Supporting Justification for Revising OMB Clearance for "The Evaluation of the Ramp-Up to Readiness Under the Regional Educational Laboratory Program" (OMB 1850-0907)

Section B

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Submitted to

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Contents

Table

Introduction

The U.S. Department of Education (ED) requests clearance for a revision of a currently approved data collection under the Office of Management and Budget (OMB) clearance agreement (OMB 1850-0907) for activities related to the Regional Educational Laboratory (REL) program. For the previous clearance, ED, in consultation with American Institutes for Research (AIR), obtained approval to study the implementation of the Ramp-Up to Readiness Program ("Ramp-Up") in Minnesota public schools. This revised application for clearance includes a second phase of the existing project involving examination of Ramp-Up's impact. For this second phase, data will be collected from 54 additional schools in Minnesota and Wisconsin, resulting in a collection in 76 schools total.

Ramp-Up, developed by the College Readiness Consortium at the University of Minnesota, is a schoolwide guidance program that aims to increase students' likelihood of college enrollment and completion by promoting multiple dimensions of college readiness (academic, admissions, financial, career, and personal and social). It is an intensive and comprehensive approach to college preparation (compared with many other college-access programs) in which all students within a school meet repeatedly with an advisor in groups over multiple years and receive detailed instruction and assistance related to dimensions of college readiness. Phase 1 on the project—the phase for which clearance has already been obtained—involves the gathering of data for an in-depth examination of the degree to which schools are able to implement Ramp-Up with fidelity and the contrast between Ramp-Up and other schools' approaches to college readiness. The research questions being addressed by Phase 1 are:

RQ1. What are the characteristics of the student populations, geographical settings, and historical performance for the schools implementing Ramp-Up to Readiness?

RQ2. Among students enrolled in schools implementing Ramp-Up, how do students' academic achievement, college enrollment actions, and college enrollment differ for students eligible versus not eligible to receive free or reduced price lunch and for students enrolled in rural versus nonrural high schools?

RQ3. To what extent do (a) schools implement the core components of Ramp-Up (i.e., structural supports, curriculum and tools, and professional development) as intended by the program developer, and (b) students in Ramp-Up schools receive the program exposure that the College Readiness Consortium believes is necessary to produce impacts?

RQ4. How does Ramp-Up differ from college-related supports (i.e., programs, services, activities, and resources) in schools not implementing Ramp-Up?

RQ5. What do school staff members (e.g., teachers, counselors, administrators) who are involved in implementing the Ramp-Up program perceive as the strengths and weaknesses of its curriculum, tools, and professional development? According to school staff, which aspects of Ramp-Up were more difficult to implement and why?

RQ6. To what extent are measures of personal readiness on ACT's Engage survey (i.e., the Commitment to College and Goal Striving scales) valid? That is, to what extent do the Engage scales indicate concurrent and predictive validity within a high school sample?

Phase 2 of the project will involve gathering the same types of data, only from an expanded set of schools during another academic year. Three data collection activities will not be continued in Phase 2, so as to lessen the burden on respondents and reduce the cost for the project.

Phase 2 of the study will contribute strong experimental evidence about the efficacy of Ramp-Up as a college-readiness intervention. Schools randomly assigned to implement Ramp-Up will be compared to high schools that offer other college-readiness activities, services, and supports.

The expanded project has the potential to inform policymakers who focus on K-12 education, policymakers who focus on postsecondary education, researchers, and practitioners more broadly. Despite significant state and federal interest in increasing students' college readiness (e.g., Council of Chief State School Officers, 2010; U.S. Department of Education, 2010), there is little rigorous evidence on the effectiveness of college-readiness interventions (Tierney, Bailey, Constantine, Finkelstein, & Hurd, 2009). And although empirical support exists on the individual dimensions of Ramp-Up, the program as a whole has not been evaluated. Phase 2 of this project will contribute strong experimental evidence about the efficacy of the Ramp-Up program on key college-readiness outcomes. Moreover, the program involves a specific curriculum and tools that could be adopted more widely if the program is found to be effective. Ramp-Up's program design and practices also may be of particular interest to practitioners and researchers because Ramp-Up aims to serve all students in a school rather than a select subgroup; it is a data-driven approach to assess and track students' college preparation; and its group advisory approach may be more cost effective than a similarly intense one-on-one counseling approach. Findings from Phase 2 are potentially helpful for informing the continued development and the implementation not only of Ramp-Up but other college-readiness programs more generally.

This expanded project will build evidence on early outcomes of the intervention in the domains of college enrollment actions, personal readiness, and advanced coursework after one year of program exposure. It will not examine the program's complete theory of action (specified in the Justification section, Figure 1, following). The confirmatory research questions (CRQs) are as follows:

CRQ1. What is the effect of Ramp-Up on the likelihood of Grade 12 students completing FAFSA?

CRQ2. What is the effect of Ramp-Up on students' personal college readiness for students in Grades 10, 11, and 12?

Phase 2 also will address three exploratory research questions (ERQs) to better understand the relationship between attending a Ramp-Up school and college readiness outcomes.[1] First,

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[1] These analyses seek to explore—rather than confirm—relationships, and so no power estimates were calculated for these analyses. Thus, these impact estimates may be underpowered. Per IES/NCEE guidance, exploratory analyses should be limited in number, require no additional data collection, and help with the interpretation of

according to the developer, the short duration of the Ramp-Up intervention in this study should impact more immediate outcomes (those listed in CRQ1-2) but also may impact longer-term outcomes for which data will be available. The first exploratory question examines whether there is evidence that Ramp-Up produces those longer term impacts.

> ERQ1: What is the effect of Ramp-Up on three additional (longer-term) outcomes of interest: (a) enrollment in advanced coursework[2], after accounting for the number of advanced courses offered; (b) the likelihood of a student in grade 11 taking the ACT or SAT exam[3], and (c) the likelihood of a student in grade 12 submitting at least one college application? [4]

> ERQ2: What is the effect of Ramp-Up on the two confirmatory and three exploratory outcomes for two subgroups of interest: (1) students who scored in the middle or upper third of 8th grade standardized test scores, and (2) students who are eligible for free or reduced price lunch?[5]

These impact questions address the short-term effects of the program (after one year). CRQ1 and CRQ2 examine outcomes considered key to the success of Ramp-Up and that the program developers believe can be brought about within one year of implementation. The developers believe that these outcomes can be impacted after one year because prior research indicates that other interventions have impacted these outcomes in one year or less and Ramp-Up is a relatively intense approach to improving college readiness. ERQ1 and ERQ2 will provide additional exploratory information about the relationship between Ramp-Up and college readiness.

As is standard for ED-sponsored research projects, data from Phase 2 also will examine the implementation of Ramp-Up in the expanded set of schools. The implementation-related research questions (IRQs) are:

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findings for the confirmatory analyses. The data for these two questions come from the same data draws as the covariates to be analyzed to address CRQ1 and 2, and so no new data are being collected. Findings will help determine whether Ramp-Up affects students in different groups equally and whether the impacts are seen with longer-term outcomes.

[2] Minnesota schools are required to classify all local course offerings using the Minnesota Common Course Catalogue. This statewide classification system indicates whether a class is an enriched, honors, or advanced class; a dual/concurrent enrollment class; a class with an articulated curriculum agreement (such classes align high school and college curricula); or a class leading to an industry/occupation certification (Minnesota Department of Education [MDE], 2012). These classes are generally perceived to be relatively rigorous and, for purposes of this evaluation, will all be considered "advanced." See Appendix D for further information on the classification system. Wisconsin does not have a common course catalogue and the two schools from Wisconsin will not be included in this analysis.

[3]If Minnesota requires all students to take the ACT, then this part of the ERQ will be dropped.

[4] Enrollment in advanced coursework and personal readiness will be examined for students in Grades 10, 11, and 12. Taking the ACT or SAT exam will be examined for students in Grade 11, and the remaining college actions (submitting at least one college application and completing the FAFSA) will be examined for students in Grade 12.

[5] Prior research suggests that low-income students or those whose parents did not attend college have greater needs for assistance in the college enrollment process and less access to academic opportunities to prepare them for college. However, Ramp-Up aims to improve college readiness among all students, not just those born into financially-secure families. The second subgroup analysis will provide evidence of whether Ramp-Up does improve college readiness for all students, regardless of family income.

IRQ1. To what extent do Phase 2 schools implement the core components of Ramp-Up (i.e., structural supports, curriculum and tools, and professional development) as intended by the program developer?

IRQ2. Do students in Ramp-Up schools receive the amount of program exposure that the College Readiness Consortium believes is necessary to produce impacts?

IRQ3. How does Ramp-Up differ from college-related supports (i.e., programs, services, activities, and resources) in other schools?

IRQ4. What do school staff members (e.g., teachers, counselors, administrators) who are involved in implementing the Ramp-Up program perceive as the strengths and weaknesses of its curriculum, tools, and professional development? According to school staff, which aspects of Ramp-Up were more difficult to implement and why?

IRQ5. Is the degree of fidelity of implementation among schools in the early Ramp-Up group similar to that of schools that implemented Ramp-Up to Readiness during Phase 1 of this project?

Fifty-four high schools have submitted applications with the Consortium to implement the program during the next two academic years, with half of the high schools implementing Ramp-Up in the 2014–15 school year (early implementing schools) and the remaining schools delaying implementation by one year (later implementing schools). The Consortium has agreed to partner with REL Midwest and will allow REL Midwest to use a systematic random assignment process to determine which schools implement early and which schools implement later. The random assignment that occurs as part of Phase 2 will allow for estimation of program impacts on the early outcomes of the intervention.

Phase 2 will require the following data collections:

- Existing student-level and school-level data gathered through requests for extant data from participating schools, school districts, the Minnesota Department of Education (MDE), and the Wisconsin Department of Public Instruction (WDPI)

- An assessment of students' personal college readiness (i.e., ACT's ENGAGE® assessment for Grades 10–12) to be administered in fall 2014 and spring 2015

- A student survey to collect information about students' experiences with school college-readiness supports, which will be administered once in the fall of 2014 and again in spring 2015

- Extant documents from the program developers, including schools' participation in professional development and use of resources, to be collected in the June 2015

- Informed consent documents from (1) parents or guardians who want to withhold permission for their child(ren)'s data to be gathered for the project, and (2) from school staff from whom survey data and instructional log data are to be collected

- Instructional logs on which teachers implementing Ramp-Up during the 2014–15 school year record the activities conducted during advisory sessions and five workshops provided to students

- A survey of school staff to collect information about college readiness activities in fall 2014
- A survey of school staff involved with implementing Ramp-Up to be administered in spring 2015

Nearly all of the data to be collected during Phase 2 of the project also are being collected during Phase 1. The exceptions are data collections that will occur in the fall of 2014 (i.e., administration of ACT's ENGAGE to students, administration of the fall survey to students, administration of the fall survey with school staff, and the collection). The research team will also be collecting extant documents from the Consortium which will be working with schools to implement the program.

Through this revision, ED is requesting expansion of the present clearance to include collection of these data from the 54 high schools that will implement Ramp-Up during 2014-15 academic year or during the 2015-16 academic year. Phase 2 will not examine implementation during 2015–16, when the later implementing schools begin to implement Ramp-Up. ED believes that the data collections for which clearance is being requested represent the bare minimum necessary to assess the efficacy of Ramp-Up on short-term student outcomes.

B. Data Collection Procedures and Statistical Methods

1. Respondent Universe and Sampling Methods

Universe of High Schools and School Eligibility Requirements

To be eligible to participate in the study, schools must meet the following eligibility criteria:

- They must be located in Minnesota or western Wisconsin.[6]

- They must serve students in Grades 10–12.

- They must be public schools with no entrance requirements (nonmagnet).

- They must not be implementing Ramp-Up or another schoolwide college readiness program already.

- They must indicate their full commitment to implement the Ramp-Up program if they are randomly assigned to implement the intervention.

- They must be willing to cooperate and help facilitate all data-collection activities.

Public enrollment data available through the Minnesota Department of Education and Wisconsin Department of Public Instruction indicates indicate that there were 499 public schools serving grades 10-12 within Minnesota and the four western-most Cooperative Education Service Agencies (CESAs) in Wisconsin during the 2013-14 school year. Of these, 56 schools in Minnesota are already implementing or will be implementing Ramp-Up, 443 schools remain eligible for the study (see Table 1). Over the next two academic years, the Consortium intends to roll out Ramp-Up to at least another 54 high schools from within this pool of eligible schools. Half of the high schools will implement Ramp-Up during the 2014–15 school year (early implementing schools), and the remaining schools will delay implementation by one year (later implementing schools).[7] The proposed study takes advantage of the Consortium's planned rollout for these schools. In partnership with ED's contractor, the Consortium has agreed to determine which schools implement early (2014-15) or later (2015-16) based on a systematic randomization process conducted by ED's contractor. The randomization of schools to conditions will allow ED's contractor to perform its independent evaluation of Ramp-Up's impacts. Assuming that all 54 schools agree to participate in this efficacy study, that number would exceed the number needed to detect the types of effects found for other college readiness programs (calculated to be 48 schools).

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[6] Western Wisconsin was defined as the four western-most Cooperative Education Service Agencies (CESAs). The CESA's are Wisconsin's intermediate education agencies that facilitate the sharing of resources among districts and provide special education support and professional development support to districts within their multi-county region. The four western-most CESA's are CESAs 3, 4, 10, and 11.

[7] The College Readiness Consortium is a part of the University of Minnesota, and as part of the public university's outreach mission has provided Ramp-Up free of charge to middle and high schools in Minnesota. In early 2013, the College Readiness Consortium solicited applications from Minnesota schools to implement Ramp-Up free of charge, and 22 schools applied. This solicitation was not related to the proposed study. To better understand the contrast between Ramp-Up and the college readiness supports offered in high schools without Ramp-Up, the program developers chose to begin implementing Ramp-Up in 2013–14 in half of the schools, with the remaining schools to begin implementing Ramp-Up the following school year (2014–15).

**Table 1. Size of Universe of Public High Schools in Minnesota
and Western Wisconsin and Tentative Sample Size for This Study**

School Type	Number of Schools in Minnesota	Number of Schools in Western Wisconsin
Public high schools in Minnesota and western Wisconsin (population universe)	430	69
High schools presently implementing Ramp-Up as part of College Readiness Consortium's program development work.	34	0
High schools that will be implementing Ramp-Up in 2013-14 or 2014-15as part of Phase 1 of evaluation project.	22	0
High schools eligible for this study	374	69
High schools that have expressed interest in implementing Ramp-Up in either 2014-15 or 2015-16 school years and have expressed a willingness to participate in Phase 2	52	2

Source: MDE public school enrollment data for 2013–14
[http://w20.education.state.mn.us/MDEAnalytics/Data.jsp] and WDPI public school certified
enrollment data for 2012–13 for Cooperative Education Service Agencies 3, 4, 10, and 11 (i.e., western
Wisconsin) [http://wise.dpi.wi.gov/wisedash_downloadfiles].

Universe of Students Within Participating Schools

Both Phase 1 (study of Ramp-Up implementation) and Phase 2 (study of Ramp-Up's impact)
involves collection of administrative data on all students in Grades 10–12 within the sampled
schools. For the administrative data, no sampling of students will take place. Rather, data on all
students whose parents/guardians did not withhold consent will be obtained. No subgroups will
be excluded.

For both project phases, primary data also will be collected from students in grades 10-12 whose
parents or guardians did not withhold consent. Random samples of 30 students per grade in
grades 10-12 will complete a jointly administered student survey and college readiness
assessment. Those grade 12 students who were not sampled previously will still complete the
student survey but not the college readiness assessment. The samples for Phase 1 (Phase for
which OMB clearance has been obtained) already have been drawn and data collection is
underway. For Phase 2, the samples of students from each participating school will be randomly
selected in October, 2014.

2. Procedures for the Collection of Information

For schools participating in Phase 1 of the project, data collection is currently underway and is
proceeding as specified in the approved OMB package. The same general process will be
followed for data collection in Phase 2, except that the data collection activities will start near the
beginning of the academic year, rather than in the Spring.

All Phase 2 schools that met the eligibility criteria and that have expressed initial interest in participating in the study (54 schools) will likely be included in the study. These schools do not reflect all schools in Minnesota and western Wisconsin (e.g., they include more rural schools and schools with lower percentages of minority students), and therefore, the generalizability of the results is limited.

The types of data to be collected are the following:

1. Deidentified student records from the 2013-14 and 2014-15 school years[8].

2. Teacher responses to online instructional logs to be completed after each Ramp-Up workshop (for early implementing schools only) during the 2014-15 school year

3. Teachers' responses to an online teacher survey administered in fall 2014

4. Teachers' responses to an online survey administered in spring 2015 (for early implementing schools only)

5. Students' responses to an online survey administered in fall 2014 and spring 2015

6. Students' responses to a series of college-readiness measures administered online in fall 2014 and spring 2015

7. Extant documents from program developers in June 2015.

The processes for collecting the data are further described in the following sections.

Preliminary Activities

Before collecting data, project staff will conduct two activities:

1. Communicate data needs to schools. Project staff will share a schedule of data collection activities with principals of participating schools (or with schools' points of contact). The project team will then conduct a phone conference with the point of contact to discuss data collection plans and confirm the presence of necessary student records.

2. Obtain the necessary parental and school staff consent. The processes for obtaining consent from these two groups are as follows:

    a. **Parental consent:** The project team will provide schools with the necessary "opt out" informational letters (passive consent documents; see Attachment B-4) and postage-paid envelopes so that schools can mail the informational opt-out documents to students' parents or guardians. These letters will give parents all of the information found on a consent form and allow parents to withhold permission for the school to share their child(ren)'s deidentified data with the study team and for any collection of data from their child(ren) for study purposes. Schools will collect and keep the letters that are returned, and in October 2014, they will provide the study team with the state-

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[8] Other records may vary by year, such as EXPLORE, PLAN, and ACT or SAT scores.

issued unique identifier (referred to as the Minnesota Automated Reporting Student System—or MARSS—number and the Wisconsin Student Number —or WSN) for students in Grades 10–12 whose parents or guardians did not withhold their consent for their child to participate in the study. Providing these MARSS and WSN numbers will allow REL staff to draw random samples and determine response rates for student data collections.

b. **School staff consent:** "Active consent" forms will be distributed to faculty of each Phase 2 school. These letters (see Attachment B-4) inform them of the study's purpose, the data collection activities in which they will participate, the risks and benefits of participation, their freedom to withdraw from the study without repercussions, and contact information for the Institutional Review Board and the principal investigator. Faculty members have the choice of indicating "Yes, I agree to participate" or "No, I do not wish to participate." The school principal will provide two reminders to school staff to return these consent forms. After all faculty have returned their consent forms, REL staff will create a unique identification number for each consenting faculty member and develop a separate crosswalk data file containing teachers' names and their ID numbers. This file will be encrypted and only shared with REL staff members who are (1) e-mailing staff to request that they complete a data collection instrument or (2) processing the data provided by school staff.

Deidentified Student Records

The schedule of data collection activities to be shared with participating schools (described under Preliminary Activities; Attachment B-8) will list the data elements needed for the study. In fall 2014, REL Midwest will submit the formal data requests to schools. Schools will receive the list of data elements, the MARSS and WSN numbers of students whose parents or guardians did not withhold consent, and instructions for secure transfer of the data to REL Midwest's servers. Schools will be asked to provide the data associated with each MARSS and WSN number (i.e., student) and to structure the data by MARSS or WSN number.

REL Midwest's analysts will review the provided data for completeness. The analysts will follow up with schools to confirm that missing data are unavailable.

Teachers' Instructional Logs

The consent forms that school staff members in the early implementing Ramp-Up schools fill out make explicit that teachers will be asked to complete instructional logs following each Ramp-Up workshops. Teachers in Ramp-Up schools who provide their consent will be e-mailed a link to the instructional log immediately following their scheduled workshops and a deadline for completing the logs. REL staff will send teachers two reminders to complete each log.

The first page of each instructional log will repeat much of the study consent information to which teachers have already signified agreement, except that the page will list the expected time commitment for completing the log (see Attachment B-5). The relevant OMB clearance information also will appear on the introductory page. At the bottom of this introductory page,

teachers will have two options: "I want to continue" or "I do not want to complete this log." Those choosing to continue will move on to pages with the log items and response options. Those who choose not to complete the log will receive a "Thank You" page that exits them from the online data collection instrument.

Once each log is completed, faculty members' identifying information will be stripped from the data and replaced with their unique identification number. Teachers completing all instructional logs will receive a $25 gift card to Amazon.com.

Online Teacher Surveys

The process for administering the online teacher survey will be the same as that used for the instructional logs. In fall 2014, consenting teachers in the early and later implementing Phase 2 Ramp-Up schools will be e-mailed a hyperlink to the online teacher survey and a deadline for completing the survey. Teachers will receive two reminders to complete the survey.

When teachers follow the hyperlink to the survey, they will receive the same initial page (containing consent information) as with the instructional logs, except that the time estimate will be specific to the online survey. As before, on the bottom of the introductory screen, teachers will have two options: "I want to continue" or "I do not want to complete this survey" (see Attachment B-6 and Attachment B-7). Those who want to continue will move on to pages with the survey items and response options. Those who do not wish to complete the survey will receive a "Thank You" page that exits them from the online data collection instrument.

Once the surveys are completed, faculty members' identifying information will be stripped from the data and replaced with a unique identification number. The crosswalk file linking faculty members' names with their unique identifier will be stored in a separate password-protected file. Teachers completing the survey will receive a $25 gift card to Amazon.com.

Online Student Surveys and College-Readiness (ENGAGE) Measures

The contractor will be responsible for randomly selecting 30 students per grade in Grades 10–12 at each participating school to complete the ENGAGE measures in fall 2014 and spring 2015. These students will be drawn from the pool of eligible students (i.e., all students for whom parents did not withhold consent). These 90 students also will complete the online survey at the end of the ENGAGE instrument. Those Grade 12 students who were not selected for the ENGAGE assessment will complete the same online student survey but hosted by REL Midwest rather than ACT. Students' MARSS or WSN numbers will be received by REL Midwest through the sharing of students' administrative records.

The randomly selected samples will be drawn from the pools of eligible students in Grades 10 and 12 using the Statistical Package for the Social Sciences "select cases" function and students' MARSS or WSN numbers. The MARSS and WSN numbers for randomly selected students in Grades 10–12 will be e-mailed to each school's point of contact, along with instructions for students to follow to log into the combined ENGAGE and online survey. The project team will send a second batch of MARSS or WSN numbers along with separate instructions for the students in grade 12 who were not randomly selected to complete the ENGAGE instrument but should complete the student survey. In addition to providing MARSS or WSN numbers to

schools, REL Midwest will highlight the only parameters for the completion of online instruments: that students complete the ENGAGE and survey during school hours on a school computer during two-week windows in fall 2014 and spring 2015 (or other mutually arranged weeks if these dates conflict with other school activities).

The online ENGAGE instrument and student survey that sampled students complete will be hosted by ACT. ACT allows those using the ENGAGE to add a specified number of supplemental items, and these items will consist of the student survey items. For 12th grade students who were not randomly selected to complete the ENGAGE, their online student survey will be administered by REL Midwest.

Students selected to complete the combined instruments will complete them on a computer in a school computer lab. Schools will give these students a sheet of paper with (1) the student's name, (2) the student's MARSS or WSN number, (3) the website address for the combined ENGAGE and student survey instrument, and (4) directions for log-in. Schools will be responsible for printing students' names on the sheets containing students' MARSS or WSN numbers, hyperlinks, and directions. The process for grade 12 students who were not randomly selected but are eligible to complete the survey will be the same, except that the website address will be for the survey only (web survey to be hosted by REL Midwest).

The remaining details regarding administration of the student survey will be left to the discretion of the participating schools. For example, schools may want the online data collection instruments to be completed by groups of students at assigned times or by individual students during a particular class.

When students sit down at the computers, they will enter the URL for either the combined ENGAGE and student survey (for the randomly selected students from each grade) or just the student survey (for the remaining eligible grade 12 students). The initial screen will provide the students with the information found on the consent documents, including the estimated amount of time necessary to complete the ENGAGE and student survey. At the bottom of the initial screen, students can either choose a button saying "I want to continue with the survey" (indicating the student's assent) or "I do not want to complete the survey" (see Attachment B-2). Students assenting to complete the online data collection will then encounter a screen requesting their identification number. Students will enter their MARSS or WSN number into the available field. Next, the students will complete the ENGAGE assessment, followed by the student survey items (or just the student survey for those grade 12 students who were not randomly selected).

At the bottom of each screen of questions, students will have three options to choose from: an arrow pointing to the left saying "Go back," a button in the middle saying "Quit," and an arrow pointing to the right saying "Continue." Once students have completed the ENGAGE and student survey, they will see a screen saying that they have completed the data collection activity and a button that says "End." Clicking the "End" button takes the user away from the website.

Within a week of the deadline for the student surveys, ACT will upload to REL Midwest's secure FTP (file transfer protocol) site the data file containing all of the students' responses to the ENGAGE items and the survey items, by MARSS or WSN number. ACT also will provide

REL Midwest with a codebook indicating which data fields go with which ENGAGE and survey items.

Student survey data obtained from ACT will be appended to the file of student survey data that were collected through REL Midwest's online survey.

Data Request From MDE and WDPI[9]

As with Phase 1, the REL Midwest team working on the Phase 2 investigation will contact the data director from the relevant state education agencies to discuss the availability of student-level data, such as students' state standardized test scores and leave records.

To obtain these data, REL Midwest will develop a memorandum of understanding (MOU) with MDE that specifies the purpose of the data request (i.e., this Ramp-Up study), the data elements being requested, and the deidentified nature of the data (i.e., data listed by MARSS or WINS number).

Once the MOUs are in place, agency staff will assemble the data files for students in the participating schools (excluding those whose parents or guardians withheld consent). Agency staff can then upload the data file(s) to REL Midwest's secure FTP site.

Extant Document Request from Program Developers

The REL Midwest team will request extant documents from the Ramp-Up program developers related to schools' participation in professional development and use of resources. These documents will be collected in the June of 2015. The collection of these documents from program developers does not require OMB clearance because it is the collection of existing documents without any modifications from the program developers. These documents are provided by Ramp-Up schools to the program developers as part of the Ramp-Up intervention.

3. Methods to Maximize Response Rates and Deal With Nonresponse

ED is committed to obtaining complete data for this both Phases of this project. To ensure the acquisition of administrative data is as complete as possible, emphasis will be placed on tracking the data components from MDE and WDPI, schools, and districts. Evaluation staff will resolve issues of missing or delayed data files by maintaining e-mail and telephone contact with the appropriate parties. All data files received for the study will be reviewed for completeness. When data files contain too many missing values, project staff will connect with research staff at schools or state-level educational organizations to obtain a better understanding of the sources of missing data elements.

Although high response rates are expected for the study (because schools volunteer for this study and instruments are being developed with extreme sensitivity to respondent burden), nonresponse follow-up will be performed to ensure adequate response rates. ED's contractor for

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[9] The two sections regarding data requests to state government agencies are included in this OMB packet just so that the packet aligns with the project's proposal. Because these requests are only for extant data, these activities do not require OMB clearance.

REL Midwest has extensive experience administering similar studies for the National Center for Education Statistics, and a response rate of at least 85 percent for the school staff instruments is expected. Subcontractors will be hired to perform nonresponse follow-up with staff using phones and e-mail in the event that responses for instructional logs and the online survey are lagging. In addition, instructional logs and surveys will be available online, and each respondent will receive a link in an e-mail to complete the logs and surveys. The student survey and readiness assessment will be administered during the school day, with the in-school logistics left up to school leaders. For the student survey and readiness assessment, it is expected that response rates also will be at least 85 percent. Student nonresponse could occur if a student is absent on the day of the student survey and readiness assessment or if he or she leaves the school during the study year.

Several additional steps will be taken during Phase 2 to maximize response rates. Sampled respondents or their parents will receive advance communications explaining the study.[10] The staff consent form will provide sampled school staff with full knowledge of the data collection activities that will involve them and the financial compensation for the data collection burden. The consent form also will provide assurance that the data will remain confidential. Staff members will receive their copies of the consent form, and the form will list contact information to receive additional information about the study or to resolve any questions. The parental information letter and consent form will provide parents with full knowledge of the data collection activities involving students and the assurance that data will remain confidential. School leaders will send e-mails to school staff to encourage them to complete the surveys. The e-mail also will indicate that staff will receive a $25 gift card for completion. The schools also track students' completion of ENGAGE and surveys and follow up with students who have not completed the online instruments in the allotted time.

If a response rates for students or school staff is less than 85 percent, researchers will conduct a bias analysis to compare the characteristics of respondents with those of nonrespondents. Little information about staff characteristics will be available to compare staff members who responded to the survey with those who did not. Instead, researchers will assess the extent to which schools with high response rates differ from schools with low response rates by testing (using a *t*-test) for statistical differences in school-level characteristics such as high school graduation rates. For students, a bias analysis will be conducted if a response rate is less than 85 percent to compare characteristics from administrative data of students who responded to the survey with those who did not. Univariate statistical analysis (*t*-tests) will compare respondents on individual characteristics (e.g., the test scores of students who did and did not respond), and a multivariate statistical analysis (logistic regression analysis) will consider whether a combination of student characteristics predicts nonresponse.

Reports will clearly note any differences found between respondents and nonrespondents.

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[10] School faculty in both Ramp-Up and later implementing schools will be aware of the study taking place in their schools. The low level of data collection burden, incentives, and support from administrators will help ensure a good response rate.

4. Tests of Procedures and Methods to Be Undertaken

Administrative data for Phase 2 will come from school, district, or state administrative records, and there will be no need to test procedures or instruments. The personal college-readiness measure will be the ACT ENGAGE assessment, which has been demonstrated to be psychometrically sound, albeit using college student samples (ACT, 2013).

The study involves data collection using several instruments. The instructional logs and online student and staff questionnaires have been shared with contractors' colleagues who were former educators at the secondary level. These "critical colleagues" looked for three things during their review: (1) whether the questions asked are clear, understandable, free of research jargon, and answerable; (2) whether the questions actually assess the intended constructs; and (3) whether the number and type of questions is suitable for the time allotted (not redundant and focused enough to solicit clear answers). In addition, some of the student and staff survey questions are based on questions used in prior student surveys conducted by the Center for Applied Research and Educational Improvement or the Consortium on Chicago School Research. Finally, cognitive interviews have been conducted four respondents for each instrument to understand how typical respondents understand the questions.

5. Individuals Consulted on Statistical Aspects of the Design and Key Staff

The following individuals were consulted on the statistical, data collection, and analytic aspects of the Ramp-Up evaluation study:

- Michael Cohen, sampling statistician, AIR (202-403-6453)
- Jennifer Stephan, researcher, AIR (312-283-2409)
- Ayrin Molefe, senior researcher, AIR (630-649-6516)
- Jim Lindsay, senior researcher, AIR (630-649-6591)
- Pia Peltola, principal researcher, AIR (202-577-4613)
- Elizabeth Tipton, assistant professor of applied statistics at Teachers College, Columbia University (212-678-3844)
- Larry Hedges, professor, Institute for Policy Research at Northwestern University (847-491-3395)

Content experts contributing to the project include:

- Jennifer Stephan, researcher, AIR (312-283-2409)
- Sara Goldrick-Rab, associate professor of educational policy studies at the University of Wisconsin (608-262-1760)
- Barbara Schneider, professor of sociology and education, Michigan State University (517-432-0188)

Electronic file transfers will be conducted by

- Shaheen Khan, senior database specialist, AIR (630-649-6585)

Online data collection and analysis to be overseen by

- Jim Lindsay, senior researcher, AIR (630-649-6591)
- Kristina Wu, senior database specialist, AIR (630-649-6538)

6. References

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Council of Chief State School Officers. (2010). *ESEA reauthorization principles and recommendations*. Washington, DC: Author. Retrieved from http://www.ccsso.org/Documents/2009/ESEA_Task_Force_Policy_Statement_2010.pdf

Tierney, W. G., Bailey, T., Constantine, J., Finkelstein, N., & Hurd, N. F. (2009). *Helping students navigate the path to college: What high schools can do* (NCEE #2009-4066). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. Retrieved from http://ies.ed.gov/ncee/wwc/practiceguide.aspx?sid=11

U.S. Department of Education. (2010). *A blueprint for reform: The reauthorization of the Elementary and Secondary Education Act.* Washington, DC: Author. Retrieved from http://www2.ed.gov/policy/elsec/leg/blueprint/blueprint.pdf

Attachment B-1. Administrative Data Request

August xx, 2014

Dear [SCHOOL/DISTRICT STAFF MEMBER]:

Regional Educational Laboratory (REL) Midwest at American Institutes for Research (AIR) is the evaluator of the Ramp-Up to Readiness program at [SCHOOL]. REL Midwest is one of 10 regional educational laboratories funded by the Institute of Education Sciences at the U.S. Department of Education and tasked with providing technical assistance and research support to topic-focused groups of education-related stakeholders with the ultimate aim of learning what works for improving student academic outcomes
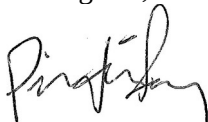
In [MONTH/YEAR], our research team received approval from [SCHOOL/DISTRICT] to conduct this study. REL Midwest is beginning the data collection process. As a first step, we are sharing with you a list of student- and school-level data that we will need to collect for the study. The data that you share with our project team, in combination with data from the Minnesota Department of Education or Wisconsin Department of Public Instruction will allow us to understand schools' experience with implementing Ramp-Up.

A data request for this project is on the second page of this letter. It provides a general description of the data elements needed for this part of the project. You will see that the data request is organized according to these levels of data (i.e., student data and school data). We are requesting student-level data only for students enrolled in 10th, 11th, or 12th grade in fall 2013.

We have found that an initial phone discussion about the data elements being requested can help prevent misunderstandings about data availability and quality. If such a call would be helpful to you, please contact me at 630-649-6591 and we will arrange a phone conference.

We appreciate your support for this study. Please let me know when you are available next week. In the meantime, if there are other questions you have, feel free to contact me at the phone number below my name.

Best regards,

Jim Lindsay, Ph.D.
Principal Investigator, REL Midwest
630-649-6591

REL Midwest Study of Ramp-Up to Readiness: Administrative Data Request
Student-Level Variables

Student-Level Variables	Grade Level of Student in Fall 2014–15		
	10th	11th	12th
Student MARSS ID in fall 2014–15	✓	✓	✓
Grade level in fall 2014–15	✓	✓	✓
Student leave code (e.g., to indicate transfer, dropout)	✓	✓	✓
Cumulative unweighted and weighted GPA in spring 2014	✓	✓	✓
EXPLORE score and date of administration	✓	✓	✓
PLAN score and date of administration		✓	✓
Indicator of whether student took the ACT or SAT in 2013–14		✓	✓
ACT composite scores with dates of administration		✓	✓
SAT critical reading and mathematics scores with dates of administration		✓	✓
Number of E-level courses enrolled in 2013–14 and fall 2014–15	✓	✓	✓
Number of D-level courses enrolled in 2013–14 and fall 2014–15	✓	✓	✓
Number of A-level courses enrolled in 2013–14 and fall 2014–15	✓	✓	✓
Number of C-level courses enrolled in 2013–14 and fall 2014–15	✓	✓	✓
Number of transcripts requested in fall 2014–15			✓

School-Level Variables
School ID
Number of 10th, 11th, and 12th graders (separately) in 2013–14
Percentages of 10th, 11th, and 12th graders (separately) who took an E-level course in 2013–14
Percentages of 10th, 11th, and 12th graders (separately) who took a D-level course in 2013–14
Percentages of 10th, 11th, and 12th graders (separately) who took an A-level course in 2013–14
Percentages of 10th, 11th, and 12th graders (separately) who took a C-level course in 2013–14
School average PLAN composite score in 2013–14
Percentages of 11th and 12th graders (separately) who took the ACT during 2013–14
Percentages of 11th and 12th graders (separately) who took the SAT during 2013–14
School average ACT composite score in 2013–14
School average SAT critical reading and mathematics scores in 2013–14
Percentage of 12th graders who submitted a college application in 2013–14

Attachment B-2. Student Fall Survey[11]

Purpose. We want to learn about your experiences at school with planning and preparing for life after high school. The questions on this survey ask about preparing for college and a career. The information you provide will help schools provide better information and assistance to students so that they can prepare for the future. This study is being conducted through the Regional Educational Laboratory (REL) Midwest.

Your answers will be kept confidential. All data collected will be kept confidential. We will not provide information that identifies you or your school to anyone outside the study team, except as required by law. Your answers will be combined with the answers of other students to describe what students think about the ways schools prepare them for life after high school.

Risks. There are no known risks related to participating in this survey.

Your answers are voluntary. You have the right to stop participating in this survey at any time without consequences. We hope you will answer all the questions, but if there is a question you do not wish to answer, simply skip it. Also, there are **no right or wrong answers** to these questions—we really just want to learn about your experiences at your school.

Procedure. This survey will take about 10 to 15 minutes.

Contact Information. <u>If you have questions or concerns about this study</u>, please contact Jim Lindsay at jlindsay@air.org or 630-649-6591. <u>If you have concerns or questions about your rights as a participant</u>, contact the chair of AIR's Institutional Review Board (which is responsible for the protection of study participants) using the following contact information:

E-Mail:	<u>IRBChair@air.org</u>
Phone:	1-800-634-0797 (toll free)
Mail:	IRB Chair
	c/o AIR
	1000 Thomas Jefferson Street NW
	Washington, DC 20007

If you want to take the survey, **please continue.** If you prefer not to participate, please check the "do not" box below and inform your survey administrator. Thank you for your help!

☐ I want to continue with the survey   ☐ I **do not** want to complete the survey

---

[11] For most students, this survey will be administered in conjunction with ACT's ENGAGE assessment. Because ACT's technology does not allow for skip patterns when questions are added to their assessment, this questionnaire does not use skips. Instead, response categories indicating that a question does not apply to a student have been included when needed.

Background Information

1. What grade are you currently in?

   - 9th
   - 10th
   - 11th
   - 12th

Postsecondary Plans

The following set of questions asks about your plans after high school. When this survey says "college," it means any kind of college, including two-year colleges, four-year colleges, universities, community colleges, and career or technical colleges (such as a culinary school or a cosmetology school).

2. At this time, what is your plan for next year? (Check all that apply.)

   - Attend a four-year college or university
   - Attend a community college
   - Attend a career or technical college
   - Get a job
   - Enter the military
   - Take a year off
   - Other
   - I don't know.

3. So far this school year, how often have you talked to a counselor, teacher, or other adult at school about planning for college?

   - Never
   - One or two times
   - More than two times but less than once a week
   - Once a week
   - More than once a week

4. This school year, have you developed a written plan for achieving your educational or career goals after high school?

   - Yes
   - No
   - I'm not sure.

5. Is your plan stored electronically (for example, in the Minnesota Career Information System, the Wisconsin Career Information System, or Naviance)?

- Yes
- No
- I'm not sure.
- I have not developed a written postsecondary plan with a counselor, teacher, or other adult at my school.

6. At the last registration time, did school staff help you in choosing classes that you need to reach your goals for after high school?*

- Yes
- No

7. So far this school year, how many times have you discussed your progress toward attaining the goals on your plan with a counselor, teacher, or other adult in your school?

- Never
- Once
- Twice
- Three times
- More than three times
- I'm not sure.
- I have not developed a written postsecondary plan with a counselor, teacher, or other adult at my school.

To what extent do you disagree or agree with the following statements?

8. At my school, all students are expected to go to some type of college.*

- Strongly disagree
- Disagree
- Agree
- Strongly agree

9. I know the skills that I need to work on if I am going to graduate from high school ready for success in college.* [12]

    - Strongly disagree

    - Disagree

    - Agree

    - Strongly agree

    - I don't plan to attend college.

Students' Academic Readiness

The following questions ask about your academic preparation for college.

10. So far this school year, has an adult at your school encouraged you to take an honors course or a course for college credit, such as an Advanced Placement (AP), International Baccalaureate (IB), Postsecondary Enrollment Options (PSEO), or College in the Schools course?*

    - Yes

    - No

11. So far this school year, how often has an adult at your high school discussed with you your likelihood to succeed academically in college-level classes?**

    - Never

    - Once

    - Twice

    - Three to five times

    - More than five times

Students' Admissions Readiness

The following questions ask about developing college plans.

To what extent do you disagree or agree with the following statement?

12. I know which type of college (for example a four-year college, a community college, a career or technical college) would help me reach my goals after high school.

    - Strongly disagree

    - Disagree

---

[12] An * indicates that this question is based on a question included on a survey from the Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota. ** indicates that this question is based on a question included on the Consortium on Chicago School Research 2009 12th-grade student survey (http://ccsr.uchicago.edu/downloads/23532009_my_voice_senior_student_codebook.pdf). Some questions have been reworded slightly to accommodate this study.

- Agree

- Strongly agree

- I don't plan to attend college.

13. So far this school year, how often has an adult at your high school discussed with you the steps that you need to take to apply to the type of college that you want to attend?*

    - Never

    - One or two times

    - Three to five times

    - More than five times

    - I don't plan to attend college.

14. So far this school year, how often has an adult at your high school discussed with you your likelihood of being accepted at different types of colleges?**

    - Never

    - One or two times

    - Three to five times

    - More than five times

    - I don't plan to attend college.

Students' Career Readiness

The following questions ask about developing career plans.

To what extent do you disagree or agree with the following statements?

15. I know the kinds of careers that would best fit my strengths and skills.*

    - Strongly disagree

    - Disagree

    - Agree

    - Strongly agree

16. I know the level of education required for the career I am most interested in.*

    - Strongly disagree

    - Disagree

    - Agree

    - Strongly agree

17. So far this school year, how helpful has your high school been to you in assessing your career interests and abilities? **

- Not at all helpful
- Somewhat helpful
- Helpful
- Very helpful

18. How helpful has your high school been to you in developing a career plan? **

- Not at all helpful
- Somewhat helpful
- Helpful
- Very helpful
- I do not have a career plan.

Students' Financial Readiness

The following questions ask about paying for college.

19. So far this school year, how often has an adult at your school talked to you about how to pay for tuition or other college expenses?**

- Never
- Once
- Twice
- Three to five times
- More than five times

20. Do you have a plan for paying for college?*

- Yes
- No
- I don't plan to attend college.

Students' College Actions

The following questions ask about some college-related actions you may have taken or plan to take.

21. Have you ever taken the ACT or SAT test?

- Yes
- No, but I plan to take the ACT or SAT.
- No, I do not plan to take the ACT or SAT.

22. How many college applications, if any, have you submitted so far this school year?

- None
- One
- Two or three
- Four or five
- More than five

23. So far this school year, how much have your teachers, counselors, or other school staff helped you with a college application essay or personal statement?**
    - Not at all
    - A little
    - Some
    - A lot
    - I do not plan to graduate from high school this school year.

24. So far this school year, how much have your teachers, counselors, or other school staff helped you find scholarships to apply for? **
    - Not at all
    - A little
    - Some
    - A lot
    - I do not plan to graduate from high school this school year.

Wrap-Up

These last questions ask for some general information.

25. So far this school year, who has helped you <u>most</u> to prepare for college? (Check only one.)
    - Counselors
    - Teachers
    - Dean
    - Other adults in my school
    - Parents or guardians
    - Other family members
    - Other adults aside from my school or family
    - Friends
    - No one

26. Do you have at least one parent or guardian who has completed a college degree? *

- Yes
- No
- I'm not sure.

Thank you for participating in this survey!

Attachment B-3. Student Spring Survey[13]

Purpose. We want to learn about your experiences at school with planning and preparing for life after high school. The questions on this survey ask about preparing for college and a career. The information you provide will help schools provide better information and assistance to students so that they can prepare for the future. This study is being conducted through the Regional Educational Laboratory (REL) Midwest.

Your answers will be kept confidential. All data collected will be kept confidential. We will not provide information that identifies you or your school to anyone outside the study team, except as required by law. Your answers will be combined with the answers of other students to describe what students think about the ways schools prepare them for life after high school.

Risks. There are no known risks related to participating in this survey.

Your answers are voluntary. You have the right to stop participating in this survey at any time without consequences. We hope you will answer all the questions, but if there is a question you do not wish to answer, simply skip it. Also, there are **no right or wrong answers** to these questions—we really just want to learn about your experiences at your school.

Procedure. This survey will take about 10 to 15 minutes.

Contact Information. If you have questions or concerns about this study, please contact Jim Lindsay at jlindsay@air.org or 630-649-6591. If you have concerns or questions about your rights as a participant, contact the chair of AIR's Institutional Review Board (which is responsible for the protection of study participants) using the following contact information:

E-Mail:	IRBChair@air.org
Phone:	1-800-634-0797 (toll free)
Mail:	IRB Chair
	c/o AIR
	1000 Thomas Jefferson Street NW
	Washington, DC 20007

If you want to take the survey, **please continue.** If you prefer not to participate, please check the "do not" box below and inform your survey administrator. Thank you for your help!

☐ I want to continue with the survey   ☐ I **do not** want to complete the survey

---

[13] For most students, this survey will be administered in conjunction with ACT's ENGAGE assessment. Because ACT's technology does not allow for skip patterns when questions are added to their assessment, this questionnaire does not use skips. Instead, response categories indicating that a question does not apply to a student have been included when needed.

Background Information

1. What grade are you currently in?
   - 9th
   - 10th
   - 11th
   - 12th

Postsecondary Plans

The following set of questions asks about your plans after high school. When this survey says "college," it means any kind of college, including two-year colleges, four-year colleges, universities, community colleges, and career or technical colleges (such as a culinary school or a cosmetology school).

2. At this time, what is your plan for next year? (Check all that apply.)
   - Attend a four-year college or university
   - Attend a community college
   - Attend a career or technical college
   - Get a job
   - Enter the military
   - Take a year off
   - Other
   - I don't know.

3. So far this school year, how often have you talked to a counselor, teacher, or other adult at school about planning for college?
   - Never
   - One or two times
   - More than two times but less than once a week
   - Once a week
   - More than once a week

4. This school year, have you developed a written plan for achieving your educational or career goals after high school?
   - Yes
   - No
   - I'm not sure.

5. Is your plan stored electronically (for example, in the Minnesota Career Information System, the Wisconsin Career Information System, or Naviance)?
   - Yes
   - No

- I'm not sure.
- I have not developed a written postsecondary plan with a counselor, teacher, or other adult at my school.

6. At the last registration time, did school staff help you in choosing classes that you need to reach your goals for after high school?*
   - Yes
   - No

7. So far this school year, how many times have you discussed your progress toward attaining the goals on your plan with a counselor, teacher, or other adult in your school?
   - Never
   - Once
   - Twice
   - Three times
   - More than three times
   - I'm not sure.
   - I have not developed a written postsecondary plan with a counselor, teacher, or other adult at my school.

To what extent do you disagree or agree with the following statements?

8. At my school, all students are expected to go to some type of college.*
   - Strongly disagree
   - Disagree
   - Agree
   - Strongly agree

9. I know the skills that I need to work on if I am going to graduate from high school ready for success in college.*[14]
   - Strongly disagree
   - Disagree
   - Agree
   - Strongly agree
   - I don't plan to attend college.

Students' Academic Readiness

The following questions ask about your academic preparation for college.

---

[14] An * indicates that this question is based on a question included on a survey from the Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota. ** indicates that this question is based on a question included on the Consortium on Chicago School Research 2009 12th-grade student survey (http://ccsr.uchicago.edu/downloads/23532009_my_voice_senior_student_codebook.pdf). Some questions have been reworded slightly to accommodate this study.

10. So far this school year, has an adult at your school encouraged you to take an honors course or a course for college credit, such as an Advanced Placement (AP), International Baccalaureate (IB), Postsecondary Enrollment Options (PSEO), or College in the Schools course?*

- Yes

- No

11. So far this school year, how often has an adult at your high school discussed with you your likelihood to succeed academically in college-level classes?**

- Never

- Once

- Twice

- Three to five times

- More than five times

Students' Admissions Readiness

The following questions ask about developing college plans.

To what extent do you disagree or agree with the following statement?

12. I know which type of college (for example a four-year college, a community college, a career or technical college) would help me reach my goals after high school.

- Strongly disagree

- Disagree

- Agree

- Strongly agree

- I don't plan to attend college.

13. So far this school year, how often has an adult at your high school discussed with you the steps that you need to take to apply to the type of college that you want to attend?*

- Never

- One or two times

- Three to five times

- More than five times

- I don't plan to attend college.

14. So far this school year, how often has an adult at your high school discussed with you your likelihood of being accepted at different types of colleges?**

- Never

- One or two times

- Three to five times

- More than five times

- I don't plan to attend college.

Students' Career Readiness

The following questions ask about developing career plans.

To what extent do you disagree or agree with the following statements?

15. I know the kinds of careers that would best fit my strengths and skills.*

- Strongly disagree
- Disagree
- Agree
- Strongly agree

16. I know the level of education required for the career I am most interested in.*

- Strongly disagree
- Disagree
- Agree
- Strongly agree

17. So far this school year, how helpful has your high school been to you in assessing your career interests and abilities? **

- Not at all helpful
- Somewhat helpful
- Helpful
- Very helpful

18. How helpful has your high school been to you in developing a career plan? **

- Not at all helpful
- Somewhat helpful
- Helpful
- Very helpful
- I do not have a career plan.

Students' Financial Readiness

The following questions ask about paying for college.

19. So far this school year, how often has an adult at your school talked to you about how to pay for tuition or other college expenses?**

- Never
- Once
- Twice
- Three to five times
- More than five times

20. Do you have a plan for paying for college?*

    - Yes
    - No
    - I don't plan to attend college.

Students' College Actions

The following s questions ask about some college-related actions you may have taken or plan to take.

21. Have you ever taken the ACT or SAT test?

    - Yes
    - No, but I plan to take the ACT or SAT.
    - No, I do not plan to take the ACT or SAT.

22. Have you submitted the Free Application for Federal Student Aid (FAFSA) so far this school year?

    - Yes
    - No, but I plan to submit the FAFSA by the end of the summer.
    - No, I do not plan to submit the FAFSA.
    - I don't know.

23. So far this school year, how much have your teachers, counselors, or other school staff helped you fill out the FAFSA? **

    - Not at all
    - A little
    - Some
    - A lot

24. How many college applications, if any, have you submitted so far this school year?

    - None
    - One
    - Two or three
    - Four or five
    - More than five

25. So far this school year, how much have your teachers, counselors, or other school staff helped you with a college application essay or personal statement?**

    - Not at all
    - A little
    - Some
    - A lot

- I do not plan to graduate from high school this school year.

26. So far this school year, how much have your teachers, counselors, or other school staff helped you find scholarships to apply for? **
    - Not at all
    - A little
    - Some
    - A lot
    - I do not plan to graduate from high school this school year.

Wrap-Up

These last questions ask for some general information.

27. So far this school year, who has helped you <u>most</u> to prepare for college? (Check only one.)
    - Counselors
    - Teachers
    - Dean
    - Other adults in my school
    - Parents or guardians
    - Other family members
    - Other adults aside from my school or family
    - Friends
    - No one

28. Do you have at least one parent or guardian who has completed a college degree?*
    - Yes
    - No
    - I'm not sure.

Thank you for participating in this survey!

Attachment B-4. Consent Documents

Parent Information Letter and Consent Withholding Form

[high school letterhead]

August XX, 2014

Dear Parent or Guardian:

[**Insert high school**] is committed to helping our students graduate college and career ready. As part of our commitment, we are working with the Regional Educational Laboratory (REL) Midwest to study a schoolwide guidance program called Ramp-Up to Readiness ("Ramp-Up"). Scholars at the College Readiness Consortium at the University of Minnesota developed Ramp-Up based on existing research.

The purpose of this letter is to let you know that we plan to release some information about the students in [**high school**] to REL Midwest and that your son or daughter may be asked to complete a survey and college-readiness assessment. **The information provided to REL Midwest <u>will not</u> include student names or any other personally identifiable information about you or your child. In other words, the data will be <u>anonymous</u> to the researchers.**

Parents and students should understand the following:

- This anonymous information will help the research team better understand the challenges that schools have in carrying out Ramp-Up and the experiences students have when participating in Ramp-Up activities.

- The anonymous information will include students' grades, test scores, course enrollments, college enrollment activities, and the student identification number used by the Minnesota Department of Education. The researchers will be able to use your son's or daughter's identification number to obtain other information from state databases, such as test scores, but they will be unable to link that number with your child's identity.

- As part of the study, your son or daughter may be asked to do the following:

  1. Take a survey this spring that asks about his or her experiences at school with planning and preparing for life after high school.

  2. Take an online college-readiness assessment (ACT's ENGAGE assessment) in the spring. This assessment will measure students' motivation and skills, social engagement, or self-regulation.

  No student has to answer questions on the survey or assessment that he or she does not want to answer.

- All information about your child will be anonymous. The information collected will only be used for this research project, and the researchers will average the data for all students and all participating schools. They will report these averages in government reports and

research articles, but readers will be unable link those findings with individual students, teachers, or schools.

- ▪ Risks: This study presents *minimal risk* to your child. That is, students do not experience any risks beyond what they experience every day at school.

- ▪ Benefits: Study participation helps build knowledge about how to better support students to be college or career ready.

Participation in the study is voluntary. Students do not have to participate if they do not want to, and they will experience no repercussions at school if they decide not to participate. Our school's participation in this research study helps educators learn more about how schools can help students become college and career ready.

If you do not wish us to release anonymous information for your child or have your child complete the surveys and assessments, please fill in the form below and have your son or daughter return this letter to [return location] by [deadline].

If you have questions about this research project or about your child's rights as a participant, please contact Jim Lindsay of REL Midwest at 630-649-6591.

Sincerely,

[**insert district signatory**]

_____

By signing this form, you are indicating that you do not wish your child to participate in the study or for us to share your child's information with the REL Midwest research team.

_____

      I do NOT want my child, _____,
                             Full Student Name

      (Student ID # _____) to participate in the Ramp-Up evaluation being conducted by REL Midwest.

Your name: _____

Your signature: _____

Staff Consent Form

Purpose

Our school has partnered with the Regional Educational Laboratory (REL) Midwest to study the implementation of a schoolwide guidance program called Ramp-Up to Readiness ("Ramp-Up") developed by the College Readiness Consortium at the University of Minnesota. REL Midwest, operated by American Institutes for Research, is sponsored by the Institute of Education Sciences (IES) at the U.S. Department of Education. The evaluation will examine how school staff members implement Ramp-Up and how the intervention compares with college-readiness supports in other high schools. The study has been submitted to IES for research approval. An application also will be submitted to the Office of Management and Budget for review.

REL Midwest invites you and other school staff to participate in the study, which will begin this spring. The study involves the following data collection activities, which you may be asked to participate in:

- Short instructional logs following each of five Ramp-Up college workshops
- Two online surveys, one in the fall of 2014 and one in the spring of 2015

Voluntary Participation

Participation in the data collection activities is voluntary. You also can withdraw from the study at any time. Individuals who decline to participate or later withdraw from the study will face no personal or professional repercussions.

Risks

There are few anticipated or known risks in participating in this study. Data collected and maintained by, or under the auspices of, IES under a pledge of confidentiality shall be treated in a manner that will ensure that individually identifiable data will be used only for statistical purposes and will be accessible only to authorized members of the research team.

Benefits

Your participation in the evaluation will contribute to an understanding of a schoolwide college readiness program that seeks to improve the college readiness outcomes of all students. You will also receive a $25 gift card from Amazon.com for participating in the data collection activities.

Confidentiality

Responses to this data collection will be used only for statistical purposes. The reports prepared for this study will summarize findings across the sample and will not associate responses with

any specific individual. The researchers will not provide information that identifies you or your school to anyone outside the study team, except as required by law.

More Information

If you would like more information about this study, you may contact Jim Lindsay of REL Midwest at 630-649-6591.

Informed Consent

By signing this form, you are indicating that you have read and understood the information provided to you about your participation.

☐ Yes, I want to participate in this study.

☐ No, I do not wish to participate in this study.

Print Name: _____

Signature: _____

Date: _____

School Name: _____

Position at School: _____

Attachment B-5. Instructional Log for Ramp-Up Workshop

Purpose. We would like your feedback on the workshop you taught today and some information about the advisories that you have taught so far this year. Your opinions are useful for improving the quality of the Ramp-Up program.

Confidentiality. Regional Educational Laboratory (REL) Midwest will keep all collected data confidential. Per the policies and procedures required by the Education Sciences Reform Act of 2002, Title I, Part E, Section 183, responses to this data collection will be used only for statistical purposes. The reports prepared for this study will summarize findings across the sample and will not associate responses with a specific individual. We will not provide information that identifies you to anyone outside the study team, except as required by law. Any willful disclosure of such information for nonstatistical purposes, without the informed consent of the respondent, is a class E felony.

Risks. There are no known risks related to participating in this survey.

Voluntary Participation. You have the right to discontinue your participation in this survey at any time without consequences. We hope you will answer all the questions, but if there is a question you do not wish to answer, simply skip it.

Procedure. Completion of each log entry will take no longer than 10 minutes. If you complete all five logs, you will receive a $25 gift card for your participation.

Contact Information. <u>If you have questions or concerns about this study</u>, please contact Jim Lindsay at jlindsay@air.org or 630-649-6591. <u>If you have concerns or questions about your rights as a participant</u>, contact the chair of AIR's Institutional Review Board (which is responsible for the protection of study participants) using the following contact information:

E-Mail:	IRBChair@air.org
Phone:	1-800-634-0797 (toll free)
Mail:	IRB Chair
	c/o AIR
	1000 Thomas Jefferson Street NW
	Washington, DC 20007

Background Information

1. What is your current position at this school? (Check all that apply.)

   - Teacher
   - Counselor
   - Dean
   - Principal
   - Assistant principal
   - Other school staff

   2. What is the name of your school? [text box]

Today's Ramp-Up Workshop

The following questions ask about the Ramp-Up workshop that you taught today.

   3. Did you teach or assist in teaching a Ramp-Up workshop today?

   - Yes [continue to q4]
   - No [skip to q19]

   4. What topic(s) did you cover in today's workshop? [text box]

   5. How many students actually attended the workshop? [drop-down box]

   6. What percentage of your students attended the workshop? [drop-down box]

   7. In what grades are the students who attended the workshop that you taught today? Check all that apply.

   - 9th grade
   - 10th grade
   - 11th grade
   - 12th grade

   8. How long did today's workshop last?

   - Less than 30 minutes
   - 30–45 minutes
   - 46–60 minutes
   - More than 60 minutes

   9. Select the college-readiness pillars that were discussed during today's workshop? Check all that apply.

- Academic Readiness
- Admissions Readiness
- Career Readiness
- Financial Readiness
- Personal and Social Readiness

10. Did you adapt the instructional materials to suit the needs of your workshop?
   - Yes [continue to q11]
   - No [skip to q12]

11. Please describe how you adapted the instructional materials to suit the needs of your workshop. [text box]

12. What percentage of students who attended today's workshop was actively engaged in the workshop's activities?
   - Less than 25 percent
   - 25 percent to 50 percent
   - 51 percent to75 percent
   - More than 75 percent
   - I do not know.

13. I had enough time to prepare lesson content prior to teaching today's workshop.
   - Strongly disagree
   - Disagree
   - Agree
   - Strongly agree

14. I had enough information about the college selection and enrollment process to teach today's workshop.
   - Strongly disagree
   - Disagree
   - Agree
   - Strongly agree

15. I had enough information about the knowledge and skills needed to succeed in college to teach today's workshop.
   - Strongly disagree
   - Disagree
   - Agree

- Strongly agree

16. What worked well in today's workshop? [text box]

17. What could be improved about today's workshop? [text box]

18. If you have any additional comments about today's workshop, please enter them here: [text box]

Weekly Ramp-Up Advisories

The following questions ask about the weekly Ramp-Up advisories taught so far this year.

19. Have you taught at least one Ramp-Up advisory this school year?
- Yes [continue to q20]
- No [end survey]

20. Are you assigned to teach a ninth-grade Ramp-Up advisory?
- Yes [continue to q21]
- No [skip to q22]

21. Which lessons have you taught so far this year to ninth graders? Check all that apply. [insert names of each lesson taught to ninth graders]

22. Are you assigned to teach a 10th-grade Ramp-Up advisory?
- Yes [continue to q23]
- No [skip to q24]

23. Which lessons have you taught so far this year to 10th graders? Check all that apply. [insert names of each lesson taught to 10th graders]

24. Are you assigned to teach an 11th-grade Ramp-Up advisory?
- Yes [continue to q25]
- No [skip to q26]

25. Which lessons have you taught so far this year to 11th graders? Check all that apply. [insert names of each lesson taught to 11th graders]

26. Are you assigned to teach a 12th-grade Ramp-Up advisory?
- Yes [continue to q27]
- No [skip to q28]

27. Which lessons have you taught so far this year to 12th graders? Check all that apply. [insert names of each lesson taught to 12th graders]

28. On average, what percentage of students scheduled to attend your weekly advisory has attended every session so far?

- Less than 25 percent
- 25 percent to 50 percent
- 51 percent to 75 percent
- More than 75 percent
- I do not know.

29. On average, how long have the weekly advisory sessions you've taught so far this year lasted?

- Less than 20 minutes
- 20–29 minutes
- 30 minutes
- I do not know.

30. So far this year, how often have you adapted the instructional materials to suit the needs of your advisory?

- Never
- Rarely
- Sometimes
- Often
- Always

31. On average, what percentage of students in your advisory actively engages in the advisory's activities?

- Less than 25 percent
- 25 percent to 50 percent
- 51 percent to 75 percent
- More than 75 percent
- I do not know.

32. If you have any additional comments about the Ramp-Up advisories, please enter them here: [text box]

Thank you for completing this log!

Attachment B-6. Fall Staff Survey

(To Be Administered Over the Internet)

Purpose. The Regional Educational Laboratory (REL) Midwest at American Institutes for Research is conducting this survey as part of its evaluation of Ramp-Up to Readiness ("Ramp-Up"). We want to learn about your experiences with Ramp-Up overall and also how those experiences relate to the program's curriculum, tools, and professional development. The information you provide will be used to improve Ramp-Up and other college-readiness programs.

Confidentiality. REL Midwest will keep all collected data confidential. Per the policies and procedures required by the Education Sciences Reform Act of 2002, Title I, Part E, Section 183, responses to this data collection will be used only for statistical purposes. The reports prepared for this study will summarize findings across the sample and will not associate responses with a specific district or individual. We will not provide information that identifies you or your district to anyone outside the study team, except as required by law. Any willful disclosure of such information for nonstatistical purposes, without the informed consent of the respondent, is a class E felony.

Risks. There are no known risks related to participating in this survey.

Voluntary Participation. You have the right to discontinue your participation in this survey at any time without consequences. We hope you will answer all the questions, but if there is a question you do not wish to answer, simply skip it.

Procedure. This survey will take about 20 to 30 minutes, and you will receive a $25 gift card for your participation.

Contact Information. <u>If you have questions or concerns about this study</u>, please contact Jim Lindsay at jlindsay@air.org or 630-649-6591. <u>If you have concerns or questions about your rights as a participant</u>, contact the chair of AIR's Institutional Review Board (which is responsible for the protection of study participants) using the following contact information:

E-Mail:	<u>IRBChair@air.org</u>
Phone:	1-800-634-0797 (toll free)
Mail:	IRB Chair
	c/o AIR
	1000 Thomas Jefferson Street NW
	Washington, DC 20007

Background Information

1. What is the name of your school? [text box]

2. What is your current position at this school? (Check all that apply.)
   - Teacher
   - Counselor
   - Dean
   - Principal
   - Assistant principal
   - Other school staff

3. What grade-level are the majority of students you work with? (Check all that apply.)
   - Grade 8 or lower
   - Grade 9
   - Grade 10
   - Grade 11
   - Grade 12
   - I teach students in multiple grades.

Expectations and Beliefs

The following questions ask about your expectations and beliefs related to college preparation. In this survey, "college" refers to all postsecondary educational opportunities, including two-year colleges, four-year colleges or universities, community colleges, and career or technical colleges. Please indicate to what extent you disagree or agree with the following statements:

4. I believe that our school should prepare all students to go on to college.*[15]
   - Strongly disagree
   - Disagree
   - Agree

---

[15] An * indicates that this question is based on a question included on a survey from the Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota. ** indicates that this question is based on a question included on the Consortium on Chicago School Research 2009 12th-grade student survey (http://ccsr.uchicago.edu/downloads/23532009_my_voice_senior_student_codebook.pdf). *** indicates that this question is based on a question included on a survey of counselors conducted by Northwestern University's High School to College Transition Study (James E. Rosenbaum, principal investigator). Some questions have been reworded slightly to accommodate this study.

- Strongly agree

5. School personnel share a common goal to prepare all students for college.*

- Strongly disagree

- Disagree

- Agree

- Strongly agree

6. All teachers should be able to advise students on college options.*

- Strongly disagree

- Disagree

- Agree

- Strongly agree

7. College counseling is the job of school counselors, not teachers.*

- Strongly disagree

- Disagree

- Agree

- Strongly agree

College Knowledge

The following questions ask about your knowledge of college and career readiness. Please rate your own level of knowledge in the following areas:

8. The range of postsecondary options available to students*

- None

- Limited

- Basic

- Moderate

- Proficient

- Advanced

9. The level of academic skill (for example, reading, writing, mathematics) necessary for college work*

- None

- Limited

- Basic
- Moderate
- Proficient
- Advanced

10. Tests that students need for admission to college*
- None
- Limited
- Basic
- Moderate
- Proficient
- Advanced

11. The college application process*
- None
- Limited
- Basic
- Moderate
- Proficient
- Advanced

12. Financing a college education*
- None
- Limited
- Basic
- Moderate
- Proficient
- Advanced

13. The types of personal and social skills that students need to succeed in college
- None
- Limited
- Basic
- Moderate

- Proficient

- Advanced

14. So far this school year, have you received any professional development related to preparing students for college?

- Yes

- No

College-Readiness Supports

The following questions ask about any services, activities, and resources that your school offers to help students prepare to succeed in college.

15. What percentage of students who graduate from your high school are prepared academically to succeed in nonremedial college classes?

- Less than 25 percent

- 25 percent to 50 percent

- 51 percent to 75 percent

- More than 75 percent

- I do not know.

16. Do all students at your school develop a written plan for achieving their educational or career goals after high school?

- Yes

- No

- Unsure

17. What percentage of students at your high school use a technology platform (e.g., Naviance, Minnesota Career Information System [MCIS], Wisconsin Career Information System [WCIS]) to support the development of their postsecondary plans?

- Less than 25 percent

- 25 percent to 50 percent

- 51 percent to 75 percent

- More than 75 percent

- I do not know.

18. Do staff members at your school provide feedback to students about whether they are on track academically for college?

- Yes [continue to Q18]

- No [skip to Q20]
- Unsure [skip to Q20]

19. How often do all students in Grades 10 through 12 receive feedback?

- All students in Grades 10 through 12 receive feedback at least once per school year.
- All students in Grades 10 through 12 receive feedback more than once per school year.
- Not all students receive feedback every year.

20. How do students receive feedback? (Check all that apply.)

- In mandatory discussions with a counselor or teacher (for example during course scheduling)
- In informal discussions with a counselor
- In informal discussions with a teacher or other school staff member
- In writing without discussion with a school staff member
- Other

21. What practices does your school offer to assist students with the transition to college? (Check all that apply.)*******

- Holding or participating in college fairs
- Consulting with college representatives about requirements
- Encouraging students to visit colleges
- Offering college visits organized by your school
- Offering programs that help students plan or prepare for college (such as Upward Bound, AVID, College Possible)
- Large assemblies or information sessions where students receive information about searching for and applying to, college
- Large assemblies or information sessions where students receive information about paying for college

22. What percentage of seniors who plan to attend college take the necessary steps to enroll in college?

- Less than 25 percent
- 25 percent to 50 percent
- 51 percent to 75 percent
- More than 75 percent

- I do not know.

23. What kinds of assistance does your school offer to help students complete college enrollment actions? (Check all that apply.)

- Assistance identifying colleges that match a student's interests, goals, and level of preparation
- Assistance with college applications, individually or in small groups
- Assistance with completing the Free Application for Federal Student Aid (FAFSA), individually or in small groups
- Assistance with identifying scholarship opportunities, individually or in small groups
- Assistance with completing scholarship applications, individually or in small groups
- Classes or workshops to prepare students to take college admissions exams

24. Does your school collect timely information about which students complete the following college enrollment actions?

	Yes	No
College applications		
FAFSA application		
Scholarship applications		
Completion of a college admissions exam		

25. What portion of your seniors receive school help with the following?***

	Less than 25 percent	25 percent to 50 percent	51 percent to 75 percent	More than 75 percent	I don't know
Completing college applications					
Planning how to pay for college					
Filling out financial aid forms					

Identifying scholarship opportunities					
Completing scholarship applications					

26. What percentage of your students understand the requirements of different careers?

- Less than 25 percent
- 25 percent to 50 percent
- 51 percent to75 percent
- More than 75 percent
- I do not know.

27. What percentage of your students understand which careers will match their personal goals and abilities?

- Less than 25 percent
- 25 percent to50 percent
- 51 percent to75 percent
- More than 75 percent
- I do not know.

28. What kinds of career exploration activities, if any, does your school offer to students? (Check all that apply.)

- Assistance writing a resume
- Speakers who discuss careers
- A career interest inventory
- Job shadowing
- Assistance in finding internships
- Information about educational and skill requirements of different careers
- Information about the earnings payoffs of different careers

29. Who at your school is responsible for delivering college-related programs, services, activities, and resources to students? (Check all that apply.)

- Counselors
- Teachers
- Administrators

30. For which of your students do you communicate with parents or guardians about their child's readiness for college?

- None
- A few students
- Most students
- All students

31. How often do you communicate with parents or guardians about their child's readiness for college?

- More than once per school year for all students
- At least once per school year for all students
- At least once per school year for some students
- Other

Thank you for participating in this survey!

Attachment B-7. Spring Staff Survey

Purpose. The Regional Educational Laboratory (REL) Midwest at American Institutes for Research is conducting this survey as part of its evaluation of Ramp-Up to Readiness. We want to learn about your experiences with Ramp-Up overall and also how your experiences relate to the program's curriculum, tools, and professional development. The information you provide will be used to improve Ramp-Up and other college-readiness programs.

Confidentiality. REL Midwest will keep all collected data confidential. Per the policies and procedures required by the Education Sciences Reform Act of 2002, Title I, Part E, Section 183, responses to this data collection will be used only for statistical purposes. The reports prepared for this study will summarize findings across the sample and will not associate responses with a specific district or individual. We will not provide information that identifies you or your district to anyone outside the study team, except as required by law. Any willful disclosure of such information for nonstatistical purposes, without the informed consent of the respondent, is a class E felony.

Risks. There are no known risks related to participating in this survey.

Voluntary Participation. You have the right to discontinue your participation in this survey at any time without consequences. We hope you will answer all the questions, but if there is a question you do not wish to answer, simply skip it.

Procedure. This survey will take about 20 to 30 minutes, and you will receive a $25 gift card for your participation.

Contact Information. <u>If you have questions or concerns about this study</u>, please contact Jim Lindsay at jlindsay@air.org or 630-649-6591. <u>If you have concerns or questions about your rights as a participant</u>, contact the chair of AIR's Institutional Review Board (which is responsible for the protection of study participants) using the following contact information:

E-Mail:	IRBChair@air.org
Phone:	1-800-634-0797 (toll free)
Mail:	IRB Chair
	c/o AIR
	1000 Thomas Jefferson Street NW
	Washington, DC 20007

Background Information

1. What is your current position at this school? (Check all that apply.)

   - Teacher
   - Counselor
   - Dean
   - Principal
   - Assistant principal
   - Other school staff

2. What is your role in delivering the Ramp-Up to Readiness program? (Check all that apply.)

   - I do not play any role in delivering the Ramp-Up to Readiness program [end survey and display "Thank you for participating in this survey"]
   - Ramp-Up coordinator
   - Member of the Ramp-Up leadership team
   - Ramp-Up advisor (a teacher who facilitates Ramp-Up advisories)
   - Other. Please indicate your role: [text box]

[If Q2=Ramp-Up advisor, ask Q3; else, skip to Q4]

3. What is the grade-level of students in your Ramp-Up advisory?

   - Grade 9
   - Grade 10
   - Grade 11
   - Grade 12

4. What is the name of your school? [text box]

Ramp-Up Goals, Components, and Roles

The following questions ask about your understanding of the goals of the Ramp-Up to Readiness program ("Ramp-Up") and your role in it. Please indicate to what extent you disagree or agree with the following statements:

5. I understand the goals of Ramp-Up.

   - Strongly disagree
   - Disagree
   - Agree

- Strongly agree

6. I understand Ramp-Up's five pillars of readiness (academic, admissions, career, financial, and personal and social readiness).
   - Strongly disagree
   - Disagree
   - Agree
   - Strongly agree

7. I understand my role in delivering Ramp-Up.
   - Strongly disagree
   - Disagree
   - Agree
   - Strongly agree

8. Do you know who the Ramp-Up Coordinator at your school is?
   - Yes
   - No
   - I'm not sure.

[If Q2=Ramp-Up advisor, ask Q9; else, skip to 10]

9. My school and district gives me enough time to implement the Ramp-Up program.
   - Strongly disagree
   - Disagree
   - Agree
   - Strongly agree

[If Q2=Ramp-Up coordinator or Member of the Ramp-Up leadership team, ask 10; else, skip to 11]

10. My school and district gives me enough time to coordinate the Ramp-Up program.
    - Strongly disagree
    - Disagree
    - Agree
    - Strongly agree

Expectations and Beliefs

The following questions ask about your expectations and beliefs related to college preparation. In this survey, "college" refers to all postsecondary educational opportunities, including two-year colleges,

four-year colleges or universities, community colleges, and career or technical colleges. Please indicate to what extent you disagree or agree with the following statements:

11. I believe that our school should prepare all students to go on to college.*[16]

    - Strongly disagree
    - Disagree
    - Agree
    - Strongly agree

12. School personnel share a common goal to prepare all students for college.*

    - Strongly disagree
    - Disagree
    - Agree
    - Strongly agree

13. All teachers should be able to advise students on college options.*

    - Strongly disagree
    - Disagree
    - Agree
    - Strongly agree

14. College counseling is the job of school counselors, not teachers.*

    - Strongly disagree
    - Disagree
    - Agree
    - Strongly agree

College Knowledge

The following questions ask about your knowledge of college and career readiness. Please rate your own level of knowledge in the following areas:

15. The range of postsecondary options available to students*

    - None
    - Limited
    - Basic
    - Moderate

---

[16] An * indicates that this question is based on a question included on a survey from the Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota.

- Proficient
- Advanced

16. The level of academic skill (for example, reading, writing, mathematics) necessary for college work*
    - None
    - Limited
    - Basic
    - Moderate
    - Proficient
    - Advanced

17. Tests that students need for admission to college*
    - None
    - Limited
    - Basic
    - Moderate
    - Proficient
    - Advanced

18. The college application process*
    - None
    - Limited
    - Basic
    - Moderate
    - Proficient
    - Advanced

19. Financing a college education*
    - None
    - Limited
    - Basic
    - Moderate
    - Proficient
    - Advanced

20. The types of personal and social skills that students need to succeed in college

- None
- Limited
- Basic
- Moderate
- Proficient
- Advanced

Ramp-Up Curriculum

The following questions ask about your perceptions of the Ramp-Up curriculum taught in advisories and workshops.

21. How familiar are you with the Ramp-Up curriculum?
    - Not at all familiar [skip to q33]
    - Slightly familiar [continue to q22]
    - Moderately familiar [continue to q22]
    - Very familiar [continue to q22]

Please indicate the extent to which you disagree or agree with the following statements:

22. The Ramp-Up curriculum helps students develop postsecondary plans.
    - Strongly disagree
    - Disagree
    - Agree
    - Strongly agree

23. The Ramp-Up curriculum enables students to make informed decisions about preparing for college.
    - Strongly disagree
    - Disagree
    - Agree
    - Strongly agree

24. The Ramp-Up curriculum enables students to make informed decisions about preparing for a career.
    - Strongly disagree
    - Disagree
    - Agree
    - Strongly agree

25. The Ramp-Up curriculum helps students develop the belief that they can turn their postsecondary plans into reality.
    - Strongly disagree
    - Disagree
    - Agree
    - Strongly agree

26. The Ramp-Up curriculum helps students understand whether they are on or off track to reach college readiness by the end of high school.
    - Strongly disagree
    - Disagree
    - Agree
    - Strongly agree

27. The Ramp-Up curriculum provides students with clear information about what steps must be taken to enroll in college.
    - Strongly disagree
    - Disagree
    - Agree
    - Strongly agree

28. The Ramp-Up curriculum provides students with clear information about when key steps in the enrollment process must occur.
    - Strongly disagree
    - Disagree
    - Agree
    - Strongly agree

29. The Ramp-Up curriculum covers appropriate topics on preparing for college.
    - Strongly disagree
    - Disagree
    - Agree
    - Strongly agree

30. The Ramp-Up curriculum spends the appropriate amount of time on each topic.
    - Strongly disagree
    - Disagree
    - Agree

- Strongly agree

31. The Ramp-Up curriculum consists of a coherent sequence of concepts and ideas.
    - Strongly disagree
    - Disagree
    - Agree
    - Strongly agree

32. The Ramp-Up curriculum is engaging to students.
    - Strongly disagree
    - Disagree
    - Agree
    - Strongly agree

33. Have you taught at least one Ramp-Up advisory this school year?
    - Yes [continue to q34]
    - No [skip to q41]

34. How many of the Ramp-Up lessons did you teach this school year in your advisory?
    - Fewer than five lessons [continue to q35]
    - 5–10 lessons [continue to q35]
    - 11–15 lessons [continue to q35]
    - 16–20 lessons [continue to q35]
    - 21–25 lessons [continue to q35]
    - All 28 lessons [skip to q36]
    - I don't remember. [skip to q36]

35. Why did you teach fewer than 28 lessons? [text box]

36. Did you receive an Advisor Guide at the beginning of the school year that describes the lesson plan and activities for each weekly advisory?
    - Yes
    - No

37. How often did you receive information from the Ramp-Up coordinator about a lesson prior to teaching it?
    - Never
    - Rarely

- Sometimes
- Often
- Always
- I am not sure who the Ramp-Up coordinator in my school is.

38. Did you teach the Ramp-Up lessons as they were designed or did you modify them?
    - I taught them without any modifications.
    - I modified some of the lessons.
    - I modified most of the lessons.
    - I modified all of the lessons.

39. How often did you provide the Ramp-Up instructional materials and resources to students at the time assigned for the advisory?
    - Never
    - Rarely
    - Sometimes
    - Often
    - Always

40. Did you have enough time to prepare lesson content prior to teaching it?
    - Never
    - Rarely
    - Sometimes
    - Often
    - Always

Ramp-Up Tools

The Ramp-Up program includes two tools to assist students with their plans after high school. These are the Postsecondary Plan and the Readiness Rubric.

The following questions ask about the Postsecondary Plan.

41. How familiar are you with the Postsecondary Plan?
    - Not at all familiar [skip to q46]
    - Slightly familiar [continue to q42]
    - Moderately familiar [continue to q42]
    - Very familiar [continue to q42]

Thinking about the Postsecondary Plan and how students, parents, and school staff use it, please indicate the extent to which you disagree or agree with the following statements.

42. The Postsecondary Plan helps students to develop a plan for their life after high school.
    - Strongly disagree
    - Disagree
    - Agree
    - Strongly agree

43. I use the Postsecondary Plan when helping students develop plans for their life after high school.
    - Strongly disagree
    - Disagree
    - Agree
    - Strongly agree

44. How many students in your Ramp-Up advisory completed the Postsecondary Plan at least once this year?
    - None
    - A few students
    - Most students
    - All students
    - I do not teach a Ramp-Up advisory.

45. For how many students in your Ramp-Up advisory have you discussed a student's Postsecondary Plan with his or her parents?
    - None
    - A few students
    - Most students
    - All students
    - I do not teach a Ramp-Up advisory.

The following questions ask about the Readiness Rubric.

46. How familiar are you with the Readiness Rubric?
    - Not at all familiar [skip to q51]
    - Slightly familiar [continue to q47]
    - Moderately familiar [continue to q47]
    - Very familiar [continue to q47]

Thinking about the Readiness Rubric and how students, parents, and school staff use it, please indicate the extent to which you disagree or agree with the following statements.

47. The Readiness Rubric helps students to monitor their progress toward their postsecondary goals.
    - Strongly disagree
    - Disagree
    - Agree
    - Strongly agree

48. I use the Readiness Rubric to monitor students' progress toward their postsecondary goals.
    - Strongly disagree
    - Disagree
    - Agree
    - Strongly agree

49. How many students in your Ramp-Up advisory completed the Readiness Rubric at least twice this year?
    - None
    - A few students
    - Most students
    - All students
    - I do not teach a Ramp-Up advisory.

50. For how many students in your Ramp-Up advisory have you discussed a student's Readiness Rubric with his or her parents?
    - None
    - A few students
    - Most students
    - All students
    - I do not teach a Ramp-Up advisory.

Ramp-Up Activity: Personal Readiness Evaluation for Postsecondary

[If Q2=Ramp-Up advisor and Q3=Grade 10 ask Q51 – Q55; else, skip to Q56]

The following questions ask about the Personal Readiness Evaluation for Postsecondary (PREP) survey.

51. How familiar are you with the PREP survey?

- Not at all familiar [skip to q56]

- Slightly familiar [continue to q52]

- Moderately familiar [continue to q52]

- Very familiar [continue to q52]

Thinking about the PREP survey and how students, parents, and school staff use it, please indicate the extent to which you disagree or agree with the following statements.

52. The PREP survey helps students to understand their personal readiness for college.

- Strongly disagree

- Disagree

- Agree

- Strongly agree

53. I use the PREP to understand students' personal readiness for college.

- Strongly disagree

- Disagree

- Agree

- Strongly agree

54. How many students in your Ramp-Up advisory completed the PREP survey at least once this year?

- None

- A few students

- Most students

- All students

- I do not teach a Ramp-Up advisory.

55. For how many students in your Ramp-Up advisory have you discussed a student's PREP survey results with his or her parents?

- None

- A few students

- Most students

- All students

- I do not teach a Ramp-Up advisory.

Professional Development

The following questions ask about professional development related to Ramp-Up.

56. Are you a Ramp-Up coordinator or member of the Ramp-Up leadership team?

    - Yes [continue to q57]
    - No [skip to q62]
    - Uncertain [skip to q62]

57. Have you received any training by the University of Minnesota's College Readiness Consortium?

    - Yes [continue to q58]
    - No [skip to q62]
    - Uncertain [skip to q62]

Please indicate the extent to which you disagree or agree with the following statements:

58. The training I received provided useful information to me about how to gain staff support for implementing a schoolwide college-readiness program.

    - Strongly disagree
    - Disagree
    - Agree
    - Strongly agree

59. The training I received provided useful information to me about my role and responsibilities in delivering Ramp-Up.

    - Strongly disagree
    - Disagree
    - Agree
    - Strongly agree

60. Staff members at the College Readiness Consortium have responded effectively to questions I have asked about the Ramp-Up program.

    - Strongly disagree
    - Disagree
    - Agree

- Strongly agree
- I have not asked the College Readiness Consortium any questions about Ramp-Up.

61. Were the travel costs of your training at the University of Minnesota paid by your school or district?
    - Yes
    - No

62. Have you received any training about Ramp-Up at your school?
    - Yes [continue to q63]
    - No [skip to q72]
    - Uncertain [skip to q72]

63. How many times this school year did you attend training on Ramp-Up?
    - Not at all
    - One time
    - A couple of times
    - Every month
    - More than once a month
    - Other [text box to specify]

Please indicate the extent to which you disagree or agree with the following statements:

64. The training I received helped me to understand why my school has adopted a college-readiness program.
    - Strongly disagree
    - Disagree
    - Agree
    - Strongly agree

65. The training I received helped me understand the Ramp-Up curriculum.
    - Strongly disagree
    - Disagree
    - Agree
    - Strongly agree

66. The training I received helped me understand the Ramp-Up tools (specifically, the Postsecondary Plan and the Readiness Rubric).

    - Strongly disagree
    - Disagree
    - Agree
    - Strongly agree

67. The training I received provided useful information to me about my role and responsibilities in delivering Ramp-Up.

    - Strongly disagree
    - Disagree
    - Agree
    - Strongly agree

68. I have enough information about the college selection and enrollment process to teach the Ramp-Up curriculum.

    - Strongly disagree [continue to q69]
    - Disagree [continue to q69]
    - Agree [skip to q70]
    - Strongly agree [skip to q70]
    - I do not teach the Ramp-Up curriculum.

69. What additional information would be useful? [text box]

70. I have enough information about the knowledge and skills needed to succeed in college to teach the Ramp-Up curriculum.

    - Strongly disagree [continue to q71]
    - Disagree [continue to q71]
    - Agree [skip to q72]
    - Strongly agree [skip to q72]
    - I do not teach the Ramp-Up curriculum.

71. What additional information would be useful? [text box]

Perceptions of Program Effectiveness

The following set of questions asks about your perceptions of Ramp-Up's effects. Please indicate the extent to which you disagree or agree with the following statements.

72. The Ramp-Up program increases students' ability to set educational goals.
    - Strongly disagree
    - Disagree
    - Agree
    - Strongly agree

73. The Ramp-Up program increases students' ability to make and monitor progress toward educational goals.
    - Strongly disagree
    - Disagree
    - Agree
    - Strongly agree

74. The Ramp-Up program increases students' ability to create relationships to support their educational goals.
    - Strongly disagree
    - Disagree
    - Agree
    - Strongly agree

75. The Ramp-Up program increases students' ability to meet admissions requirements at a range of colleges.
    - Strongly disagree
    - Disagree
    - Agree
    - Strongly agree

76. The Ramp-Up program increases students' likelihood of succeeding academically at college.
    - Strongly disagree
    - Disagree
    - Agree
    - Strongly agree

77. The Ramp-Up program increases students' ability to find a career that matches their goals and abilities.

    - Strongly disagree
    - Disagree
    - Agree
    - Strongly agree

78. The Ramp-Up program increases students' understanding of ways to pay for college (for example, through savings, loans, financial aid).

    - Strongly disagree
    - Disagree
    - Agree
    - Strongly agree

79. The Ramp-Up program has increased my ability to help students prepare and plan for college.

    - Strongly disagree
    - Disagree
    - Agree
    - Strongly agree

80. I have more productive conversations with students about how to prepare for life after high school because of Ramp-Up.

    - Strongly disagree
    - Disagree
    - Agree
    - Strongly agree
    - I have not had conversations with students about how to prepare for life after high school.

81. I have more productive conversations with families about how to prepare their children for life after high school because of Ramp-Up.

    - Strongly disagree
    - Disagree
    - Agree
    - Strongly agree

- I have not had conversations with families about how to prepare their children for life after high school.

82. I have more productive conversations with colleagues about how to prepare students for life after high school because of Ramp-Up.

    - Strongly disagree

    - Disagree

    - Agree

    - Strongly agree

    - I have not had conversations with colleagues about how to prepare students for life after high school.

83. Which students, if any, can benefit from Ramp-Up? (Check all that apply.)

    - Students performing in the lower third of their class academically

    - Students performing in the middle third of their class academically

    - Students performing in the upper third of their class academically

    - Students who would be the first in their families to attend college

    - Students whose parents attended college

    - All types of students

    - No students

    - Uncertain

Final Thoughts

Finally, thinking about the Ramp-Up program overall…

84. What are the strengths of Ramp-Up? [text box]

85. What are the weaknesses of Ramp-Up? [text box]

86. What factors, if any, have made implementing Ramp-Up challenging at your school? [text box]

87. What factors, if any, have facilitated the implementation of Ramp-Up at your school? [text box]

Thank you for participating in this survey!

Attachment B-8
Data Collection Schedule for Schools Participating in REL Midwest Ramp-Up to Readiness Impact Study

	Data Source	School Type	Sept.– Oct. 2014	Nov. – Dec. 2014	Jan. – Feb. 2015	Mar. – Apr. 2015	May – Jun. 2015
(1)	Extant administrative school and student data from schools or districts	Early and Late Implementers	X				**X**
(2)	Extant administrative school and student data from MDE and WDPI	Early and Late Implementers		**X**			**X**
(3)	Student surveys	Early and Late Implementers	**X**				**X**
(4)	Student personal readiness assessment (i.e., ENGAGE)	Early and Late Implementers	**X**				
(5)	Extant documents from program developers	Early and Late Implementers					**X**
(6)	Instructional logs from teachers in Ramp-Up schools for each of five workshops	Early Implementers Only	**X**	**X**	**X**	**X**	**X**
(7)	Fall staff survey	Early and Late Implementers	X				
(8)	Spring staff survey	Early Implementers Only					**X**

* REL Midwest will provide specific instructions for preparing and securely transferring administrative data and will also work closely with school or district staff to provide any needed assistance.