



RAMP Tips

- Everything you need to know is in “The ASCA National Model: A Framework for School Counseling Programs, Third Edition” and “The ASCA National Model Implementation Guide.” Additionally, “Making DATA Work, Third Edition” may be helpful.
- Review the RAMP resources on the ASCA website (e.g., examples, application directions, templates).
- Think about going for RAMP as a two-phase process.
 - Phase 1** – Planning (typically a one- to two-year process):
 - Conduct a program assessment (see ASCA National Model) to determine elements of your program that need to be developed (e.g., advisory council, management agreement) or updated (e.g., calendar, vision, mission statement)
 - Review school data to consider your program goals
 - Gain support for the process from your administration and school counseling team
 - Phase 2** – Data collection (data collection is a one-year process):
 - Everything that you will be submitting in the fall of the following year is based on one school year of data and documents.
- Choosing the right program goals is the key to achieving RAMP success. Goals need to be based on school data, school needs and gaps, which can be demonstrated by outcome data, achievement, behavior or attendance data.
- It is highly recommended that at least one goal is a closing-the-gap goal. Goals must be written in SMART goal format. Goals do not need to identify all students in the school or grade, nor do they need to address all three domains (i.e., academic achievement, career, social/emotional).
- Carefully select goals that can be measured by the three types of data: process, perception and outcome.
- The baseline data you collect is determined by your goal. You may use perception data and/or pre-intervention surveys to influence the development of the intervention or to identify baseline beliefs, skills or competencies. Post-intervention surveys measure growth in beliefs, skills or competencies.
- Your goals should be reflected in your annual agreement, calendar, advisory council minutes, ASCA Mindsets & Behavior for Student Success crosswalk and action plans.
- Results reports need to reflect your intervention activities, results data and implications, as well as provide supportive materials including charts and data reports representing your perception data collected and possibly outcome data.
- Write your narrative as you go through the data collection year. The narrative should clearly tell the story about what decisions were made, how you made them and what you are learning from the data. Consider what the RAMP reviewer needs to know to understand each component of your application. Write to the rubric.
- Proofread the application for spelling, grammar, punctuation and meaning. Spell out acronyms. Have others read your narrative to be sure you have accurately told your story.
- Collaborate with and seek support from others in your district or state. Request support from your district leaders.
- Understand from the beginning that going for RAMP is a “process.” Despite your best efforts you may not receive RAMP the first year. Take the feedback offered and see this not as a set back but as an opportunity to make your program stronger and then resubmit.