

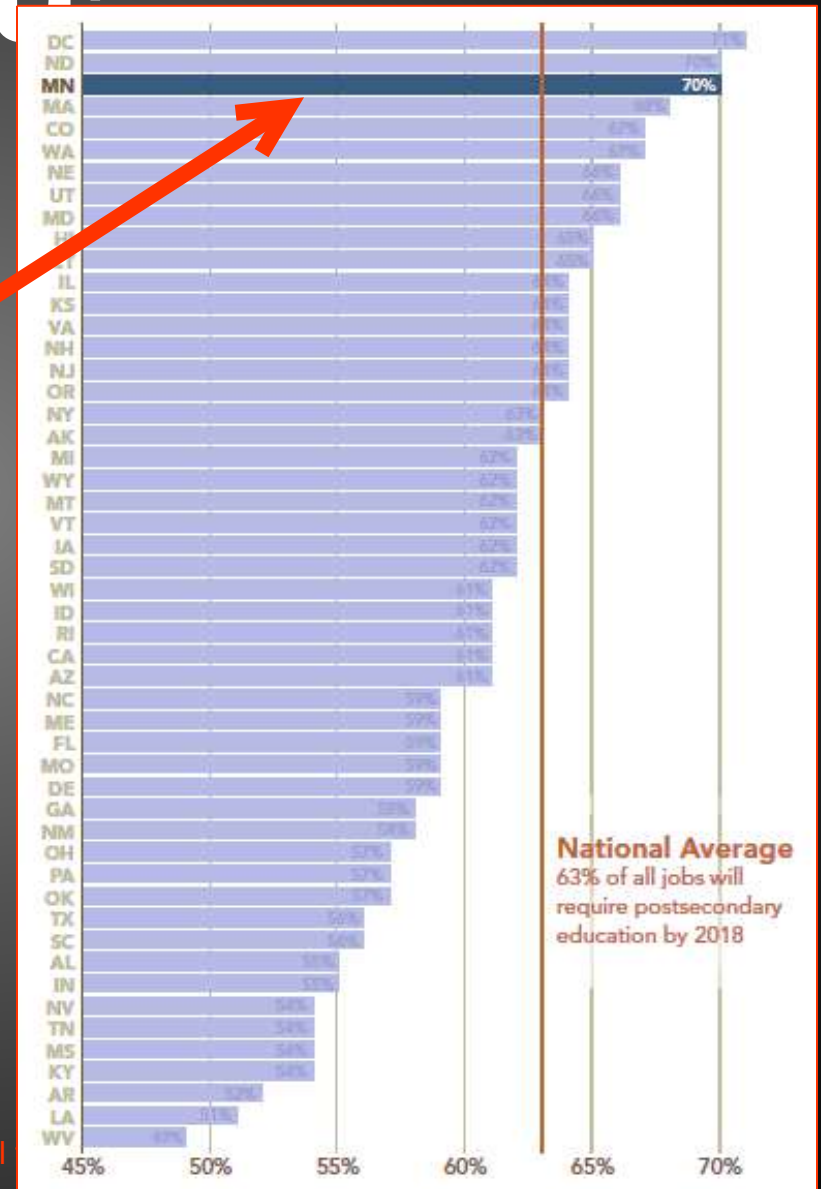
# Willmar Public Schools



Ramp-Up to Readiness  
Grant

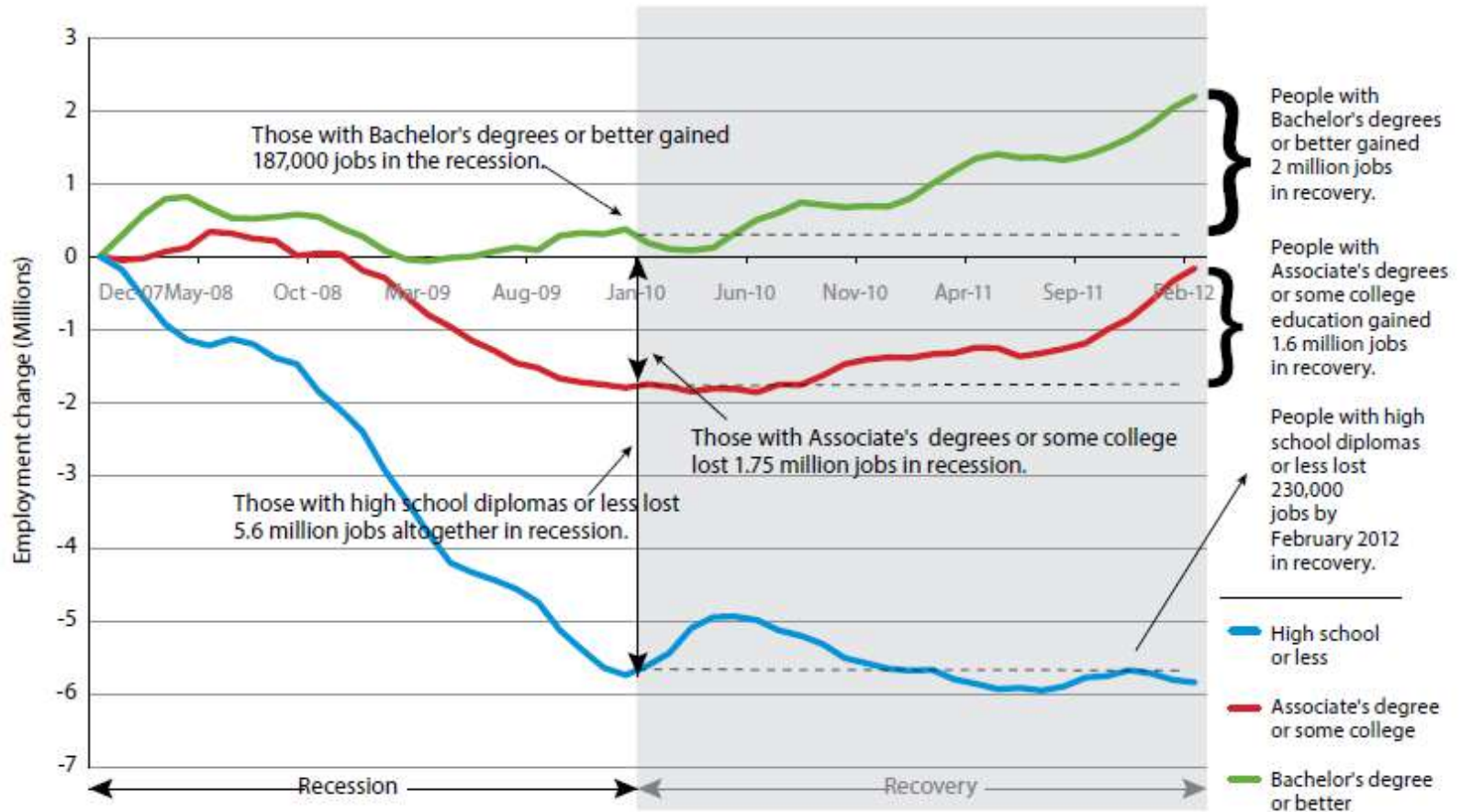
# A few statistics for you.

- By the year 2018, 70% of the jobs in Minnesota will required some form of a postsecondary degree. (Georgetown Center on Education, June 2010)



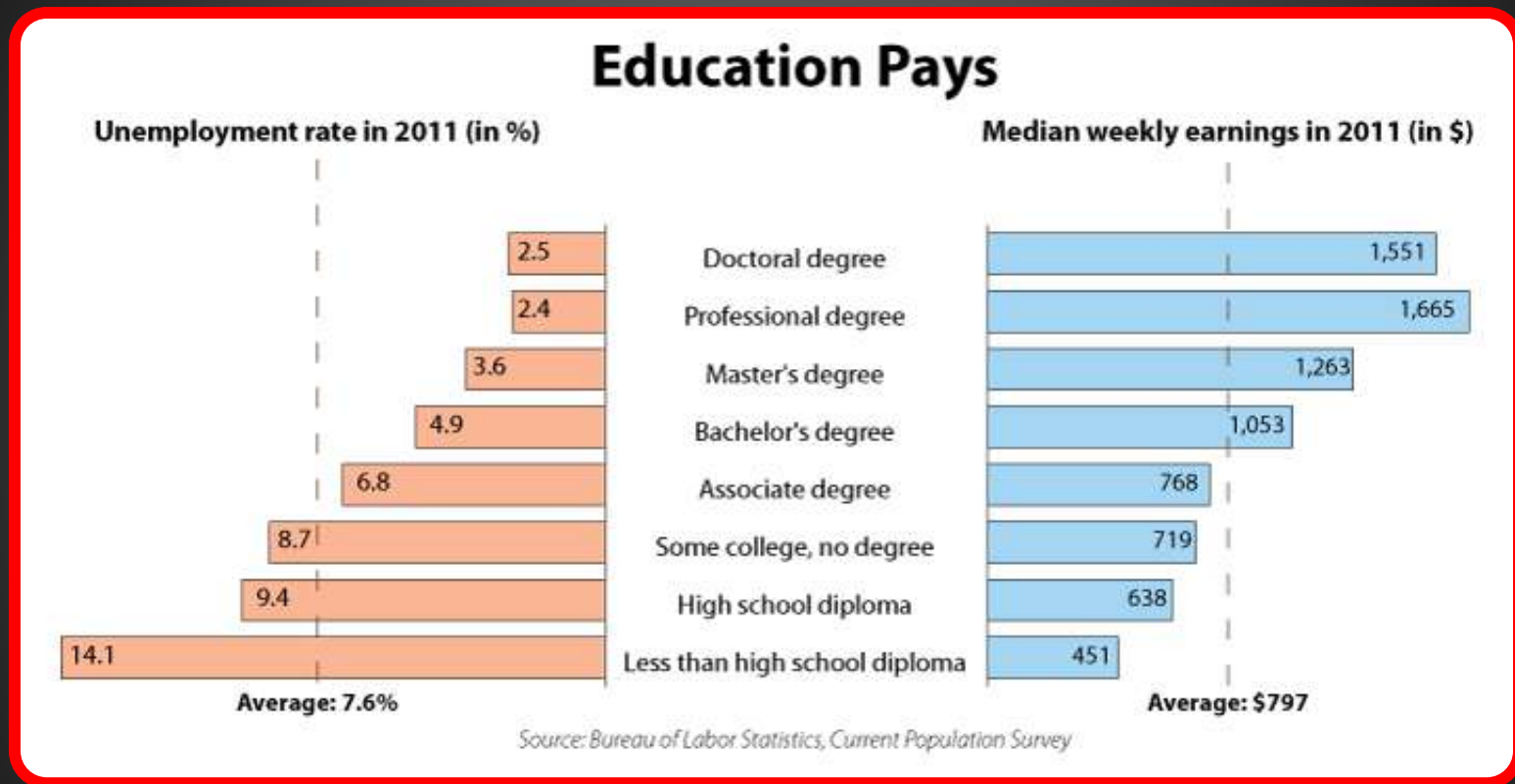
The projected national average will be at 63%.

# Job Data after the Recession



Source: Georgetown Center on Education and the Workforce, *The College Advantage: Weathering the Economic Storm*, August 2012. Authors' estimate of current population survey data (2007-2012). Employment includes all workers aged 18 and older.

# The Connection Between Education and Earnings



# A Quick Introduction



# “World’s Best Workforce” Legislation

**120B.125 Planning for students' successful transition to postsecondary education and employment.**

(a) Consistent with sections 120B.128, 120B.13, 120B.131, 120B.132, 120B.14, 120B.15, 120B.30, subdivision 1, paragraph (c), 125A.08, and other related sections, school districts, beginning in the 2013-2014 school year, must assist all students by no later than grade 9 to explore their college and career interests and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment.



When I say the word *college*  
it includes:



Any accredited postsecondary credential, certificate or  
degree program

# *What Does Ramp Up to Readiness Look Like?*

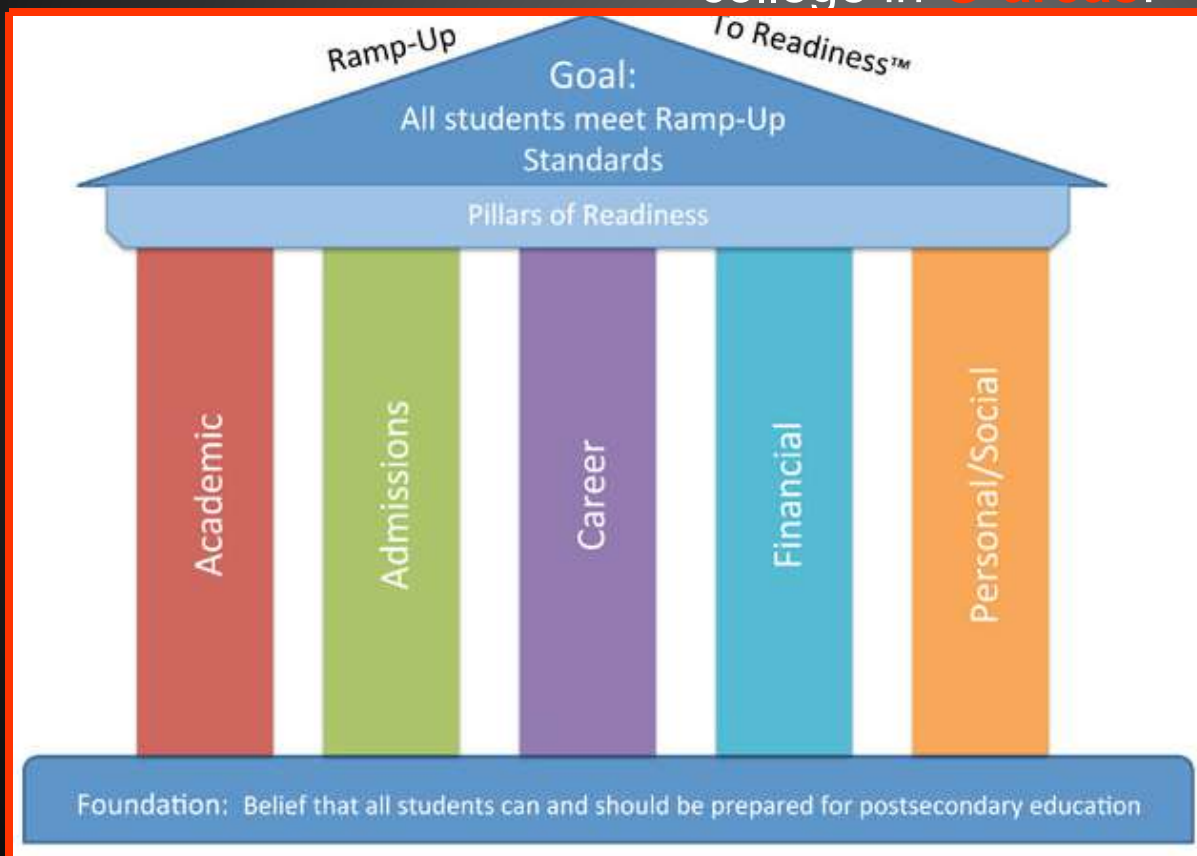




# The Pillars

Due to the increasing need for students to pursue 4-year, 2-year and technical degrees, this curriculum is set up to prepare students for

college in **5 areas**:



**Academic Readiness:** The ability to succeed in first-year, credit bearing courses at a technical college, a community college or a four-year college or university.

**Admissions Readiness:** The ability to meet admissions requirements at a range of postsecondary institutions.

**Career Readiness:** The ability to identify careers that match personal, financial, and other goals and an understanding of the skills, credentials, and experiences required to succeed in those careers.

**Financial Readiness:** The ability to cover the cost of the first term of study at a postsecondary institution through savings, loans, and financial aid.

**Personal and Social Readiness:** The ability to set educational goals, make and monitor progress toward them, and create relationships with peers and adults that support academic success.

# The Ramp-Up Process



## 9th Grade

## 10<sup>th</sup> Grade

## 11<sup>th</sup> Grade

## 12<sup>th</sup> Grade

### Advisory Activities Implementation By Grade Level:

Power of Personality

Setting SMART Goals

Standards for Graduation vs.  
Postsecondary Admission

Seeking Help

Identifying Internal Strengths  
and External Supports

Effective Study  
Strategies

Understanding  
Decision Making

21<sup>st</sup> Century Skills

Taking Notes

The PLAN Test

Time Management

Motivation

Growth vs. Fixed  
Mindset

Paying for College

Identifying Sparks

Building a Resume

Delaying  
Gratification

Approaching College  
Learning

Finding Scholarships

Compelling College and  
Scholarship Essays

Choosing Classes to  
Maintain Momentum

Envisioning Possible  
Self

Finding the Right  
Postsecondary Fit

3 Types of College  
Applications

Senior To-dos

Maintaining the  
Momentum

Financial Aid Options

Good Debt vs. Bad  
Debt

Setting and Sticking to  
Great Goals

Understanding  
College Grading

Study Groups

Building a Budget

Celebrating Postsecondary  
Choices

**Goal: College Readiness**

- **28** Advisory Activities at **30** minutes each
- **5** Workshops at **45** minutes each
- Student Progress Monitoring and Review of Planning Tools

# Career Cluster Survey

1. Go fishing. [Explain](#)

☐ Like Very Much
 ☐ Like
 ☐ Not Sure
 ☐ Dislike

Career Clusters		Score
Manufacturing	<div></div>	11
Transportation, Distribution, and Logistics	<div></div>	11
Architecture and Construction	<div></div>	10
Education and Training	<div></div>	10
Information Technology	<div></div>	10
Hospitality and Tourism	<div></div>	9
Science, Technology, Engineering, and Mathematics	<div></div>	9
Agriculture, Food, and Natural Resources	<div></div>	7
Finance	<div></div>	7
Government and Public Administration	<div></div>	
Human Services	<div></div>	
Arts, Audio/Visual Technology, and Communications	<div></div>	
Health Science	<div></div>	
Law, Public Safety, Corrections, and Security	<div></div>	
Business Management and Administration	<div></div>	
Marketing	<div></div>	

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## MANUFACTURING

**Topics**

- Overview
- Level of education & earnings
- Helpful High School Courses
- Skills
- Outlook
- Health, Safety, & Environmental Assurance Pathway
- Logistics & Inventory Control Pathway
- Maintenance, Installation, & Repair Pathway
- Manufacturing Production Process Dev. Pathway
- Production Pathway
- Quality Assurance Pathway
- Resources

**Overview**

Are you good with working with your hands?  
Can you explain to others how a machine works?  
Do you set up and repair stereo equipment for yourself or friends?  
Do you enjoy reading the latest developments in electronics?  
Can you visualize how a machine works?

If you answered yes to two or more of the questions above, you might be interested in considering a career in manufacturing, installation, or repair.

In the Manufacturing career cluster, you can choose one of several options. You might design a new product or determine how the product will be made. Another option is to make the product. The final option is to install and repair the product once it has been purchased.


The pathways listed in the next topic give you more information about the opportunities to work and study in manufacturing and installation and repair.

**Related Information**

- Career Fields
- Occupations
- Programs of Study
- Video

# Ramp-Up Tools

## Postsecondary Plan



Student Name: \_\_\_\_\_ Student ID#: \_\_\_\_\_

Career Readiness					
Careers of Interest	Education Required	How I learned about this career	Why this career interests me	My skills/strengths that match this career	Average Salary

Admissions Readiness					
Postsecondary Institutions of Interest	Career Match	Type of College, Size, Location	Average GPA	Average ACT	Majors/Programs of Study of Interest

Academic Readiness - Course Plan				
	9th	10 <sup>th</sup>	11th	12th
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

\* Place an asterisk by those courses that are accelerated courses.

## Postsecondary Plan:

*"What do I want to do with my life after high school?"*

Connects career, postsecondary and academic planning as students move through high school by utilizing the 5 readiness pillars.

- These are reviewed and updated at least 2 times per year.

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# PLAN Test – 10<sup>th</sup> Grade

## Your Scores

	Score Range (1-32)
<b>Composite Score</b>	<b>18</b>
<b>English</b>	<b>18</b>
Usage/Mechanics (1-16)	10
Rhetorical Skills (1-16)	9
<b>Mathematics</b>	<b>19</b>
Pre-Alg./Algebra (1-16)	13
Geometry (1-16)	8
<b>Reading</b>	<b>15</b>
<b>Science</b>	<b>20</b>

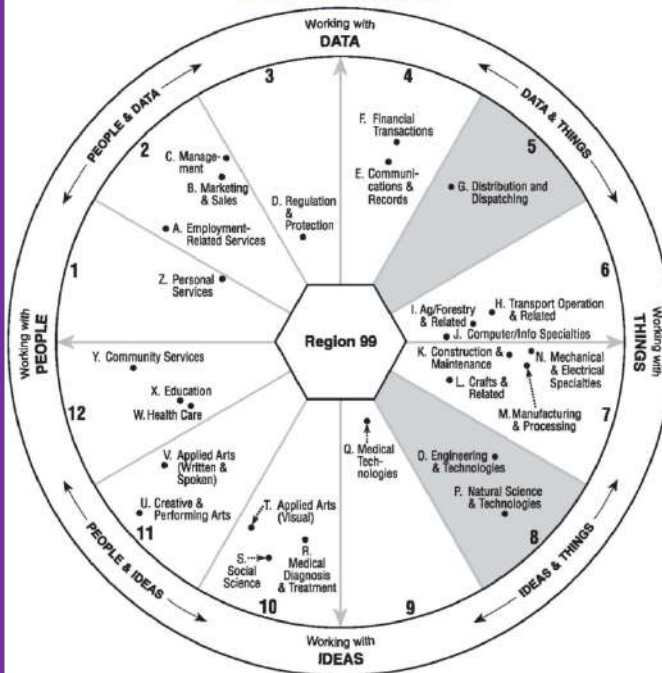
## Your Estimated ACT Composite Score Range

19-23

Use this score range to help plan for college.



World-of-Work Map



## College Readiness

Students scoring at or above these benchmark scores, and taking college prep courses throughout high school, will likely be ready for first-year college courses. How do your scores compare?

	Benchmark Scores (10th Grade)	Your score is:		
		Below	At	Above
English	15	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mathematics	19	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Reading	17	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science	21	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**About Your Scores.** One or more of your PLAN scores fall below the benchmark scores that show readiness for college-level work. Suggestions for improving your skills are listed on the back of this report. Also, talk to your counselor or teacher about courses that can improve your skills. Check college websites to learn more about their admission requirements.



# ACT Plus Writing – 11<sup>th</sup> Grade

April 28<sup>th</sup> and May 12<sup>th</sup>

Required for Graduation

Free for all students who take it on the designated days

Students will have to make it up if missed

Can be used for College Reporting

Scores are accepted by most colleges



# Ramp-Up Tools

12 <sup>th</sup> Grade Readiness Rubric			
		ramp-up to READINESS™	
NAME:	DATES REVIEWED- CHECKPOINT 1: 2: 3:		
READINESS INDICATOR	WHAT ARE YOUR MOST RECENT RESULTS?	DEVELOPING	MEETING
Grades	List your current class grades:	Any C's or below	All B's and A's
	Checkpoint 1	<input type="checkbox"/>	<input type="checkbox"/>
	Checkpoint 2	<input type="checkbox"/>	<input type="checkbox"/>
	Checkpoint 3	<input type="checkbox"/>	<input type="checkbox"/>
GPA	GPA (on a 4.0 scale):	Below 3.0	3.0 or above
	Checkpoint 1	<input type="checkbox"/>	<input type="checkbox"/>
	Checkpoint 2	<input type="checkbox"/>	<input type="checkbox"/>
	Checkpoint 3	<input type="checkbox"/>	<input type="checkbox"/>
Academic Belief	How much do you believe the following? 1. I believe I can do well in my classes. 2. I believe I can succeed in college. Don't believe 1 2 3 4 5 6 7 8 9 10 Strongly Believe	5 or below	6 or above
	Checkpoint 1 1. (Choose from list) 2. (Choose from list)	<input type="checkbox"/>	<input type="checkbox"/>
	Checkpoint 2 1. (Choose from list) 2. (Choose from list)	<input type="checkbox"/>	<input type="checkbox"/>
	Checkpoint 3 1. (Choose from list) 2. (Choose from list)	<input type="checkbox"/>	<input type="checkbox"/>
Self-management	How often do you do the following – never, rarely, often, always? 1. I take notes in class during lectures. 2. I take notes when reading books for school. 3. I use a planner or calendar to organize my time. 4. I check over my assignments to make sure I did my best.	Any "Barely" or "Never"	All "Often" and "Always"
	Checkpoint 1 1. (Choose) 2. (Choose) 3. (Choose) 4. (Choose)	<input type="checkbox"/>	<input type="checkbox"/>
	Checkpoint 2 1. (Choose) 2. (Choose) 3. (Choose) 4. (Choose)	<input type="checkbox"/>	<input type="checkbox"/>
	Checkpoint 3 1. (Choose) 2. (Choose) 3. (Choose) 4. (Choose)	<input type="checkbox"/>	<input type="checkbox"/>
Effort and Persistence	How often do you do the following – never, rarely, often, always? 1. I put forth my best effort in my classes. 2. I seek help with my schoolwork when needed. 3. If my schoolwork is difficult, I keep trying.	Any "Barely" or "Never"	All "Often" and "Always"
	Checkpoint 1 1. (Choose) 2. (Choose) 3. (Choose) 4. (Choose)	<input type="checkbox"/>	<input type="checkbox"/>
	Checkpoint 2 1. (Choose) 2. (Choose) 3. (Choose) 4. (Choose)	<input type="checkbox"/>	<input type="checkbox"/>
	Checkpoint 3 1. (Choose) 2. (Choose) 3. (Choose) 4. (Choose)	<input type="checkbox"/>	<input type="checkbox"/>
MCA	Writing:		
	Reading:		
ACT	Math:		
	English:	(Choose from List)	Below 18 <input type="checkbox"/> 18 or Above <input type="checkbox"/>
	Mathematics:	(Choose from List)	Below 22 <input type="checkbox"/> 22 or Above <input type="checkbox"/>
	Reading:	(Choose from List)	Below 21 <input type="checkbox"/> 21 or Above <input type="checkbox"/>
	Science:	(Choose from List)	Below 24 <input type="checkbox"/> 24 or Above <input type="checkbox"/>
	Composite:	Average ACT at my top college of interest: (Choose from List) at college of interest <input type="checkbox"/>	Below average <input type="checkbox"/> Above average <input type="checkbox"/>

12 <sup>th</sup> Grade Readiness Rubric Reflection			
		ramp-up to READINESS™	
In what areas am I meeting college readiness expectations?			
In what areas am I developing college readiness?			
What are my goals? (Develop 3 SMART goals to help you move toward college readiness.) SMART Goals: S – specific (What is something specific I want to be able to do or to change?) M – measurable (How will I know when I have reached my goal?) A – achievable (Is this a realistic goal that I can reach?) R – relevant (Does this goal matter to me? Is it important?) T – timely (When will I accomplish this?)			
	Goal 1:	Goal 2:	Goal 3:
What are two things I will start doing, do differently or keep doing to achieve this goal?			
Who are the people and places where I can go to for help in reaching my goals?			
(For goal reviews) If I reached my goal, what did I do that helped me achieve my goal? If I did not, what do I need to change?			

## Readiness Rubric:

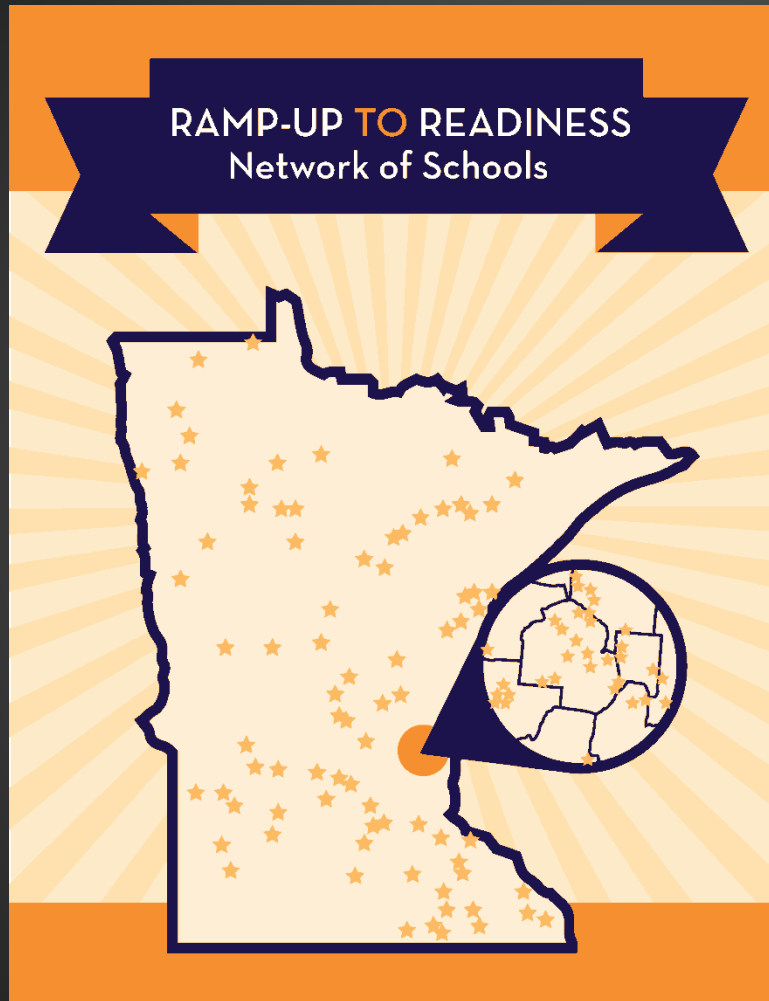
*"What do I need to do to reach that goal?"*

Ask students to assess their readiness in areas like grades, academic belief, self-management, effort and persistence, as well as standardized and college-entrance test scores.

- These are reviewed and updated at least 2 times per year.

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# Current Ramp-Up Network of Schools



## High Schools in our Area:

- Sauk Rapids
- Sartell
- Hutchinson
- Dawson-Boyd
- Yellow Medicine East
- Redwood Valley
- BOLD (begin 2015-16)

**103 Schools – 55,000 Students**

## Feedback from Students, Parents and Staff so far...

- Seniors have expressed that they are feeling stressed about being confronted with decisions about their futures. (This is good!)
- Parents have asked, “Why we haven’t done this before this year?”
- Staff are getting more comfortable with being a “Go-To” resource for kids and are enjoying the chance to engage students on a personal level.
- Some stress still about the new schedule on Wednesdays.
- May need to differentiate the curriculum as we move forward.
- We are surprised to find out just how much kids don’t know about colleges and careers.

# Questions?

Are there any questions  
specific to Ramp-Up to  
Readiness?