

GEAR UP TRAINING MANUAL

Part Time Employees

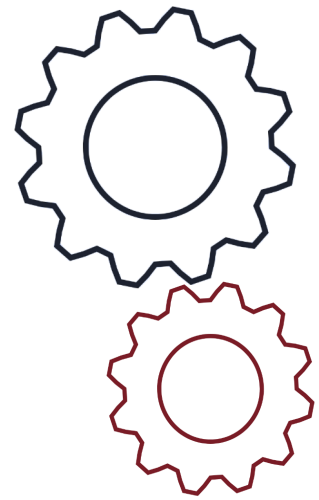
▶ OUTREACH MENTORS

▶ TUTORS

▶ PARENT SPECIALIST



Table of Contents



| | |
|--|----|
| Section 1..... | 4 |
| What is GEAR UP? | 4 |
| Mission..... | 5 |
| Purpose of this Manual | 5 |
| Documents & Training | 6 |
| Duties & Responsibilities..... | 6 |
| Knowledge, Skills and Abilities | 7 |
| Expectations | 7 |
| Payroll, Employee Tip Sheets, T.I.M.S..... | 8 |
| Employee Tip Sheet, Time Information Management System (TIMS)..... | 9 |
| T.I.M.S. | 11 |
| Time Off Request/Leave Policies | 12 |
| GEAR UP Dress Policy | 13 |
| Benefits- Educations Program | 15 |
| How to Work with Students | 16 |
| FERPA..... | 17 |
| EAR UP Student Participation Policy | 18 |
| Tips for Working with Parents and students | 19 |
| Identifying Learning Styles..... | 21 |
| Section 2..... | 23 |
| Data Logs and forms..... | 23 |
| Service Codes and Definitions | 25 |
| Directions for completing Logs | 36 |
| Taking Attendance/Compass | 41 |
| Section 3..... | 45 |
| Outreach Mentor..... | 47 |
| Tutor..... | 51 |
| Parent Specialist..... | 55 |

Part Time Employee Manual

Outreach Mentors
Tutors
Parent Specialists

Section 1

What is GEAR UP?

GEAR UP is an acronym for Gaining Early Awareness and Readiness for Undergraduate Programs. It is a seven-year federal grant program that provides services and assistance for low-income students in order to help them successfully graduate from high school and prepare for college.

GEAR UP employs outreach mentors, tutors, counselors, and parent specialists to help fulfill the grant program's objectives.

Grant Objectives

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

GEAR UP Utah

Mission

To provide awareness, academic readiness and opportunities for all GEAR UP Utah students by engaging them early, expanding their capacities, increasing student expectations for successful completion of high school and supporting students in their pursuit of post-secondary education and future aspirations.

Vision

Gear UP Utah will excel at providing meaningful, high-quality services designed to empower individual students to graduate high school and succeed in post-secondary education.

Values

- Integrity,
- Care
- Accountability
- Unity
- Growth
- Inclusion

Purpose of this Manual

The purpose of this manual is to provide you with an overview of the GEAR UP program and an overall view of your tasks and responsibilities when working with GEAR UP students. Much of the information included in this manual is generalizable to all GEAR UP program sites. However, please check with your direct supervisor for additional training as related to your site in Utah. The Section 1 discusses general training, HR, clocking in-and-out of work, and other GEAR UP policies. Section 2 provides information on data and forms. Section 3 provides a better understanding for your job title in order to achieve the greatest success. Any questions not discussed in this handbook should be directed to your supervisor.

Documents & Training

The following are important documents and forms that all employees need to complete. Please check with your direct supervisor for any additional documents or forms.

- Employee Information sheet (* paper)
- Conflict and interest (* Online & sign form when completed)
- Complete F.E.R.P.A. (*signed paper and *online training)
- Sexual Harassment training (*online)
- Cybersecurity Training (*online)
- Time and Effort (* signed paper)
- GEAR UP Utah Work Limit Policy (*signed paper)
- Terms and Conditions (*signed paper)
- Data (Data administrator will provide overview)
 - a. Contact logs
 - b. Classroom logs

Duties & Responsibilities

The following is a description of the duties and responsibilities of Outreach Mentors, Tutors, Parent Specialists. Please review these duties and responsibilities with your direct supervisor for clarification or additional duties.

- Check student academic progress and report to the GEAR UP counselor.(M)
- Work closely with GEAR UP counselors to determine students whose academic success is in jeopardy due to absenteeism and poor performance in classes. (M)
- Assist students with college, scholarship, and FAFSA applications; and help them utilize the resources that are available to them. (M)
- If students have left school, determine the cause (i.e., transferred schools, moved out of state, homeschooling, dropped out, etc.). (M)
- Track students as requested by a GEAR UP counselor and keep contact with parents/guardians. (M,PS)
- Attend college tours, parent/student nights, and other GEAR UP group and outreach activities as requested by GEAR UP counselors.(M,PS)
- Maintain database(s) with updated addresses and phone numbers of students and parents. (M,PS)
- Assist in planning college campus tours and parent/student nights. (M,PS)
- Invite parents to meet with GEAR UP personnel to help support student's academic success. (PS)
- Tutor students as needed if requested by GEAR UP counselors (T)

Knowledge, Skills and Abilities

GEAR UP values the following knowledge, skills, and abilities of GEAR UP employees. If you need training, support, or additional resources to improve any of these knowledge, skills, or abilities, please connect with your direct supervisor.

- Knowledge of high school graduation requirements and college preparation skills.
- Oral and written communication skills.
- Ability to organize, prioritize, and follow-through on assignments and tasks.
- Understanding how cultural differences impact overall students' success.
- Ability to work with individuals from diverse backgrounds.
- Ability to collaborate with students to enhance their knowledge in high school or college level courses.
- Ability to use initiative, demonstrate dependability, and use time constructively. Interpersonal, problem-solving, and decision-making skills

Expectations

- You are a representative of UVU and GEAR UP
- GEAR UP values courtesy and respect.
- Clock in and out of T.I.M.S. at the beginning and end of every workday, recording the exact times you worked to ensure accuracy.
- Communicate often with your GEAR UP supervisor. Please share any feedback or concerns you have. For immediate concerns, call your supervisor or the GEAR UP main office.

Payroll, Employee Tip Sheets, T.I.M.S

Payroll Instructions

Upon being hired, each employee must fill out a packet of hiring documents at UVU's Human Resources Department. SLC employees may fill out their new hire paperwork and complete their I-9 information with SLC GEAR UP Counselors. All employees must pass their background check prior to their first day of work. If you are reading this, you should have filled out this paperwork. You must also complete the HR Sexual Harassment Training within 30 days of your date of hire and send a copy of the completion certificate to the program secretary.

UVU issues paychecks twice a month, the paydays being the 1st and 16th of each month. If the 1st or 16th falls on a Saturday, Friday will be payday, and if they are on Sunday, Monday will be payday. Pay periods run from the 1st to the 15th and from the 16th to the end of the month. Paychecks available on the 16th of the month are for hours reported for the 16th through the end of the previous month. Newly hired employees usually have a personnel paperwork matriculation time of one whole pay period before paychecks are received.

In order to be paid on time, you must enter your time into TIMS before the 1st and 16th of every month. Payroll is based on a lag payroll. Meaning the time entered into TIMS for the 1st-15th of every month is paid out on the end of the month. Time worked during the 16th-end of the month is paid out the following 15th of next month. If you fail to meet this deadline, you may pay a \$35 fee to Payroll to receive your paycheck without delay. Although you will likely be sent a reminder email before time sheets are due, you are responsible for entering your time into TIMS before the due date.

Your time entries should only reflect the amount of time you physically spend at the high school or in the office working on job-related tasks assigned to you by your supervisor. If you are not doing GEAR UP tasks, assigned by your supervisor (sitting in the classroom without parents, personal work, texting, and/or taking a break) you cannot be paid for that time.

Employee Tip Sheet, Time Information Management System (TIMS)

The following information is for UVU part-time and student employees that have been instructed by their departments to clock-in/out using TIMS. Information provided below directly pertains to computer access of TIMS. Employees should check with their departments for specifics regarding the manner they should use to clock-in/out of TIMS (computer, iPad, or other internet enabled device).

1. Clocking-in (<http://tims.uvu.edu/tims/prod/timeclk.php>), An employee will need their UVID to clock-in using TIMS. After an employee enters his/her UVID (s)he will be required to select the position (s)he is clock-in to. TIMS will not clock the employee in until a position has been selected. If an employee has multiple positions on campus, (s)he should take care to select the appropriate position from the positions listed. TIMS will provide a visual confirmation when an employee clocks-in, the employee should watch for this confirmation to ensure (s)he has successfully clock-in.

2. Clocking-out (<http://tims.uvu.edu/tims/prod/timeclk.php>), An employee will need their UVID to clock-out of TIMS. TIMS will automatically clock the employee out of the position (s)he is currently clocked-in to. As with clocking-in, the employee should watch for a visual confirmation to ensure (s)he has successfully clock-out.

3. Accessing and/or adjusting clocked-in/out time entries (<https://tims.uvu.edu/tims/prod/>), Using his/her UVID and UVLink password, an employee can view his/her time entries created by clocking-in/out of TIMS (current and past pay periods). Corrections to clocked time entries can only be made for the current pay period. To correct a time entry, the employee should select the time entry's *Edit* button to open an *Edit Time* window. The employee can change the position the hours were worked under, the date, and the time work started and ended. A reason for the adjustment must be entered before TIMS will allow changes to be saved. The employee's supervisor will be alerted to adjustments made and will be required to approve, deny, or modify each adjustment.

4. Entering time work not clocked-in/out (<https://tims.uvu.edu/tims/prod/>), Using his/her UVID and UVLink password, an employee can enter hours worked that were not clocked-in/out using TIMS. Non-clocked hours can only be added for the current pay period. To enter hours worked but not clocked-in/out, the employee should select the *Add New* button to open an *Edit Time* window. The employee will need to select the position, enter the date, the time work started and ended, and a reason the time was entered and not clocked-in/out. The employee's supervisor will be alerted that time has been added and will be required to approve, deny, or modify each non-clocked time entry.

5. Forgot to Clock-in (<https://tims.uvu.edu/tims/prod/>), If an employee forgets or is unable to clock-in (s)he can add a clock-in time only. The employee should select the *Add New* button to

open an *Edit Time* window and select the position, date, and clock-in time. To do a clock-in only, check the *Clock In Only* box and enter a reason. The employee can then clock-out as normal at the end of his/her shift.

6. **Forgot to Clock-out** (<https://tims.uvu.edu/tims/prod/>), If an employee forgets to clock-out TIMS will clock him/her out at 11:59pm (if the employee has over 10 hours worked), the employee will clock themselves out the next time they try to clock-in, or the supervisor will clock the employee out when finalizing time for the pay period. In any case, an adjustment will need to be made to one or more time entries to make the hours in TIMS match the hours actually worked by the employee, refer to *Accessing and/or adjusting clocked-in/out time entries* above.

Time Clock History for Sherene Petterson (10772560)

| Check In Date and Time | Check Out Date and Time | Total Time Checked In |
|---|----------------------------|---|
| Edit Fri 01/06/2017 at 02:31 pm | Fri 01/06/2017 at 02:31 pm | 0 Hrs 00 Mins 710000[A98070][00] |
| Edit Fri 01/06/2017 at 02:11 pm | Fri 01/06/2017 at 02:12 pm | 0 Hrs 00 Mins 710000[A98070][00] Notes |
| Edit Fri 01/06/2017 at 02:10 pm | Fri 01/06/2017 at 02:11 pm | 0 Hrs 00 Mins 710000[A98070][00] Notes |
| Edit Fri 01/06/2017 at 01:39 pm | Fri 01/06/2017 at 02:09 pm | 0 Hrs 30 Mins 710000[A98070][00] |
| Edit Fri 01/06/2017 at 08:04 am | Fri 01/06/2017 at 01:05 pm | 5 Hrs 01 Mins 710000[A98070][00] |
| Fri 01/06 Total: | | 5 Hrs 31 Mins (5.52 hrs) |
| Edit Thu 01/05/2017 at 10:00 am | Thu 01/05/2017 at 05:01 pm | 7 Hrs 01 Mins 710000[A98070][00] |
| Thu 01/05 Total: | | 7 Hrs 01 Mins (7.02 hrs) |
| Edit Wed 01/04/2017 at 07:44 am | Wed 01/04/2017 at 03:59 pm | 8 Hrs 15 Mins 710000[A98070][00] |
| Wed 01/04 Total: | | 8 Hrs 15 Mins (8.25 hrs) |
| Period Total: | | 20 Hrs 47 Mins (20.79 hrs) |

[Download CSV File](#)

Final items: You have until the deadline to go in and verify your time is entered. After the deadline, your supervisor will review and approve your time and then the Statewide Director will finalize it. To go in and review your time go to <https://tims.uvu.edu/tims/prod/> (where you add, delete, or edit time). The line items (such as above example will be your time. The lines are color coded to show you what is going on. Possible error means you clocked in and out in less than a minute, awaiting approval means your supervisor is reviewing it. Deletion request means you requested to delete a line, adjustment declined means your supervisor declined your adjustment, adjustment approved means your supervisor approved your adjustment, other department time means it is a line item for another department that you work at through UVU, and no job set means there is an error.

T.I.M.S.

Each day you work, you will sign in and sign out using T.I.M.S. (Time Information Management). Use your UVU ID to clock in and out each day.

(<http://tims.uvu.edu/tims/prod/timeclk.php>)

If you forget to clock in and clock out, you must correct your time using the online T.I.M.S. portal. To correct your time, go to the T.I.M.S. portal link located here <https://my.uvu.edu/>.

- Log in with your UVU ID and password
- Click on "My UVU", then "My Workspace" tab
- Click on "Employee resources" tab
- Click on "T.I.M.S. Time and Leave Entry"
- Click on the date and time that you need to correct
- Then select the reason for the correction and submit

To add a time:

- Log in to the T.I.M.S. portal link (see above)
- Click on "Add New," located in the top right-hand corner
- Select the date, time, and write reason for adding a new time
- Click "Save"

Time & Effort Reporting

In addition to completing T.I.M.S. at the beginning and end of each workday, you must complete a Time and Effort Report excel sheet every two weeks.

You are emailed this sheet every two weeks by the Executive Secretary.

However, you can also save a copy or ask your supervisor where this file is saved. The workweek begins from Saturday to Friday.

You must use T.I.M.S. to complete the Time & Effort Report excel sheet.

Utilizing T.I.M.S., fill out the following on your Time and Effort Report excel sheet:

- Name
- UVU ID
- Pay period (you can see the dates on T.I.M.S.)
- Make sure the dates are in order (oldest to newest)
- Make sure to sign your excel sheet
- Save your excel sheet
- Email your excel sheet to your direct supervisor and cc' the Executive Secretary

Time Off Request/Leave Policies

All employees are obligated to fulfill job responsibilities despite school holidays and vacations. If you need specific days off, please contact your GEAR UP supervisor. If you have any questions regarding vacations or time off, please contact your supervisor.

- If you are leaving for an extended period (three or more consecutive workdays), a request for time off is required two weeks in advance.
- If you need to take off one or two days, a request must be made three days in advance.
- Same day policy: If you are sick, need to come in late, or leave work early, it is your responsibility to find someone to cover your scheduled time. If you cannot find someone to cover your time, please contact your direct supervisor.
- If you are late, arriving after your scheduled start time, please let your supervisor know as soon as possible.
- You are entitled to one 10-minute break in a four-hour shift.
- If you work over five hours a day, you are entitled to an unpaid, 30-minute lunch break in addition to your 10-minute break. This break needs to be taken at a time that is beneficial for our students. Please plan with staff and sign out when you leave.
- If there are students in the classroom and they do not need mentoring at the moment, you must find meaningful work to do. You cannot sit and do any personal work while working. Contact your direct supervisor for items to do in between mentoring students. If no one is in the classroom, contact your direct supervisor about what to do
- If you move, call Human Resources (801-863-6595) within 30 days and give them your new address. If your contact number(s) changes, please call Human Resources and your GEAR UP supervisor immediately.

Termination

Employees should notify the counselor at least two weeks in advance of his/her intention of leaving the program, in order to provide for enough time for the counselor to fill the open position. This policy applies to all GEAR UP employees. The supervisor should then contact their direct supervisor and inform them of the employee termination.

- The supervisor should email the Admin of the date of his/her final day so that the proper termination paperwork can be completed promptly and accurately. This policy applies to all GEAR UP employees.
- Part-time employee positions can be terminated involuntarily by GEAR UP for egregious conduct according to section V of UVU's "Corrective Actions and Termination for Staff Employees" Policies and Procedures manual. Only verbal warnings can be given.

GEAR UP Dress Policy

GEAR UP recognizes that all employees act as representatives of the program and should be dressed accordingly. Proper dress and grooming contribute to the professional image of GEAR UP and how the program is presented to students, parents, the public, and its associates. GEAR UP establishes an image that projects professionalism and that is exemplary among similar programs and work environments.

All full-time and part-time counseling and office staff are required to abide by the same dress policy.

This includes directors, assistant directors, counselors, administrative assistants, advisors, and coordinators.

Guidelines for Suitable Office Attire

GEAR UP's dress policy is business casual attire during work hours, attending conferences, work meetings, campus visits, and any GEAR UP- sponsored event. Please note that this policy is in effect for all GEAR UP employees, even if school districts have different policies.

The following policies are expected to be adhered to in the workplace:

- **Slacks and Pants.** Slacks and dress pants/capris that are clean and wrinkle-free are acceptable.
- **Skirts and Dresses.** Skirts and dresses of a moderate length that are clean and wrinkle-free are acceptable. Sleeveless dresses are included.
- **Shirts, Tops, Blouses, and Jackets.** Dress shirts, blouses, sweaters, turtlenecks, and similarly fashioned tops that are considered acceptable attire for work. Sleeveless dress shirts and blouses are included.
- **Shoes and Footwear.** Footwear considered acceptable for work includes: conservative boots, flats, dress heels, loafers, nice canvas shoes, open-toed shoes, and dress shoes that are moderately clean and free of visible "wear and tear".

Guidelines for Suitable Casual College Wear Friday Attire

The following policy is optional for Friday:

- **Pants:** Blue jeans and cargo pants.
- **Dresses and skirts:** Skirts and dresses of a moderate length that are clean and wrinkle-free are acceptable.

Guidelines for Inappropriate Office Attire

GEAR UP's dress policy does include a casual college wear Friday. The only time the casual college wear Friday does not apply, and business attire is required will be when attending a meeting outside the GEAR UP UVU office or your High School.

It's important to always follow a High School's dress code policy, and do not wear another High School/College attire to another High School/College.

- Ripped or untidy clothing, t-shirts, sweatshirts, miniskirts, spaghetti strap dresses/tops, shorts, inappropriately revealing attire, sweats or pajamas, blue jeans, hats, beach flip-flops, tennis and athletic shoes.
- Shirts, Tops, Blouses, and Jackets: Collared shirts, GEAR UP shirts and t-shirts, and sweatshirts and t-shirts with high school, college, university logos (UVU, EHS, U of U, etc.).
- Shoes and Footwear: Appropriate work shoes including tennis shoes.

Guidelines for Inappropriate Casual Friday Office Attire

Ripped or untidy clothing, miniskirts, spaghetti strap dresses/tops, shorts, inappropriately revealing attire, sweats or pajamas, hats, and beach flip-flops.

Part-time counseling and office staff are required to abide by the same dress policy. This includes directors, assistant directors, counselors, administrative assistants, advisors, and coordinators.

Benefits- Educations Program

UVU offers employee tuition reimbursement once the allotted time and hours are met.



Page 1 of 12

UTAH VALLEY UNIVERSITY Policies and Procedures

| | | | |
|---------------------------|--|-----------------------|---------------|
| POLICY TITLE | Employee Tuition Remission | Policy Number | 357 |
| Section | Compensation and Benefits | Approval Date | June 25, 2020 |
| Subsection | Human Resources | Effective Date | June 25, 2020 |
| Responsible Office | Office of the Vice President of Planning, Budget, and Planning | | |

1.0 PURPOSE

1.1 As an educational institution, Utah Valley University provides tuition remission to eligible employees, spouses, and dependent children who enroll in UVU courses for the purpose of educational opportunity and professional development.

5.7 Part-time Staff

5.7.1 Part-time staff are not benefit-eligible but may qualify for tuition remission for professional development. For purposes of professional development, part-time staff are eligible to receive tuition remission after six consecutive months of employment in which the part-time staff worked an average of 20 hours per week (minimum of 480 hours). Eligibility is determined on or before the first day of the semester for which the tuition remission is requested and must be met



Page 6 of 12

UTAH VALLEY UNIVERSITY Policies and Procedures

each semester. Eligibility ceases at the end of the semester in which the part-time staff terminates employment.

How to Work with Students

The following are some recommendations when working with GEAR UP students. Some of these recommendations may not relate directly to your GEAR UP site. Please work with your direct supervisor for any adaptations to the following recommendations.

Do's

- Some students may be hesitant to ask for assistance; therefore, you need to be assertive and offer your services so that they don't always have to ask. As you walk around the class, lab, or tutoring area, ask the students 'what can I help you with', not 'do they need help with anything.' To be effective with the students, an outreach mentor needs to be assertive, nurturing, and proactive.
- Your responsibility is to be a mentor, not a friend.
- Be aware of how students are doing in their classes. Are they applying themselves? Do they need any additional tutoring?
- Be specific with each student when asking about their classes, always keeping lines of communication open.
- Maintain professional behavior when interacting with high school personnel to ensure a strong relationship between GEAR UP and the school.

Don'ts

- Confidentiality is very important. Do not let other students look at another students' Mentor Contact Log. Be careful to fill out the Mentor Contact Log confidentially and professionally.
- Do not be in a study class/mentoring/tutoring session alone with one student. If others are leaving (student, tutor, teacher, etc.) and would leave you there alone with someone, kindly ask them to stay for just a minute so you can all go out together. Also, always keep a door open in the room where you are mentoring/tutoring.
- Do not give any student a ride in your vehicle –anywhere!
- At no time should you be alone with a student.

There is to be no personal texting, calling, or emailing with any GEAR UP student. Any communication to a student outside of mentoring should be through the counselor.

FERPA

FERPA stands for the Family Educational Rights and Privacy Act (F.E.R.P.A.) This act is a United States federal law that governs the access to educational information and records by individuals and records by individuals other than the student. In other words, as a GEAR UP employee, it is your responsibility to protect the educational information of each student with whom you are working and not share that information with anyone who is not the student. You are required to complete F.E.R.P.A training through the UVU Learn training course.

To access your course, please visit www.my.uvu.edu. Report to your supervisor when this is completed. A physical signature is required as well at the back of this manual.

The following are highlights from F.E.R.P.A. to remember when working with students.

- Only discuss student grades with the student and the counselor.
- Do not discuss grades with other students present.
- Protect the confidentiality of student grades by not allowing their information to be viewed by other students (i.e., not logging out of the computer, leaving grades out on a desk, etc.).
- Do not disclose "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance.
- Check with your GEAR UP supervisor for questions regarding students' grades and attendance according to students' needs. A student's Grade can drastically change if they do not attend and/or not get their work handed in on time.

Mandatory Reporting

If you become aware that the student has been/or is the victim of abuse and/or neglect or is in any kind of situation that compromises their safety, notify your supervisor immediately. After becoming aware of this possibility, take accurate notes of your observations. When no longer in the student's presence, enter a detailed account of the incident on your log. According to Utah state law and U.V.U. policy, your supervisor is required to notify the proper authority when a minor shares the incident(s) of abuse and/or neglect.

GEAR UP Utah

Non-GEAR UP Student Participation Policy



GEAR UP Utah is committed to providing the highest quality services to all GEAR UP students. In addition, the program ensures that all students are safe and protected during the diverse activities and events provided. As part of this commitment, GEAR UP Utah follows strict guidelines, policies and procedures to safeguard the students, the program and Utah Valley University.

Only eligible GEAR UP Utah students should be allowed to participate in events.

GEAR UP personnel should ensure all students attending GEAR UP funded classes/events are verified GEAR UP Utah members. (Students have completed an application before the date of the event, verified the student meets eligibility requirements for the program and can be or has been admitted officially as GEAR UP students through documented eligibility). Prepopulated sign in sheets are recommended.

- I. Non-GEAR Utah students interested in attending GEAR UP funded classes/events must submit a GEAR UP Utah application. GEAR UP Utah personnel will verify the student meets eligibility requirements can be or has been admitted officially as GEAR UP student through documented eligibility.
 - o For those students that do not qualify to participate in GEAR UP Utah, efforts should be made to connect them with other programs that can provide similar services. Example UVU Trio - Upwardbound and ETS (Educational Talent Search) if available in your schools.
- II. GEAR UP Utah funded parent/family events will be provided for GEAR UP students and their families. GEAR UP students and parents will be listed on logs. Family members will not be listed on the logs.
 - o Non-GEAR UP students may not participate in student travel solely funded by GEAR UP Utah. If students desire to participate, they must complete an application at least two days before the event, and GEAR UP staff must verify student meets eligibility requirements and is admitted officially in GEAR UP.
 - o Due to grant restrictions, risk and liability; no exceptions will be permitted.
 - o Attendance numbers and types (student, parent, GU/school staff, presenter, bus driver, as applicable to event)

Tips for Working with Parents and students

1. Communicate often with your GEAR UP supervisor. Please share any feedback or concerns you have. For immediate concerns, call your supervisor or the GEAR UP main office 801-863-6000.
2. Sit next to, not across from, the parent/student (while respecting their personal space), so you can work *with* him or her, not teach *at* him or her.
3. You are only able to meet with GEAR UP students and their parents. We can only count services we provide to GEAR UP students and their parents. If a non-GEAR UP student or parent comes in, let them know we would love to have them be a part of our program; however, they must turn in a completed application and be accepted before we can serve them.
4. Confidentiality is very important. Do not let other parents look at someone else's records. Be careful to fill out Records in a professional and confidential manner.
5. Do not be in a classroom/ /meeting alone with one parent. If others are leaving (student, tutor, teacher, etc.) and would leave you there alone with someone, kindly ask them to stay for just a minute so you can all go out together. Also, always keep a door open in the room where you are meeting with parents. Do not give any parent a ride in your vehicle –anywhere! At no time should you be alone with a parent or student.
6. Stay within the boundaries of your position. You are not a counselor; therefore, any concern about a student or parent must to be addressed directly with your supervisor. This open communication link is vital to the success of our students.
 - a. Check with your GEAR UP supervisor for questions regarding students' grades and attendance according to students' needs. A student's grade can drastically change if they are not attending and/or not getting their work handed in on time.
7. Be aware of how students are doing in their classes before you meet with their parent(s). Are they applying themselves? Do they need any additional mentoring? Be specific with each parent with regards to the help their student may need, always keeping lines of communication open.
8. Some students/parents may be hesitant to ask for assistance; therefore, it is important for you to be assertive and offer your services so that they don't always have to ask. As you work with students/parents, ask them 'what they need help with', not 'do they need help with anything.' In order to be effective, you need to be assertive, nurturing and proactive. Your responsibility is as an example and mentor, not a friend.

9. Maintain professional behavior when interacting with high school personnel to ensure a strong relationship between GEAR UP and the school.
10. Praise the student and parent frequently, but only for genuine success.
Indiscriminate praise is not helpful. Parents will know if you are genuine.
11. Assume that if the parent does not understand something, there is something wrong with your techniques or your explanation, not the parent.
12. Build upon the parent's own knowledge base.
13. Never be sarcastic. Do not "parrot" the parent by repeating answers she or he gives in a sarcastic manner.
14. Too many corrections of speech are interpreted as criticism and will destroy your parent's interest in the learning process. Do not overcorrect speech. Limit your corrections to those that affect the meaning of words. Concentrate on helping your parent understand what she or he reads in English.
15. The manner in which you react to errors is very important. Correct errors casually and do not make an issue of the error itself. If it is appropriate, teach and re-teach the point.
16. Use appropriate tone and language.
17. Be careful not to overwhelm or overburden your parent, but be realistic.
18. Be careful about presenting choices – do not simply ask, "What do you want to do?"
19. Avoid asking questions to which the parent need only give one word replies such as "yes" or "no." Instead, ask questions that encourage longer answers.
20. Be patient. Progress can be very slow (Project Read, 2007).

Identifying Learning Styles (Project Read, 2007)

1. Visual Learners
 - a. Rely on visual material
 - b. Use visual cues to construct meaning
 - c. Write down things to help remember them
 - d. Would rather see a process than just being told
 - e. Create mental pictures when receiving information
2. Auditory Learners
 - a. Would rather hear information than read it
 - b. Follow directions after hearing them once or twice
 - c. Enjoy telling stories or experiences
 - d. Enjoy musical experiences
 - e. Recall details heard during discussions
 - f. Rely on the meaning of context during reading rather than visual cues
3. Tactile/Kinesthetic Learners
 - a. Learn by doing or making things
 - b. Like to be shown and allowed to do at the same time
 - c. Enjoy manipulating objects while learning (such as letter or number cards)
 - d. Rely on memory developed through sense of touch or movement
 - e. May prefer a frequent change in activities
 - f. Understand the processes by repeated performance (trial and error)
4. Other Learning Preferences
 - a. Getting the whole picture first (understanding the reasons)
 - b. Going step-by-step in a sequential process
 - c. Relying on repetition to learn facts
 - d. Needing to see how ideas fit together (searching for patterns)
 - e. Tying new language to previous knowledge
 - f. Asking questions
 - g. Needing time to reflect or imagine
 - h. Learning a little at a time and practicing in between
 - i. Needing long, quiet periods for the best learning
 - j. Needing frequent breaks and short periods of concentration
 - k. Enjoying opportunities to brainstorm and use divergent thinking
 - l. Relying on mental images for remembering facts

References

Project Read. (2007). Project Read- Changing Lives Through Literacy: Tutor Training Manual. Provo, UT: Provo City Library.

Hilgard, E., & Bower, R. (1966). Theories of Learning. New York, NY: Appleton Century- Crofts.

Section 2

Data Logs and forms

Beyond the GEAR UP application and other forms students may need to complete, you must complete several forms when working with each student.

Some forms you may need to complete depending on your GEAR UP site include:

- Contact Log
- Classroom Log
- Tracking sheets/Student Review

Contact Log

Contact Logs are how GEAR UP keeps track of their meetings with students.

It is very important to complete the Contact Logs correctly and using the correct student services codes.

Please work with your direct supervisor to determine when you need to turn in your Contact Logs (e.g., once a week, every two weeks, once a month, etc.)

Recommendations for Completing the Contact Log

The following are recommendations when completing the Contact or Student Campus Visit Sign-in Log.

- Be sure to have the students sign in and out for each session, rounding to the closest five minutes for their time spent at the session.
- Be thorough when filling out the Contact log and carefully record students' hours and the subjects covered. Complete the Contact log daily.
- Write down the specific topic you discussed with the student (example: "*Andrew had questions about how to fill out the FAFSA, so we reviewed as much as we could without the parents' information*").
- Remember to select the student service code that most accurately describes the mentoring session and record it on the Contact log.
- Use five-minute increments when recording participation time for students.
- Assure that each entry on every Contact log or Student Campus Visit Sign-in Log is complete.
- On the Contact log, only record information pertinent to the student's academic profile. If they talk about anything not academically relevant (i.e.,their date on Friday night),

redirect the conversation back to your mentoring/tutoring session. If the discussion is relevant (i.e the impact of their studies because they are on the basketball team), then record the concern on the Contact Log.

- We can only count the services we provide to GEAR UP students. If a non GEAR UP student comes in, let them know we would love to have them be part of our program; however, they have to turn in a completed application and be accepted before serving them.

Student Service Codes

Tracking our services and interactions with students is a critical part of the reporting requirement of our grant program. Your ability to correctly document your time with students will directly impact the success of the program and the students we serve.

The following chart is important for you to become familiar with but will not be necessary for you to memorize. Every form you need to fill out to document services will include the most commonly used service codes for the situation. The most common codes for your position are **highlighted**.

Service Modalities and Definitions

| Service Modalities | |
|---------------------------|--|
| Modality Type: | Direct |
| Code: | D |
| Definition: | In-person services or activities. |
| Modality Type: | Virtually Synchronous |
| Code: | VS |
| Definition: | <p>Services or activities delivered to students and/or family members in real-time using a phone or an audio-visual technology platform.</p> <p>Platforms:</p> <ul style="list-style-type: none"> -Zoom -Instagram Live -Phone Calls -Google Classroom -Facebook Live |
| Modality Type: | Virtually Asynchronous |
| Code: | VA |
| Definition: | <p>Services or activities provided to students and/or family members through a technology-mediated platform that does not occur in real-time (i.e., elements of the service occur at different times). Virtually Asynchronous may include a learning/content management system, a messaging platform that may or may not include a response(s) from a student or family member or other means of serving students or their family members in an asynchronous manner.</p> <p><u>Learning/content management systems</u></p> <ul style="list-style-type: none"> -Google Classrooms -Blackboard -Canvas <p><u>Messaging platforms</u></p> <ul style="list-style-type: none"> -Cadence (Mongoose) -texting -emailing |
| Additional Information: | <p>One-way texts and/or emails sent from GEAR UP staff with no response from the receiver are not recorded as a service.</p> <p>Messages and/or emails sent from student's/family members just confirming receipt of a mass email are not recorded as a service. Response must be more than a yes or no.</p> <p>When recording incoming messaging platform chat or text services, every two (2) texts from the same student/family member counts as five (5) minutes of service.</p> <p>When recording incoming messaging platform email services, everyone (1) email from a student/family member counts as five (5) minutes of service.</p> |

| | |
|------------------------------------|--|
| | <ul style="list-style-type: none"> - If you spend time researching information before you reply back to the student, you can include this in the time. You will want to include a comment about researching “scholarship information” or such. - Services through email and/or text should be categorized to the appropriate GEAR UP service category based on the content of the message, but only if the service is two-way. - Completion of presentations or tutorials as the direct time required to view them. Students/family members must directly confirm that they completed the presentation/tutorial. |
| Student Service Definitions | |
| Service Name: | Academic Enrichment |
| Code: | AE |
| Definition: | <p>Academic Enrichment services are provided to students who seek assistance in preparing for standardized testing such as the ACT, ENGAGE, or any college preparedness test.</p> <p><u>Sub-Categories (for Admins)</u></p> <ul style="list-style-type: none"> - ACT Prep: Assisting the student in preparing for the ACT Test. To be used in an individual or group setting. - General: Assisting the student with registration for the ACT or answering questions related to the ACT. - Test Prep: Assisting the student in preparing for any other state test besides the ACT. |
| Additional Information: | <ul style="list-style-type: none"> - This code can be used for one-on-one discussions or in a workshop setting. - All 11th grade students in the state of Utah do not need to pay for the test taken on ACT Day, and it is administered at the school. - We do not offer or track assistance for the ASVAB (test administered by the US Military). |
| Examples when to use AE: | <p><u>ACT Prep</u></p> <ul style="list-style-type: none"> - Discussed ACT tips and strategies. - Discussed test sections and what to expect. - Reviewed specific ACT categories in depth such as English, math, or science in prep for upcoming ACT. <i>Not to be used for regular tutoring homework</i> <p><u>General</u></p> <ul style="list-style-type: none"> - Discussed upcoming ACT dates and times. - Provided ACT fee waiver and how to register for ACT. - Asked student how they did on the ACT, encourage student to take ACT test again. <p><u>Test Prep</u></p> <ul style="list-style-type: none"> - Provided practice test for SAT. - Student wanted to review the Accuplacer or any other college placement test. |

| | |
|-----------------------------|--|
| Service Name: | Academic Planning Counseling/Advising (CCREC) |
| Code: | AP |
| Definition: | <p>Academic Planning services include discussing personal growth issues such as decision making, problem-solving, goal setting, attendance, behavior concerns, or family issues; providing assistance on college and/or career choices/planning/ interests, internships, or college planning; and/or providing assistance on coursework selection (secondary or postsecondary), course of study choices, college major selection, standardized and pre-college assessment advising and/or interpretation of scores.</p> <p>Academic Planning also includes services provided to students when completing the Onboarding process. Contact with the student should be within 30 days of receiving the student's application; a counselor, advisor, or outreach mentor may complete the onboarding process. The process should include a welcome packet, get to know the student's education and career goals, explanation of GEAR UP and services, and establish student expectations.</p> <p><u>Sub-Categories (for Admins)</u></p> <ul style="list-style-type: none"> - General: Counseling, advising, academic planning, and career counseling. - Onboarding: Welcome and introduction to GEAR UP, and explanation of services. |
| Additional Information: | <ul style="list-style-type: none"> - This code can be used for one-on-one discussions or in a workshop setting. - Do not to include counseling/advising related to financial aid here, as those services are distinctly reserved for recording as Financial Aid Counseling/Advising. - When Senior Exit forms are completed, they should be entered under AP. - Time spent with the student/parent completing the GEAR UP application can be tracked (under Academic Planning) only when the student and parent have dated and signed the application and counselor/advisor has verified student qualifies for program. |
| Examples of when to use AP: | <p><u>Academic Planning</u></p> <ul style="list-style-type: none"> - Assisting student with selecting classes for high school or college. - Discussed what colleges the student is interested in, and enrollment needs. - Help student work on college application. - Worked with student on completing an essay for college enrollment. <p><u>Advising/ Counseling</u></p> <ul style="list-style-type: none"> - Student explained why they are always late in the morning, went to the counseling office with them to see what could be done. - Reviewed absences with student and the impact it could have on their graduation. - Discussed troubles at home and how it is affecting their schoolwork. - Discussed option of how student can complete their homework. - Encourage student to talk to teacher to see what they can work out for homework. - Checked grades and set up goals. |

| | |
|--|---|
| | <p>Career Counseling</p> <ul style="list-style-type: none"> - Did a career assessment and had the students research more about their career results. - Student is interested in nursing, researched colleges that have good nursing programs. <p>General</p> <ul style="list-style-type: none"> - Set up a tutoring appointment. - Reminded student of upcoming field trip and that they need to turn in permission slip. <p>Onboarding</p> <ul style="list-style-type: none"> - Reviewed with student and/or parents what GEAR UP issue and what it does. And then asked students about their interest, colleges plans, and career interest. |
|--|---|

| | |
|-----------------------------|---|
| Service Name: | College Visit (CCREC) |
| Code: | CV |
| Definition: | <p>College Visit services refer to a student's visit to a college campus that is facilitated/supervised/led by GEAR UP staff. Features of a college visit include an official tour, presentation(s) by admissions, financial aid, academic departments, athletics, student affairs, residence life, multicultural affairs, and/or other college departments.</p> <p>A College Visit, if virtual, must similarly be facilitated/supervised by GEAR UP staff and confirmed to have a) included the same elements as an in-person college visit through synchronous or asynchronous methods, and b) been completed by the student.</p> <p style="text-align: right; color: red;">NL 3/29/2023</p> |
| Additional Information: | <ul style="list-style-type: none"> - Do not count the travel time to and from the college as part of the college visit; however, if another service or activity was provided during the travel time (e.g., mentoring, financial aid, college information, etc.), record it as a separate service by the appropriate service definition, and for the actual time of the activity. - Please note that all the time spent on campus can be accounted for, including off-campus lunches. - If a technical college accepted the Pell grant, they can be considered for college tours. - If a multi-college campus tour has been planned, every student must attend each college stop. |
| Examples of when to use CV: | <ul style="list-style-type: none"> - Snow college visited the admissions office, financial aid, and overview of the whole campus. - UVU visited the admissions office, financial aid, and Liberal Arts department. - U of U visited the admissions office, financial aid, and Medical Field department. |
| Service Name: | Educational Field Trips (CCREC) |
| Code: | ED |
| Definition: | Educational Field Trips services during which students leave their school and travel to another location that is facilitated/ supervised/led by GEAR UP staff. Educational |

| | |
|-----------------------------|---|
| | <p>Field Trips must include an academic component that is linked to classroom activities. Examples of this service include a science demonstration on a college campus (wherein the purpose of the event is the science demonstration, not a college visit). A class trip to a science or history museum linked to the curriculum, academic competitions, cultural experiences such as performing arts, museums, or similar activities. Field trips that complement and enhance existing curriculum in key content areas.</p> <p>An Educational Field Trip, if virtual, must similarly be facilitated/supervised/led by GEAR UP staff and additionally, confirmed to have a) included the same elements as an in-person field trip through synchronous or asynchronous methods, and b) been completed by the student.</p> |
| Additional Information: | <ul style="list-style-type: none"> - Do not include travel time to and from the field trip destination as part of the service; however, if another service was provided during the travel time (e.g., mentoring, financial aid/college information, etc.), record it as a separate service by the appropriate service definition, and for the actual time of the activity. |
| Examples of when to use ED: | <ul style="list-style-type: none"> - Went to the Loveland Living Planet Aquarium, fields of study that are covered in the aquarium, and what kind of education is needed. - Visited UVU and took a tour of their aviation program. - Toured the Leonardo, viewed their science exhibit and hands on experience. |

| | |
|-----------------------------|---|
| Service Name: | Financial Aid Counseling/Advising (CCREC) |
| Code: | FA |
| Definition: | Financial Aid Counseling services assist students in understanding and navigating the complexities of financial aid, including providing hands-on assistance with the Federal Student Aid ID, FAFSA, and scholarship applications; presentations on financial aid or literacy; using financial aid or literacy curriculum; understanding and comparing financial aid award letters; and the benefits of and information on participation in college savings plans. Financial aid counseling/advising may be provided one-on-one, in small or large groups, and during or outside of the school day. |
| Additional Information: | <ul style="list-style-type: none"> - This code can be used for one-on-one discussions or in a workshop setting. |
| Examples of when to use FA: | <ul style="list-style-type: none"> - Assisting students in creating FSA ID & started filling out FAFSA. - Reviewed SAR report. - Discussed financing options to pay for college. - Scheduled time to meet with student & parent to work on FAFSA and discussed what to bring. - Student completed profile on scholarship site & worked on scholarship essay. - Helped student with UVU scholarship application. |

| | |
|---------------|---|
| Service Name: | Job Site Visit/Job Shadowing (CCREC) |
| Code: | JS |

| | |
|---|--|
| <p>Definition:</p> | <p>Job Site Visit/Job Shadowing services offer students exposure to the workplace in an occupational area of interest and reinforces the link between classroom learning, work requirements, and the need for postsecondary education. Students witness the work environment, see employability and occupational skills in practice, and gain value from professional training and potential career options.</p> <p>Job Site Visit: A physical visit to a local business/work environment facilitated/supervised/led by GEAR UP staff. Job Site Visits may include visits to local businesses, employers, and agencies to explore different professions or career options and may or may not be followed by job shadowing.</p> <p>Job Shadowing: A one-on-one experience in which a student spends time at a business or work environment with an employee, observing typical job duties.</p> <p>A Job Site Visit or Job Shadowing, if virtual, must similarly be facilitated/supervised/led by GEAR UP staff and additionally, confirmed to have: a) included the same elements as a physical on-site visit or shadowing through synchronous or asynchronous methods, and b) been completed by the student.</p> |
| <p>Additional Information:</p> | <ul style="list-style-type: none"> - Do not include travel time to and from the job site/shadowing destination as part of the service; however, if another service was provided during the travel time (e.g., mentoring, financial aid/college information, etc.), record it as a separate service by the appropriate service definition, and for the actual time of the activity. |
| <p>Examples of when to use JS:</p> | <ul style="list-style-type: none"> - Job shadowed at the Sundance Film Festival, learned what it takes to run a large-scale event. Students ushered, counted patrons, and served as crowd liaisons and improved their time management, customer service, and communications skills. - Self-guided tour on So You Want to Work at the Zoo? |

| | |
|-----------------------------|--|
| <p>Service Name:</p> | <p>Mentoring (CCREC)</p> |
| <p>Code:</p> | <p>ME</p> |
| <p>Definition:</p> | <p>Mentoring services refer to actions of GEAR UP staff, teachers, or other school staff to identify students who would benefit from an ongoing supportive relationship with a trained, caring adult or other students (s), i.e., "mentors." Mentors meet with their assigned student(s) on a regular and consistent basis, which may be on or off-campus and either during or outside of the school day. Typical issues addressed during mentoring meetings include academic, social, organizational, or life skill development.</p> <p><u>Forms of mentoring services may include:</u></p> <ul style="list-style-type: none"> -Traditional mentoring programs that match one student and one adult. -Group mentoring that links one adult with a small group of students. |

| | |
|-----------------------------|--|
| | <p>-Team mentoring involves several adults working with small groups of students, ideally with a ratio of no more than four students to one adult.</p> <p>-Peer mentoring that connects caring students with other students (s).</p> <p>-E-mentoring that is provided through synchronous or asynchronous methods.</p> <p>Mentoring is distinguished from Counseling/Advising based on the meeting patterns defined, i.e., Mentoring is an ongoing interaction between a mentor and a designated mentee and is most often part of a formal mentoring program.</p> |
| Examples of when to use ME: | <ul style="list-style-type: none"> - Assisting students with job applications for a job they need to meet financial needs would be tracked under this category. - Student who excels at math, sat with a group of students who are struggling in math. She assisted them with their homework. ME code should only be used or the student assisting other students. The other students code will fall under the type of homework they are working on. |

| | |
|-------------------------|---|
| Service Name: | Other-Survey |
| Code: | SV |
| Definition: | Other-Survey is a service provided to students when administrating the student survey (for APR purposes only). |
| Additional Information: | <ul style="list-style-type: none"> - Service time can only be given to the student when completion has been verified by the Data Coordinator. - Each student should receive 15 minutes to complete the survey, not matter how long or little they took. |

| | |
|-----------------------------|---|
| Service Name: | Rigorous Academics |
| Code: | RA |
| Definition: | Rigorous Academics services encourage students to take rigorous courses such as AP, Honors, IB, Concurrent Enrollment. |
| Additional Information: | <ul style="list-style-type: none"> - This code can be used for one-on-one discussions or in a workshop setting. |
| Examples of when to use RA: | <ul style="list-style-type: none"> - Discussed the benefits of taking CE courses. - Encouraged student to take harder courses while in high school since they are getting all A's in current classes and they feel like they need more of a challenge. - Help student with CE course registration. - Reviewed the differences between AP, CE, and Honors classes. |

| | |
|---------------|--|
| Service Name: | Student Workshops (CCREC) |
| Code: | WO |
| Definition: | Student Workshops are services that include interactive informational classroom-level or large- or small-group sessions that involve hands-on experiences for each student in the workshop. Workshops are to be facilitated/ supervised/led by GEAR UP staff. Workshops are offered to groups of students on topics including |

| | |
|-----------------------------|--|
| | <p>leadership development, student mentor training, career exploration, secondary school success, college awareness, and general elements of college readiness such as study skills, self-monitoring, goal setting, time management, and problem-solving. Student Workshops may include guest speakers that motivate students and highlight careers. Workshops are informational in nature and are not intended to provide direct counseling or guidance to an individual or small groups of students. Workshops include a planned lesson or agenda, and all students receive the same information.</p> <p>A Student Workshop, if virtual, must similarly be facilitated/supervised/led by GEAR UP staff additionally, confirmed to have a) included the same elements as an in-person workshop through synchronous or asynchronous methods, and b) been completed by the student.</p> |
| Additional Information: | <ul style="list-style-type: none"> - Student Workshops should be used only when the subject being covered does not fall under any other category, such as. <ul style="list-style-type: none"> FA - Workshop covers FAFSA, scholarship, or financial aid. AP - Workshop covers how to complete a college application, or other college related information. AE - Workshop is an ACT prep class. |
| Examples of when to use WO: | <ul style="list-style-type: none"> - Effective communication and how to advocate for yourself. - Guest speaker highlights their career and the steps they took to get there. - How to create a great job resume. - How to succeed in college. - How to take notes and testing strategies. - Team building. - Time and stress Management. - Setting goals - What are our learning styles. |

| | |
|-------------------------|---|
| Service Name: | Summer Bridge |
| Code: | SB |
| Definition: | <p>Summer Bridge are services or activities that include an experience over the course multiple days during the summer to potential First Year students attending a particular college. The Summer Bridge program is created by GEAR UP staff in conjunction with campus departments. Or a college can invite our GEAR UP students to attend their program Summer Bridge.</p> <p>Summer Bridge programs can include academic enrichment in specific subjects such as English and math, college preparatory programs, workshops, invited guest from different college departments.</p> |
| Additional Information: | <ul style="list-style-type: none"> - Those who attend a college Summer Bridge should want to attend that college. - Summer Bridge programs offered by the college ask that students apply and be accepted to college before they can attend Summer Bridge. |

| | |
|--|---|
| | <ul style="list-style-type: none"> - GEAR UP staff must have a strong presence in the Summer Bridge to be counted as GEAR UP service hours. - Student should sign in daily, and hours tracked. Notes should be made if they arrived late or left early. |
|--|---|

| | |
|-------------------------|--|
| Service Name: | <i>Summer Programs (CCREC)</i> |
| Code: | SP |
| Definition: | Summer Programs are services or activities that include an experience over the course of one or multiple days during the summer and can serve to bridge knowledge between school years. Summer programs could be a statewide GEAR UP summer camp, a local summer camp funded by GEAR UP, a residential GEAR UP program hosted by a college/university/community organization, or another activity attended by a GEAR UP student that supports GEAR UP goals/objectives. These programs include academic enrichment, college preparatory programs, summer camp experiences, credit recovery, career technical education (CTE), and/or remediation programs. |
| Additional Information: | <ul style="list-style-type: none"> - Tutoring and credit recovery completed during the summer should go under Summer Programs. However, a tutoring log should be used. |

| | | | | | | | | | | | | | | | | | | |
|---------------------------------|--|---------------------|--|---------------------------------|--------------------|---------------|-------|------------------|---------------|---------|-------------------|---------------|-------------------------------|---------------------|-----------------|--------------|-----------------|---------------------|
| Service Name: | Tutoring/Homework Assistance (CCREC) | | | | | | | | | | | | | | | | | |
| Code: | TH | | | | | | | | | | | | | | | | | |
| Definition: | <p>Tutoring/Homework Assistance services refer to supplementary academic instruction designed to increase the academic achievement of students. Tutoring can occur one-on-one or in small groups before school, during school, after school, during study or lunch breaks, or on weekends and may be provided by GEAR UP staff.</p> <p>Sub-category must be selected, they are as follows.</p> <table border="1" data-bbox="354 961 1565 1228"> <tr> <td>Language Arts (Reading/English)</td> <td>Math – Pre-Algebra</td> <td>Math – Math 1</td> </tr> <tr> <td>Other</td> <td>Math – Algebra I</td> <td>Math – Math 2</td> </tr> <tr> <td>Science</td> <td>Math – Algebra II</td> <td>Math – Math 3</td> </tr> <tr> <td>Social Science/Social Studies</td> <td>Math – Pre-Calculus</td> <td>Math – Geometry</td> </tr> <tr> <td>Math – Other</td> <td>Math – Calculus</td> <td>Math – Trigonometry</td> </tr> </table> | | | Language Arts (Reading/English) | Math – Pre-Algebra | Math – Math 1 | Other | Math – Algebra I | Math – Math 2 | Science | Math – Algebra II | Math – Math 3 | Social Science/Social Studies | Math – Pre-Calculus | Math – Geometry | Math – Other | Math – Calculus | Math – Trigonometry |
| Language Arts (Reading/English) | Math – Pre-Algebra | Math – Math 1 | | | | | | | | | | | | | | | | |
| Other | Math – Algebra I | Math – Math 2 | | | | | | | | | | | | | | | | |
| Science | Math – Algebra II | Math – Math 3 | | | | | | | | | | | | | | | | |
| Social Science/Social Studies | Math – Pre-Calculus | Math – Geometry | | | | | | | | | | | | | | | | |
| Math – Other | Math – Calculus | Math – Trigonometry | | | | | | | | | | | | | | | | |
| Additional Information: | <ul style="list-style-type: none"> - Students may work on homework independently or receive assistance of a GU staff. - Tutoring can occur one-on-one or in a small group. - Tutoring can occur before school, during lunch, and afterschool. During a GU class, in embedded tutoring, or during the student’s study hall. | | | | | | | | | | | | | | | | | |
| Tips on completing logs for TH: | <p>Subject/Class Name</p> <ul style="list-style-type: none"> - Exact name of the class name must be written as service description. - If a student is in a GU class and they did not bring their own homework and is asked to read a book, that can be tracked under English/Language Art. | | | | | | | | | | | | | | | | | |

| | |
|--|--|
| | <ul style="list-style-type: none"> - Writing in credit recovery, AVID, GAP, GU Class, and any other generic class name that encompasses a study skill or make up class is not sufficient. You must write down what class the student is doing homework for. <p><u>Service Description</u> A brief description of what the student did is needed.</p> <ul style="list-style-type: none"> - Student worked independently on word search. - I assisted student on math worksheet. - Student worked independently on art sketch. - Reviewed book report with student to ensure accuracy. - Student worked independently on math quiz. - Sat with student and did practice test for upcoming president's quiz. - Translated homework questions into Spanish for student. |
|--|--|

| Family Service Definitions | |
|-----------------------------------|---|
| Service Name: | Family Events (CCREC) |
| Code: | FE |
| Definition: | Family Events are services in which families participate. These services involve GEAR UP students and their families or just their families. Family events include GEAR UP activities that recognize the role of families in student success and are not defined under a previous category. |
| Additional Information: | <ul style="list-style-type: none"> - Family events should be used when parents/family are invited to an event that does not provide GEAR UP instruction such as Academic Planning, Onboarding, Financial Aid, Workshop, or other student services. |
| Examples of when to use FE: | <ul style="list-style-type: none"> - Parents were invited to attend Senior Recognition Night. - West High held a GEAR UP gradation for students who did not graduate in the Spring. |

| | |
|-------------------------|---|
| Service Name: | Family College Visit (CCREC) |
| Code: | CV |
| Definition: | <p>Family College Visit services refer to family member's visits to a college campus with or without facilitated/supervised/led by GEAR UP staff. Features of a college visit include an official tour, presentation(s) by admissions, academic departments, athletics, student affairs, residence life, multicultural affairs, or other college departments.</p> <p>A Family College Visit, if virtual, must similarly be facilitated/supervised by GEAR UP staff and additionally, confirmed to have a) included the same elements as an in-person college visit through synchronous or asynchronous methods, and b) been completed by the family member.</p> |
| Additional Information: | <u>-Do not count the travel time to and from the college as part of the college visit;</u> however, if another service or activity was provided during the travel time (e.g., family counseling/advising, etc.), record it as a separate service by the appropriate service definition, and for the actual time of the activity. |

| | |
|-----------------------------|---|
| Examples of when to use CV: | <ul style="list-style-type: none"> - Parent attended Snow college visit with the student, they visited the admissions office, financial aid, and overview of the whole campus. |
|-----------------------------|---|

| | |
|-----------------------------|--|
| Service Name: | Family Counseling/Advising (CCREC) |
| Code: | CO |
| Definition: | Family Counseling/Advising services span a spectrum of activities that can include one-on-one or small group advising designed to meet the specific needs of the individuals engaged in the activity. These services include meeting with the financial aid, career readiness, and/or other related topics. |
| Additional Information: | <ul style="list-style-type: none"> - Students do not need to be present for parents to receive services. |
| Examples of when to use CO: | <ul style="list-style-type: none"> - Discussed upcoming ACT deadline and fee waiver. - Provided parents on how we can assist student with tutoring, times, and location. - Reviewed college applications deadlines. - Walked parents and students through the FAFSA process. |

| | |
|-----------------------------|---|
| Service Name: | Family Workshop (CCREC) |
| Code: | FW |
| Definition: | Family Workshop services include attendance with or without GEAR UP students at a workshop that supports academic success, helps students to be successful in middle and high school, demonstrates how to navigate the K-12 education system, and assists their students with college preparation or financial aid processes. These services include informational sessions focusing on the college search process, college entrance requirements, financial aid opportunities, career readiness, and other related topics. |
| Additional Information: | <ul style="list-style-type: none"> - Students do not need to be present for parents to receive services. |
| Examples of when to use FW: | <ul style="list-style-type: none"> - Parents attended “How to apply for college and scholarship” workshop. - Parents attended a “FAFSA Workshop”. |

| | |
|-------------------------|---|
| Service Name: | Other-Survey |
| Code: | SV |
| Definition: | Other-Survey services provided to parents when administrating the parent survey (for APR purposes only). |
| Additional Information: | <ul style="list-style-type: none"> - Service time can only be given to the parent when completion has been verified by the Data Coordinator. - Parents will need to complete a separate survey for every GEAR UP student they have. - Each parent should receive 15 minutes to complete the survey, not matter how long or little they took. |

NL 3/29/2023

Directions for completing Contact Logs

- A. Please identify your title by circling the appropriate one. B. Enter the name of the school you are working C. Enter your name



GEAR UP Utah - 2017-2024 Contact

2022/2023 School Year



Circle one: Counselor First-year Specialist Outreach Mentor Parent Specialist Tutor

School Name _____

Staff Name: _____

| | | | | |
|--|------------------------|---|-------------------------|------------------------------|
| Student Name: 1 | Student Code: 2 | Service Name: 6 | Service Method: D VA VS | Date: 9 |
| Parent Name: 3 Parent Only? Y or N | Parent Code: 5 | Service Description: 7 | | Length of Service: 10 |
| Student Name: 4 | Student Code: | Service Name: | Service Method: D VA VS | Date: |
| Parent Name: Parent Only? Y or N | Parent Code: | Service Description: | | Length of Service: |
| Parent Activity | | | | |
| Parent/ Family Counseling/ Advising | | CO | | |
| Parent/ Family Workshops of College Prep/ Financial Aid | | FW | | |
| Other-Survey | | SV | | |
| Student Activity | | | | |
| Academic Enrichment (ACT Prep, Act Reg.) | | AE | | |
| Academic Planning (grades, college, career) | | AP | | |
| Financial Aid (scholarships, FAFSA) | | FA | | |
| | | Rigorous Academics (encourage AP, Honors, CE Courses) | | |
| | | Tutoring/Homework | | |
| | | Workshops (time management, study skills, etc.) | | |
| | | RA | | |
| | | TH | | |
| | | WO | | |
| Types of Contact: D = Direct Service VA = Virtual Asynchronous VS = Virtually Synchronous | | | | |

Employee Signature _____ Counselor Signature _____

| | | | |
|-----------|--|--|--|
| 11 | | | |
|-----------|--|--|--|

1. Enter student's full name.
2. Enter the student code, based on the service you provided.
3. Enter the parents' name if parent was present during service.
4. Circle Yes or No next to parent name to indicate if meeting did/did not include the student.
5. Enter the parent code, based on the service you provided.
6. Enter Service Name based on what you discussed with student/parent.
7. Circle the method of the service was provided. D is for direct (face to face contact), P is for phone, and V is virtual (online).
8. Provide a brief description of what you discussed with the student / parent.
9. Enter the date the student or parent received assistance.
10. Length of service (round up to 5 minutes).
11. Employees must provide signature, Counselors/Advisors sign in counselor portion.

Note to Parent Specialist:

When completing the form a Parent Specialist must enter parent's full name and student's full name, even though you may not have meet or spoken with the student. This is for administrative purposes.

Note to Counselors/Advisors:

Please review the entries made by your Parent Specialists and sign on the Counselor Signature line. By signing you confirm that you have reviewed the entries and that everything is correct.

The following chart provides the service activity codes and descriptions that are to be used in the student code box.

Tutor Classroom Log

Tutor Classroom Logs are how GEAR UP tutors keep track of their tutoring sessions with students.

It is very important to complete the Classroom Log correctly and with the correct Student Service Codes.

Please work with your direct supervisor to determine when you need to turn in your Classroom Logs (e.g., end of each day, once a week, every two weeks, once a month, etc.)

Directions for Completing the Classroom Log

1. **Class Time or Subject:** Type the class's full name that the student is working on as written in Skyward or PowerSchool.
2. **Student name and Student Code:** Fill in students name according to their academic profile.
 - Copy-Paste of student names from PowerSchool or Skyward is the best way to avoid spelling errors and ensure that the student's full name is included.
 - If you are taking attendance, transfer names to the logs as you take attendance to make sure no one is missed. All GEAR UP students in attendance must be on the logs, even if they are late to class.
 - Students in attendance who are not in GEAR UP do NOT go on the logs.
3. **Subject:** If the student is working on credit recovery (paper packet or online), specify that homework is in a packet.
 - Example of what to do: "Subject: Sec Math II Packet" o Example of what not to do: "Subject: Math"
4. **Service Description:** The service description should reflect what GEAR UP staff has done to assist a student, not merely state what the student is working on.
5. **Specify Time:** This is the time a tutor has spent speaking to students. Record time if a workshop was presented. Tutoring and/ or mentoring is recorded here as well. If students are working on homework, fill that in as well. "Mentoring minutes" is for mentors.
6. **All-time spent with students, for mentors and tutors, should be rounded to 5-minute intervals.**



GEAR UP UTAH Classroom Log

2022/2023 School Year



Date: _____ Class Time: 1 School: _____
Lead Tutor: _____ Other Tutors: _____

| | | | | |
|-----------------------------|-----|-------------------------------------|---|---|
| Workshop Title: | | Workshop Code: | Workshop description/ Who conducted workshop: | |
| Homework Time: <u>5</u> | | Workshop Time: | | Type of Contact: D <input type="checkbox"/> VS <input type="checkbox"/> VA <input type="checkbox"/> |
| Hr | Min | Hr | Min | |
| Student: | | Student Code: | Type of Contact: D <input type="checkbox"/> VS <input type="checkbox"/> VA <input type="checkbox"/> | |
| Mentor/Tutor Name: <u>7</u> | | # Mentoring Minutes: <u>5&6</u> | 1-on-1 Tutoring: <input type="checkbox"/> | Service Description (Student only): <u>3</u> |
| | | | | <u>4</u> |

7. Splitting time with one student between staff members: List names of each staff member that interacted with the student and separate mentor/tutor time.
 - In the Class or Subject field, indicate the split by using a forward slash "/" between the class name(s) or service(s).
 - In the service description field, describe the service provided, followed by staff initials, student code, and the number of minutes in parenthesis.
 - If staff not present/clocked in for the entire class period, you cannot claim entire class time with a student.
 - This time must be split!
8. Verify that the total time for each student adds up to the full length of the class period:
 - Homework time
 - Workshop time
 - Tardy time - type this into the Service Description field (check for updates on participation requirements) **Late Start days class length is 60 minutes.**
9. Regular days class length is 85 minutes.
10. Double-check class length against your school's provided bell schedule.
 - Use five-minute intervals.
11. Proofreading: All GEAR UP staff in the classroom should take care to record accurate and complete information. We are all responsible for our classroom log entries.
 - Proofread and ask individual staff to correct their own mistakes before the completed logs reach the administrator.
 - Verify that the combined mentor minutes, tutor minutes, and tardy time (if n applicable) add to the total "homework time."
 - Check student names in Compass to verify that they are in GEAR UP. Students enrolled in the classroom but not in GEAR UP do NOT go on the classroom logs.
 - All GEAR UP students in attendance will be on the classroom logs even if they arrive very late.
 - Verify that the students' full name and correct spelling are used; some have more than one last name.
 - Verify that all boxes are filled for each student in the classroom and fit the above-described parameters.

Summary of Tutor Classroom Logs

1. Be sure to have the students sign in and out for each tutoring session, rounding to the closest five minutes for their time spent at the session.
2. Be thorough when filling out the Classroom Log and carefully record students' hours and the subjects covered. Complete the Classroom log daily.
3. Write down the specific topic you discussed with the student (example: "*Andrew had questions about how to fill out the FAFSA, so we reviewed as much as we could without the parents' information*").
4. Remember to select the Service Code that most accurately describes the tutoring session and record it on the Contact log.
5. Use five-minute increments when recording participation time for students.
6. Assure that each entry on every Classroom Log is complete.
7. On the Classroom Log, only record information pertinent to the student's academic profile. If they talk about anything not academically relevant (i.e., their date on Friday night), redirect the conversation back to your mentoring session. If the discussion is relevant (i.e., the impact on their studies because they are on the basketball team), then record the concern on the Tutor Classroom log.
8. GEAR UP Tutors are only able to tutor GEAR UP students. We can only count the services we provide to GEAR UP students. If a non-GEAR UP student comes in, let them know we would love to have them be a part of our program; however, they have to turn in a completed application and be accepted before serving them.

Tracking Sheets/Student Review

Each GEAR UP site may create their tracking sheet or student review sheet beyond the Contact Log when meeting with students. Please work with your direct supervisor to determine if your GEAR UP site wants to collect additional information.

Student Campus Visit Sign-in Log

To track students who attend campus visits, please make sure to complete the Student Campus Visit Sign-In Log for each student attending a campus visit.



GEAR UP Utah



Student Campus Visit/Educational Field Trip Sign-In Log

Driver's Name: _____ Driver's Phone #: _____

Students are required to initial each time they get on the GEAR UP bus/vehicle during campus trips. Please note in which vehicle students are travelling in, if it is other than the bus. All vehicles will wait until all students have been accounted for before they leave for their next destinations. Students cannot be left at the school alone. Counselors/Advisors must wait until all students have been picked up by their ride before they leave the final drop-off location at the end of the day.

Title: _____

Location: _____

Description: _____

| Date: | | Time: | | Code: | | Student Codes: CV=College Visit ED= Educational Field Trip AP=Academic Planning Parent Codes: CV=Parent College Visit | |
|------------|--------------|-----------------|--------------|--------|----------------------------------|--|------------------------------------|
| GU Student | Student Name | Student Initial | Cell Phone # | School | Morning Pick Up (Initial please) | Afternoon Return (Initial please) | Parent(s) Name (only if attending) |
| 1 | | | | | | | |
| 2 | | | | | | | |
| 3 | | | | | | | |
| 4 | | | | | | | |
| 5 | | | | | | | |
| 6 | | | | | | | |
| 7 | | | | | | | |
| 8 | | | | | | | |
| 9 | | | | | | | |
| 10 | | | | | | | |
| 11 | | | | | | | |
| 12 | | | | | | | |

Student #'s _____ Parent #'s _____ Staff #'s _____ Total _____

NL 08/18/2022

Student Parent Workshop form



**Utah Statewide GEAR UP Education Program
Student/Parent Workshop**



Workshop Name: _____ Presented by: _____

Service Description: _____

Date: _____ Time: _____ Code: _____
Student Codes: AE=Academic Enrichment AP=Academic Planning FA=Financial Aid WO=Workshops
 Parent Codes: CO=Parent Counseling/Advising FE=Family Events FW=Parent Workshop of College
 Prep/Financial Aid

| GU Student | Student Name (please print) | Parent(s) Name (only if attending) | School Attending | Phone Number |
|------------|-----------------------------|------------------------------------|------------------|--------------|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |
| 11 | | | | |
| 12 | | | | |
| 13 | | | | |

Workshop Name: _____ Date: _____

Student #'s _____ Parent #'s _____ Staff #'s _____ Total _____

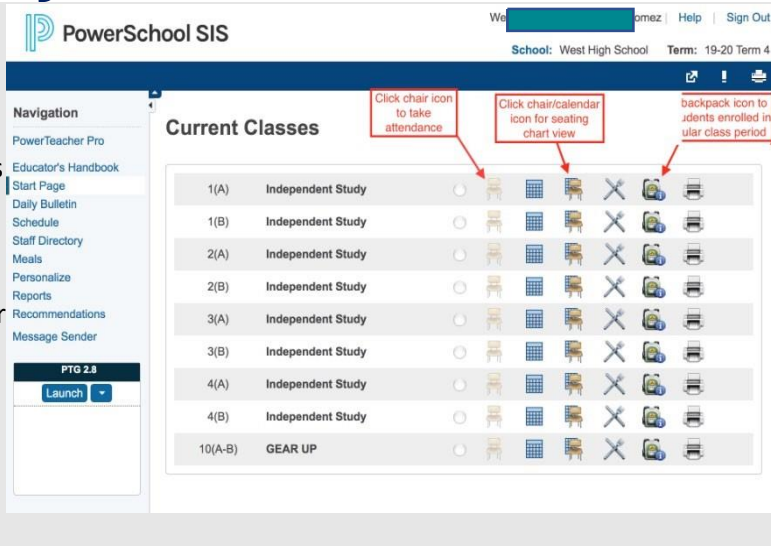
NL 08/19/2021

Taking Attendance

Many regions use different attendance tracking systems. Below is an example of taking attendance from the program PowerSchool. Please check with your direct supervisor on what program your school is using to take attendance.

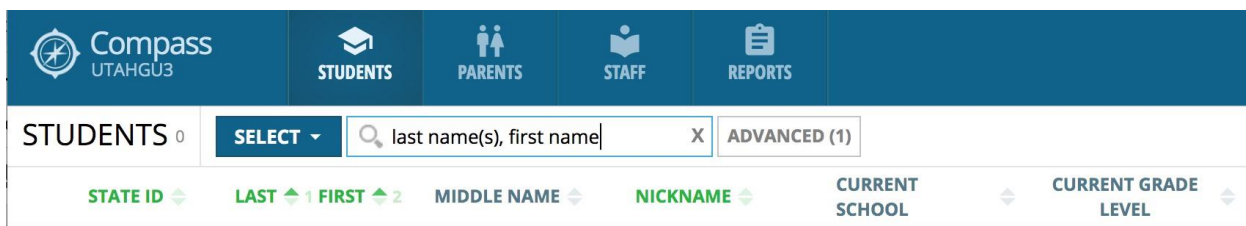
Power School: Taking Attendance

- Use PowerSchool or other program to record attendance for your high school
- In this example, GEAR UP appears on student schedules as “Independent Study.”
- Refer to your high school’s attendance policies when marking students late, tardy, or absent.
- The “seating chart” view will display students’ photos along with their names.
- Take the time to learn and know each student’s name



Compass: Verifying students are in GEAR UP

- Verify that each student enrolled in the classroom is also in GEAR UP.
 - Search students’ names in Compass to verify that they’re in GEAR UP.
 - A student appearing on the class schedule or on the period 10(A-B) in PowerSchool does NOT automatically mean that the student is in GEAR UP.
 - Check Compass! Search first, and last names - including middle names in search might return zero results.
- If a student enrolled in the classroom is not in GEAR UP (verify using Compass), refer the student to the online registration link.
 - Remind students of GEAR UP perks, i.e., covering the costs of ACT retakes, workshops, scholarship lists, etc.



Summary of Section

- Complete any required documents in full and turn them in on-time.
- Take time to get to know students and work together to create educational goals together.
- If you need training in any skills or knowledge listed above, talk to your direct supervisor.
- Be assertive - meet your students where they are at!
- Do not be alone with students or give them a ride anywhere.
- Keep student documents and other sensitive information confidential.

OUTREACH MENTOR



Position Title: Assistant - GEAR UP Outreach Mentor

Working Title Summary

Under the general direction of the GEAR UP Utah counselor, assists in helping students graduate from high school prepared to enter and succeed in college. Works one-on-one with high school students; addresses the needs of diverse learners; serves as a positive role model; and interacts with students and/or faculty to meet program objectives. These include increasing for GEAR UP students: academic performance and preparation for college; the rate of high school graduation and enrollment in college; knowledge of college options, preparations, and financing for them and their families; success in their first year of attendance in college.

Key Roles and Responsibilities

10% Works closely with GEAR UP counselors to identify eligible students, recruit, and onboard them into the GEAR UP program.

30% Tracks student academic progress and standardized test results, and reports to GEAR UP counselor. Administers and tracks student and parent survey completion. Tracks and follows up with students and works with parent specialist to keep parents/guardians informed. May work in a GEAR UP class assisting with taking attendance, managing the classroom, and designing and delivering curriculum.

20% Organizes and assists with GEAR UP college-readiness activities including college tours, parent/student workshops, and other activities as requested by GEAR UP counselors.

20% Mentors students about good decision-making processes related to attendance, rigorous academic course selection, study skills, financial aid, ACT prep, and college and scholarship applications. Tutors as needed and requested by GEAR UP counselors.

10% Makes follow up calls, appointments, and meets with families and high school counselors.

10% Performs other job-related duties as assigned.

Knowledge:

Must have basic academic knowledge as a result of a completion of a high school diploma or equivalent. Knowledge of academic course selection for high school and college, study skills, financial aid, ACT prep, and college and scholarship applications.

Skills:

Must have good verbal and written communication skills.

Must demonstrate teaching skills and be able to tutor students of various academic levels in a variety of content areas.

Abilities:

Must demonstrate the ability to work independently with minimal supervision.

Must demonstrate the ability to organize schedules, prioritize tasks, and follow-through on assignments.

Must demonstrate good time management.

Must be able to successfully interact with students with diverse cultural and academic backgrounds.

Ability to speak and translate Spanish to English is highly preferred.

Ability to work in a GEAR UP class assisting with taking attendance, managing the classroom, and designing and delivering curriculum.

Minimum Qualifications:

Graduation from an accredited institution with an associate's degree plus one year of experience related to the Summary of Duties or any combination of education and experience related to the Summary of Duties totaling three years.

Onboarding Process

You will get to know new and current GEAR UP students and guide them through the college preparation process. All new students must go through an onboarding process. This process includes:

- Completing a GEAR UP application and 2) being accepted into the GEAR UP program. You will need to meet with students within 30-days of their acceptance into GEAR UP to not only talk about what the GEAR UP program has to offer students but get to know students, their goals, and how you can best support them.

The following is a list of recommended practices when going through the onboarding process with students.

- 1) Confirm students' GEAR UP application is complete.
- 2) Contact students within 30 days after their application has been completed. If you are unable to meet with students within 30 days, contact your direct supervisor.
- 3) Meet with students in person (i.e., one-on-one or group setting).
- 4) Review the Welcome Packet with students
- 5) Get to know the student so that you are aware of their educational and career goals. Some suggested questions:
 - a) What is something you are most proud of?
 - b) What is something you would like to work on?
 - c) What activities do you like to do outside of school?
 - d) What are some of your interests?
 - e) What are the classes that interest you?
 - f) What types of jobs interest you?
 - g) What are your thoughts about college?
- 6) Explain what GEAR UP is and the services provided. Give students the GEAR UP brochure.
- 7) Discuss with students what services they would be interested in receiving.
- 8) Make sure each student leaves with GEAR UP contact information.
- 9) Provide students with a college preparation checklist according to their grade level.
- 10) Share upcoming events with students.
- 11) Ask students if they are Pell-eligible and/or are on Free & Reduced Lunch.
- 12) Share GEAR UP social media links and Cadence information.
- 13) Ask students their preferred method of contact.
- 14) Establish with students what the expectations are for enrolling in GEAR UP.
- 15) Make a follow-up appointment.

Checklist for Each Grade

The following is meant to help Outreach Mentors as they work with various grades. The following are checklists for each grade level. These are written with the student in mind.

9th Grade

- Get involved in school clubs, after-school programs, and volunteer opportunities.
- Don't forget to keep track of your activities both in and out of school so you can use the information for college and scholarship applications later.
- Start exploring colleges and careers that may interest you. This may seem early, but learning about colleges and interests will help you narrow down your options throughout your high school career. Remember that you can still join GEAR UP on our campus and career exploration tours as a freshman.
- Start talking about college. Talk to teachers, family, friends, neighbors, church members, and people in your community about their college experiences and start thinking about what you want out of yours.
- Meet with your guidance counselor and create a four-year high school plan. This can keep you on track for certain academic-based scholarships and ensure you are ready for graduation.
- As a reminder, if you stay on track/get ahead on your high school credits, you can take concurrent enrollment (C.E.) classes during high school, which will save a lot of money and time in college. You also can graduate from high school with a certificate.
- Don't forget that you can meet with your GEAR UP counselors, mentors, and tutors for any help you may need!

10th Grade

- Get involved in school clubs, after-school programs, and volunteer opportunities.
- Don't forget to keep track of your activities both in and out of school so you can use the information for college and scholarship applications later.
- Start exploring colleges and careers that may interest you. Take advantage of opportunities to go on college campus tours, ask questions, and take an interest assessment to see what types of careers fit your personality.
- Start learning about types of degrees (certificates, associate, bachelor's, and other degree options). See what type of education matches up with your goals so you can start narrowing down your options.
- If you can get ahead on your credits, take the opportunity to do so. This will allow you to take concurrent enrollment (C.E.) classes or complete a program at your local community or technical college during your junior and senior years.
- Make sure you continue to meet with your guidance counselor to ensure that you are enrolled in the correct classes, especially if you plan on getting academic scholarships or taking advantage of concurrent enrollment (C.E.) or technical courses.
- Don't forget that you can meet with your GEAR UP counselors, mentors, and tutors for any help you may need.

11th Grade

- Focus on your classes. Sign up for classes that push you academically, like Advanced Placement (A.P.), Concurrent Enrollment (C.E.), or Honors classes.
- Check in with your guidance counselor to ensure that you are taking the classes you need to graduate and help you prepare for college.
- Take the ACT. You get to take a free ACT test through your high school in the Spring. Take advantage of ACT prep classes and materials. Remember, you can take the ACT two more times for free through GEAR UP.

- Start considering colleges to which you would like to apply. See what degrees colleges offer in which you might be interested. Attend a college tour organized by GEAR UP.
- Attend college and career fairs. Some colleges offer summer programs that you can attend.
- Think about which teachers or counselors you would ask to write you a letter of recommendation. You will need a letter of recommendation for college scholarships and some applications.
- Start researching careers of interest. Talk to professionals, job shadow, or see if you can do an internship that will provide you with experience and look great on college and scholarship applications.
- Complete the fafsa4caster to see how much financial aid you can get and how much you will need to contribute to your college tuition.
- Apply to scholarships!
- Get involved in school clubs or extracurricular activities.

12th Grade

- Check-in with your counselor and mentor to make sure they are on track to graduate.
- Ask teachers/counselors for letters of recommendation early in the school year.
- If you need to take or retake the ACT take it as early in the school year as possible. Students get to take the ACT for free twice using GEAR UP vouchers.
- Take tours of colleges in which you are interested.
- Complete scholarship applications.
- Complete the FAFSA.
- Apply to colleges and universities (we recommend applying to at least two or more).
- Before you graduate, complete the GEAR UP Senior Exit Form and Yearly GEAR UP survey.
- After you graduate from high school, have your high school send your final transcripts to the college you decide to attend.
- Before you register for college classes, you will need to create your college account, set up your college student email, complete your online student orientation. Accept your financial aid package, and set up an appointment with your college advisor.
- Look into programs at your college such as First Year Experience or Summer Bridge programs.

TUTOR



Position Title: Assistant - GEAR UP Tutor

Key Roles and Responsibilities of a Tutor

40% Communicates with parents of GEAR UP students about parent and student activities. Encourages parent participation and support in the GEAR UP program as it pertains to student success and continuation of post-secondary education.

15% Professionally represents the GEAR UP program at individual high schools, helping to keep the program running smoothly through prompt attendance, taking initiative, and maintaining consistent and effective communication with the GEAR UP counselor and school staff.

15% Assists in the development, planning, and execution of parent meetings, events, and activities. Assists in the scheduling and communication of required and/or necessary meetings with parents and GEAR UP counselor.

10% Develops and maintains a strong partnership with school administrators, teachers, counselors, and Parent Teacher Student Association President.

10% Organizes and encourages participation in a GEAR UP parent council for both high school students and students enrolled in post-secondary education.

10% Keeps detailed records of parent interaction and activities. Performs other job-related duties as assigned.

Knowledge

Knowledge of working directly with adult parents of minors in low-income households.

Knowledge of college-readiness advocacy preferred.

Skills

Skills in written and oral communication.

Abilities

Ability to communicate effectively both orally and in writing.

Ability to speak English fluently, bilingual preferred.

Ability to work effectively with individuals from diverse backgrounds.

Ability to work with GEAR UP personnel and school staff at their assigned schools, colleges, or other locations.

Ability to travel as needed to meet with parents, deliver information, or encourage participation.

Required Qualifications: High School Diploma or GED required and 1 year related experience.

Additional Tutoring Resources

The Basic Laws of Learning

- The Law of Doing
 - a. Students do not learn as a result of what teachers do but from what teachers get them to do.
 - b. Why is this? Learning is change – behavioral change in an individual. Behavioral changes do not truly become a part of a person until they have reinforced them through use. The student, in short, must be involved in the process of learning.
- The Law of Effect
 - c. People tend to accept and repeat those pleasant and satisfying responses and avoid those that are annoying. If an individual enrolls in a course expecting to learn to read and quickly finds that he or she is learning to read and enjoy the learning process, the student will want to keep returning to class. In short, “nothing succeeds like success.” b. Students should experience personal satisfaction from each learning activity and should achieve some success in each class period.
- The Law of Primacy
 - d. First impressions are the most lasting! This means first classes are all-important. b. The teacher should arouse interest, provide subject matter that meets the student’s needs, and help the student learn it correctly the first time. c. This applies to any stage of tutoring. If you didn’t start how you wanted to, start over, and make it better.
- The Law of Exercise
 - e. The more often an act is repeated, the more quickly a habit is established. b. Practice makes perfect – if the practice is the right kind. Practicing the wrong thing will become a habit, too, one which is hard to break. The teacher should be sure that his or her student is performing an operation correctly (Hilgard & Bower, 1966).



**PARENT
SPECIALIST**



Position Title: GEAR UP Parent Specialist

Parent Specialist Summary

Under the general direction of a GEAR UP Utah counselor, works with parents of students who are enrolled in the GEAR UP program through communication, development of informational events, creation of parent council, and acting as a positive role model of parent involvement. Interacts with students, staff, and faculty using discernment, follow through, and decision making; and performs duties as assigned.

Key Roles and Responsibilities

40% Communicates with parents of GEAR UP students about parent and student activities. Encourages parent participation and support in the GEAR UP program as it pertains to student success and continuation of post-secondary education.

15% Professionally represents the GEAR UP program at individual high schools, helping to keep the program running smoothly through prompt attendance, taking initiative, and maintaining consistent and effective communication with the GEAR UP counselor and school staff.

15% Assists in the development, planning, and execution of parent meetings, events, and activities. Assists in the scheduling and communication of required and/or necessary meetings with parents and GEAR UP counselor.

10% Develops and maintains a strong partnership with school administrators, teachers, counselors, and Parent Teacher Student Association President.

10% Organizes and encourages participation in a GEAR UP parent council for both high school students and students enrolled in post-secondary education.

10% Keeps detailed records of parent interaction and activities. Performs other job-related duties as assigned.

Knowledge

Knowledge of working directly with adult parents of minors in low-income households.

Knowledge of college-readiness advocacy preferred.

Skills

Skills in written and oral communication.

Abilities

Ability to communicate effectively both orally and in writing.

Ability to speak English fluently, bilingual preferred.

Ability to work effectively with individuals from diverse backgrounds.

Ability to work with GEAR UP personnel and school staff at their assigned schools, colleges, or other locations.

Ability to travel as needed to meet with parents, deliver information, or encourage participation.

Specialist Summary

Under the general direction of a GEAR UP Utah counselor, works with parents of students who are enrolled in the GEAR UP program through communication, development of informational events, creation of parent council, and acting as a positive role model of parent involvement. Interacts with students, staff, and faculty using discernment, follow through, and decision making; and performs duties as assigned.

Required Qualifications: High School Diploma or GED required and 1 year related experience.

Mileage Reimbursement

**Employees must receive prior approval from their supervisors before traveling and requesting reimbursement*

Employees, who travel to multiple schools within a region to fulfill their job duties, are permitted to request mileage reimbursement

Mileage rates are per U.V.U. Travel's policy, the current 2021 rate is \$0.575 per mile, and google maps are used to calculate mileage.

The employee must track their hours on the "Mileage Reimbursement Documentation form. The completed form is due at the same time as the time sheets. Any late entries will fall within the same guidelines as time sheets and are added to the next pay period.

Supervisors must review the completed form, initial each line entry indicating that each trip was authorized, and then sign the form. Any unauthorized travel or misuse of mileage reimbursement may result in disciplinary action up to and including termination.

| REGIONS | Mileage Round Trip from UVU* | REGIONS | Mileage Round Trip from UVU* |
|---------------------------|------------------------------|------------------------|------------------------------|
| Region 5 - Kristol | | Region 8- Emily | |
| American Fork HS | 19 | Maple Mountain HS | 30 |
| Lone Peak HS | 22 | Payson HS | 45 |
| Summit HS | 4 | Salem Hills HS | 35 |
| Timpanogos HS | 9 | Spanish Fork HS | 28 |
| Westlake HS | 31 | Springville HS | 27 |
| Region 6- Brian | | Region 10 | |
| Lehi High School | 22 | N Summit HS | 122 |

| | | | |
|------------------------------|----|----------------------------|---|
| Mountain View HS | 3 | S Summit HS | 89 |
| Orem High School | 5 | Park City HS | 86 |
| Pleasant Grove HS | 14 | Wasatch HS | 55 |
| Skyridge High School | 31 | Region 10 Cathy | Mileage RT from UVU Wasatch campus |
| UCAS | 0 | N Summit HS | 62 |
| Region 7 Madeline | | S Summit HS | 28 |
| Independence HS | 11 | Park City HS | 26 |
| Provo HS | 9 | Wasatch HS | 8 |
| Timpview HS | 8 | | |

This matrix only includes round trip mileage if traveling to one school, if approved travel includes multiple schools in one trip, the Parent Specialist must track their actual miles. For example, the employee must account for the entire travel from UVU to School A, from School A to School B, School B to School C, School C back to UVU.

Mileage Reimbursement Documentation

Parent Specialist

Name: _____

The mileage reimbursement documentation and UVU travel reimbursement request are due the same time as time sheets.

| Date | Beginning Location | Destination | Purpose | Total Miles | Supervisor Approval (Initials) |
|------|--------------------|-------------|---------|--------------------------------|--------------------------------|
| | UVU | | | | |
| | UVU | | | | |
| | UVU | | | | |
| | UVU | | | | |
| | UVU | | | | |
| | UVU | | | | |
| | UVU | | | | |
| | UVU | | | | |
| | UVU | | | | |
| | UVU | | | | |
| | UVU | | | | |
| | UVU | | | | |
| | | | | Total: | |
| | | | | Mileage rate: | |
| | | | | Reimbursement Requested | |

I certify that the mileage reimbursement indicated is true and correct.

Employee Signature:

Date:

Supervisor Signature:

Date:

GEAR UP Employee Information



First Name _____ Last Name _____

Birthdate _____ Allergies _____

Phone Number _____

UVU ID # _____ UVU email _____

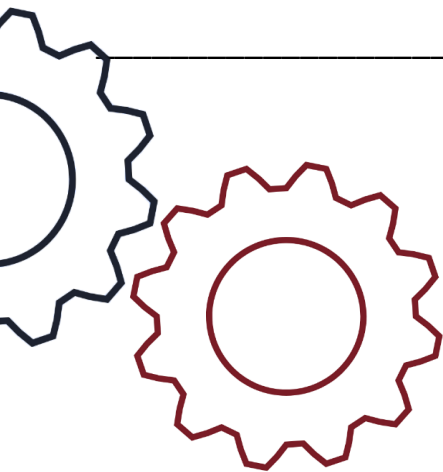
Favorite Snack/treat _____

Favorite Books(s) _____

Favorite type(s) of music or performing artist _____

Hobbies or things you like to do in your spare
time _____

Anything else you would like us to know about you _____



FERPA

The Family Education Rights and Privacy Act of 1974, commonly known as FERPA, is a federal law that protects the privacy of student education records. Students have specific, protected rights regarding the release of such records and FERPA requires that institutions adhere strictly to these guidelines. Therefore, it is imperative that the faculty and staff have a working knowledge of FERPA guidelines before releasing educational records.

Educational Records

FERPA gives students the following rights regarding educational records:

- The right to access educational records kept by the school
- The right to demand educational records be disclosed only with student consent
- The right to amend educational records
- The right to file complaints against the school for disclosing educational records in violation of FERPA

Students have a right to know about the purpose, content, and location of information kept as a part of their educational records. They also have a right to expect that information in their educational records will be kept confidential unless they give permission to the school to disclose such information. Therefore, it is important to understand how educational records are defined under FERPA. Educational records are defined by FERPA as:

Records that directly relate to a student and that are maintained by an educational agency or institution or by a party acting for the agency or institution.

Educational records are directly related to the student and are either maintained by the school or by a party or organization acting on behalf of the school. Such records may include:

- Written documents (including student advising folders)
- Computer media
- Microfilm and microfiche
- Video or audio tapes or CDs
- Film
- Photographs

Any record that contains personally identifiable information that is directly related to the student is an educational record under FERPA. This information can also include records kept by the school in the form of student files, student system databases kept in storage devices such as servers, or recordings or broadcasts which may include student projects.

Records Not Considered as Educational Records

The following items are not considered educational records under FERPA:

- Private notes of individual staff or faculty; (NOT kept in student advising folders)
- Campus police records
- Medical records
- Statistical data compilations that contain no mention of personally identifiable information about any specific student

Faculty notes, data compilation, and administrative records kept **exclusively** by the maker of the records that are **not accessible or revealed to anyone else** are not considered educational records and, therefore, fall outside of the FERPA disclosure guidelines. However, these records may be protected under other state or federal laws such as the doctor/patient privilege. As an attorney, I recommend that you check to make sure that you fully comply with these disclosure guidelines before disseminating any of this information.

Two Types of Educational Records

There are two types of educational records as defined under FERPA. Each type of educational record is afforded different disclosure protections. Therefore, it is important for faculty and staff to know the type of educational record that is being considered for disclosure.

Directory Information

Some information in a student's educational record is defined as directory information under FERPA. Under a strict reading of FERPA, the school may disclose this type of information without the written consent of the student. However, the student can exercise the option to restrict the release of directory information by submitting a formal request to the school to limit disclosure. Directory information may include:

- Name
- Address
- Phone number and email address
- Dates of attendance
- Degree(s) awarded
- Enrollment status
- Major field of study

Though it is not specifically required by FERPA, institutions should always disclose to the student that such information is considered by the school to be directory information and, as such, may be disclosed to a third party upon request. Institutions should err on the side of caution and request, in writing, that the student allow the school to disclose directory information to third parties.

Non-directory Information

Non-directory information is any educational record not considered directory information. Non-directory information must not be released to anyone, including parents of the student, without the prior written consent of the student. Further, faculty and staff can access non-directory information only if they have a legitimate academic need to do so. Non-directory information may include:

- Social security numbers
- Student identification number
- Race, ethnicity, and/or nationality
- Gender
- Transcripts

Transcripts are non-directory information and, therefore, are protected educational records under FERPA. Students have a right to privacy regarding transcripts held by the school where third parties seek transcript copies. Institutions should require that students first submit a written request to have transcripts sent to any third party as the privilege of privacy of this information is held by the student under FERPA. As an attorney, I would advise that schools should never fax transcripts because this process cannot guarantee a completely secure transmission of the student's grades to third parties.

Prior Written Consent

In general, a student's prior written consent is always required before institutions can legitimately disclose non-directory information. Institutions may tailor a consent form to meet their unique academic needs. However, prior written consent must include the following elements:

- Specify the records to be disclosed
- State the purpose of the disclosure
- Identify the party or class of parties to whom the disclosure is to be made
- The date
- The signature of the student whose record is to be disclosed
- The signature of the custodian of the educational record

Prior written consent is not required when disclosure is made directly to the student or to other school officials within the same institution where there is a legitimate educational interest. A legitimate educational interest may include enrollment or transfer matters, financial aid issues, or information requested by regional accrediting organizations.

Institutions do **not** need prior written consent to disclose non-directory information where the health and safety of the student is at issue, when complying with a judicial order or subpoena, or where, as a result of a crime of violence, a disciplinary hearing was conducted by the school, a final decision was recorded, and the alleged victim seeks disclosure. In order for institutions **to be able to disseminate non-directory information** in these instances **FERPA requires that institutions annually publish the policies and procedures** that the institutions will follow in order to meet FERPA guidelines.

FERPA has strict guidelines regarding disclosing the educational records of dependent students. Though FERPA allows such disclosure, the act mandates that the institution first publish clearly delineated policies and procedures for the disclosure of these records. The institution must publish these guidelines annually in a format that is easily accessible to interested parties. As an attorney, I would recommend that both the dependent student and parents sign written disclosure agreements stating, at minimum, the following:

- The dependent student understands and allows parental access to these educational records
- The dependent student and his/her parents have been given a copy of the institution's policies and procedures for the disclosure of students' records

Most institutions charge their registrar's office with the responsibility to determine how their institutions will comply with FERPA disclosure requirements. Registrars commonly work with legal counsel in fashioning and publishing these guidelines. As advisors, it is advisable to check with your registrar's office if you have any questions or concerns before disclosing any student information to third parties.

Conclusion

The Family Education and Privacy Act was enacted by Congress to protect the privacy of student educational records. This privacy right is a right vested in the student. Generally:

- Institutions must have written permission from the student in order to release any information from a student's educational record
- Institutions may disclose directory information in the student's educational record without the student's consent
- It is good policy for the institution to notify the student about such disclosure and to seek the written permission of the student to allow disclosure of any educational records including directory information
- Institutions should give the student ample opportunity to submit a written request that the school refrain from disclosing directory information about them
- Institutions must not disclose non-directory information about students without their written consent except in very limited circumstances.
- Institutions should notify students about their rights under FERPA through annual publications
- When in doubt, it is always advisable to err on the side of caution and to not release student educational records without first fully notifying the student about the disclosure

I have read the policies on FERPA and agree to follow these policies.

Printed Name

Signature

Date



GEAR UP Utah

Time and Effort Report Policy

Time and effort reports must be completed by all Outreach Mentors, tutors and parent specialists of GEAR UP. All other employees of GEAR UP will complete weekly reports in place of time and effort reports.

Time and effort reports are due at the time of the part-time employees' TIMS pay period deadline, which occurs after the 15th and last day of the month. The deadlines for the pay period will be emailed to part-time employees by the program's administrative support III. If a part-time employee does not work during the pay period, they do not need to complete a time and effort report.

This report can be typed or handwritten (signature can be typed as well) and must be either emailed to *both* the Administrative Support III and supervisor(s) or a copy must be given to *both* the Administrative Support III and supervisor(s). The "total hours worked" column must have the exact hours worked (as reported in TIMS) and not an estimate. The time and effort report is for internal reporting purposes and time recorded on it must still be entered into TIMS by the deadline in order for hours to be paid.

If a time and effort report is submitted past the deadline, payment of hours worked may be delayed as supervisors must compare TIMS entries with submitted time and effort reports. Failure to turn in the time and effort report before the deadline by a part-time employee will result in disciplinary action up to and including termination. In general, if an employee does not turn in their time and effort report by the deadline, they will be issued a verbal warning from their supervisor. A second infraction of turning in the time and effort report late, will result in a written warning from their supervisor. A third infraction of turning in the time and effort report late, may result in termination of the employee by their supervisor and Utah Valley University (UVU)'s Human Resources department.

While this is the general policy, any part-time employee may receive disciplinary action up to and including termination at any time in their employment if these or any other GEAR UP policies are found in violation. If terminated, the terminated employee will not be eligible for rehire by UVU for at least 26 consecutive weeks from the last day paid and must apply for an open, posted position.

I have read and agree to abide by GEAR UP Utah's policy on time and effort reports.

Printed Name

Signature

Date Updated 11/6/20

GEAR UP Utah

Non-GEAR UP Student Participation Policy



GEAR UP Utah is committed to providing the highest quality services to all GEAR UP students. In addition, the program ensures that all students are safe and protected during the diverse activities and events provided. As part of this commitment, GEAR UP Utah follows strict guidelines, policies and procedures to safeguard the students, the program and Utah Valley University.

Only eligible GEAR UP Utah students should be allowed to participate in events.

GEAR UP personnel should ensure all students attending GEAR UP funded classes/events are verified GEAR UP Utah members. (Students have completed an application before the date of the event, verified the student meets eligibility requirements for the program and can be or has been admitted officially as GEAR UP students through documented eligibility). Prepopulated sign in sheets are recommended.

- I. Non-GEAR Utah students interested in attending GEAR UP funded classes/events must submit a GEAR UP Utah application. GEAR UP Utah personnel will verify the student meets eligibility requirements can be or has been admitted officially as GEAR UP student through documented eligibility.
 - o For those students that do not qualify to participate in GEAR UP Utah, efforts should be made to connect them with other programs that can provide similar services. Example UVU Trio – Upwardbound and ETS (Educational Talent Search) if available in your schools.
- II. GEAR UP Utah funded parent/family events will be provided for GEAR UP students and their families. GEAR UP students and parents will be listed on logs. Family members will not be listed on the logs.
 - o Non-GEAR UP students may not participate in student travel solely funded by GEAR UP Utah. If students desire to participate, they must complete an application at least two days before the event, and GEAR UP staff must verify student meets eligibility requirements and is admitted officially in GEAR UP.
 - o Due to grant restrictions, risk and liability; no exceptions will be permitted.
 - o Attendance numbers and types (student, parent, GU/school staff, presenter, bus driver, as applicable to event)

I have read and agree to abide by GEAR UP Utah's Non-GEAR UP Student Participation policy.

Printed Name

Signature

Date

Updated 8/15/12 HP



GEAR UP Utah

Time and Effort Certification for PT Employees

The GEAR UP Utah grant requires that all FLSA non-exempt (Part time) employees must complete the UVU Time Information Management System (TIMS) daily data entry as part of time and effort certification that is required by the federal grant.

Approval for hours worked will be submitted by your supervisor every payroll period. The signed approval documentation will be saved for federal guideline documentation.

All hours worked must be submitted in the UVU TIMS system by the deadline each pay period. If your hours are submitted past the deadline, payment of hours worked for that pay period may be delayed as supervisors must certify and approve your hours worked. Failure to enter hours before or by the deadline by a part time employee will result in disciplinary action up to and including termination.

Your supervisor may require a time and effort report to be submitted per pay period as part of your onboard training when first hired.

While this is the general policy, any part-time employee may receive disciplinary action up to and including termination at any time in their employment if these or any other GEAR UP policies are found in violation. If terminated, the employee will not be eligible for rehire by UVU for at least 26 consecutive weeks from the last day paid and must apply for an open, posted position.

I have read and agree to abide by GEAR UP Utah's policy on time and effort certification reports.

Printed Name

Signature

Date

Updated 1/31/23

GEAR UP Employee Work Limit Policy

All Utah Valley University (UVU) employees are categorized as either:

- A. Full-time: Employees hired into positions in which the University has a reasonable belief that the employee will work at least 120 hours per month (30 hours per week) in a 12-month measurement period. These employees will be offered medical benefits coverage within the University's current waiting period; or,
- B. Variable hour: Employees hired into positions that are assumed to not be full-time meaning the University has a reasonable belief that the employee will not work 130 hours per month (30 hours per week) in a 12-month measurement period. These employees are not eligible for medical benefits.

Definitions for Variable Hour Employees

- C. Part-time Staff: Part-time staff and student employees paid on an hourly rate for hours worked. Pay is processed through submission of a time sheet for actual hours worked.

Work Limits for Variable Hour Employees

A. Hourly Employees

1. Work an average of 28 hours per week, not to exceed 30 hours per week. Anything over 28 per week requires prior supervisor approval. Part-time employees are not to exceed a total of 120 hours in any calendar month.
2. For purposes of tracking hours of service, hours for which payment is made or due will be used.

Measurement Period

UVU's 12-month measurement period will be May 1 to April 30 with the initial measurement period beginning May 1, 2013.

GEAR UP TIMS Submission

GEAR UP Time Submission Part-time employees will track their hours worked using the UVU T.I.M.S. System. Employees are to clock in and out of the T.I.M.S. System on any internet-abled device. If an employee is not able to clock in and out, they may be able to add their entries on T.I.M.S. at the supervisor's discretion. Time is to be reported in two time periods, from the 1st to the 15th of the month, and from the 16th to the last day of the month. Entries on T.I.M.S. are to be submitted by the deadline set by the GEAR UP Administrative Assistant III. Any late entries will be considered a violation and will result in disciplinary action up to and including termination. GEAR UP will pay for all time worked. Late submissions by an employee will be added to the next pay period, unless the employee pays a \$35.00 advance fee through UVU's Payroll.

Termination and Rehire

A variable hour employee, who is not credited with an hour of service for at least 26 consecutive weeks, will be treated as having terminated employment, would need to be selected through a hiring process for further employment, and would be considered a new employee for tracking of service hours.

Acknowledgement of Policy

Every part-time employee and supervisor will read and sign the current policies for part-time hours by March 22, 2013, in acknowledgement that they are aware of and agree to abide by these policies. Any employees hired after this date will read and sign the current policies before they can begin working in their regions.

Enforcement of Variable Hour Employee Work Limits

- A. Service hours will be regularly reported by HR/Payroll to the employee and the employee's supervisor(s).
- B. Any violation of this work limit policy will be reported to the employee, the employee's supervisor, the Administrative Assistant III, the Statewide Assistant Director(s), the Statewide Director, and the Vice President of Student Affairs.
- C. Violations of this work limit policy by a variable hour employee will result in disciplinary action up to and including termination. In general, if an employee receives one infraction for exceeding 120 hours in a calendar month or submitting their time sheets late to their supervisor, they will be issued a verbal warning from their supervisor. If the employee exceeds 120 hours in a calendar month, the employee will then be required to submit a schedule along with their time sheets to their supervisor and the Administrative Assistant III. A second infraction of exceeding 120 hours in a calendar month or submitting their time sheets late to their supervisor, will result in a written warning from their supervisor. A third infraction of exceeding 120 hours in a calendar month or submitting their time sheets late to their supervisor, may result in termination of the employee by their supervisor and HR. While this is the general policy, any part-time employee may receive disciplinary action up to and including termination at any time in their employment if these or any other GEAR UP policies are found in violation. If terminated, the terminated employee will not be eligible for rehire by UVU for at least 26 consecutive weeks from the last day paid and must apply for an open, posted position.
- D. Policy violations of work limits or failure to appropriately monitor part-time employees by a supervisor may result in corrective action up to and including termination.

I have read and agree to abide by Utah's Statewide GEAR UP Education Program's policy on part-time hours.

Printed Name

Signature

Date

GEAR UP Terms and Conditions

Please initial next to each statement below

_____ I have read the Manual and attended GEAR UP Training.

_____ I understand my employment status and have been fully informed of my job responsibilities and expectations as a GEAR UP tutor.

_____ I will contact my GEAR UP supervisor as soon as possible if I am ill or cannot be there for my scheduled time to tutor students.

_____ I understand the payroll procedures, payroll periods, and the recording of hours on TIMS and the Time and Effort Report.

_____ I understand that the Time and Effort Report must be submitted to the Executive Secretary at the end of every pay period.

_____ I understand that I am responsible for meeting with students at my assigned school(s) to provide tutoring according to the schedule established. I understand that each session as established in the schedule must be recorded accordingly.

_____ I understand that I *may* have tracking responsibilities for students, including checking on grades, meeting with teachers when needed, and meeting with GEAR UP staff and/or counselors.

_____ I will keep open communication and report concerns, questions, etc., to my supervisor.

_____ I will maintain appropriate boundaries with any and all students with whom that I come in contact.

Appropriate boundaries include, but are not limited to: keeping tutoring sessions on a strictly academic level, guiding students back to an academic topic if they want to talk about non-academic and/or personal matters, no one-on-one tutoring, no physical contact with students, no transporting students in my vehicle and no texting/emailing students.

_____ Confidentiality: I understand that ethically and legally, I am responsible for protecting the confidentiality of the students I work with and their families. I will never leave tutoring notes where students can read them. I am aware that tutor records should be completed in a private place. Under any circumstances, I understand that I should never discuss students' lives with anyone outside the program (i.e. another student).

_____ Reporting: I understand that I must report any information of abuse and/or neglect to my supervisor in a timely manner.

_____ I received FERPA training and understand my obligation to protect students' rights under the law.

Employee Signature: _____ Date: _____

Counselor/Supervisor Signature: _____ Date: _____

