

GEAR UP Recruiting

Toolkit



2022-23

Overview of the GEAR UP program and its purpose

GEAR UP is an acronym that stands for Gaining Early Awareness and Readiness for Undergraduate Programs. The program is designed with this purpose: to help students from low income families receive higher education. They can do this through a traditional university or through technical colleges. GEAR UP aims to provide students with access to resources that will allow them to be successful after high school. This is done through tutoring, academic advising, and workshops focused on this purpose.

You are a vital part of this program and its success. You will help students navigate through the challenges of high school and the college application process. Students should know you are there for them as a resource whether they seek your help or not. Your goal is to be available for your students and do that consistently.

Before you can endorse the program, it is vital that you understand the objectives that GEAR UP has.

In the GEAR UP Outreach Mentor Manual, the objectives for this seven-year grant are outlined as follows:

1. Increase academic performance and preparation for postsecondary education for GEAR UP students.
2. Increase the rate of high school graduation and enrollment in postsecondary education for GEAR UP students.
3. Increase GEAR UP students' and their families' knowledge of postsecondary education options, preparations, and financing.
4. Increase GEAR UP students' success in their first year of attendance at an institution of higher education.

Achieving these objectives would be impossible without the advisors. We are excited to work with you to promote further education and student success!



About the Toolkit:

This kit is designed to help you be more successful and confident when recruiting for the GEAR UP Utah Program.

GEAR UP Utah | Recruiting 101



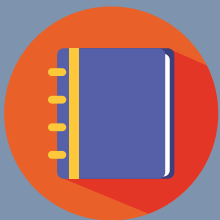
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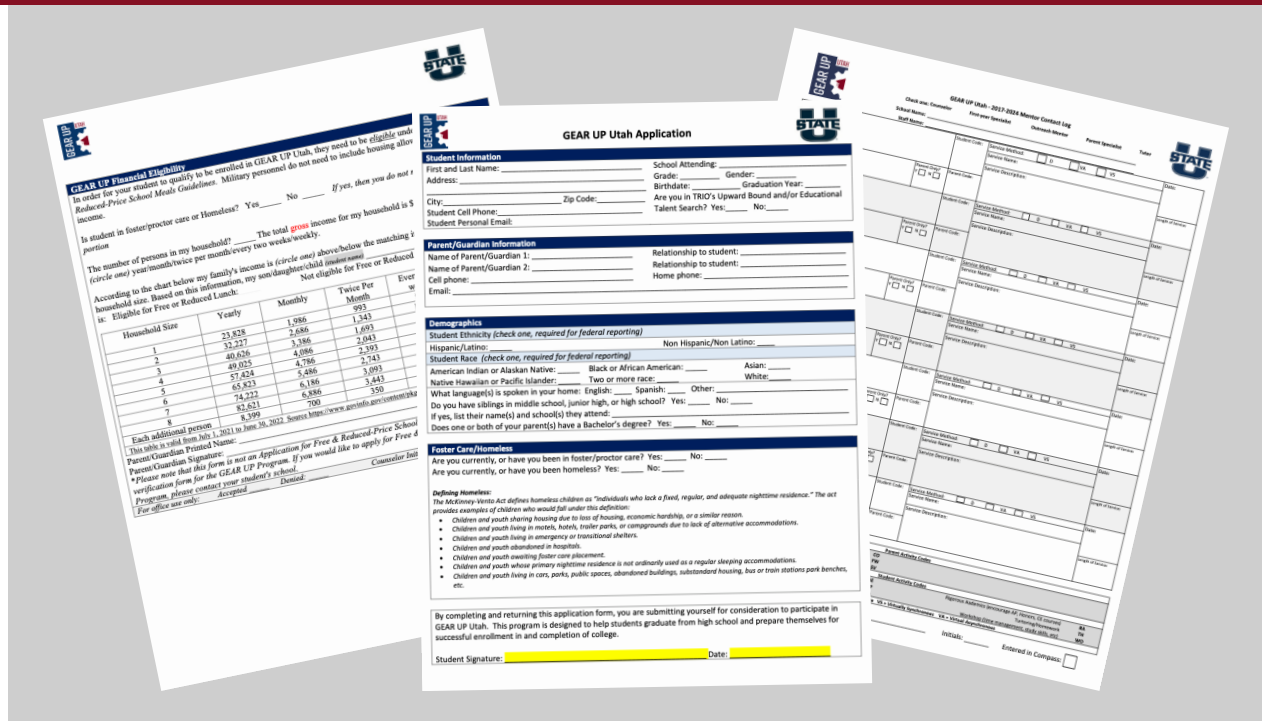


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GEAR UP Utah Application



The forms you will fill out are all found on the website usu.app.box.com.

Application Forms:

Students may fill out and sign this form online or on paper. Every section MUST be filled out in order for an application to be considered completed. If the forms are filled out online, they will automatically be received by our data administrator. The physical applications need to be given to our data administrator. There are

Permission Slips:

Before each Campus Tour, you need to have the parents or guardians of each of the students attending fill out a permission slip. You should have all of the permission slips sent home with the students **at LEAST 2 weeks prior** to the event. You should get the permission slips to the office staff preferably the day of the event, but the day after the event is acceptable.

Service Logs:

You will need to complete this form daily. This will be a record of the meetings you have with students, their families, and other events and activities associated with GEAR UP. You will need to submit this form online (in Box) weekly. The following two pages will explain what names to use and the codes associated with this document.

Drop/Transfer Forms:

These forms need to be filled out if your students either drop the program or transfer to a different school. You should be checking in on your students enough to know if they have transferred or not. The Data Admin should be aware of these changes.



GEAR UP Utah Application

School Year 2022/2023



Student Information

First and Last Name: _____
 School Attending: _____ Grade: _____ Graduation Year: _____
 Address: _____ City: _____ Zip Code: _____
 Student Phone # _____ Student Personal Email Address: _____
 Date of Birth: _____ Gender: _____
 Ethnicity (select one) Hispanic/Latino: _____ Non-Hispanic/Non-Latino: _____
 Race (select one) American Indian or Alaskan Native: _____ Black or African American: _____
 Asian: _____ Native Hawaiian or Pacific Islander: _____ Two or More Races: _____ White: _____
 Are you in TRIO's Upward Bound and/or Educational Talent Search? Yes: _____ No: _____
 Are you currently, or have you been in Foster Care in the past year? Yes: _____ No: _____
 Are you currently, or have you been Homeless in the past year? Yes: _____ No: _____
 Does one or both of your parent(s) have a bachelor's degree? Yes: _____ No: _____
 What language is spoken at home? _____

Parent/Guardian Information

Name of Parent/Guardian 1: _____ Relationship to student: _____
 Name of Parent/Guardian 2: _____ Relationship to student: _____
 Cell phone: _____ Home phone: _____
 Email: _____
 Preferred method of contact (select one): Phone Call: _____ Text: _____ Email: _____

Financial Eligibility

Is student in foster/proctor care or Homeless? Yes _____ No _____ *If yes, then you do not need to complete this portion*

For your student to qualify to be enrolled in GEAR UP Utah, they need to be eligible under the Free and Reduced-Price School Meals Guidelines. Based on the guideline below, does your student qualify for Free/ Reduced Lunch? Yes _____ No _____

To start, view how many are in your household, next see where your gross income falls on how often are paid. If your income is below the amount your student qualifies for Free/Reduced Lunch and you may select Yes. Military personnel do not need to include housing allowance when viewing income.

Household Size	Yearly	Monthly	Twice Per Month	Every Two weeks	Weekly
1	25,142	2,096	1,048	967	484
2	33,874	2,823	1,412	1,303	652
3	42,606	3,551	1,776	1,639	820
4	51,338	4,279	2,140	1,975	988
5	60,070	5,006	2,503	2,311	1,156
6	68,802	5,734	2,867	2,647	1,324
7	77,534	6,462	3,231	2,983	1,492
8	86,266	7,189	3,595	3,318	1,659
Each additional person	8,732	728	364	336	168

This table is valid from July 1, 2022 to June 30, 2023 Source <https://www.govinfo.gov/content/pkg/FR-2022-02-016/pdf/2022-03261.pdf>

Media Release

I, _____, (Parent/Guardian Name) do hereby grant GEAR UP Utah, Utah Valley University, acting through its agents, employees, or representatives, to take photographs, video, and/or voice ("Media"). I grant the GEAR UP Program an unlimited right to reproduce, use, exhibit, display, perform, broadcast, create derivative works from, and distribute the media in any manner or media now existing or hereafter developed, in perpetuity, throughout the world. I agree that the media may be used by the GEAR UP program, including its assignees and transferees, for any purpose including but not limited to marketing, advertising, publicity, or other promotional purposes. I agree that the GEAR UP Program will have final editorial authority over the use of the media, and I waive any right to inspect or approve of any future use of the media. I acknowledge that neither I, nor my child, will receive compensation for participating in the media or for any future use of the media. I release and fully discharge the GEAR UP Program, and its trustees, employees, agents, and representatives, from any claim, damages, or liability arising from or related to my child's inclusion in the media, the GEAR UP program's future use of the media, and the GEAR UP Program release of the information detailed below. I understand that I may revoke this release at any time by informing this agency in writing.

GEAR UP Utah Authorization for Release of Information

I, _____, (Parent/Guardian Name) do hereby grant the representative of GEAR UP Utah, including their external evaluators, authorization to contact parents/guardians and students, and to release and/or obtain information from school, district and state data sources regarding the following individual:
 Student printed name: _____

Reason for release of information: To track student's success in school and help facilitate their preparation for and success in continuing their education beyond middle school and high school. Specific types of information to be released (this information may be provided by the school, district, or State Office of Education):

Student State ID	Class Schedule	Cumulative Student Record	Transcripts, Grades, and Test Scores
IEP/LEP Information	Attendance	Free/Reduced Lunch Status/Eligibility	College & Career Readiness Information

This program requires parent/guardian authorization.
 - I the parent/guardian accept this agreement and terms of the Authorization for Release of Information. Yes _____ No _____
 - In addition, I consent to the Media Release. Yes _____ No _____

Parent/Guardian Signature: _____ Date: _____

As a student, I consent to the Media Release. Yes _____ No _____
 Student Signature: _____ Date: _____

Please return this form to your GEAR UP Counselor/Advisor



Everything needs to be filled out in the application in order for it to be considered completed. As an advisor, you have the responsibility of checking the applications and making sure they are filled out correctly and completely.

Once you are confident that an application is complete, you should bring the applications for students who qualify for the program to the Data Administrator. If the students qualify for free and reduced lunch, they automatically qualify for the program. If not, you will measure their eligibility with the income chart on the application. You should notify the parents of students who don't qualify for the program (ie: they make too much money) that they do not qualify and then shred their application.

Tip: Even if they make a dollar over the amount listed in the application, they do not qualify for the program. You can suggest to the parents to use their **monthly** income as the measurement for the application. They are more likely to qualify if they do so, but not guaranteed to meet the program's requirements.

Detailed Service Log

Things may change over time, but the general concepts for filling out service logs will remain the same. Dawna Webb filled out this service log and outlined what should be done with the logs. If you have any questions regarding service logs, please use this log as a reference. If this does not answer your question, feel free to reach out to the office staff and they will find an answer for you.

GEAR UP Utah - 2017-2024 Contact Log					
		School Name: Cherry Tree Lane High			
		Staff Name: Mary Poppins			
		Staff Title: Advisor			
Student Name	Parent Only?	Code	Service Name & Description:	Statistics 1040	Date: 3/18/2022
Michael Banks		TH	Tutored him one on one-worked on his Statistics 1040 class (**You MUST be specific in whether you worked with him directly or if he was simply working in your office AND you must name the class he worked on specifically-examples: Secondary Math 2, English 1010, Environmental Science, AP US History)		Minutes: 30 min. (*Be Exact)
					Method: Direct (*Make sure to use the right code-they track every single code)
Student Name	Parent Only?	Code	Service Name & Description:	Classes	Date: 3/18/2022
Jane Banks		AP	She had questions about what classes to take next trimester. We talked through the different options.		Minutes: 20 min.
					Method: D
Student Name	Parent Only?	Code	Service Name & Description:	Financial Aid	Date: 3/18/2022
Bert Chimneysweep		FA	He needed help applying for a scholarship at Btech, but needed to do it over zoom to make the deadline.		Minutes: 30 min.
					Method: VS
**Remember it wasn't in person, but it was happening live-so it's virtually synchronous.					
Student Name	Parent Only?	Code	Service Name & Description:	College	Date: 3/18/2022
Winifred Banks		AP	She wanted to know what kind of majors she could do if she liked politics but doesn't want to be a politician. (Google Chat)		Minutes: 10 min.
					Method: VA
**Remember that it wasn't in person, and it the answer back isn't immediate. VA is best for this.					
Student Name	Parent Only?	Code	Service Name & Description:	ACT	Date: 03/19/2022
George Banks		AE	Mom dropped by the office to talk through how to register her son for the ACT test.		Minutes: 10 min.
Mom	Y				Method: D
Student Name	Parent Only?	Code	Service Name & Description:	Counseling	Date: 3/19/2022
Albert Uncle		AP	He is feeling really overwhelmed about the issues he is having with his parents at home.		Minutes: 15 min.
					Method: D
Student Name	Parent Only?	Code	Service Name & Description:	Onboarding	Date: 3/19/2022
Senior Dawes		AP	ONBOARDING; his Mom signed him up so he had no idea what GEAR UP was so I filled him in on what we do.		Minutes: 10 min.
					Method: D
Student Name	Parent Only?	Code	Service Name & Description:	College	Date: 3/19/2022
Junior Dawes		AE	He asked how to access his ACT scores-sent him the link to the ACT website and told him if he needed him to just reach out again. (Cadence).		Minutes: 5 min
					Method: VA
**Remember that it wasn't in person, and the answer back isn't immediate. VA is best for this.					
Student Name	Parent Only?	Code	Service Name & Description:	Career	Date: 3/19/2022
Admiral Boom		AP	He needs help revising his resume to fit in his recent service hours and new job.		Minutes: 15 min.
					Method: D
Student Name	Parent Only?	Code	Service Name & Description:	Classes	Date: 03/21/2022
Jane Banks		AP	She is worried about choosing the right college and how her classes here at the school will transfer to U of U.		Minutes: 30 min.
					Method: D
Student Name	Parent Only?	Code	Service Name & Description:	Financial Aid	Date: 03/21/2022
Jane Banks		FA	Helped her work on her FAFSA application & apply for scholarships.		Minutes: 60 min.
					Method: D
**We rarely spend 60 minutes with our students (except for a workshop)-FAFSA help just takes longer.					
Student Name	Parent Only?	Code	Service Name & Description:	Check in	Date: 03/22/2022
Michael Banks		AP	We talked about auditioning for the school play & making sure to stay on top of his schoolwork when he has practices after school each day.		Minutes: 10 min.
					Method: D
Student Name	Parent Only?	Code	Service Name & Description:	Check in	Date: 03/24/2022
Michael Banks		AP	Checked in-asked about the audition; asked questions about UVU for vet school		Minutes: 15 min.
					Method: D
Method of Contact: D = Direct Service VS = Virtually Synchronous VA = Virtually Asynchronous					
Advisor Signature_ADD YOUR SIGNATURE		Data Initials		Entered into Compass	

The following pages in this toolkit will explain what the service names and codes stand for and when to use them.

Service Log Names

Appointment:

Setting up a meeting with a student (say, they can't come when pulled out but you set up an appointment. This would be the service name, not when they come to the set appointment.)

Career:

Talking about future jobs or things pertaining to a work field.

Check in:

Seeing how life is going and how they are doing.

Classes:

Talking about classes, how they're going, class planning, and goals.

College:

Working on college applications, talking about different colleges and options, answering college questions.

Counseling:

Mentoring about life outside school or problems they are having.

Event:

Anything to do with an event; registration; RSVP; logistics; texts; phone calls; etc.

FAFSA:

Anything to do with FAFSA.

Financial Aid:

Anything to do with financial aid EXCEPT FAFSA specifically and scholarships.

Grades:

Talking about grades, plans to raise grades, checking on grades.

Job/Resume:

Helping find a job, creating a resume, succeeding with work, etc.

Onboarding:

First meeting with a NEW STUDENT.

Yearly Planning:

First meeting of the year with PAST STUDENTS.

Parent Contact:

Anytime you talk with just a parent.

Resources:

Discussions about how you can help them with school, ACT prep/registering.

Scholarships:

Talking about scholarships, helping with scholarships, anything with scholarships.

Tutoring:

Tutoring should never be used as a service name. It should be the name of the class you're tutoring them in.

Student Service Codes

AP

Academic Planning/Advising, or
Career Counseling

This is our most common code. Use it for General (problem solving, goal setting, academic planning, and class, college or career choices); Onboarding; or Rigorous Academic advising.

AE

Academic Enrichment

This code is used for ACT Services: General Questions about ACT, ACT Prep, ACT Waivers.

TH

Tutoring/Homework
Assistance

Use this code for homework help. Please include the full name of the student's class that you are helping with.

FA

Financial Aid

Use this code when helping answer questions with FAFSA, Scholarship, Financial Aid.

WO

Workshops

Use this code for any workshop that doesn't fall under another service code. (Example: a scholarship workshop would use FA as the code instead of WO.)

CO

Parent Counseling

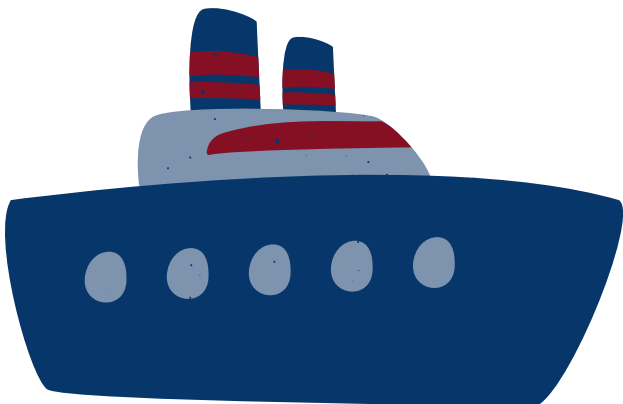
Parent contact

Onboarding

Onboarding is the first meeting you have with a student who is part of the program (this is either your personal first meeting with a student or the student's first meeting with a GEAR UP advisor once they are part of the program.) You should do this **within 30 days** of receiving an application from the student. When completing these meetings, prioritize seniors and new students to the program, but meet with all of the students in the program that you possibly can. These meetings should be done in person either one-on-one or with a small group of students. Below are things you should accomplish during the onboarding meeting with the students:

- Confirm that the application is complete
- Confirm contact information and the preferred method of communication (text, email, canvas)
- Give them GEAR UP's contact information (the social media links, your email for your school, get them on your canvas page and have them accept the course invitation on Canvas.)
- Get to know the students and their families. Ask questions like these:
 - What is something that you have worked really hard on?
 - What motivates you to work hard on homework or a hobby?
 - What are you interested in doing?
 - Are you planning on using those interests in your future career?
 - What are your thoughts/plans for school after you graduate?
 - Have you had any family members attend college or tech school?
- Ask for student expectations from the GEAR UP program. Do they want help with:
 - Improving high school grade performance?
 - Tutoring in a certain subject?
 - ACT preparation/score improvement?
 - Scholarship/College Applications?
 - Going on campus tours?
 - Choosing a major/career field?
- Make sure the students are aware of workshops, events, and campus tours at the schools.

There are a lot of ways you can accomplish onboarding. You can use the onboarding worksheet in Box and have the students fill it out, or you can ask the students basic information about them and their family and get to know them that way. Either way, you need to address the points listed above in the onboarding interview and track it online or digitally.



Who is the student?
What interests them?
Do they know how to contact you?
What do they hope to get from GEAR UP?
What are their plans after High School?
Do you have another meeting with them?



Tracker/Roster

A tracker/roster is an excel spreadsheet that you will use to keep track of your students and your meetings with them. You will get the names of your students from PowerSchool and Cobro Compass. You need to update this list biweekly (**Every 2 weeks**) so your tracker represents the students in the program. This is a really useful tool that you will be able to organize in a way that makes the most sense to you. There are some things that you are required to include in this spreadsheet, they are:

- The **names** of each of your students
- When you meet with them (the **date of the interaction**. Include the names and dates of **every student** you call down, even if they don't show up for the meeting.)
- You should also keep track of the **class hour** that you call students down for.
- If the students **showed up or not** (this can be kept track of by making the cells a certain color, or adding a symbol to the cell. Whatever makes sense to you.)
- Starting in September, you should pull a report from PowerSchool for your students with Fs. An "F" is a general term that refers to any grade that is a D+ or below. This needs to be done biweekly as well. Keep track of the **students who have Fs**.
- You should add a **brief note** of what you talked to the students about here.

Things that you can keep track of, but are not required to keep track of include:

- The students' **ACT scores**
- If your students have filled out the **FAFSA** or not
- The cumulative **GPA** of your students

You can track all of these things on different tabs in an excel spreadsheet or combine some of the requirements in one tab. Regardless of the method, you are required to keep track of all of these things. Each trimester should be separated. There are examples of Trackers/Rosters in your school's folder in box.

www.usu.app.box.com

You should be trained on how to do this. If you have any questions or concerns, please reach out to the office staff and they will help you gain a better understanding.

DAILY Responsibilities

- Attempt to meet with 5-7 students
- Fill out the service log for each of these attempted meetings.
- Talk to students about grades, financial aid, etc.
- Meet with students about their progress on goals you've set together
- Help students with homework
- Contact the teachers and counselors
- Set up times to meet in classrooms to present GEAR UP to the students
- Research scholarships and other resources (this should fill extra time you have, it is not necessarily something you set time apart for)

WEEKLY Responsibilities

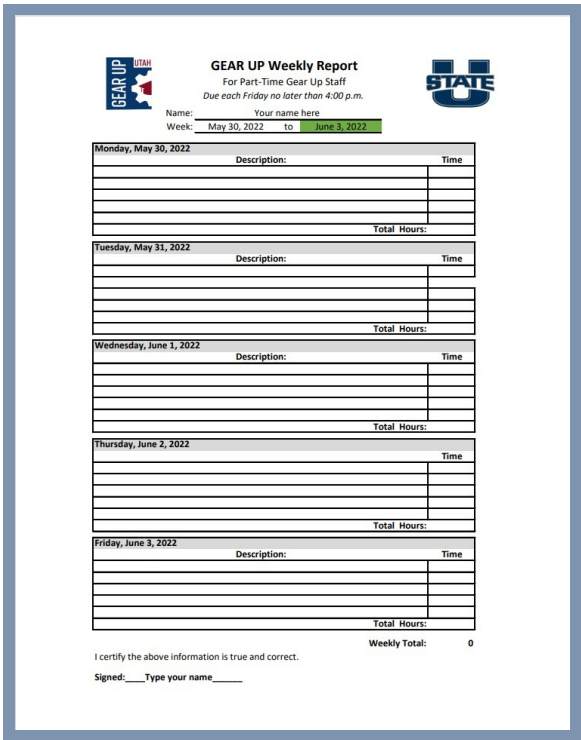


- Attend bi-weekly team meetings (1st Mon=in person; 3rd Mon=on zoom)
- Meet with 30-35 students by the end of the week
- Fill out your Time and Effort report.
- Submit your service logs and your time & effort by Friday.
- Make sure that student records in box are up to date
- Make sure that you have permission slips sent home with all of your kids (if applicable)
- Create and send in your mileage log. (this applies for the miles you drive to pick up food for events or the drive from your school to another location for an event, not your commute to work)
- Get all forms to the Data Administrator
- Make sure GEAR UP Events are on the school calendar

Time and Effort Forms

This is a form that you will need to complete weekly. There will be a folder with your name on it in Box for USU. To access this:

1. Go to usu.app.box.edu
2. Log in with your A# and password
3. Go to "00 Reports-Staff Time & Effort-Completed"
4. Go to the folder with your name on it. (if there is not a folder for you, please reach out to the office staff.)
5. You should copy and past T&E forms into your folder and update the information weekly.



To the left is an example of a log. You should ONLY change the date in the box highlighted in green. This should be the date of that week's Friday. For example, if I were to complete my Time & Effort for the week of May 30-June 3, I would put "6/3/22" into the green area.

Because the form is an Excel spreadsheet, the formula only works correctly if you input your information in this manner.

Every day, you will only have five lines for the activities you did. If you did a lot that day, that's awesome! Try to find an umbrella activity that will encompass what you completed. For example, instead of saying everything you did during a workshop, simply put "FAFSA workshop" and the amount of time spent for this activity (that would include travel if necessary). If you met with students about grades and researched Scholarships that day, your form should look like the form below.

Week: May 30, 2022 to June 3, 2022

Monday, May 30, 2022	
Description:	Time
Met with students about grades	1.5
Researched Scholarships	1.5
Total Hours:	3

Your time spent on activities should be identical to your clocked hours. Be sure to clock your time on Aggietime and match those hours with your Time & Effort form. Your Aggietime time sheet will be approved at 5pm the 15th and the last day of each month. So-if you don't put time in, you WILL NOT GET paid. Pay days are the 10th & 25th.

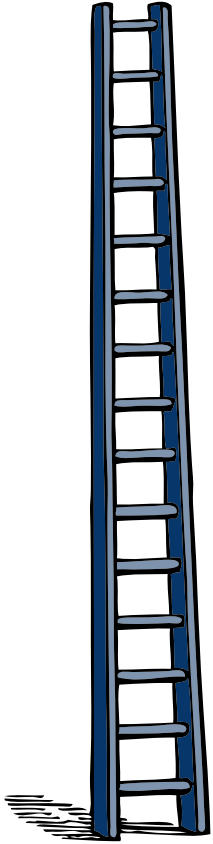
Responsibilities From Month to Month

Advisors will not be expected to work in July

August:	Attend registration days at your high school Get connected with the counseling department and College & Career Access Advisor Recruit new students like crazy
September:	Talk about FAFSA-what the requirements to apply are Talk to Freshmen about their adjustment to High School Encourage students to do career exploration
October:	Talk to Sophomores about taking the Pre-ACT and PSAT Work with Juniors to prep for the ACT and PSAT Help Seniors complete their FAFSA application Help Seniors to start applying to universities and programs
November:	FAFSA forms: help students fill out and submit them End of Trimester Start calling in seniors to work on SEFs/FERPAs
December:	Keep calling Seniors down for SEFs/FERPAs FAFSA forms: help students fill out and submit them
January:	Call down Juniors to do ACT prep Talk to Freshmen about possibly graduating high school with their associates degree
February:	Talk to all students about what classes they want to take next year to fit their career path FAFSA forms: help students fill out and submit them
March:	Talk to Seniors about upcoming decision day-how to accept scholarships Talk to Sophomores about taking college classes during their Junior and Senior years Start to think about whether you will continue as an advisor with GEAR UP next year
April:	Help students with homework and finishing the year strong Start End of Year Interviews with 9th, 10th, and 11th graders Work with the Parent Liaison to endorse Senior Recognition Night Create a video to show at senior night
May:	Attend Senior Night Talk to Sophomores & Juniors about summer classes at BTech-free summer tuition Finish End of Year Interviews with 9th, 10th, and 11th graders Continue tutoring students until the end of the school year
June:	Advisors will assist the office staff with the GEAR UP Gauntlet activity Have exit interview with Program Director

Goals for Each School Year and Trimester

Each of your goals will build on each other. You are free to add your own goals to the ones on this sheet, but you should at least accomplish these things:



Nominate a student of the year

Nominate a student of the trimester

Complete all daily and weekly responsibilities

Help EAC with workshop events monthly

Meet with all GEAR UP students

Complete the FAFSA with all Seniors in the program

Complete onboarding with new students with 30 days of them joining the program.

Call down more than one student at a time; students don't mind waiting a for a few minutes. This way you'll have a backup plan, too, if students don't show up.

Personal Goals:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Establishing Importance of Tasks

There are a lot of different things that you could do with your time, some of them are less productive than others. GEAR UP has a goal of being visible, assisting the students, and documenting your interactions with students and their families. These three things are outlined below. The most important things you will do as an advisor will be encompassed by these goals.

BEING VISIBLE



1. Be present at the schools. Make sure the counseling office knows when you are there.
2. Keep a consistent schedule, be at the schools when you say you will be there.
3. You represent the program, please do so professionally.

ASSISTING



1. Your most important assistance is directed toward your students and their families.
2. You will also assist the schools as needed, specifically the counseling department.
3. Your main focus is helping your students improve their academic performance.

DOCUMENTING

1. A huge part of this job is keeping record of your interactions with students. This includes, but is not limited to:
 - a. Service Logs
 - b. Trackers/Rosters
 - c. Drop Forms
 - d. Workshop Logs

Are you fulfilling one of these needs by how you spend your time? If the answer is anything other than an emphatic YES, then you should reach out to the GEAR UP Director to ask for direction and clarification.

Cadence Messaging Platform

Cadence is a really useful tool to have as an advisor. This is what you will use to communicate with the students. There are a lot of specifics that you will need to be trained on in your specific school, but there are some commonalities that all advisors will work with.

Before you send ANY group message, you will need to **make sure that "Send to my assigned contacts only" is selected**. If you do not press that, you will send your message to EVERYONE. I mean, EVERYONE.

This is where most of the communication between you and the students will take place.

The Parent Liaison is in charge of updating the contact information on Cadence, so if you find that there is incorrect information for a student/parent-follow the directions below...

There is a table in Box where you will input the contact information of your students and the action you want (add to contact list, transfer student to different school, drop number, update number, etc.) These are general instructions, but they should be specific in the table. (transfer contact from RHS to GCHS)

If you have any other questions, you should contact the Data Administrator or Parent Liaison and they will clarify anything you are having difficulties understanding.

Events and Workshops

We will have an workshop at your high school at least once every month. These workshops will be prepared and presented by the Event Coordinator (EC). There will be some months where we will have a workshop as well as another event such as College Campus Tours or GEAR UP Week. Each of the events are designed with an educational purpose in mind, like financial aid or career exploration.

Because of the endless possibilities for events and workshops, it will ultimately be up to you, the advisor, to know what your students are interested in. If most of your students are interested in aviation, it would not make sense to have a presentation about interior design. You will work with the EC to provide the best opportunities to inspire and motivate your students.



Advisor Responsibilities:

You, the advisor, are in charge of spreading the word of the event in your schools and among your students. If necessary, you will also be in charge of getting permission slips to the students for the parents to sign. You should stay in touch with our Parent Liaison so they can contact the parents about the events that require permission slips (likely college campus tours) and events that include family participation.

Advisors work with the schools and reserve rooms for events.

You do not need to worry about supplies for the events unless you are explicitly asked to pick something up.

As an advisor, you will not be in charge of creating workshops. That being said, if you go into a classroom to talk about GEAR UP, you will need to prepare for this presentation on your own. Even though planning and preparing events is not your responsibility, you will probably have ideas for workshops and events. Let the EC know of any ideas you come up with and they will coordinate with you and the other schools in the district to make these events happen (if it is decided that the events are beneficial for the students and their achievement.)

Grade Level Needs

Freshmen and Sophomores

What to talk to them about:

- Take the right classes, get the right grades
- Tutoring and mentoring
- College tours and career exploration trips
- Family support meetings
- Skill workshops
- PSAT test option
- introduction to ACT prep
- Start working toward graduating high school with an Associate's Degree



Juniors and Seniors

What to talk to them about:

- ACT Prep
- College applications
- Financial aid and scholarship information
- College tours and career exploration trips
- Family support meetings
- Take concurrent enrollment classes to get affordable college credit.

First Year of College

What to talk to them about:

- Registration Assistance
- GEAR UP First-Year Services offers resources for their first year of college
- Deferment assistance if planning on military, mission, etc.
- Financial Aid helps and reminders
- Summer Programs
- College major exploration
- Help finding resources and connections
- Earning their degree

Financial Aid

A really good resource is this article:

NerdWallet article by Teddy Nykiel, Anna Helhoski, published online on August 28, 2019, entitled, "[How to Pay for College: 8 Expert-Approved Tips](#)".

You can also check out our website for some good resources:

www.usu.edu/gearup/student-resources/financial-aid

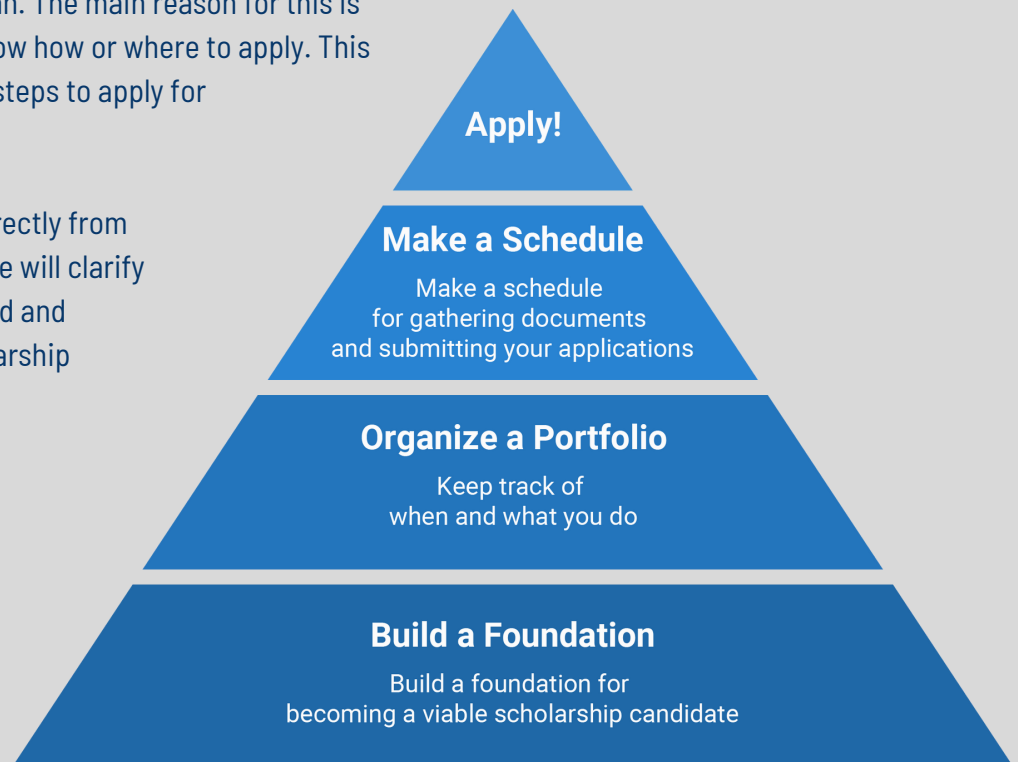


Scholarships

There are a lot of unused opportunities to receive scholarships here in Utah. The main reason for this is that students do not know how or where to apply. This pyramid outlines some steps to apply for scholarships.

The pyramid is taken directly from our website. The website will clarify each level of the pyramid and offers really good scholarship information:

www.usu.edu/gearup/student-resources/scholarships



Helping Students Choose their University

It could be really difficult to suggest places that students could go to study for careers. That's why we have created this table to help you. It is not a complete representation of every university (there are a lot more programs from each institution) but it will give some good guidance for students seeking to study uncommon career paths.

If you have any inquiries regarding programs beyond what is represented in this table, please contact the institution.

Utah Universities: Majors/Minors

		Agriculture / Agribusiness	Architecture	Aviation	Biological / Biomedical	Business / Marketing	Communication / Journalism	Computer / Info. Science	Construction	Culinary Arts	Education	Engineering	English	Family / Consumer Science	Foreign Language	Health Professions	History	International Studies	Law Enfor. / Emergen. Resp.	Legal Studies	Math / Stats	Mechanics	Military Science	Natural Resources	Parks / Rec. / Fitness	Philosophy	Physical Science	Psychology	Social Science	Social Services	Transportation	Visual / Fine Arts		
USHE (Utah System of Higher Education)	University of Utah (UofU)		X	X	X	X	X	X			X	X	X	X	X	X	X	X		X	X	X	X		X	X	X	X	X	X		X		
	Weber State University (WSU)			X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	
	Snow College (SC)	X			X	X	X	X	X		X	X	X	X	X	X	X			X	X	X		X	X	X	X	X	X	X	X	X	X	
	Utah State University Eastern (USUE)	X		X		X	X	X			X	X	X		X	X		X	X	X	X	X		X	X		X	X	X	X	X	X	X	
	Salt Lake Community College (SLCC)			X	X	X	X	X	X		X	X	X	X		X	X	X		X	X	X		X	X	X	X	X	X	X	X		X	
	Utah State University (USU)	X		X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	Southern Utah University (SUU)	X		X	X	X	X	X	X		X	X	X	X	X	X	X	X		X	X	X	X		X	X	X	X	X				X	
	Dixie State University (DSU)				X	X	X	X			X	X	X	X	X	X	X		X	X	X	X			X		X	X	X	X	X		X	
	Utah Vally University (UVU)		X	X	X	X		X	X		X	X	X	X	X	X	X		X	X	X	X		X		X	X	X	X	X	X		X	
Technical Colleges	Bridgerland (BTech)					X		X	X	X		X				X			X			X										X	X	
	Dixie (Dixie Tech)							X	X	X						X			X			X										X		
	Ogden-Weber (OWTC)					X		X	X	X						X						X										X		
	Tooele (TATC)					X		X	X	X						X			X													X		
	Davis (DATC)		X			X		X																										
	Mountainland (MATC)							X	X	X						X			X			X											X	
	Southwest (SWTC)							X		X						X			X			X											X	
	Uintah Basin (UBtech)	X				X				X						X						X												
Private Colleges	Brigham Young University (BYU)			X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	Western Governors University (WGU)					X		X			X					X																		
	Ensign College (LDS)					X	X	X								X		X	X	X														X
	Westminister College (WC)				X	X	X	X			X	X	X		X	X	X		X	X	X	X		X	X	X	X	X	X	X				X

This table is valid as of 2022




Reaching Target Students

Sadly, there are many students who need this program who are either too ashamed to ask for help or do not realize how much of a difference it could make for them. There is a stigma in many schools that this is a "poor people resource." It is our duty to help students see the value of GEAR UP.

The following are a few suggestions to help you break through social barriers and connect with your students:

- Work with the ESL department and the career center to find students to endorse the program to.
- Help them see the benefits of the program: it prepares them to be successful in college, they can go on campus tours, and more.
- Job shadowing should make the students excited to talk about the program.
- Be invested in THEM more than your personal agendas. They'll see this, they're perceptive.
- Make the events consistent so the students know when they need to be there. (ie: every third Monday).
- Give them a voice about events/activities. (to do that effectively, you need to contact our EAC (Events & Activities Coordinator) about student interests
- Parents often show more interest in the program than their children- seek out opportunities to tell them about the program.



Basically, anything that increases awareness from the students will improve their participation in the program.

Here are some things to consider:

How am I connecting with my students?

Do they know how GEAR UP benefits them?

How do I approach a student to talk about GEAR UP?

How can I improve?

Tutoring Resources

The Advisor should direct the student toward their teacher for help first. It is likely that the school where you work already has a tutoring system in place.

The students will also have either Flex, ROCK hour, or after school where they can reach out to their teachers for extra explanations and whatnot.

If they do not want to do that, or have still feel like they still need more help, offer your help. We want to support the school's program because the needs of the students can be high, and sometimes we don't have the time to fully tutor a student. Ideally, there will be USU interns to help with their tutoring needs as well, it just depends on what the school is offered each year by USU.

There are also a wealth of online services to help students in every area of study. Here's a list of some of the resources:

Homework Help Websites

Kahn Academy Videos (All Subject Help)

Purple Math (Math Help)

Purdue Owl (All types of writing, grammar, and formatting helps)

Virtualnerd.com (MathHelps)

Prodigygame.com (Math Helps)

Factmonster.com (Vocabulary and basic explanations of all subjects)

ThoughtCo.com (Articles about basics in all subjects - Sciences, Technology, Math, Humanities, Languages, etc.)

USU Online Help

All students who are taking concurrent classes are eligible for online or in-person help from USU.

USU Tutoring Help - USU Finding Tutoring Help and Resources

USU Support Services - Utah State University Student Support Services (TRiO)

Other Helps

Consider a study group with another student that is taking the same class.

- Talent Ready Utah
- Keys to Success¹



1. USU GEAR UP Tutoring Resources. usu.edu/gearup/student-resources/tutoring

Job Shadowing

You have the option if students show an interest in a particular job to set up shadowing opportunities for them. These are to be targeted toward the interests and passions of your students. The intended goal of job shadowing is to give the students real-life experience working in their field of interest so they are more passionate and confident with their studies.

You will need to understand what the student wants to do as a career--be specific. (EX: if a student wants to work in aviation, ask if they want to be a pilot or work on the mechanics of airplanes.) This will allow us to get in contact with someone who actually does what the student is interested in pursuing with their studies.

You should have the students bring questions to ask the person they are shadowing. (We can make a worksheet for this if needed) www.mynextmove.org



List of Possible Jobs:

Accountant
Astronomer
Author
Baker
Business Manager
Butcher
Chef
Construction Cosmetologist
Dentist
Doctor
Electrician
Entrepreneur
Farmer
Graphic Designer
Illustrator
Interior Designer
Journalist
Marketing
Mechanic
Military
Musician
Nurse
Optometrist
Pharmacist
Pilot
Plumber
Prosthetics
Psychiatrist
Psychologist
Radiologist
Social Worker
Teacher

Family Involvement

The following suggestions are taken directly from the "Family Engagement Toolkit" made by GEAR UP Iowa.

+ Cultivate mutual trust and respect with families of students

Trust is critical in these relationships because teachers and school personnel are spending almost as much time students spend with their families. Families need to know their children are safe and supported in the learning environment. (I can add a research statement here if that is important)

+ Understand that each family brings unique assets and needs

A question to ask your team is "who do we know that has this skill or talent?" Generally, you have all kinds of amazing people connected to your students. Building these relationships is important so you can tap into those talents. Families are more likely to volunteer time when they are asked to speak about a career or skill, or just give basic support at the school when we know what they are capable of accomplishing.

+ Strengthen existing relationships and work to build new relationships

As time-intensive as it may be, find ways to connect with parents. Surveys, meetings for families and conferences are just a few of the ways to build these connections.

Make sure that parents are aware of what is going on with GEAR UP. Do you work with the Parent Contact Specialist to contact them? Do you inform them about events happening?



Getting into Classrooms

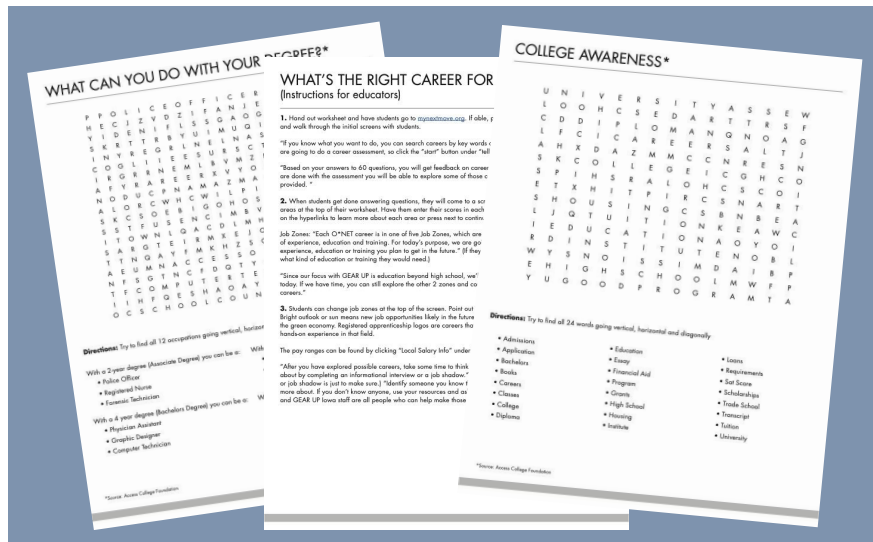
Contacting Teachers:

The teachers are usually open to having you come in and give a presentation. Try to make sure this only happens once or twice in a school year. Be courteous and sensitive to their preferences and needs: education is always our first concern.

What to Present:

You have the freedom to make your own presentations. We will only provide some possibilities of presentations to help you see what it could look like:

- You can go into a classroom with Juniors and do an ACT presentation. Explain that with GEAR UP they can get free practice, help, and testing.
- You can have them do a college word search (the office has these sheets):



Pages come from GEAR UP Iowa "YCtC in the classroom Toolkit"

- There are many career tests you can have the students take:
 - <https://www.planyouradventure.net>
 - Naviance by Powerschool
 - **mynextmove.org***** (This is the best one because no account is required.)
 - USU has a really helpful test that enrolled students can take. This is completed by going to <https://www.usu.edu/career-design-center/students/focus2> then signing in with their A# and their USU password.

The office also has worksheets for this activity. You can present this and then talk about job shadowing that GEAR UP offers.

- You can have the teacher talk about their experience with higher education. (be careful about this: ask the teacher about their college experience before you ask them to share it with the class.) You can then explain how GEAR UP prepares students for higher education.

School Counselors

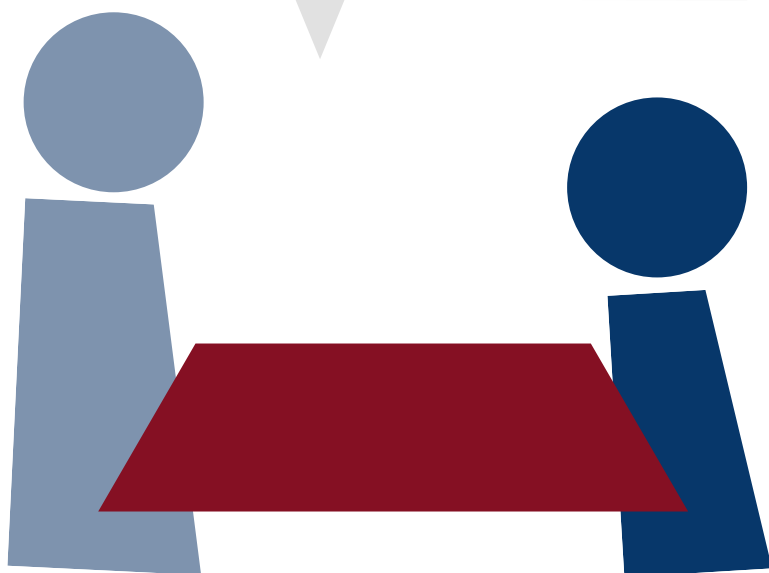
Guidance Counselors can be a good resource for you. They have some extra perspective about students and may be able to help you help them. Keep in mind that there are things that you are not allowed to ask the counselor about, as their meetings with the students are confidential.

Another thing to keep in mind is that you are not a counselor yourself. The students may approach you with a lot of personal problems. Depending on the seriousness of the information received, there are some protocols to follow:

1. Emotional/mental health issues: walk with them to the counselor's office.
2. Harassment: stalking, bullying, etc. (If the harassment is criminal, you will notify the law enforcement in the schools.)
3. Child Abuse/Neglect: You should report any suspicion about abuse or neglect. It is not your responsibility to investigate. When you report abuse or neglect, others will come in to investigate and find evidence. (call **1-855-323-3237** and notify the law enforcement in the school.)

Possible Dialogue:

"That must have been really hard to tell me, thank you for trusting me enough to share. I am here to help you, but there are some things that I am legally required to report. You are NOT in trouble, but I need someone to help me help you. Come with me to the counselor's office, they will be able to help you better. If you like, I will sit with you until you are comfortable talking there."



Consider:

- Are the students in danger? (abusive situations or suicidal thoughts?)
- Are people around them in danger? (do they want to hurt others?)
- Am I qualified to handle a situation like this? (If you have ANY hesitation, you should guide them to the counselors office.)



**"Alone we can do so little;
together we can do so much."**

– Helen Keller

Faculty/Staff

You will work side by side with the staff at the school for the success of the students. You are an asset for them, just as they are for you. Make friends! They will help with the success of the students and the GEAR UP program.

You should attend faculty meetings.

If you are invited, you should also attend SAT meetings (Student Assistance Team meetings) with the school counselors.

Be respectful to the teachers' time and space. Their primary focus should be educating the students. It is appropriate to ask to present once or twice a year in their classroom, but don't pester a teacher if they say no.

Administration:



You will work with the administration for GEAR UP at USU (The GEAR UP Director, the Data Administrator, and the Events and Activities Advisor.) If you have any needs or concerns, these will be the first people you contact.

Since GEAR UP is a federally funded program, it does not function directly under the Administration of Cache County School District. That being said, be sure to support the administration at your local schools.

They provide office space and work with the GEAR UP administrators to ensure that the program functions appropriately.



This Toolkit was inspired by the toolkits created by [GEAR UP Iowa](#)