SECTION 4.0 CAREER PATHWAY IMPLEMENTATION

4.1 Project Title

“Transportation Planning Professional Plus Certification”

4.2 Workforce Priority

In Spring 2018, SWTWC piloted a career pathway demonstration for the transportation planning discipline, that would test, validate, and document strategies for pathway deployment and the challenges/barriers institutions face in implementing such programs. Taking the form of a customized “Intro to GIS” class, this demonstration pilot introduced CTE students at Los Angeles Trade Technical College (LATTC), along with their dual-enrolled Los Angeles Unified School District classmates, to the transportation planning career path and the use of GIS technology in a planner’s typical work activities.

In this class, the use of industry contextualized curriculum, work-based project learning, accessible class scheduling, and strong employer engagement were measured to evaluate their success in steering early student career objectives. For students, this pilot provided a glimpse into the world of the transportation planner, experienced first-hand through actual fieldwork and candid discussions with industry practitioners.

Through the introduction of SWTWC’s clearly-articulated academic and occupational pathways, students were also exposed to the multiple levels of interesting, forward looking employment opportunities within this growth sector.

Over the course of researching this discipline and designing and evaluating its demonstration pilot, it became clear that few of the current academic planning programs available to planners today emphasize experiential learning (co-curricular activities) or introduce cross-disciplinary competencies in their academic plan.

As demonstrated in the 2018 pilot, both of these missing components can play a significant role in engaging K-12 and community college students around this relatively unknown career path, while at the same time prepare them for work as a modern transportation planner, using readily available tools like contextualized instruction and work-based learning activities.
4.3 Project Description

The Transportation Planning Professional Plus (TPP+) Certificate program is intended to complete a planner’s academic preparation by offering a series of extra-curricular courses in the form of modular, non-credit professional development opportunities. This course series, which culminates in a capstone project and professional certification, will deliver a set of in-demand, cross-disciplinary workplace competencies to students within a graduate planning program of incumbent professionals seeking to upskill and/or advance in their career.

By replicating CSULB’s Center for International Trade & Transportation’s proven Global Logistics Specialist and Marine Terminal Operator programs—both offering a series of non-credit, modular, and fee-based professional development courses that lead to professional certifications—SWTWC brings experience and infrastructure to this TPP+ implementation.

TPP+ Program Highlights:

- Industry recognized approach.
- Hierarchical, modular credentialing.
- Leads to planning professional designation.
- Supported by SoCal Universities, APA, Esri, HNTB.
- Offers credit-by-exam; credit for prior learning.
- Sustainable; fee-based instruction is self-supporting.
- Capstone project-based learning, students collaborate in multi-disciplinary teams.
- Students receive direct access to employers; incumbent career advancement.

To achieve this, SWTWC will assemble a new competency steering committee of practicing industry professionals, who collectively will perform a needs assessment to determine which competencies are most valued by employers (and missing from new-hires), then prioritize them in terms of their deployment within the modular/stackable course framework of TPP+.

Once a modular TPP+ course framework is designed, syllabi prepared, and a pilot curriculum developed, SWTWC will launch the first course at its own continuing education facility on the CSULB campus. Pilot participants will be recruited from partner organizations, the USC Price School of Public Policy, and from APA’s local chapter membership.
TPP+ Module Competencies:

- Presenting complex problems using GIS story maps.
- Understanding land use policy and regulations.
- Working with environmental studies and litigation teams.
- Rendering complex scenarios through data visualization.
- Public and community engagement.
- Esri ArcMap for Dummies.

Full scale deployment of the TPP+ program will include access to multiple, stackable modules that culminate in a student capstone project and a professional certification. SWTWC will work with project partner APA to endorse the TPP+ certificate nationally and to recognize its courses for continuing education credit. Articulation agreements for credit transfer (credit by exam or credit for prior learning) with local colleges and universities will also be negotiated.

4.4 Implementation Partners

SWTWC thanks its partners for their continued engagement, contribution, and commitment to developing workforce solutions that positively impact the lives of students and the incumbent workforce. In their support of this career pathway pilot implementation for the transportation planning discipline, each of these valued partners have agreed to participate as key contributors to this plan's deployment, success, and long-term sustainability. SWTWC's partner organizations, including their roles and responsibilities, are presented below:

Los Angeles Trade Technical College (LATTC): As both a deployment and implementation partner, LATTC provides access to underrepresented student populations, facilities for classroom orientation and facilitation, on-campus recruitment resources, access to their CTE Transportation Pathway student pipeline, and connection to their Transportation Workforce Institute employer network and high school program. As a funding recipient of California's Strong Workforce program—which seeks to develop more workforce opportunity and lift low-wage workers into living-wage jobs—LATTC is also a valued funding provider for pilot courses.
Pima Community College (PCC): Like LATTC, Pima is another partner launch site in Arizona for scaling and replicating the 2018 “Intro to GIS” planning demonstration pilot. Pima’s mostly rural and tribal student population will benefit from exposure to the transportation planning career path and its documented career potential, while at the same time providing SWTWC with new feedback and refinement on this K-12 to community college to university bridge program.

USC Price METRANS Transportation Center: The Sol Price School of Public Policy at the University of Southern California is the first of five regional universities with an APA-accredited planning program to partner with SWTC on TPP+. As home of the METRANS Transportation Center—a responsibility shared with CSULB, USC and its broad network of industry partners will play a critical role in assessing the competencies and workplace skills most desired for their planner incumbents, advising on curriculum development and experiential learning activities, providing professional planning faculty advisors, and evaluating the outcomes of the first TPP+ module pilot.

Statewide Director for Advanced Transportation & Logistics: As part of the California Community College Chancellor’s Office “Doing What Matters for Jobs and the Economy” initiative, the Office of ALT oversees all transportation-related workforce projects, collaboratives, and initiatives within the state of California. This office provides the comprehensive network infrastructure necessary to fully assess, pilot, and scale the TPP+ program through to capstone certification.

Esri: An international supplier of geographic information system software, web GIS, and geodatabase management applications, Esri is a major contributor to pilot deployment through the licensing of its ArcGIS software and providing in-class guest lecturers and access to GIS data sets.

Southern California Association of Governments (SCAG): Another critical industry partner, SCAG is the nation’s largest metropolitan planning organization, representing six counties, 191 cities, and more than 18 million residents. SCAG offers internships, guest lecturers, assessment committee advisors, subject matter expertise, and access to a wide cache of research project data.
4.5 Partner Commitments

In an expression of their commitment to the deployment and mission of this implementation plan, SWTWC partners have “signed-on” as key contributors of time, expertise, resources, and in some cases funding, through the authorized letters of agreement presented below. It is this level of engagement that makes a program of this scale possible.

Dr. Thomas O’Brien, Director
Southwest Transportation Workforce Center
California State University, Long Beach
6300 State University Drive
Long Beach, CA 90815

RE: National Transportation Career Pathways Initiative
Planning Career Pathway Implementation Partnership

Dear Dr. O’Brien,

The Office of the AT&L Statewide Director for Advanced Transportation and Logistics is pleased to partner with the Southwest Transportation Workforce Center in the deployment of a career pathway program for the transportation planning workforce. As an industry sector resource for California’s community colleges and its transportation workforce, my office is committed to developing programs that supply in-demand skills for employers, create relevant career pathways and stackable credentials, promote student success, and get Californians into jobs. I am partnering with SWTWC in this venture to be in direct alignment with our mission.

I understand the proposed project, Transportation Planning Professional Plus (TPP+), would establish a series of non-credit multi-disciplinary learning modules that deliver in-demand workplace competencies and provide experiential learning opportunities to students looking beyond their college education to a professional career. I see the potential for TPP+ to expand access to priority occupations in transportation planning to K-16 students, and as an effective way to deliver emerging and in-demand skills to the current workforce through professional training solutions.

As a lead project partner, my office intends to participate in the following ways:

- Provide leadership in developing workforce solutions.
- Tap industry/academic leaders to advise on new curriculum and work-based learning projects, and to promote course participation within their networks.
- Help promote the TPP+ program throughout the AT&L/ATL network.
- Participate in TPP+ advisory working group meetings.

My office is highly supportive of this initiative and we look forward to providing Californians with better access to career opportunities in transportation planning.

Sincerely,

[Signature]

Dr. Thomas O’Brien, Director
Southwest Transportation Workforce Center
California State University, Long Beach
6300 State University Drive
Long Beach, CA 90815

February 20, 2018

RE: National Transportation Career Pathways Initiative
Planning Career Pathway Implementation Partnership

Dear Dr. O’Brien,

The Los Angeles Trade Technical College (LATTIC) is pleased to partner with the Southwest Transportation Workforce Center (SWTWC) on the deployment of a career pathway program for the transportation planning workforce. LATTIC is firmly committed to advancing solutions through partnerships to advance student success and workforce success through practical education, advanced degrees, access to 10 year institutions, and local employers. We believe partnering with SWTWC in this venture is in direct alignment with our mission.

We understand the proposed project, Transportation Planning Professional Plus (TPP+), would establish a series of non-credit multi-disciplinary learning modules that deliver in-demand workplace competencies and provide experiential learning opportunities to students looking beyond their college education to a professional career. I see the potential for TPP+ to expand access to priority occupations in transportation planning to K-16 students, and as an effective way to deliver emerging and in-demand skills to the current workforce through professional training solutions.

As a lead project partner, my office intends to participate in the following ways:

- Provide leadership in developing workforce solutions.
- Participate in the student screening and recruitment process.
- Work collaboratively to develop and evaluate training programs.
- Offer access to classrooms, computer labs, course instruction, and textbooks.
- Attend and participate in all training discipline working group meetings.

LATTIC is highly supportive of this initiative and we look forward to providing our students with better access to career opportunities in transportation planning.

Sincerely,

[Signature]

Jan Stearns, Director
Los Angeles Trade Technical College

All papers: 5th Floor Building, Los Angeles, California 90015; Tel: 213-968-6979, Fax: 213-746-6979.
February 19, 2019

Dr. Thomas O’Brien, Director
Southwest Transportation Workforce Center
California State University, Long Beach
6300 State University Drive
Long Beach, CA 90815

RE: National Transportation Career Pathways Initiative
Planning Career Pathway Implementation Partnership

Dear Dr. O’Brien,

The METRANS Transportation Center, Sol Price School of Public Policy, University of California, is pleased to partner with the Southwest Transportation Workforce Center in the deployment of a career pathway program for the transportation planning workforce. METRANS recognizes the importance of transportation and urban planning in our regional economy and remains firmly committed to creating and articulating clear career pathways that promote student access to higher learning, success in their academic endeavors, and that open up opportunities for a professional career. We believe partnering with SWTWC in this venture is in direct alignment with our mission.

We understand the proposed project, Transportation Planning Professional Plus (TPP+), would establish a series of non-credit multi-disciplinary learning modules that deliver in-demand workplace competencies to students in planning programs and to professional planners. Modeled after the successful Global Logistics Specialist and Marine Terminal Operator programs, SWTWC would host TPP+ courses that are taught by industry professionals, offer continuing education credit, and culminate in a transportation planning capstone project and TPP+ professional credential.

As a lead project partner, we intend to participate in the following ways:

• Test pilot TPP+ courses with Price School students.
• Advise on a needs assessment of competency module learning objectives.
• Support an NSF proposal for longitudinal tracking of student career choices.
• Attend and participate in Planning discipline working group meetings.

METRANS is highly supportive of this initiative. We look forward to better equipping professionals for career opportunities in transportation planning.

Sincerely,

Genevieve Giuliano
Professor and Director
Margaret and John Ferraro Chair in Effective Local Government
4.6 Project Outcomes

During the first year of deployment, SWTWC, in collaboration with its Planning Steering Committee and implementation partners, will deliver the following project outcomes:

Transportation Planning Professional Plus Initiative

1. Pilot Bridge Program Launch w/ 10 Students, Pima Community College.
2. Quarterly Convenings: Planning Steering Committee.
4. Project Plan w/ Syllabi for Full Rollout, TPP+ Program.
5. New Curriculum, Pilot TPP+ Competency Module.
6. Pilot TPP+ Course Launch w/ 10 Students, Cal State Long Beach.
7. Credit Articulation Agreement, USC/CSULB Academic Programs.
8. APA Credential Endorsement; CE Credit Authorization.
9. NSF Funding Proposal for Student Career Tracking.

4.7 Project Timeline

The proposed implementation activities for project year 2019-2020 are outlined below:

Transportation Planning Professional Plus Initiative

1. Replicate Bridge Program at Pima July – December 2019
2. Assemble & Convene Steering Committee July 2019, Quarterly
3. Complete Industry Needs Assessment August 2019
4. Validate thru Broad Network Survey September 2019
5. Establish Framework, TPP+ Series September – November 2019
6. Develop Syllabi, TPP+ Credential October – December 2019
8. Identify Faculty, Train-the-Trainer October 2019, January 2020
9. Promote, Recruit, Enroll Students January 2020
10. Launch Pilot (10 Students Min) Spring 2020
11. Measure, Evaluate, Report, Refine June 2020
12. Establish Roadmap, Full Rollout April 2020
13. Establish Credit Articulation, Post-Secondary May 2020
14. Establish Credit/Certificate Endorsement, APA June 2020
15. Submit First-Year Project Report July 2020
16. Develop Student Pathway Tracking Strategy January – February 2020
17. Submit NSF Funding Proposal (est.) March 2020
### 4.8 First Year Workplan

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<tr>
<th>Date</th>
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<tr>
<td>Jul-19</td>
<td>Replicate Bridge Program at Pima Access Unique Tribal Demographic</td>
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<td>Aug-19</td>
<td>Develop &amp; Deploy Intake Program</td>
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<td>Sep-19</td>
<td>Launch, Track, Measure, Evaluate</td>
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<td>Generate Summary Report</td>
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<td>TPP+ Steering Committee</td>
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<td>Assemble &amp; Convene Industry Needs Assessment</td>
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<td>Jan-20</td>
<td>Broad Stakeholder Needs Survey</td>
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<td>Feb-20</td>
<td>TPP+ Faculty Certificate</td>
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<td>Mar-20</td>
<td>Pre-Quality Checklist Program</td>
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**Notes:**
- (July 2020) Estimated completion dates.
- (expected) Final submission dates.
(end of report)