

## Missouri Post-Secondary Success

<http://www.missouripss.org>

**Missouri Post-Secondary Success** is a *College and Career Readiness School-Wide Framework* (Gaumer Erickson, Noonan, & Soukup, 2013) that promotes graduation and positive postschool outcomes for all students by providing teachers with evidence-based tools, approaches and strategies that they can use to build students' inter- and intrapersonal competencies as well as cognitive skills.

- **Missouri Post-Secondary Success** addresses the following concerns of both the field and research communities:
  - The National Research Council (2012) identified intrapersonal, interpersonal, and cognitive skills as vital to success in the 21st century, but many of these critical skills are not systematically taught in high school.
  - Guidance counselors work to prepare students for college and career, but their caseloads are very high and their job responsibilities are diverse; therefore, without collaboration, they are unable to meet the intrapersonal and interpersonal needs of every student.
  - General education teachers frequently teach transferable cognitive, intrapersonal, and interpersonal competencies within their content areas, but there is great variability in which competencies are taught and how they are taught across content areas and teachers.
  - Special education teachers are responsible for providing students with disabilities the skills they need for successful transition (e.g., intrapersonal and interpersonal competencies), but they do not consistently provide these supports to the majority of students with disabilities because these students are included 80% or more of the time in the general education setting; they simply lack access to these students.
  - Career education programs value and often teach intrapersonal and interpersonal competencies along with cognitive competencies, but only a small percentage of all students in Missouri enter these programs.
  - Vocational rehabilitation acknowledges that intrapersonal and interpersonal competencies are critical for getting and keeping a job, but a large percentage of young adults do not consistently demonstrate these competencies as they graduate from high school.
  - The skills most valued by employers are in the intrapersonal and interpersonal domains, but a large percentage of young adults lack these skills (National Association of Colleges & Employers, 2014)
- To address these concerns, Missouri Post-Secondary Success develops the skills of interdisciplinary teams and focuses on the systematic implementation of the CCR instruction and experiences across the whole school environment. Over the course of two years, high school teams develop, implement, review and revise action plans to develop CCR competencies at the school-wide level with supplemental and individualized interventions provided when data-based decision making deems this necessary.
- **Impact.** An extensive body of educational research shows that when schools adopt, embrace and implement multi-tiered supports to develop CCR competencies systematically, improvements in

attendance and increased student engagement follow, as well as lower rates of course failure and fewer discipline incidents.

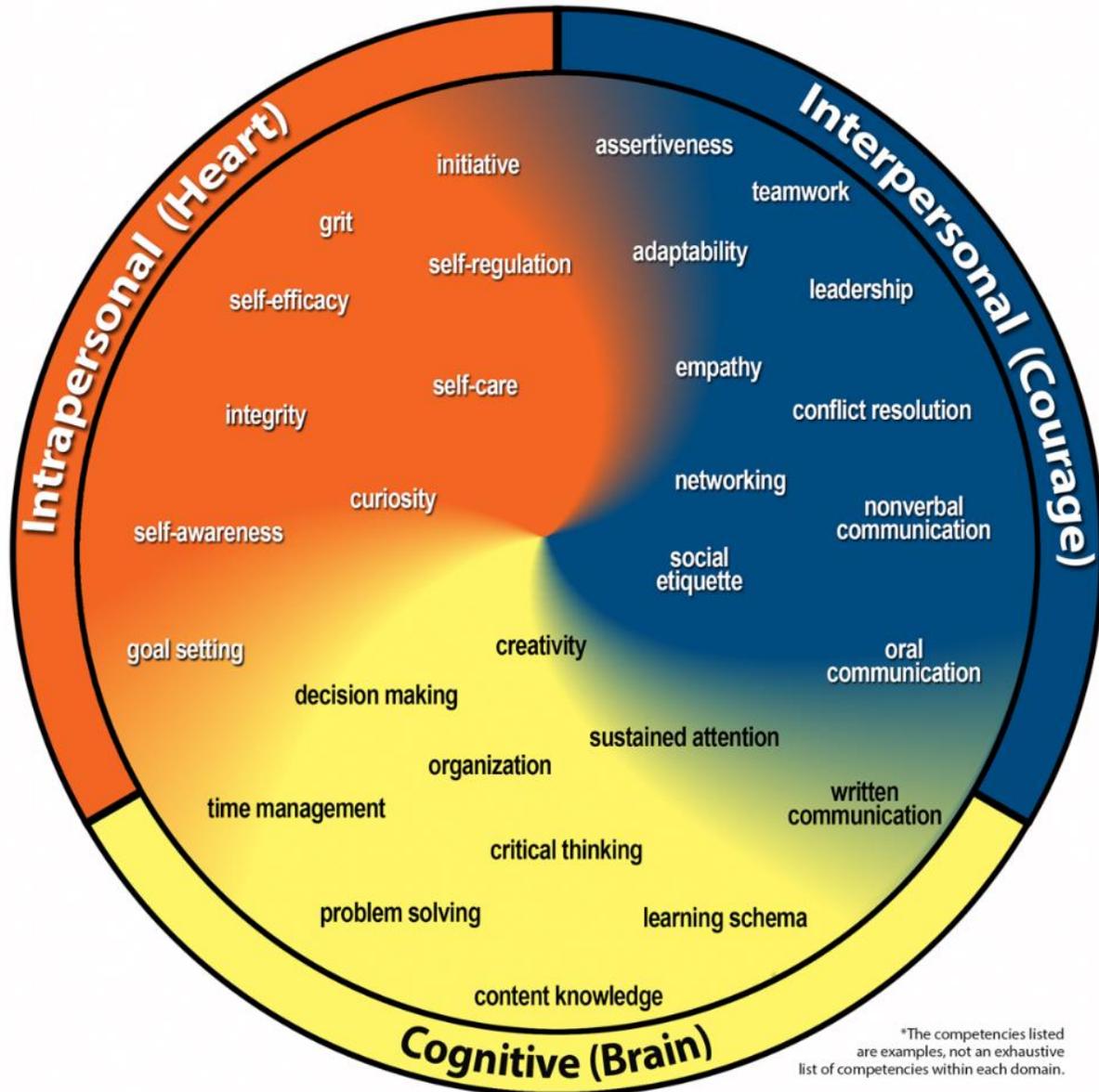
- The Missouri Post-Secondary Success *College and Career Readiness School-Wide Framework* (Gaumer Erickson, Noonan, & Soukup, 2013) is aligned with other DESE-sponsored initiatives (e.g., Positive Behavioral Supports, Professional Learning Communities, Guidance Curriculum and GLEs, and Missouri Connections Personal Plan of Study).
- The *College and Career Readiness Competency Wheel* (see below) categorizes the competencies that all students need to be college and career ready into 3 domains: the intrapersonal domain, the interpersonal domain, and the cognitive domain. The terminology used in the *CCR Competency Wheel* is important and transferrable across education professions. In other words, the school counselor, the general education teacher, the special education teacher, the administrator, and really, all school staff can buy into teaching these competencies and can work together because they now share a common language and vision of what students need to develop for post-school success.
  - Students with high levels of competency in the intrapersonal domain sustain attention in class, earn better grades, score higher on tests, and attain higher levels of educational attainment (Dignath et al., 2008; Duckworth et al., 2007; Durlak et al., 2011; Nota, 2004; Ursache, 2012; Winkler-Eskreis et al., 2014; ).
  - Students with high levels of competency in the interpersonal domain experience better physical and mental wellness and social functioning, are more able to effectively overcome stressors, have reduced risk for suicide, have higher school attendance rates, feel more engaged in school, spend more time studying, and experience higher rates of employment (Davidson et al, 2007; Malecki et al., 2002; Opengart, 2007; Rosenfeld et al., 2000; Sabo et al., 2005; Swab, 2013).
  - Students can learn and expand their intrapersonal and interpersonal competencies through direct instruction and integration within content-area learning (Cantley et al., 2010; Cassidy, 2011; Ettingen et al., 2002; Farrington et al., 2012; Grote, 2014; Hulleman et al., 2009; Johnson et al., 2004; Meiklejohn, 2012; Meyer et al., 2003; Mueller et al., 2001; Oettingen, 2010; Roberts, 2009).
- *Teacher Guides* for each of the competencies help teachers address the skills that their students need for post-school success. Each guide features research, evidence-based assessments, and instructional practices specific to each competency. The list of references at the end of each guide allows teachers to explore the source information more thoroughly.

**For more information, please contact:**

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Video available at <http://www.researchcollaboration.org/page/college-and-career-readiness-framework>

## College & Career Readiness Competency Wheel



Gaumer Erickson, A.S., Soukup, J.H., & Noonan, P. (2013). *College & Career Readiness Competency Wheel*. Lawrence, KS: University of Kansas, Center for Research on Learning. Derived in part from Pellegrino, J.W., & Hilton, M.L. (Eds.). (2012) *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century*. Washington, DC: National Academies Press.