



DRAFT

gear^{up}4 advising

FACILITATOR'S GUIDE | 12th GRADE

DEFINITION

GEAR UP 4 Advising connects and provides students with critical interventions necessary for a successful transition into high school and beyond. Advising for all cohort students (individualized, group individualized, group same content) is a holistic approach to student success within three content areas (academic and career planning, college match and fit, and college knowledge), helping the student to construct a foundation of what it takes to be successful after high school.

PURPOSE

The goal of GEAR UP 4 Advising is to significantly increase the number of students who enter and succeed in post-secondary education. GEAR UP Kentucky seeks to achieve this goal through multiple overlapping strategies, implemented over the course of the grant. Advising for Postsecondary Preparation and Success (APPS) – individualized, group individualized, or group same content, with every student every year -- combined with strategically assigned, and monitored, postsecondary tasks are the most significant and intentional of these strategies, supporting achievement of all three GEAR UP objectives:

- To improve academic performance
- To increase graduation, postsecondary enrollment & completion rates
- To increase student knowledge about postsecondary education (costs, benefits and prerequisites, and financial aid)\

APPS path task list, APPS next steps actions (Student Success Plan completion), and the GEAR UP for Success curricula are the principle avenues for ensuring that, before high school graduation, EVERY GEAR UP student has completed the necessary task, and developed necessary skills, to transition and succeed at the postsecondary level.

APPS Timeline

Advising for Postsecondary Preparation and Success (APPS) will begin with the priority service cohort 2019, will continue throughout the life of the grant (2018-2025), and will be consistent and ongoing. Each student will set an individualized Student Success Plan with a GEAR UP advisor. Four APPS sessions per student/per year are required in accordance with the APPS framework below. Individualized, group individualized, and group same content APPS sessions are recommended for maximum efficiency. Prioritized students should receive sessions first, in accordance with the path timelines, with additional APPS delivered as needed.

PSC 1- Targeted individualized, group individualized and group same content APPS X 1, 2019 (Truncated/DPM).

PSC 2- Targeted individualized, group individualized and group same content APPS X 4, 2019-20 (CC/DPM).

PSC 3- Targeted individualized, group individualized and group same content APPS X 4, 2020-21 (CC/DPM).

PSC 4- Targeted individualized, group individualized and group same content APPS X 4, 2021-22 (CC/DPM).

PSC 5- Targeted individualized, group individualized and group same content APPS X 4, 2022-23 (CC/DPM).

PSC 6- Targeted individualized, group individualized and group same content APPS X 4, 2023-24 (CC/DPM).

FSC 1- Targeted individualized, group individualized and group same content APPS X 4, 2024-25 (CC/DPM).



APPS Timeline, continued

Each year, APPS has a slightly different focus. When students are in 12th grade, APPS sessions aim to:

- Confirm postsecondary plan (resolved during 11th grade survey).
- Assess student's academic progress including eligibility for college admission.
- Assist the students, as needed, with exploration and selection of a college and major.
- Resolve specific actions student must complete to realize his/her postsecondary aspirations.

Staff deliver APPS, as schedule permits, based on the agreed-upon School Advising Plan. Every student receives APPS based on path timeline and student need. Prioritized students will require additional sessions as scheduled. Exploratory Option students will need an additional session solely to determine path within first quarter of the academic year.

Using the APPS task checklist below, each session will review student progress and set task completion based on their path timeline.

- a. Every student completes the junior/pre-12 survey, where they identify their postsecondary plans. DPM reviews the surveys to coordinate scheduling of path groups.
- b. The advisor and students will complete the Student Success Plan, during each session, based on the identified path in the survey.
- c. If a student has accomplished all necessary task and has provided documentation then they will not require additional advising sessions. However, they will need to show you the task completion documentation so you can capture the data and conduct an exit session during April/May. Please describe their completion in your comments/notes in GUSS.
- d. Once all path tasks identified are completed, students should work on any next steps to prepare for life after high school. Things such as plans for move in day, parking permits, and knowing their new campus.
- e. Capture task completion progress in the Student Success Plan and task completion Excel document located in MS Teams. Enter Task completion data on College applications and FAFSA completion in GUSS. Contact the state advising coordinator, data analyst or your RPC for more guidance.
- f. Advising sessions require data entry into GUSS as outlined in the GUSS User manual.

TASK COMPLETION TABLE:

The tasks outlined on this table (**see next page**) are required for data reporting tasks and task students complete for successful transition to occur. DPMs are responsible for covering the required tasks with each students, as well as advising them on any other taskd that are specific to their success during and after transition. Required Data Collection/Objectives Tasks are to be reported in the excel file "task list data entry" on MS Teams. Staff enter additional task completion in the notes/comments in GUSS advising activities.

FOR USE WITH TASK COMPLETION TABLE:

- * Every senior student completes a survey as a junior, over the summer or at the beginning of the senior year. Arrange survey distribution/implementation with your school during the School Advising Plan process.
- ** Final Checklist is critical to the transition process of GEAR UP Scholars and is required if school is meeting in person or virtually. Please reach out to the GEAR UP 4 Advising Coordinator or your RPC is you have questions.
- *** Career, skills and interest inventory is one way students can gather knowledge to make a decision as to which path they will enter after high school.



TASK COMPLETION TABLE

Path	Required Data Collection/Objectives Tasks	Student Success Best Practice Tasks	
GEAR UP Scholar	Complete Senior Survey*	KEES/KHEAA.com registration	
	Complete college application	Review grades and course completion	
	Interview a college professional/ Interview prep/practice interview	College match & fit research	
	Scholarship application	College match & fit research Register for ACT Re-take/ACT Prep/CERT	
		Review, compare, and accept awards	
	FAFSA/FSA ID/ FAFSA verification	Housing deposit	
	Resume review/completion	Placement testing (if necessary)	
	Cover letter review/completion	Apply for housing/meal plan (four year)	
	Register for student orientation	Transportation arrangements	
	GUK advisor complete Final Checklist form (last page of Student Advising booklet) with each student.**	Parking fees	
	Military	Complete senior survey*	Discuss military career options (ROTC, OCS)
		FAFSA/FSA ID	Meet with non-enlisted military professional to discuss options, careers etc.
ASVAB/Re-take ASVAB		Review ASVAB scores/ ASVAB prep	
Resume review/completion		Review grades and course completion	
Cover letter review/completion		Take oath of enlistment (required for military)	
Meet with military recruiter		Prepare for boot camp	
Meet with enlistment counselor to determine career prospects			
Complete Military Entrance Processing Requirements (MEPS)			
GUK advisor complete Final Checklist form with each student.**			
Workforce		Complete Senior Survey	Research/review training for field of interest
	Research KCTCS options/programs associated with career interest area (Work Ready Scholarship)	Seek references/letters of recommendation and discuss good references	
	Write/update resume	Review grades and course completion	
	Write/update cover letter	Job search/register with search engine	
	FAFSA / FSA ID	Job application	
	GUK advisor complete Final Checklist form with each student.**		
Exploratory Option	Senior Survey completion and review	Review ILP or whatever tool school is using for college and career planning	
	Take a career, skills, or interest survey***	Review grades and course completion	
	FAFSA/FSA ID	Visit KHEAA.com - Getting the Facts	
	Write resume	PSE institution-specific net cost calculator review with DPM	
	Write cover letter		
	GUK advisor complete Final Checklist form with each student.**		

APPS Framework

APPS FRAMEWORK OVERVIEW

The Advising for Postsecondary Success and Preparation framework below is a guide that illustrates best practices around delivering advising that is strategic, purposeful, and planned. Staff who implement APPS sessions in line with the framework will optimize their opportunity to meet the grant objective 75% of all PSC students receive three plus advising sessions with an increase of 3 percentage points annually. As outlined below prioritize GEAR UP Scholar path students because of the college transition tasks they have to complete. In addition, Exploratory options students engage in APPS sessions early so DPMs can direct them toward the path that aligns with their interests. The suggestions below align with the task list and needs of each GUK path. DPMs may alter as needed and utilize virtual outreach messaging to conduct advising sessions. Smaller school cohorts will be at an advantage here as they implement APPS.

GUK Postsecondary Paths	1 st Advising Session	2 nd Advising Session	3 rd Advising Session	4 th Advising Session
GEAR UP Scholars <ul style="list-style-type: none">• Credential/certification/license• 2 year• 4 year	September	End of November	December-February	April/May
Military	Fall	Winter	Spring or as directed by recruiter	April/May
Workforce	End of October	Winter	Spring (January-March)	April/May
*Exploratory Option	October	Early December (if path has not been chosen)	DPM Discretion (if path has not been chosen)	April/May (only if a path not chosen to confirm plans)

**Exploratory is an option only until a path is solidified. Two APPS sessions should be sufficient to accomplish.*

TYPES OF ADVISING

Individualized: Intentional advising directed toward individual students working on specific activities in a one-to-one setting or classroom environment.

Group Individualized: Intentional advising to any number of students where they ALL receive general content and work on individualized specific tasks in the same duration of time.

Group Same-Content: Delivering the same content to ALL students in the group; any number of students can be present in each session, but the expectation is that the same content is delivered to all students.



APPS Virtual Framework (all online)

OVERVIEW:

Provide continuous advising services to students via virtual platforms, due to COVID-19, to assist GUK in meeting grant objectives (3+ advising sessions per student/per year increasing three percentage points annually). These are the best practice recommendations for GUK's virtual APPS strategy. GUK has taken into account the complexity of engaging students in a non-traditional setting. Due to that, we have adjusted the framework to be cognizant of our constraints.

However, GUK has said we will deliver the plus advising sessions to students, increase postsecondary knowledge, FAFSA completion, and college application rates regardless of these non-traditional constraints. It is with that in mind, we developed the framework and the corresponding **Virtual APPS Outreach Services Message guide**. Utilizing the framework below and the guide will enable DPMS to meet GUK's primary grant objectives.

GUK Postsecondary Paths	1 st Advising Session	2 nd Advising Session	3 rd Advising Session
*GEAR UP Scholars <ul style="list-style-type: none"> • Credential/certification/license • 2 year • 4 year 	October 31	January 31	***February-May
*Military	November-December	January 31	March-April
*Workforce	November-December		March-April
**Exploratory Option	Fall semester (DPM discretion if student won't select path)		

Student survey = Path indication and this kickstarts the framework and APPS sessions.

Important notes:

*These are minimum expectations for students/schools that are all-online/distance learning. In-person access, requirements will remain for schools that have students attending full-time. If there is a hybrid model then hybrid requirements will be the above framework plus the number of APPS sessions recommended for time students are on campus, in person. This will vary by school and you can work with Tony Bartley to determine your requirements if you are not sure. Please include these goals in your school advising plan.

**Exploratory option APPS sessions do qualify as one of the required APPS session toward our stated objective of three APPS sessions per year. Once a student changes from exploratory option to a declared path, they will not have to complete any additional APPS to meet the objective.

***Important for GU Scholar data (contact information/institution confirmation).



The School Advising Plan

PURPOSE:

- To ensure that advising within GUK schools is seamless and fluid, it is important to build an effective SCHOOL ADVISING PLAN (SAP). A SCHOOL ADVISING PLAN should outline the compromise between GUK and a school's administration to meet with students in an organized manner. It creates expectations for both the school and the DPM/CCC that covers the bases of time, location, and in what manner advising will take place.
- Make sure that all staff, partner schools, and stakeholders know GEAR UP 4 Advising is an intentional, purpose first advising strategy requiring access and opportunity to students to be successful. The more people involved in the Advising for Postsecondary Preparation and Success (APPS) process the more students feel supported, are successful, and opportunity for sustainability result.
- Confirm there is an effective plan, agreed upon by all partner schools, to meet GEAR UP Kentucky (GUK) grant objectives numbers 4, 5, 6, 7, 8, 10, 11, 14, and 15, through APPS. Specific objectives listed below.
 - o Reduce the need for remediation in postsecondary education*
 - o Increase participation in individualized student advising in high school*
 - o Improve 9th grade completion rate*
 - o Improve mathematics completion rate*
 - o Improve high school graduation rate*
 - o Improve college enrollment rate*
 - o Improve FAFSA completion rate*
 - o Increase college application rate*
 - o Improve educational expectations*
 - o Improve knowledge of postsecondary education options, preparation, and financing*
- The primary requirement for GEAR UP (GU) staff to meet these objectives is through conducting a minimum of three APPS sessions with a target percentage of students, every year. Conducting these sessions will help GUK hit our targets for 7th grade (60% students 3+ APPS), 8th grade (63%), 12th grade (75%), (year 2020-2021).
- In order to hit these targets an effective School Advising Plan (SAP) is necessary and prudent to implement the GUK grant services.
- Last, the SAP is the basis from which all APPS should occur in a given year. This plan will allow the GUK advisor to be transparent with faculty and administrators in scheduling their advising. Without an effective SAP it is difficult to build an intentional, consistent, and effective schedule that will enable ALL students to receive the APPS sessions that are necessary for them to succeed.

On the next page, you will find a list of best practices for creating an effective advising strategy.



BUILDING AN EFFECTIVE SCHOOL ADVISING PLAN:

- Build meaningful relationships with school personnel, finding your niche.
- Market GUK, GUK services, and impact from previous GUK grants/years to school site team/administration.
- Discuss GEAR UP service delivery needs with school administration.
- Identify key advisory partners within the school (FRYSC, counselors, senior English teachers, etc.).
- **Consider student needs and evaluate the School Needs Assessment (completed by DPMS) and discuss all pertinent questions around comprehensive advising with the school site team, counselor, administrators, and teachers.**
- Complete template SAP for all three cohorts (7, 8, and 12) and capture within the School Site document.
- Assess both the college-going and college-completing cultures within the school.
- Determine if the current school advisory model needs to fill any identified gaps in student postsecondary planning.
- **Review the recommended timeline for initial APPS completion, located in the Facilitator's Guide(s).**
- Set a plan for scheduling each paths' APPS sessions, identifying the exploratory option students to follow up with to determine their path.
- Meet with School Site Team to review the SAP and discuss various options for scheduling APPS.
- Determine how key educational stakeholders would like to be notified of APPS sessions, the process for accessing students, and what feedback they would like about the sessions.
- Seek feedback on the final draft of the School Advising Plan from the School Site Team, teachers, administrators, and counselors.
- Have school administrators/counselors communicate the SAP and process for accessing students to all teachers.

Building Relationships with School Personnel

One major thing to consider when a DPM or CCC is starting to integrate himself or herself into a school system is establishing a rapport with key educational stakeholders in the district. These personnel can include members of a school's administration team, counselors, teachers, secretaries, bookkeepers, bus garage personnel, and many others. Below is a list of best practices for creating these meaningful relationships:

- Make sure everyone is "on board" with GUK and GUK services (GUK Staff Introduction in-person and email); this includes communicating weekly or monthly the curriculum you are delivering, as well as advising topics you are covering.
- Have open and effective communication.
- Determine preferred communication style of Site Team members, administration, counselors, etc..
- Learn the expertise of individual team members.
- Seek feedback, both positive and critical, from school and district personnel and students.
- Put everything in writing. If a conversation occurs in person or via phone call, follow up with the individual in an email as a way to record what was discussed, for clarity and documentation.
- Create a process for collaboration.



APPS Overview

- Review Student Survey (5-10 minutes)
- Student Success Plan – Discuss SMART Goals and Task Completion (5-10 minutes)
- Review/Next Steps (10-20 minutes)

APPS OUTLINE

The focus of this meeting should be to check in on student's progress in relation to their chose GUK postsecondary path Student Success Plan (SSP), answer any questions the student has about tasks, set goals, build rapport, and connect the student to additional resources if necessary.

1. Begin by making the student comfortable. Get them talking about summer activities, current school activities, or other interests they have. Tell them a little about yourself, if they are not familiar with you. Let them know that the purpose of this meeting is for them to be able to ask questions or seek information about the postsecondary transition process.
2. Go over their responses on the STUDENT SURVEY. Check to make sure it is accurate and that information has not changed since the student completed the survey; if it has, update information as needed and adjust their Student Success Plan path.
3. Collaborate with the student to complete the STUDENT SUCCESS PLAN. Set expectations for successful completion of required tasks, reviewing the required task list on the SSP, and identify any specific student need. Set completion dates for identified tasks and set a follow-up APPS session.
4. Review the Student Advising booklet and have students check their progress on the tasks in as listed by their selected path. If meeting virtually provide the student with the link to the Student Advising booklet and Student Success plan.
5. Review task list:
 - i. Military
 - ii. Workforce
 - iii. Postsecondary education
 - iv. Exploratory
6. Review next steps for activities student can complete:
 - i. Military
 - ii. Workforce
 - iii. Postsecondary education
 - iv. Exploratory

7. Record tasks completed using the Advising Checklist and keep for GEAR UP records. Enter all APPS sessions in GUSS and record task completion in the excel file on MS Teams.

****IMPORTANT NOTE**** Additional APPS sessions should begin with a review of the STUDENT SUCCESS PLAN, however, sessions may begin with addressing specific student needs. All subsequent sessions should be reflective of the goals set by the STUDENT SUCCESS PLAN.

TECHNOLOGY REQUIREMENTS

For each APPS, computer access should be available if possible. It is beneficial but not required to have access to the student's ILP and/or Infinite Campus data (grades, attendance, etc.).



Student Success Plan

Research indicates that individuals who regularly set goals are more likely to achieve them. An individual's most substantial results in reaching their goals derives from being specific in stating their goals, finding intention within their actions, and identifying any challenges the individual might face while achieving these goals (Lunenburg, 2012). When these three components to goal setting are present, commitment and motivation are introduced to the individual.

The STUDENT SUCCESS PLAN is broken into four different templates that encompass the four paths that students might find themselves on during their senior year in high school: GEAR UP Scholars, workforce, military, or exploratory option. Each STUDENT SUCCESS PLAN has a pre-populated set of Action Items that student in each of these paths needs to complete prior to graduation to create a seamless transition to postsecondary life and future success. Refer to the STUDENT SUCCESS PLAN in MS Teams.

During advising sessions with Priority Service Cohort students, DPMs and CCCs should collaborate with students to identify which path they are currently interested in, complete the STUDENT SUCCESS PLAN to determine next steps and to set deadlines for completion, and discuss any barriers that the students indicate could give them trouble in reaching their goal. STUDENT SUCCESS PLANS are required for each student and will be completed during advising sessions. Use these STUDENT SUCCESS PLANS to learn about your students, build a connection with them, and earn their trust with knowing when to follow-up. Refer to the MS Teams for a completed example of a Success Plan for the GEAR UP Scholar path.

Ask the student if he or she has any questions regarding any of the miniature SMART goals they have created through completing the STUDENT SUCCESS PLAN. At the end of the APPS session, the student should sign the "Signature" portion of the document and the DPM/CCC should sign the document as well. Use the dates that the student identified on the Success Plan to plan any follow-up advising sessions.

APPS Delivery Recommendations

The GEAR UP advisor will work with the school site team to set a GEAR UP SCHOOL ADVISING PLAN to determine an appropriate advising schedule (dates/time). They should try to accommodate student requests regarding APPS whenever possible. Examples include requests for individual sessions or requests to not be pulled from particular classes and school requests to refrain from pulling students from certain classes.

Criteria for calling students from any class should be set with teachers, through the School Advising Plan, and confirmed by the School Site team/administration. In addition, the SST or advising team should decide how they would like to be updated, what data they want shared, with whom, and with what frequency. As outlined in the SCHOOL ADVISING PLAN, DPMs should make certain they notify teachers prior to APPS sessions for any given week.

NOTE: *The first APPS will begin with a review of the STUDENT SURVEY information gathered junior year or from the first lesson of senior year. It would be a good idea to group students based on their survey results (all military students grouped together, exploratory students grouped together, etc.) to ensure all APPS required tasks are completed. During this first session, students will use their survey to begin a STUDENT SUCCESS PLAN with their GUK advisor.*

Students can participate in more than four APPS during the school year, as this is a fluid concept. The GUK advisor should work with the student to determine if additional APPS are warranted and wanted.

NOTE: *Report identified outliers in the narrative section of the quarterly data report.*



Virtual APPS Outreach Services

OVERVIEW:

Virtual APPS Outreach Services are a way that GEAR UP Kentucky can continue to deliver services during the COVID-19 pandemic. Realizing that schools are engaging in distance learning, and that our access may be severely limited, GUK leadership decided we should develop an additional medium to deliver APPS sessions. In turn, our expectation of delivering three plus APPS sessions for 75% of our Priority Service Cohort annually, remains. This high expectation aligns with the mission and vision of GUK and we know that as we persevere through this year providing outreach services will be critical to our success. Below are best practice recommendations for delivery of the Virtual APPS Outreach Services. This overview is a “key” for using the guide.

VIRTUAL APPS DELIVERY RECOMMENDATIONS:

GEAR UP 4 Advising Virtual APPS is a strategic and intrusive advising strategy where outreach is necessary to drive engagement in the virtual or NTI space. Using the platforms you have available (text, Google Voice, school phone, email, Signal Vine, paper packets, mail) and identifying the requirements for each path send outreach messages to appropriate students following the outreach guide. GUK recommends sending Outreach services messages on a frequent and consistent basis to drive student’s engagement assisting students in tasks completion. DPMS Send messages to each corresponding path as it aligns to student need and task completion. DPMS enter outreach services messages data into GUSS as “Other Services” with the type of platform utilized. Once a student responds, the outreach message becomes direct service: advising via email, text, phone etc. Continuous outreach messaging illustrates the attempt to deliver GEAR UP 4 Advising services to students in a manner conducive to meeting our grant objectives. In turn, DPMs can fully complete Student Success Plans with student feedback in a non-traditional manner.

DATA COLLECTION & REPORTING

Each outreach service will be entered into GUSS as “outreach” services activity. Follow the GUSS User Manual for specific instructions on entering different types of virtual outreach services. This form of data collection is paramount to understanding the many ways GUK will attempt to deliver services during the COVID-19 pandemic year. However, once a student or family member responds twice through text or once via email a virtual APPS session has occurred. DPMs enter this data into GUSS as such. Two text responses is equal to a five-minute APPS sessions. Do not enter one-response texts directly from Signal Vine into GUSS. Do enter one-response emails into GUSS as this is a direct service. DPMS follow the GUSS User Manual, with a standard duration of 3 minutes, for one-email responses, as advising. Enter answered phone call, where discussion occurs, as synchronous advising activities. However, the standard Phone Documentation and Scheduling form should be completed and if a voicemail is left, it will be recorded as an outreach services activity. This form will be utilized to help you add to the Student Success plan, as well as, enter data into GUSS. This form is located on *MS Teams > Advising > files > Resources and materials > 12th grade > virtual APPS*.



PURPOSE:

The Virtual APPS Outreach Guide is a tool to assist you in providing services to each path of PSC student. The guide follows the path task list and has a projected month messages are recommended to be sent. At the start of the school year, you will need to utilize all tools provided by your school to contact students. However, once all contact information is gathered, for your cohort, you will be able to use Signal Vine to text the messages, email, or call utilizing the phone scripts to maximize your outreach service delivery. The method of delivery will increase direct student service engagement.

Additionally:

- The pre-populated message will give DPMs an idea of the topics and corresponding timeline GUK recommends students to address tasks associated with the message. This tool is an asset and should be used as such. It can be manipulated to serve the needs of DPMs and their students. It is meant to be a time save and also allow DPMs with large cohorts to reach out to student they may never have access to even in a normal year. Again, we realize they still may not engage, but encourage and recommend staff send continuous task orientated and/or student specific messages throughout the year.
- The virtual APPS Outreach Guide is a primary way to deliver and track services to students even if the student did not engage. This category of service does not help us hit our objectives directly. However, it lets the Program Administrative Team, as well as, the Regional Program Coordinators see all of the efforts that are being made to contact and engage students.
- Our PSC students are faced with a challenge no other students ever faced. They still have to apply for college, scholarship and the FAFSA just as they would in any year. GUK's Virtual APPS Outreach guide is one way we are being intentional in helping students stay on track to transition to and through first year post-secondary.
- Outreach messaging for teachers will increase buy in and awareness of GUK strategies. The more people aware of our service strategies, the more student and family engagement will increase.

BEST PRACTICES FOR DELIVERY OF VIRTUAL APPS OUTREACH SERVICES

- Please use your own judgement and knowledge about your district, students, and GUK resources as you plan your school-specific plan for sending outreach messages. The messages contained in the guide are for your reference and can be adjusted as needed to connect with specific students. You can copy and paste the message as is if that is how you wish to proceed, but it does not have to be exact.
- Using your survey responses or in trying to increase survey participation you can begin emailing or calling students by their chosen path. On the other hand, if you are trying to determine path you can solicit information from "ALL" students using email or phone calls.
 - o You may access information from Infinite Campus or other sources at your school as provided by your school to contact students until we get all contact information and upload to Signal Vine.
- Your primary guidance is to send message to students in groups based student path. Each path has a corresponding task list in the Student Advising booklet and the outreach messages are aligned to this task list for the most part. Remember, this can be changed as needed for a student, group of students or the entire path of students in a school. The idea is you can gather the feedback on task completion for students and engage them in the specific topics they need your help to complete.
- Once a student is in Signal Vine, you can text them. They will need to complete the student contact sheet before this occurs.
- Contact students via phone or email until student information is ready to go in Signal Vine.
- These one-way outreach messages will be captured in GUSS as "other Outreach Service" (Voicemail, email, Text)
- Once a student responds, the activity becomes a direct service and is entered as advising in GUSS. (Exception- one-response text messages in Signal Vine do not enter into GUSS).



BEST PRACTICES FOR DELIVERY OF VIRTUAL APPS, continued

- Included in the message guide are some generic/general responses. These are made up to questions that could arise. You do not have to use these responses, but if they apply, you can. Be specific when responding to student questions and do not simply plug in the guide's response.
- As you send out task specific messages, be more general or use the message as in the guide, to drive engagement. Make sure to send a resources to the student or name the page of the student advising booklet it is on. There are several links included.
- Try to stay on top of where students are in the task completion process and attempt to connect with students regularly so they stay on track.
- Make certain to include your plan for outreach messaging in our School Advising Plan.
- This is a guide, not a “message map” or “plan;” you are not required to follow blindly. Some messages will apply more than others will and it is another avenue for you to deliver specific advising to students in each path. This is a tool to save you time in hitting our advising objectives.
- Use your best judgment as to when and how you send messages. Pay close attention to the statewide text messaging campaign and try to not send overlapping vague messages. The APPS Virtual Outreach messages are meant to be more specific and not apply across the board to all students, but some overlap will occur.
- “Other Services” delivery is required to meet GUK advising objectives, if you do not have in person or synchronous opportunities outlined in your School Advising Plan.
- GEAR UP Scholar path students will have more outreach messages than Military, Workforce or Exploratory path students.
- Use personal judgment on whether you use phone, email or text. This is the DPMs preference and based on maximizing student engagement.
- Teacher emails are not required, but are recommended to drive engagement, as well as, general awareness of GUK objective, mission and vision in your school.



Touch-Base Advising

A large portion of advising occurs outside of the office space such as during class changes in the hall, lunchtime, or making copies in the work lounge. This quick check-ins with students are what is defined as touch base advising and are important to acknowledge. Recording these conversations can be tricky but common practices include a simple note made on a stationery pad or formal documentation using the TOUCH-BASE ADVISING FORM located in the *MS Teams Advising Channel – GEAR UP 4 Advising Resources > Middle School*. The method used is personal preference as to whatever works best for that individual. All data recorded should be held to the same level of confidentiality as formal advising sessions and should be reported through GUSS as touch base activity. Refer to the GUSS user manual for specifics.

Note: *Touch-base APPS do not have a duration, but it is a good idea to note the time of the touch base throughout the day for reference when you enter data into GUSS. The formal documentation document is a great reference tool to remember what topic was discussed and any results. You can then add these to the SSP.*

DATA COLLECTION

The GEAR UP Advisor should collect information for each advising session that includes date, name of student(s), topic(s) discussed, task(s) completed, duration of advising session, and pertinent notes. During or after each APPS, recorded data should be entered into GUSS and Task in the Excel collection tool on Teams.

DATA REPORTING

APPS progress, students served, topics covered, Student Success Plans, and requested information must be shared with the school site team on a regular basis decided upon by the school site team/advising team. These are the data points that schools have asked for GUK to share. Data will be reported through the identified quarterly reporting structure that GUSS provides, through annual district reports and as requested of the DPM by the school.

FACILITATOR CONFIDENTIALITY OF STUDENT DATA

All GEAR UP staff are required to protect the confidentiality of all student data during these advising sessions. Remind students that they DO NOT have to share their grades or other information with other students. You should always pass information out to students in a way that keeps it protected from observation by other students (put progress reports face down on student desks or hand out materials in a folder for privacy, for example).

FOLLOW-UP

While a student may make various decisions during this meeting, it is likely that additional meetings will be necessary. These meetings will be outlined by the activities covered in the selected postsecondary path. Work with the student to schedule additional meetings; you may also give the students some tasks to complete between now and the next meeting. And, of course, you can set meeting times to review essays, provide recommendations and assist with college applications.

Additional conversations with a counselor or other school personnel who are involved with this student might be helpful. If the GEAR UP advisor is comfortable, a phone call to parents could also be a helpful step.

Look for opportunities to connect the student to resources and experiences that could help them make a decision about their next steps after graduation – field trips, job shadowing, campus visits, interviews, guest speakers, etc.

NOTE: *Do NOT just hand a worksheet to the student to complete. Instead, work through the tasks with them, engaging them in conversation throughout the process. This will reassure the student that you are listening to them and that you are actively engaged in helping them figure out things. That said students will need to work on their own and should be held accountable to do so. This is their life, their future and although you are happy to help, they must be invested.*



For Exploratory Option Students

OBJECTIVE

Students who indicate EXPLORATORY Option about plans on the student survey will receive individualized advising to help them make choices about their postsecondary plans and to choose a GUK postsecondary path.

APPS DELIVERY RECOMMENDATIONS

This advising session should occur by Mid-October of the academic year. While this session can be conducted with students in groups of 1-10, based on access to students and class schedules, it is suggested that this session be conducted individually (access and time permitting) so that students are more willing to open up about their fears and explore their options. The recommended length of this session is a minimum of 15 minutes.

The GEAR UP Advisor should determine an appropriate advising window (date/time) based on the school advising plan as determined by the input of the School Site Team and other administration. DPMs should try to accommodate student requests regarding advising sessions whenever possible. Examples include requests for individual sessions or requests to not be pulled from particular classes.

Students can participate in more than one advising session to decide their path if needed. The idea is to select a path and continue with the student's Student Success Plan/task completion in the path. When utilizing virtual APPS outreach messaging prompt Exploratory options students to make a postsecondary decision after the second advising session.

Always conduct advising sessions in a place that has some measure of confidentiality and always check with the student that they are comfortable having that discussion in that environment. It is important that the GEAR UP Advisor conduct advising sessions in a space that is confidential yet maintains appropriate visibility.

DATA COLLECTION

The GEAR UP Advisor should collect information for each advising session that includes name of student(s), topic(s) discussed, task(s) completed, duration of advising session, type of advising sessions, and next steps. DPMs will enter data into GUSS following each APPS session.

TIPS: Student data entry can become cumbersome quickly if not tended to on a consistent basis. It is recommended that data be entered within one week of occurrence to prevent such buildup and maintain accurate records. Utilize the SSP to capture critical details covered with a student. It is helpful to review this data with Guidance Counselors and at SST meetings.

TECHNOLOGY REQUIREMENTS

For each APPS session, computer access should be available if possible. It is beneficial but not required to have access to the student's ILP and/or Infinite Campus data (grades, attendance, etc.).

FACILITATOR CONFIDENTIALITY OF STUDENT DATA

All GEAR UP staff are required to protect the confidentiality of all student data during these advising sessions. Remind students that they DO NOT have to share their grades or other information with other students. Information should always be shared with students in a way that keeps it protected from observation by other students (put progress reports face down on student desks or hand out materials in a folder for privacy, for example).



For Exploratory Option Students, continued

SESSION PREP

There are several items that could be helpful during this session. Talk to the counselor about gaining access to the following:

- Career Readiness Assessment results, such as ACT, MAP, CERT, etc.
- Copies of the CAREER-PLANNING LIST located below and on MS Teams.
- Access to the student's INFINITE CAMPUS profile and ILP
- Digital or hard copy of blank Student Success Plan

SESSION OUTLINE

The focus of this meeting should be to help students make a decision about their postsecondary options and choose a GUK postsecondary path.

SESSION SCRIPT

1. Begin by making the student comfortable. Get them talking about summer activities, current school activities, or other interests they have. The GUK Advisor should tell the student a little bit about themselves, if they are not familiar with them. Let the student know that the purpose of this meeting is to help them explore their options, not to pressure them into making decisions they are not ready to make.
2. Go over their responses on the STUDENT SURVEY. Ask student to provide more specific details about their EXPLORATORY OPTION selection. Example questions are: what is your favorite subject? How do you spend your time outside of school? Is there someone in your life who was an unofficial mentor/ what is there job?
3. Have the student complete the CAREER PLANNING LIST to measure what steps s/he has taken in this decision-making process. Ask the student to indicate any of the items on the list that were interesting to them and explore them further.

Here are additional options to explore based on student responses during the advising session:

- If a student is concerned about MONEY, completing the FAFSA will help them to see what kind of financial aid is available. Exploring less expensive college options (community college, vocational or technical schools) should be part of the advising process. In addition, assisting students with scholarship applications is another excellent step.
- If a student is unsure about WHICH COLLEGE TO ATTEND, help them to utilize the college comparison tools at KHEAA.com. Additional tools are available in the APPENDIX at the back of this Facilitator's Guide. The ILP provides helpful resources, too. The DPM should research what college and career planning tool the school utilizes and become familiar with resources within it.
- If the student does not know what kind of CAREER they are interested in, use the Career Exploration tools from the student's ILP and refer to resource document.
- If a student is concerned about GRADES or GRADUATION REQUIREMENTS, use resources from the High School Course Handbook at the student's school, to look at student coursework. Help the student explore what this means for admission to any schools of interest by researching the college's website and catalogue for specific requirements.
- If the student is concerned about ACT TEST RESULTS, talk about their performance. Review their scores to identify gaps or areas in need of intervention. If CERT is used, support the student to navigate the intervention tools specific to their academic needs. For schools who do not utilize CERT, ask the Guidance Counselor/school administrators what interventions are available to address academic deficiencies. Allow qualified students to utilize ACT waivers. GUK can also provide a waiver for students who do not qualify. Sit down with the Guidance Counselor to discuss the process of how they distribute the ACT waivers at the school to maintain consistency.



Career Planning List

Directions: Check the things that you have completed in your career-planning process.

HAVE YOU:

- Taken an interest assessment or inventory?
- Taken an aptitude or abilities test?
- Used the Internet or a computerized career information system?
- Read books about careers or goal setting?
- Interviewed someone in an occupation of interest to you?
- Attended a Job Fair or Career Day?
- Talked to college admissions representatives?
- Talked to military recruiters?
- Looked at college or continuing education catalogs?
- Talked about your career or college plans with your family or mentor?
- Gone on a job shadow or work site visit?
- Discussed your career or college plans with a school/career counselor or advisor?
- Prepared a resume?
- Visited schools you are interested in attending?

Look at your list. What things do you still need to accomplish? Make plans to do these when appropriate.

Adapted from: Career Choices in North Carolina, 2005-2006 Career Development and User's Guide, Youth edition [State Occupational Information Coordinating Committee]



Advising Glossary

- APPS:** Advising for Postsecondary Preparation and Success – process that aims to confirm a student’s plans after high school graduation and provide the best courses of action based on their chosen path
- ASVAB:** Armed Services Vocational Aptitude Battery – assessment used to determine qualification for enlistment in the United States military
- CCC:** College and Career Coach - serve as advisors to a cohort of GEAR UP students in a participating middle school or high school to deliver a structured curriculum, provide individualized student advising and coordinate GUK services
- DPM:** District Program Manager – provide district oversight of student services staff and implementation, supervise the College and Career Coaches, and directly implement student services for GEAR UP high school students
- FAFSA:** Free Application for Federal Student Aid - form used to apply for financial aid (grants, work-study, and loans) to pay for college or career school
- FEC:** Family Engagement Coordinator – regional individuals who implement local and statewide activities that equip and engage parents, guardians, and other family members to support students in preparing for and transitioning to postsecondary education
- FSA ID:** Federal Student Aid Identification - username and password combination used to log into and sign the FAFSA electronically
- Full Service Cohort:** 7th graders in the fall of 2019 and 2020 who will receive GEAR UP services through the end of their 12th grade year
- GUK/GEAR UP Kentucky:** Gaining Early Awareness and Readiness for Undergraduate Programs - a federal grant program coordinated by the Council on Postsecondary Education that works with students and schools in low-income communities to support postsecondary preparation and success
- GUSS:** GEAR UP Services System – data collection tool used to record relevant student information associated with grant tasks
- ILP:** Individual Learning Plan – college and career planning tool that schools must complete as part of an unfunded mandate
- KEES:** Kentucky Educational Excellence Scholarship - program that provides scholarships to students who earn qualifying scores on ACT, Advanced Placement (AP), International Baccalaureate (IB) or Cambridge Advanced International (CAI) exams as well as at least a 2.5 GPA each year of attendance at a certified Kentucky high school
- KHEAA:** Kentucky Higher Education Assistance Authority - public corporation and governmental agency to improve students’ access to higher education by providing financial and informational resources
- MEPS:** Military Entrance Processing Station – determines whether an individual is qualified to serve in the United States Armed Forces and specifies the jobs available to them through the military
- Postsecondary:** any education that is beyond high school
- Priority Service Cohort:** high school seniors
- RPC:** Regional Program Coordinator – provide regional oversight of student services staff and implementation, supervise the District Program Managers, and directly implement student services for GEAR UP college freshman
- School Advising Plan:** unofficial contract with school administration and teachers to allow advising to thrive within a typical school day
- SMART goals:** Specific Measurable Attainable Relevant and Timely - goals that follow these criteria and allow for clarity, focus, and productivity to achieve desired outcomes
- SSP:** Student Success Plan – A template with pre-populated set of Action Items that correspond to the student’s identified path to create a successful transition in their future life
- SST:** School Site Team – established at each participating school to plan, implement and monitor the implementation of services and activities and is comprised of the DPM, the school principal, counselor, curricula coordinator, and a student and a parent representative
- Student Survey** – document used to record basic student demographic information
- Touch Base Advising** – quick check-ins with students that are informal advising conversations