Research from 10 schools suggests it is possible to implement Ramp-Up to Readiness™ adequately in the first year.

Previous Studies Show:

Only 75% of students who plan to go to college enroll within two years of graduation. Of students who do enroll, less than 60% graduate.

Faced with this gap between college plans and college completion, schools and districts are looking for programs and strategies to increase college readiness, enrollment, and success.

In response, REL Midwest examined how well 10 Minnesota public high schools implemented Ramp-Up to Readiness™ (Ramp-Up), a research-based school-wide program developed by the College Readiness Consortium at the University of Minnesota and designed to increase students' knowledge and skills along 5 dimensions of college readiness:

1. academic
2. admissions
3. career
4. financial
5. personal-social

Ramp-Up to Readiness™ consists of:

a guidance curriculum for middle school and high school students

a set of tools to help students set postsecondary goals and track progress

professional development for school staff

Schools were provided guidance on how to establish program structural supports in their school, provide on-campus professional development, use postsecondary planning tools, and deliver curriculum materials and communicate curriculum content to students.
ALL 10 schools implementing Ramp-Up to Readiness™ during the 2013/14 school year met the Consortium’s standard of adequate implementation.

Number of schools meeting ratings of inadequate, adequate, and excellent implementation fidelity overall, and for each program component

Overall Fidelity
Structural Supports
Professional Development
Curriculum Delivery
Curriculum Content
Planning Tools

0 2 4 6 8 10

All schools were able to establish the structural supports necessary for Ramp-Up, provide professional development, and deliver the Ramp-Up curriculum.

Most schools were able to implement curriculum content with adequate fidelity.

Using postsecondary planning tools was difficult. Several schools struggled using postsecondary plan, readiness rubric, and communicating with parents.

One school was not able to measure implementation of curriculum content.

Educators considered the structure of the Ramp-Up curriculum, as well as the delivery model of workshops and weekly advisory sessions to be the program’s greatest strengths.

Educators reported that the greatest challenges to implementation were finding time in the school schedule for Ramp Up advisories and workshops, and achieving staff buy-in.

This study suggests that the Ramp-Up program can be implemented adequately as intended by the developers in the first year. However, implementing some components of the program can be challenging. Schools may consider increasing emphasis on these challenging components during on-campus professional development.


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