

## Staff Survey Questionnaire

**Purpose.** The Midwest Regional Educational Laboratory at American Institutes for Research (REL Midwest) 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 as they 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.** If you have questions or concerns about this study, please contact Jim Lindsay at [jlindsay@air.org](mailto: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](mailto:IRBChair@air.org)  
Phone: 1-800-634-0797 (toll free)  
Mail: IRB Chair  
c/o AIR  
1000 Thomas Jefferson Street NW  
Washington, DC 20007

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is XXXX.XXXX, OMB expiration date is XXXX, XX, 2014. The time required to complete this information collection is estimated to average 15 minutes per respondent, including the time to review instructions, gather the data needed, and complete and review the information collected. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: U.S. Department of Education, Institute of Education Sciences, 555 New Jersey Avenue, NW, Washington, DC 20208.

## 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 set of questions asks 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-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 set of questions asks 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.\*<sup>1</sup>

- 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 set of questions asks 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
- Proficient

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<sup>1</sup> 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.

- 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 set of questions asks 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 towards 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 set of questions asks 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 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!**