



## The Ramp-Up to Readiness™ Delivery Model

Ramp-Up to Readiness™ features an engaging and interactive series of Advisory Activities and Workshops focused on helping all students meet the Ramp-Up Outcomes by the end of high school. Those Outcomes are focused on the five pillars of readiness: academic, admissions, career, financial, and personal and social readiness. Ramp-Up helps students advance toward meeting those standards as they progress through school.

### Advisory Activities

A series of 28 Advisory Activities at each grade level are designed to engage students in interactive learning that not only provide them information about college and career readiness, but also challenge them to think about their own engagement and decision making regarding their postsecondary plans.

Each Advisory Activity is designed to be 30 minutes in length. Activities cover an array of topics directly tied to one or more of the Five Pillars. A topic may span two to four Advisory Activities. Teacher advisors facilitate these activities approximately once a week throughout the school year during the designated Ramp-Up advisory time.

Activity Overview Sheets for each of the advisory sessions are included in the Implementation Guide. Activity Overview Sheets are clearly written for the advisor with the following sections:

#### Objective

States what the 'take away' or big idea for the activity is

#### Resources needed for this session

States what additional resources (i.e., PowerPoint, worksheet or handouts) that may be needed

#### Opening

Provides the advisor a way to introduce the topic to the students

#### Activity

Traditionally an interactive activity that has students engaging with one another

#### Closure

A summary idea that reinforces the main idea of the activity or question that asks the students to reflect on the information or themselves

Each of the Opening, Activity and Closure sections are given approximate time allocations. It is important for advisory teachers to review activities prior to facilitating them with students so that they are knowledgeable regarding the content and have an opportunity to prepare or gather any of the resources needed for the Activity.

### Workshops

Throughout the year, students engage in 5 Ramp-Up Workshops. The Ramp-Up Workshops are designed to provide students with a time period to engage with each of the 5 Ramp-Up to Readiness™ Pillars with some depth toward working on completing a task. Some of the Workshops require the use of computers for each student. School Leadership Teams should work to schedule these workshops so that computer access is not an issue.

Schools may need to consider adding a sixth workshop or time for students to electronically update their Readiness Rubrics and Postsecondary Plans. A good time to update Postsecondary Plans is during the course registration process.

Workshops are the equivalent of one class period in length and can be delivered at a time that works for the school. All of the Workshops have an Overview Sheet and a PowerPoint for the advisor to use.

### The Ramp-Up Tools

To bring continuity to the Ramp-Up to Readiness™ Advisory Activities and Workshops, students will both monitor their own progress and plan for their future. The ongoing use of the Ramp-Up Tools helps to ensure that the Activities and Workshops are not random acts of college readiness but a coherent sequence of concepts and ideas that move students toward readiness in logical if not linear ways.

#### Postsecondary Plan

The purpose of the Postsecondary plan is to connect career, postsecondary and academic planning as students move from one grade to the next. The Postsecondary Plan is an individualized learning plan that takes into account all 5 of the Readiness Pillars. Students articulate, communicate, and update their



plans for life after high school in their Postsecondary Plans. The Postsecondary Plan helps students ask and answer the question: *What do I want to do with my life after high school?*

## Readiness Rubric

Using the Readiness Rubric, students continuously monitor their progress toward being college ready by the end of high school. The Readiness Rubric asks students to assess their readiness in areas like grades, academic belief, self-management, effort and persistence, and standardized and college entrance test scores. The contents of the Readiness Rubric vary slightly by grade level, reflecting the skills and concepts that students should encounter at that point in their progress toward college readiness. The Readiness Rubric helps students ask and answer: *What do I need to do to reach that goal?*

## Scope and Sequence

There is a sequence for both the Advisory Activities and the Workshops that not only follows a flow for the 9th grade, but vertically aligns to the program as students move through Ramp-Up. The scope and sequence also takes into account the use of technology for the Workshops and attempts to allow there not to be a strain on a school's resources with all Workshops requiring computers for students at the same time. The Scope and Sequence found in this book is the one suggested by Ramp-Up to Readiness, though your school may move Advisory Activities or Workshops to accommodate site-specific needs.

## The PREP

The PREP—or the **Personal Readiness Evaluation for Postsecondary**—is a short survey instrument that is used to measure students' developmental readiness for higher education early enough in the students' journey to college that the information can be used to inform interventions that can in turn increase the students' readiness for postsecondary success. The PREP is administered at the beginning and end of middle and high school to serve as a pre- and post-test for personal readiness for college.

Research has demonstrated that academic readiness is not enough to ensure success in college, and that personal readiness has a great deal to do with whether or not students complete a postsecondary certificate or degree program. While academic measurements such as GPA and standardized tests such as the Explore, Plan, ACT, and SAT begin as early as 8th grade, students' personal readiness for college such as their motivation, self-regulation, and self-efficacy are not measured in any standardized way prior to enrollment in college. Measuring a student's personal readiness for college once the student has already begun college means that it is too late to intervene to ensure that student is able to succeed in college.

## Technology Platforms

Technology plays an integral role in Ramp-Up to Readiness™ enabling schools to more effectively personalize the college preparation process. The recommended technology platforms for Ramp-Up are Naviance Succeed and MCIS (Minnesota Career Information System), web-based applications that integrates tools for researching colleges and careers with tools for sharing and storing data and information.

While schools are not required to purchase Naviance Succeed or MCIS, the Workshops are directly based on using one of these software platforms. Performing activities like the college search process will need to be supplemented by the school if they choose not to purchase one of these programs.

Students must have the ability to create, edit, store and access their Readiness Rubrics and Postsecondary Plans in an electronic platform. This can easily be done within Naviance Succeed and MCIS. A school may choose to use their own internal networks as well.

## Assessing Impact

### REL Federal Evaluation Study

Based in part upon the number of schools across Minnesota that have already adopted Ramp-Up to Readiness™ and in part on the early evidence of success being achieved at some of those schools, in the fall of 2013 the federally-funded Midwest Regional Education Lab housed at the American Institutes for Research will launch a major experimental study of the impact that Ramp-Up has on an array of important educational outcomes. Schools that are selected into Ramp-Up and to participate in the study will do so in two waves. This staggered structure will enable the researchers to compare the outcomes in schools that adopt the program at the start of the study with outcomes in a group of schools that do not do so at that time. Schools will be randomly assigned to serve as either Wave 1 schools or Wave 2 schools.

- **Wave 1 schools** will begin implementation of Ramp-Up to Readiness™ in the fall 2013 and commit to continue the program for a minimum of two years.
- **Wave 2 schools** will implement Ramp-Up to Readiness™ beginning in the fall of 2014.
- The researchers will conduct interviews with a sample of staff in both Wave 1 and Wave 2 schools in the fall and spring of 2013 and 2014. The sample of staff in Wave 1 schools that have Ramp-Up advisories will be asked to complete short instructional survey logs 6-8 times a year during each year of the study to summarize their reactions to specific Ramp-Up Activities or Workshops.

### School Level Program Evaluation

Schools will be asked to collect and examine quantitative and qualitative data in an ongoing manner for program evaluation at the site level. It is strongly recommended that the quantitative data be evaluated for the school as a whole and by sub-populations to identify areas for targeted improvement.

### Quantitative data

- Postsecondary enrollment rates (SLEDS will soon provide this to schools)

- Percentage of students taking advanced courses including Advanced Placement, International Baccalaureate, College-in-the-Schools and Postsecondary Enrollment Options courses (*Courses identified as E, A, D, and C level courses according to the Minnesota Common Course Catalogue are considered advanced courses*)
- Percent of students reaching college readiness benchmarks on EXPLORE\*, PLAN\*, and ACT tests. *\*Ramp-Up Schools need to give these two assessments to all 8th graders and 10th graders*
- End of year cumulative GPAs
- MnSCU and University of Minnesota developmental/remedial course taking rates

### Qualitative data

Qualitative data measures can be determined by the Ramp-Up Leadership Team. There are suggestions of the types of data that the Leadership Team may want to consider collecting either specifically for the evaluation of Ramp-Up within the school, or as part of the school's larger school improvement process. Examples of data collection instruments and evaluation tools such as a program implementation reflection rubric will be provided to the school's Ramp-Up Coordinator.

- Surveys – staff, students, families
- Focus groups
- Classroom or building observations

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A program of the University of Minnesota's [College Readiness Consortium](#).

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