

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

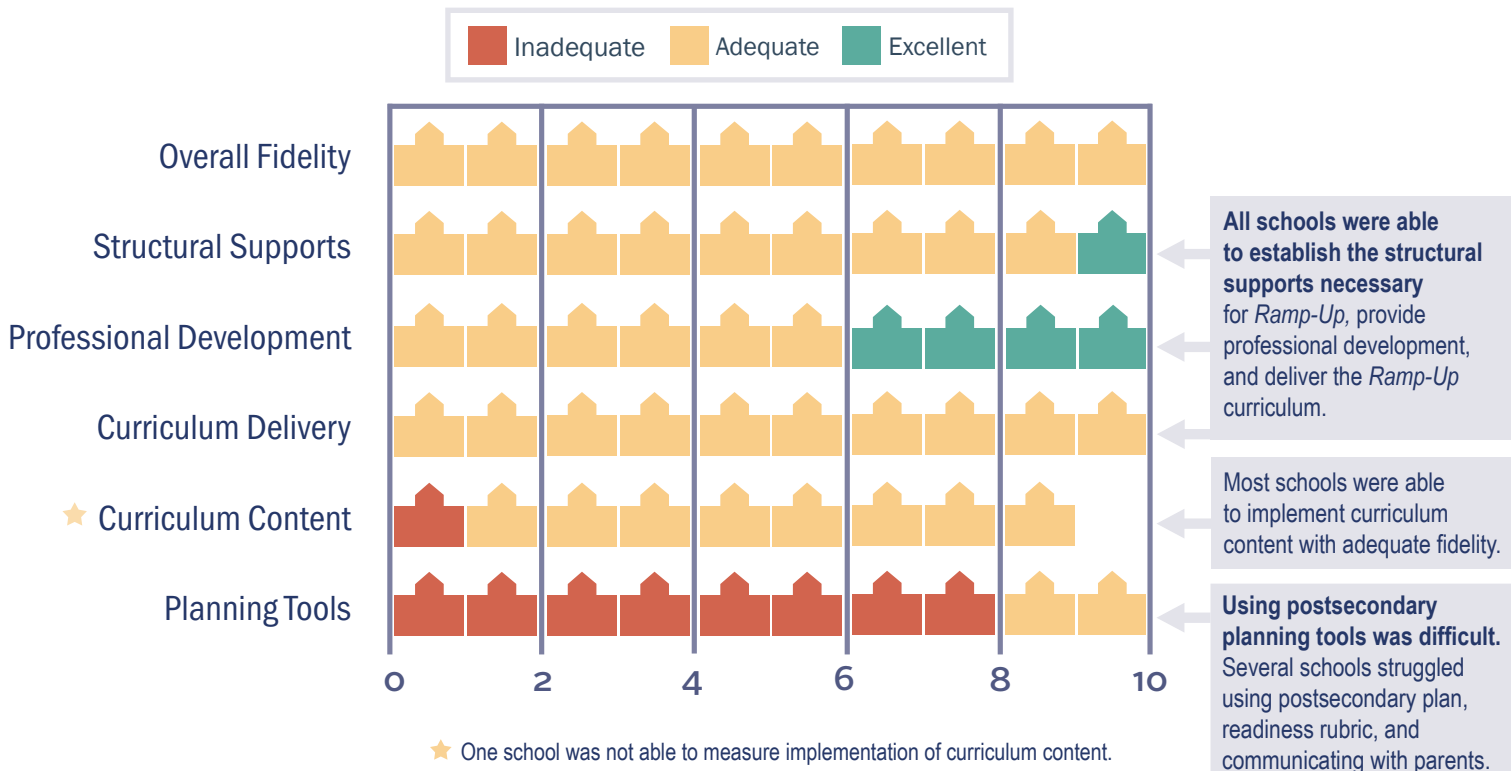


Schools were provided guidance on how to establish program structural supports in their school, provide on-campus professional development, use postsecondary planning tools, and deliver curriculum materials and communicate curriculum content to students.

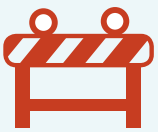
ALL 10 schools implementing *Ramp-Up to Readiness*TM

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



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.