

# TRANSPORTATION AND WAREHOUSING WORKFORCE DEVELOPMENT FRAMEWORK FOR ACTION: LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA

The purpose of this Framework for Action<sup>1</sup> (Framework) is to guide postsecondary workforce development efforts pertaining to middle-skill occupations in the transportation and warehousing industry in Los Angeles and Orange Counties, California. Contributions to the development of the Framework were provided by numerous individuals from forty organizations serving the transportation and warehousing industry sector in the greater Los Angeles region. The Framework consists of four overarching goals and accompanying strategies and actions (in priority order) as follows:

- **Develop partnerships between transportation employers and postsecondary education providers** through the following:

Strategies:

- Increase communication and collaboration between industry, post-secondary institutions, local governments, and community agencies
- Identify strategic technology advances on the horizon and prioritize industry requirements
- Increase transportation and warehousing industry data accessibility and reliability
- Promote and create learning-labor exchanges
- Share technology training materials across industry and workforce education providers
- Increase employer-sponsored, work-based learning opportunities and incumbent worker training

Action Items:

- Create an industry-educator forum to consistently address workforce needs
- Promote creation of paid, industry internship and apprenticeship programs
- Through a platform (described below), create centralized response system/process for responding to employer inquiries and requests for education and training assistance
- Conduct regular needs analysis and technology scans to inform curricular and program priorities at the regional level
- Identify champions to lead development of an online platform; identify resources for maintaining the database; populate platform with “consumable” career information; scholarships; resources; job opportunities, internships, and work-based training opportunities; incorporate project-, work-, and community-based learning platform/features
- Promote platform to employers, workforce development providers, counselors, career centers, community-based organizations
- Work with municipal governments and employers to create projects that address real-world transportation and warehousing problems

- **Raise interest in transportation occupations** through the following:

Strategies:

- Build a positive, accurate brand for transportation and warehousing industry
- Increase online, social media, and other communication methods and channels to reach all audiences including youth/young adults
- Raise awareness of transportation and warehousing industry and career potential; particularly with those individuals who advise students
- Communicate how transportation and warehousing industries address sustainability and livability to attract youth/young adults

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<sup>1</sup> The regional Framework for Action was made possible through a Federal Transit Administration (FTA) Innovative Public Transportation Workforce Development grant and was adapted from a national framework for action developed as a cumulative product from working sessions at the National Transportation Workforce Summit, sponsored by the Council of University Transportation Centers (CUTC) in cooperation with the U.S. Department of Transportation (U.S. DOT), April, 2012.

Action Items:

- Develop engaging branding and communication methods/materials; partner with industry creative services departments to assist
- Provide career exposure opportunities such as field trips, virtual experiences, and internships to increase youth/young adult awareness of transportation and warehousing careers
- Distribute communication materials and engage regional secondary and postsecondary counselors and career centers
- Provide hands-on career exploration activities; year-round
- Connect “interest-raising” efforts with secondary career pathway programs and activities

- **Increase preparation for transportation occupations to meet industry needs** through the following:

Strategies

- Clearly communicate occupation qualifications
- Develop shared postsecondary curriculum and credentials to industry standards and requirements
- Expand work-connected, experiential learning options and opportunities
- Define performance measures to assess student knowledge, skills, and abilities

Action Items:

- Develop, expand internship programs that utilize flexible state and federal funding
- Develop list of core competencies for high demand/high need transportation and warehousing careers
- Gather and apply feedback from industry to recalibrate certificate and degree programs as needed
- Establish a clearinghouse of materials and resources
- Create a regional, shared idea lab; makerspace incorporating virtual access and utilization options
- Establish “platform” to create project-, work-, and community-based learning resources
- Align curriculum between educational providers across the region
- Create standardized, sharable learning modules

- **Expand access to transportation postsecondary education** through the following:

Strategies:

- Standardize skill/competency definitions for postsecondary credentials (badges, certificates, degrees, transfer requirements) and industry certifications (where applicable)
- Develop, expand flexible course/program delivery models to accommodate working students
- Streamline methods and processes for skill/credit portability between education and workforce development providers
- Increase direct funding opportunities for students
- Expand postsecondary programs
- Increase credit for prior/other learning opportunities

Action Items:

- Develop new and expand existing education and training programs including new entrant and mid-career programs
- Create regional career pathway maps including education options and the direct connections between them; ensure connections are supported by streamlined transfer/articulation processes
- Develop, expand delivery models that accommodate working learners – online learning options; flipped classrooms; cooperative education; etc.
- Develop standard skill/competency definitions; collectively working with certifying groups and employers
- Expand scholarships and other funding/resources through industry partners, state/federal grants, etc.
- Create funding map of available scholarships and aid programs
- Create shared prior/other learning assessments and processes

