D.	U.S. Department of Education
Hunt	Andrew	Association of Science Education/BP America
Ingram	Robert	National Society of Black Engineers
Jenkins	Michael L.	American Warehouse Association
Johnson	Charlie W.	Active Transportation Company
Jolibois	Sylvan C.	Lehman Center for Transportation Research
Jones	James	Port Authority of New York/New Jersey
Jones	Ron L.	Colossal Graphics
Joseph	Jeffrey H.	U. S. Chamber of Commerce
Joyce	Peter	National Alliance of Business
King	Elaine	Transportation Research Board
King	Larry	Sverdrup Civil Inc.
Koranda Officials	Amy	National Association of State Aviation

NAME	FNAME	COMPANY
Kurz	Gearhard	Mobil Shipping & Transportation Company
LaCouture	Carle B. H.	ICI Americas, Inc.
Ledé	Naomi W.	Texas Southern University
LeFevre	E. Walter	Mack Blackwell Transportation Center
Locke	Barry	
Logie	Al	Garrett A. Morgan Association (FHWA)
Londrigan	Bill	AFL-CIO
Macon	Charmayne	The Ferguson Group
Mants	Bob	Lowndes County
Martin	Sheila Harmon	Government of the District of Columbia
Martin	Jim	National Governors' Association
McCall	Shirley C.	Trans Tech Academy
McKenney	James F.	American Association of Community Colleges (AACC)
McNeil	Patricia W.	U.S. Department of Education
Meade	Elizabeth W.	Helicopter Association International

NAME	FNAME	COMPANY
Meury	Veronica	Society of Automotive Engineers Foundation
Milder	Nelson	ASME
Millar	William W.	American Public Transit Association
Milton	Marcia Fields	Greater Southeast Healthcare School
Mingia	Yoman	Hyattsville Middle School
Mitchell	Mary	NIST
Morgan	Sandra	World Trade Center Cleveland
Moses	Morris	Washington Metro Area Transit Authority
Munlin	Fannie M.	National Council of Negro Women
Nee	Eric	National Transportation Safety Board
O'Hare	Emmett N.	New Jersey Department of Transportation
Ogburia	Sylvanus S.	Alabama A&M University
Ortman	John	Triangle Coalition of Science and Technology
Overby	Paul	ADTRANZ
Palacios	Adelfino	Del Mar College

NAME	FNAME	COMPANY
Payne	Joanne	Payne, Shea & Associates, Inc.
Perlman	Abigail	U.S. Chamber of Commerce
Petty	John	Maryland Department of Transportation
Picomel	Miguel	University of Texas at El Paso
Priest	Terrance L.	Coors Brewing Company
Quade	Catherine	St. Mary's School
Remark	John	Amalgamated Transit Union
Richburg	Addie	Bell Richburg Group
Richter	James R.	Baltimore City Public Schools
Rodman	John	Federal Information Exchange
Rought	Raymond J.	Minnesota Department of Transportation
Sammon	Grace	National Career Academy Coalition
Santiago	Victor	Universidad Interamericana
Schneider	Susan	Transportation Research Board
Shaw	Talbert O.	Shaw University

NAME	FNAME	COMPANY
Sheehan	Judith	Prince George's County Public Schools
Skehan	John	Trans Tech Academy
Smith	Sandy	Parkdale High School
Snyder	Shelly R.	General Aviation Manufacturers Association
Snyder	Sharon	Reach for Tomorrow
Sorenson Association	Jack	Aerospace & Transportation Education
Speight	Randy	Chemical Manufacturers Association
Sprague	Daniel	The Council of State Governments
Starnes	Michael S.	M.S. Carriers Inc.
Starsman	Raymond E.	ITS America
Suluki	Celia R.	FAMU Lab School
Swygert	H. Patrick	Howard University
Taylor	Ray	Association of Community College Trustees
Taylor	Addis	Florida A&M University
Teles	Elizabeth	National Science Foundation

NAME	FNAME	COMPANY
Templeton	John William	Electron Access Inc.
Texter	P. Cardie	MCET
Thomas	W. Eric	Mississippi Valley State University
Thompson	Paul N.	William Rainey Harper College
Underwood	Peter	Reach for Tomorrow, Inc.
Veena	Sneh B.	Voorhees College
Vela	Charles E.	Latino Science and Engineering Consortium
Verbal	Claude A.	General Motors Corporation
Walker	Allan	National Shipyard Association
Walpert	Harvey	Trinity Marine Group, Inc.
Walpert	Bill	Loral Space & Communications Ltd.
Weaver	Kathryn H.	Ubiquity Marketing
Wells	Wayne	University of Texas at Brownsville
Westby Transportation	Karl D.	Washington State Department of
Whorl	Patricia	PEPCO

NAME	FNAME	COMPANY
Wickliff	Jay	Presidential Classroom
Wilfong Jr. Businesses	Hank	National Assn of Small Disadvantaged
Wright	Charles A.	Florida A&M University
Yohe	Scott	Delta Air Lines
Yost (ACBM)	Herman	Advanced Cement-Based Materials Center