

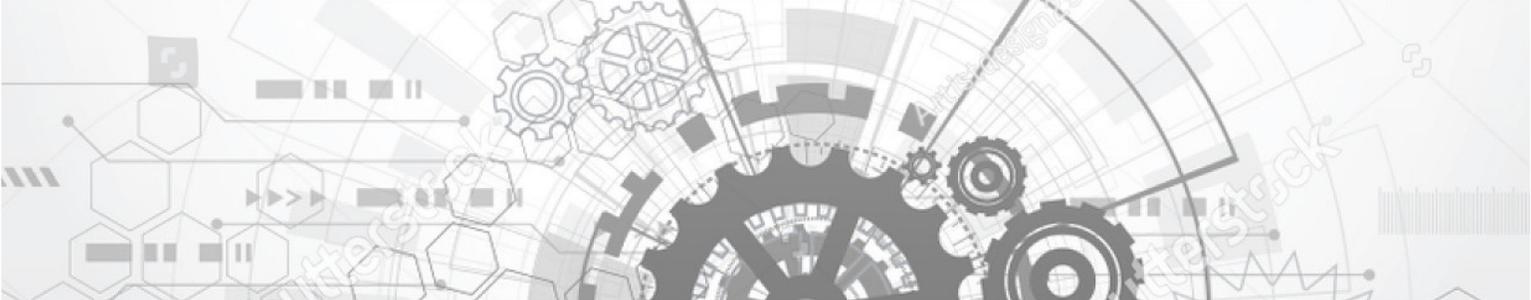


# DRAFT



**gear up 4 advising**

**FACILITATOR GUIDE | MIDDLE SCHOOL**



# GOAL

The goal of GEAR UP 4 Middle School Advising is to significantly increase the number of students who successfully transition to high school and beyond. To successfully transition, GUK prepares students financially, academically, culturally, emotionally, and socially and accomplishes this goal through multiple overlapping strategies (throughout the term of the grant), including advising. **Advising for Postsecondary Preparation and Success (APPS) is a hands-on, purpose-first, holistic student advising approach, which prepares students for success to, through, and beyond high school. APPS (individualized, group individualized, group same-content) is for all student cohorts within three content areas: academic and career planning, college match and fit, and college knowledge.** One individualized Advising for Postsecondary Preparation and Success (APPS) session with every student, every year, combined with strategically assigned and facilitated classroom advising sessions are significant and intentional strategies that support 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)

# PURPOSE

The purpose of APPS sessions is to ensure every GEAR UP student has/can:

- A completed Student Success Plan (aligned with ILP) based on academic performance, student need, and student aspiration.
- Access to remediation needed to complete courses on track for successful transition to high school.
- Completed seventh and eighth grade on track/grades.
- Identified and developed aspiration, expectations, skills, and tasks necessary for successful transition to high school.
- Reviewed score reports, set goals, and complete CERT assessments/ other standardized testing.
- Developed personal and academic goals aligned to successful transition to high school.
- Reflected upon their learning style, decision-making process, and the concept of “personal responsibility.”
- Developed essential skills for success in high school (note-taking, study skills, active listening, etc.).
- Conducted high school research recognizing high school graduation requirements.
- Participated in high school transition activities that build confidence in a successful transition.

## 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.



# STEP 1: 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 cover 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 is realized.
- Confirm there is an effective plan, agreed upon by all partner schools, to meet GEAR UP Kentucky (GUK) grant objectives numbers 4, 6, 7, 9, 14, and 15, through APPS. Specific objectives listed below:
  - o Increase participation in individualized student advising in high school*
  - o Improve 9th grade completion rate*
  - o Improve mathematics completion rate*
  - o Improve college enrollment 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 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%) in the 2020-2021 academic year.
- In order to hit these targets, an effective School Advising Plan (SAP) is necessary and prudent to implement 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 APPS sessions that are necessary for them to succeed.

**The following section is comprised of best practices in creating an effective advising strategy.**



# STEP 1: The School Advising Plan

## **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.

## **DIRECTIONS:**

- School Advising Plans must follow the excel file format provided by the advising coordinator within the School Site Team planning document.
- The corresponding word document signature page must be signed and scanned in or signed electronically.
- Save both documents within your SST planning document. Each plan should encompass the different facets of advising. The SAP works to answer any basic questions stakeholders might have. All District Program Managers (DPMs) must complete and post their School Advising Plan in a visible location for stakeholders to view.
- Each school principal (Middle/High School) or point of contact (if designated) is required to sign the signature page along with the DPM.
- The DPM will then submit both the signature page and the SAP to the GEAR UP Kentucky Advising Coordinator via their SST planning document for review.



# STEP 1: The School Advising Plan

## DIRECTIONS, continued:

- The SAP should serve as an unofficial contract with school administration and teachers to allow advising to thrive within a typical school day.
- DPMs should seek signatures from the principal or counselor who can approve and endorse the plan for the academic year only after the School Advising Plan is in final format. The template and signature page are located on MS Teams in the General Channel > Files > School Site teams > select your district.

**Note:** Review and sign the signature page after the School Advising Plan template is complete. DPMs fill in the template based on the answers from the District Assessment Tool, Advising section, School Site Team meeting, and discussions with counselors, teachers, and their working knowledge of the school. DPMs please fill in all answers on the signature page document prior to setting a meeting to confirm the School Advising Plan with the appropriate administrator. Once you have a signature page with answers to all questions, request the formal review and signature. Last, complete/upload the document in MS Teams in the *General Channel > Files > School Site teams > select your district*.

## 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.



## STEP 2: Curriculum Delivery Schedule

The Curriculum Delivery Schedule must be completed to have a successful Advising Plan because much of the middle school advising occurs in a curricular format.

7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
A Winning Future	Dear Future Me
KEES	GUK-School ILP 1 (or My Pathway)
CERT: Login and Goal Setting	GUK-School ILP 2 (or Individual Academic Plan)
CERT: Individualized Study Path	CERT: Login and Goal Setting
The College Advantage	CERT: Individualized Study Path
Respect or Disrespect?	SMART Goal I
Effective Spoken Communication	SMART Goal II
*SMART Goal I	
* SMART Goal II	
* Individualized Learning Plan #1	
* Individualized Learning Plan #2	

*Note: All sessions are 25-30 minutes and scheduled through the Curriculum Delivery Schedule. Timeline and duration are best practice recommendation for achieving objectives. \*Optional advising activities for 7<sup>th</sup> grade. These can be delivered as group-individualized.*

Full Service Cohort students will receive seven advising sessions delivered through GUK curricula activities in 7<sup>th</sup> grade and six advising sessions in 8<sup>th</sup> grade. Because some activities are individualized in nature, GUK advisors have an opportunity to contribute to student success and transition while in the classroom.

The activities counted as APPS sessions are outlined in the framework above. Each activity must be completed, as enhanced in the CCC facilitator guide, to count toward advising and therefore is **required**. Even so, each APPS activity in the curriculum is entered into GUSS as curriculum delivery and should follow the same process as other curriculum activities, as identified in the GUSS User Manual.

Each of these activities are individualized in nature and are required to be delivered as outlined. Attendance and student engagement is recorded and reported through GUSS, as outlined in the GUSS User Manual.



## STEP 3: APPS (Advising for Postsecondary Preparation and Success)

APPS sessions are delivered to the first and second Full Service Cohorts (7th graders, 2019 & 2020) and will continue through their high school senior year over the life of the grant. Each student will set goals for successfully completing middle school.

**Three or more APPS session per student, per year, and a completed GUK Student Success Plan are required.**

GUK College and Career Coaches may deliver additional APPS sessions as determined/demonstrated by student need. Individualized, group individualized, and group same-content APPS are recommended for maximum efficiency. GUK College and Career Coaches and students will work together to complete the Student Success Plan during their individualized APPS sessions as scheduled by the School Advising Plan (SAP).

### Student Success Plan

1. Required for all students
2. Individualized or Group-Individualized
3. Scheduled as part of the School Advising Plan
4. Sessions based on student need

### FIRST APPS SESSION:

The focus of this APPS session is to facilitate completion of the Student Success Plan. In doing so, CCCs will check in on student progress in their coursework, answer any questions the student has about grades, assessment scores/goals, transition readiness skills, and identify any additional needs the student may have. At the end of this session, both the CCC and student should be aware that completion of the SSP is required for GUK. Through this, both will know the student's goals and have an idea of the skills the student needs to work on or develop. Last, CCCs should be thinking of ways to connect the student to additional resources for skills development or remediation, if applicable.

**Note:** CCC should complete as much of the SSP as they can prior to first APPS sessions with student(s). This will save valuable time and allow you to guide the student as they reflect on their social, emotional, and academic needs.

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 GUK, identify any academic, social, or emotional needs, and discuss the transition to high school. Because of this discussion, each student will begin completion of his or her own Student Success Plan.
2. Collaborate with the student to start completing the Student Success Plan. Work with student to review their current grades, set SMART goals, and discuss any behaviors they should exhibit to successfully transition from middle school to high school. **Note:** 8<sup>th</sup> grade students will complete a detailed activity on SMART Goals. Ideally, they should complete that activity and then set their goals on their SSP. If this is not possible, the CCC can transfer the goals, however, this should not keep a CCC from conducting APPS sessions with 8<sup>th</sup> grade students. It will save some time to set some smaller goals and revisit the bigger goals after the activity. Please use your best judgement.
3. Work with students and other school staff to determine what transition skills and tasks the student must develop in order to be successful in high school. What are they struggling with now? How can you help? Who else can help them?



## STEP 3: APPS (Advising for Postsecondary Preparation and Success)

### FIRST APPS SESSION, continued:

4. Check progress on SSP tasks and skills completion, achievement of SMART goals, and CERT/other assessment scores at follow up sessions and/or during class. The Student Success Plan can be found in the *MS Teams Advising Channel > Files > Middle School Advising Resources > Student Success Plan*. Once an SSP has been created, each one is required to be uploaded to *MS Teams > GUSS and Data Collection Channel > Files > Annual School Level Data > your district > Grade 7/Grade 8*.
5. Record tasks completed on the SSP during your session so students can see their progress and keep for GEAR UP records.

**\*\*IMPORTANT NOTE\*\*** *Additional APPS sessions should begin with a review of the individual's Student Success Plan, however, sessions may begin with addressing specific student needs. All subsequent sessions should be reflective of the goals set and determined needs set in the Student Success Plan. The SSP is an evolving document.*

### STUDENT SUCCESS PLAN

As previously mentioned, 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.

In completing the SSP, it is **required** to create a personal and academic SMART goal. Seventh graders will do this with their GEAR UP advisor as they fill in their SSP. Eighth graders have the opportunity to delve deeper into SMART goals by completing the curriculum activity, "SMART Goals;" however, once this activity is completed in the curriculum, GU advisors must ensure the goals are transferred to each SSP. The Student Success Plan is required for each student and will be completed during GU K-advisor identified APPS sessions (individualized/group-individualized).

Each CCC is responsible for uploading middle school SSPs to Microsoft Teams *GUSS and Data Collection channel > Files > Annual School-Level Data > Your District > Middle School Student Success Plans > Appropriate 7th or 8th grade folder*. DPMs will confirm SSP completion for every student with their CCC. Blank copies of the Student Success Plan are located in *MS Team Advising channel > Files > GEAR UP 4 Advising Resources > Middle School*. APPS sessions are entered into GUSS as advising, following the proper GUSS data entry protocol outlined in the GUSS User Manual.

As you complete APPS sessions and SSPs, confirm with the student if he or she has any questions regarding any of their SMART goals, how to achieve them, necessary tasks for high school readiness, grades, CERT remediation, and the like. Without defining student need, we cannot purposefully coach our students. Once they have set these goals, tasks, and questions on paper, through the Student Success Plan, use the needs to determine if any follow-up is necessary, prioritizing those with the most significant need. If you identify a significant need that you alone cannot address, meet with the student's teachers, counselor, and even the principal to determine the appropriate intervention.

At the end of each APPS session, ask the student if he or she has any questions regarding any of the SMART goals they have set through the SSP. Use the student's responses to determine if additional APPS sessions are necessary.



## STEP 3: APPS (Advising for Postsecondary Preparation and Success)

**DID YOU KNOW?** Statistics show that more students fail ninth grade than any other year in school. The reasons for this dip in student achievement are varied and complex. Eighth graders contemplating the move to ninth grade worry about a variety of issues: being picked on by older students, harder work, earning lower grades, getting “lost” in the crowd, etc. In addition, research has shown that at the ninth grade level, students do, in fact, show a decline in grades and attendance and have a more negative view of themselves, all the while having an increased need for friendships and social interaction. Given the importance of this transition, GUK believes we should prepare students for the transition beginning in grade 7.

*(based on research by Johnson, Peterson, and D. Foster)*

### MIDDLE SCHOOL ADVISING ADMINISTERED THROUGH APPS SESSIONS

Middle School APPS sessions focus on the necessary tasks and skills students need to develop to prepare themselves for a successful transition to high school. Student Success Plans may need to be completed asynchronously with GEAR UP CCCs completing the portions they can first and then sharing with students. CCCs should follow the asynchronous outline provided in the Facilitator’s Guide. Blank copies of the full activity can be found on *MS Team channel > Advising > Files > GEAR UP 4 Advising Resources > Middle School*. If you have a hybrid schedule, utilize any in-person time to complete your Student Success Plans.

Transition Skills	Transition Tasks	GU Services Connection
<b>Aca-discipline</b>	On track to graduate/grades/IC/CCR assessments/GPA, attendance matters	GU 4 CCC Curriculum / IC review goals SSP /CERT
<b>Goal Setting</b>	S.M.A.R.T. Goals, CERT goal review and set goals	GU 4 Advising – group-individualized advising and SSP review/completion
<b>21st Century/Essential Skills</b>	Effective communication activity, test-taking strategies, note-taking activities, email/text etiquette	CCC Curricula and GU 4 Advising SSP review-completion, peer mentoring and tutoring
<b>GEAR UP Kentucky Vision / Purpose</b>	Introduction to GUK	GU 4 CCC Curricula or GU 4 Advising, peer mentoring
<b>High School Preparation</b>	GU peer mentoring, tour high school, pen pal with high school students, graduation requirements review and course review ILP/My path, connect high school students and 8th graders at sporting events and invite guest speaker for grade 8-9, back to school event before 9 <sup>th</sup>	GU 4 Student Engagement, GU 4 Advising, and GU 4 CCC curricula, GU family engagement events (open house/back to school, etc.)
<b>Financial Aid</b>	KHEAA video/activities completion, dual credit, KEES and the real costs of college	KHEAA activities, GU 4 CCC Curriculum, GU 4 Advising financial aid APPS session, SSP review-completion student need.
<b>Critical Thinking</b>	Reflection and goal-setting SSP	CCC Curriculum, GU 4 Advising/peer mentoring, tutoring
<b>Person Reflection and Aspiration</b>	Student complete curriculum, CERT and Intro to GUK, the importance of higher education	GU 4 CCC Curriculum GU 4 Advising
<b>Resources for Growth</b>	Connection to sports and clubs/organizations	GU 4 Advising, peer mentoring, tutoring, family engagement

**Note:** Students complete identified tasks through curriculum and advising. Advising goals align to high school transition tasks as identified through the Student Success Plan process. Various tasks identified require CCCs to gather resource materials that assist in development of the skill and completion of the tasks. This is purpose-first advising.

# STEP 3: APPS (Advising for Postsecondary Preparation and Success)

## MIDDLE SCHOOL APPS VIRTUAL / NTI FRAMEWORK

Type	7 <sup>th</sup> Grade	Timeline	Type	8 <sup>th</sup> Grade
Virtual or NTI Asynchronous (individualized)	Student Success Plan  (Required ALL students)	Annual (as identified in School Advising Plan)	Virtual or NTI Asynchronous (individualized)	Student Success Plan  (Required ALL students)
Curriculum APPS	As identified and scheduled in School Curriculum Delivery Plan (ALL)	As allowed and by rotation (SAP)	Virtual asynchronous and virtual synchronous	As identified and scheduled in School Curriculum Delivery Plan (ALL)

*Note: As needed to complete/cohort rotation.*

### APPS Individualized Advising Session

1. Student Success Plan review grades/CERT previous year's goals (5-10 minutes)
2. Task/skills Completion Review (5 minutes)
3. Next Steps and student needs (10 minutes)

## APPS DELIVERY RECOMMENDATIONS

APPS will be delivered to 7<sup>th</sup> and 8<sup>th</sup> grade students during the school year, with a goal of three or more APPS per student. In addition, the requirement is that students receive APPS enough to fully and comprehensively complete a Student Success Plan. It is recommended that APPS sessions occur in classroom groups or in small groups of 2-10 based on the schedule set in the School Advising Plan. Additional one-to-one APPS sessions are recommended, time permitting and based on student need, as they have been prioritized. The recommended length of each session should be a minimum of 10 minutes, but ideally, the longevity of a session is based on student need, as identified in their SSP. The SSP and GEAR UP 4 Success curricula drive APPS session completion. By default, most APPS will be at least 25 minutes long as delivered through curricula.

The GEAR UP DPM will work with the School Site Team to set up 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. Criteria for pulling students from any class should be set with the School Site Team and administration. In addition, the SST or advising team should decide how they would like to share data, what data they want shared, with whom, and with what frequency.

As outlined in the School Advising Plan, DPMs should make certain CCCs notify teachers prior to APPS sessions for the given timeframe outlined in the School Advising Plan. The advising schedule is critical for APPS implementation. It will allow each advisor to maximize the number of APPS completed and is built from the School Advising Plan. Once each weekly schedule is created, it is imperative all teachers are aware of the process and topics being covered.



## STEP 3: APPS (Advising for Postsecondary Preparation and Success)

### 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. These 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 should be based on personal preference as to whatever works best for that individual. All data that is 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 & REPORTING

See GUSS manual. For questions, contact Laura Negron at [laura.negron@ky.gov](mailto:laura.negron@ky.gov).

### FACILITATOR CONFIDENTIALITY OF STUDENT DATA

All GEAR UP staff are required to protect the confidentiality of all student data during these APPS 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 initial APPS sessions, it is likely that additional sessions will be necessary. Work with the student to schedule additional APPS sessions; you also give students tasks to complete between now and the next session.

Additional conversations with a counselor or other school personnel who are involved with this student might be helpful. A phone call to parents could also be a helpful step and is recommended to increase family engagement.

Look for opportunities to connect the student to resources and experiences that could help them transition more smoothly into a high school setting— field trips, campus visits, guest speakers, etc.

#### **BEST PRACTICE:**

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 solid resolutions. In bigger schools, this will be a challenge so use your best judgement as you develop groups for SSP completion. You can rotate or seek assistance from another CCC/DPM or even school staff.

**RESOURCES ON TEAMS:** Middle School APPS Framework | Student Success Plans (Blank) | Middle Grade GEAR UP 4 Advising Facilitator Guide | Touch-Base Advising Data Completion Documents | GUSS Data Entry User Manual GEAR UP 4 Success Curriculum (7th and 8th Grade) | School Site Team Planning Tool (School Advising Plans)

