



Competency models can serve as a map for education/training providers, employers, job seekers, workforce and economic developers. A sustainable pipeline of skilled workers can be built when all these stakeholders work together in cooperation. Some recommendations for the use of the Transportation competency Model are:

1. As emphasized continuously by employers, one of the key findings of this study was the shortage of the presence of “soft skills”, especially in the incumbent workforce. It was not sufficient to be technically qualified alone; employers expressed the need for them to possess additional skills as described in the Foundational Competencies tiers of this model. This message needs to be conveyed to all education providers in the state. The Department of Economic Development (DED) can collaborate with partners in Missouri Department of Higher Education (MDHE) to promote educational efforts geared towards preparing students for college and the workplace. This work could be accomplished through :
  - ❖ Creating a cross-walk between the Curriculum Alignment Initiative entry-level competencies and the foundational competencies in Tiers 1& 2
  - ❖ Having MDHE promote the findings of the Transportation competency model report to postsecondary institutions, for their use in reviewing current curriculum for Transportation-related degree programs and aligning business driven competencies with entry and exit skills as defined by education/training providers
  - ❖ Present progress on these activities to the P-20 Council by the end of state fiscal year 2010
2. As the Transportation field contains both occupations that require postsecondary training as well as those that do not, hence soft skills training/development needs to start as early as K-12. The Department of Elementary Secondary Education (DESE) along with the Missouri Center for Career Education can use several of the report’s findings as a useful tool in their role as a change agent for the field of career education in Missouri in the following ways:
  - ❖ Utilize Tiers 1-5 as the basis for developing measurable learner objectives (MLOs) for use by classroom teachers in an occupational area
  - ❖ For programs that are occupationally specific and represented in the targeted sectors, Tier 5 could also be used as a basis for curriculum development
  - ❖ The model could also be used as a resource for new teacher induction programs and other professional development efforts
  - ❖ The results could be integrated into work on programs of study, curriculum development and data driven decision making
3. This report can also assist the Transportation council (comprising of Transportation industry top executives and education training providers) direct creative strategic plans intended for growth within the Transportation sector.
4. The competencies derived from the Transportation competency model serve as a training map for specific TRANSPORTATION occupations and could be compared to current training available in public postsecondary institutions to identify “skill gaps” as identified by employers with results tied to regional demand.





- ❖ A further gap analysis between Missouri employer training needs versus Missouri education/training program offerings could be conducted
5. Integrate the Transportation competency model results in the development of career information products for job seekers and both elementary/secondary and postsecondary students. This could be disseminated through :
- ❖ The Public Outreach Partnership (POP), a collaborative workgroup with representatives from DESE, DHE, MERIC, Department of Economic Development Division of Workforce Development (DWD), MCCE and the Missouri Chamber of Commerce. The POP workgroup represents state agencies concerned with education and workforce development that are helping inform and build awareness among the public, particularly students and potential students, of targeted careers, educational and industry trends, and workforce development priorities.
  - ❖ Missouri Connections, a website that helps students (grades 7-16), their parents, guidance counselors, and educators in career exploration and education planning.

