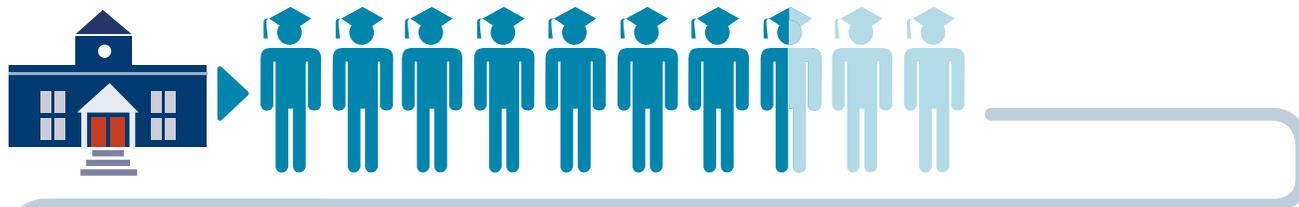




**Research from 10 schools suggests it is possible to implement *Ramp-Up to Readiness™* adequately in the first year**

***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.



**F**aced 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:**



**academic**



**admissions**



**career**



**financial**



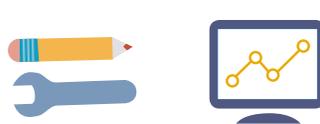
**personal-social**

***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

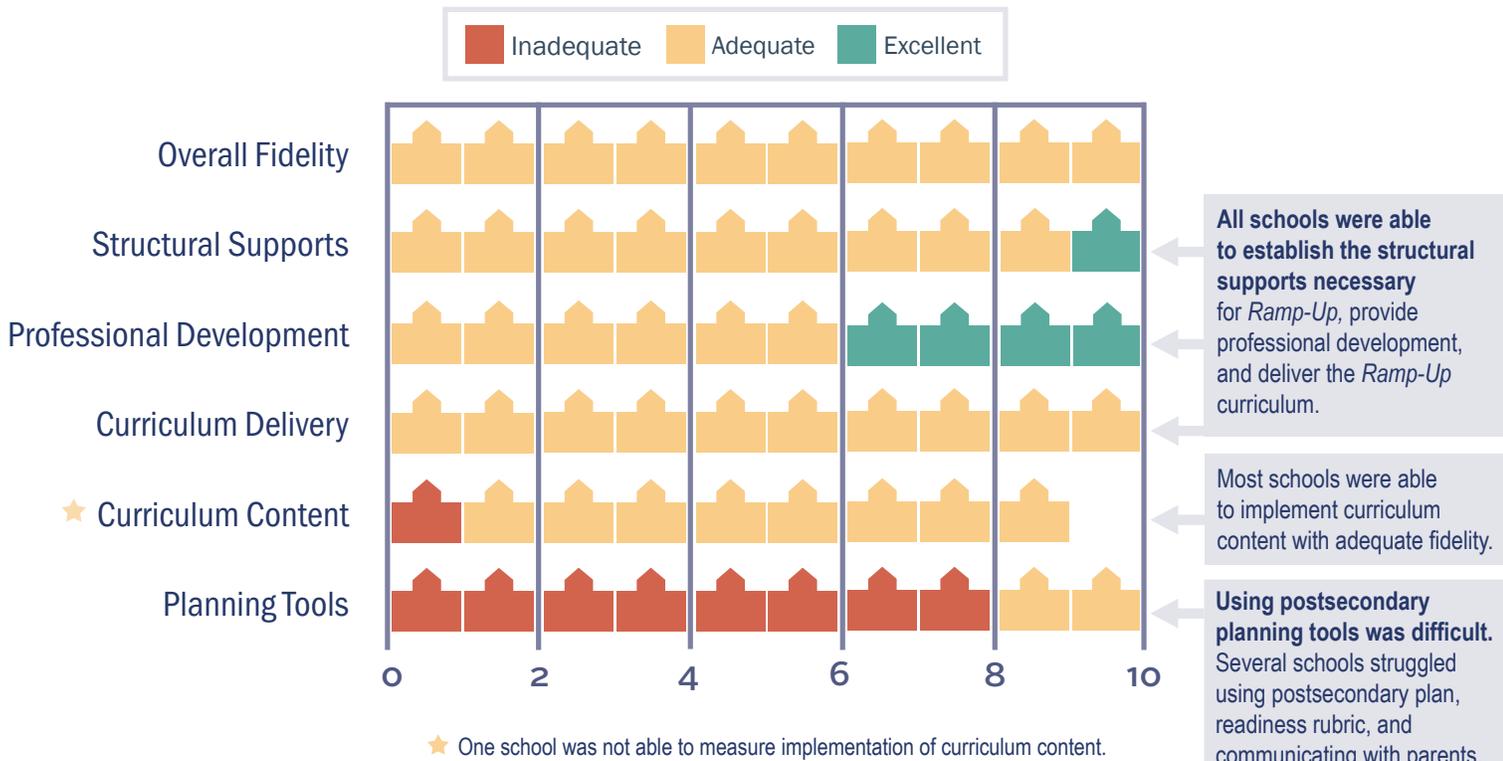


Schools were provided guidance on how to establish **program structural supports** in their school, provide **on-campus professional development**, use **postsecondary planning tools**, and deliver **curriculum materials** and **communicate curriculum content** to students.

# ALL 10 schools implementing *Ramp-Up to Readiness*<sup>TM</sup>

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.