



ARIZONA GEAR UP

Gaining Early Awareness and Readiness for Undergraduate Programs



Minimum Expectations for Postsecondary Planning Sessions (PEPS) – Year 4 Grade 10

PURPOSE

The goal of GEAR UP is to significantly increase the number of students who are prepared to enter and succeed in postsecondary education. AZ GEAR UP seeks to achieve this goal through multiple overlapping strategies, provided by qualified providers in sufficient scale and quantity, over time. Postsecondary Education Planning Sessions (PEPS) combined with strategic follow-up to PEPS, are the most fundamental and intentional of these strategies. More specifically, Postsecondary Education Planning Sessions (PEPS) at each AZ GEAR UP School are intended to promote the following GEAR UP objectives:

- **Improve academic performance /college & career readiness**
- **Keep students in school (increase graduation rate)**
- **Increase student knowledge about postsecondary education (costs, benefits & prerequisites)**
- **Increase postsecondary enrollment & completion rate**

Ultimately, PEPS, PEPS follow-up, and the ECAP are the primary vehicles for ensuring that, on or before high school graduation, all GEAR UP students will have:

- ▶ decided upon a postsecondary plan
- ▶ decided upon a career or career interest area
- ▶ completed and submitted at least one application to a college or university
- ▶ completed and submitted at least one scholarship application
- ▶ completed the FAFSA
- ▶ developed an individual student portfolio to take with them at the time of graduation.

In Year 4, when students are in 10th grade, PEPS aim to:

- ★ strengthen the relationship between continuing GEAR UP students and the GEAR UP Coordinator;
- ★ begin to establish a relationship between new GEAR UP students and the Coordinator;
- ★ assess student's Academic progress towards eligibility for college admission;
- ★ assess student's awareness/understanding of topics related to college preparation (types of schools, types of degrees, benefits of postsecondary education, cost of college and ways to pay for college);
- ★ assess student's 'connection' to school, community and GEAR UP;
- ★ increase student's awareness of how school performance, and specific course completion relates to career goals;
- ★ assist the students with identification of career interests, career exploration, goal-setting and goal-attainment;
- ★ monitor the student's academic achievement and postsecondary plan progress; and
- ★ address follow-up actions and interventions as necessary to promote student success.

PEPS IMPLEMENTATION

Each school's GEAR UP Work Plan outlines the process by which the GEAR UP Coordinators(s) and High School Counselor(s) will collaborate to meet ECAP and PEPS requirements to maximize the benefit for GEAR UP students without duplication of services.

PEPS Preparation:

The GEAR UP Coordinator(s) confer with principals and counselors to make a specific plan for completion of PEPS in coordination with ECAP, according to the approach outlined in the work plan. The plan must ensure that a system for coordinator-counselor sharing of ECAP and PEPS information is established to avoid duplication of services.

PEPS Implementation:

A. On or before *the date indicated on the AZ GEAR UP Coordinator Calendar*, GEAR UP Coordinators are responsible – in collaboration with counseling department staff – for conducting **one individual PEP session** with each student, and for ensuring that, on or before the end of the school year, each student completes **at least one PEPS/ECAP follow up activity**.

1. The meeting will focus on:

- a. Connecting / building the relationship between the student and the Coordinator.
- b. Exploring the student's interests, hobbies, hopes, dreams, talents, and strengths, including career interest areas and postsecondary aspirations.
- c. Discussing student's career interest(s), and the possibilities for job shadowing, job site visits, workshops, and/or extracurricular activities aligned with that interest, based on what is available at the school and/or in the GEAR UP workplan.
- d. Discussing the ACT ASPIRE – what it is and why it is important (if PEPS takes place before administration of the ASPIRE).
- e. Reviewing student's academic status (using progress reports and ECAP information, as available) and college and career readiness (using the student's ASPIRE data, if available when PEPS takes place); connecting with resources, such as tutoring, if needed/desired.
- f. Assessing the student's understanding of the educational requirements (in high school and beyond) to reach his/her career goal.
- g. Assessing the student's "college knowledge" (e.g., course requirements, financial literacy, scholarship opportunities, etc.)
- h. Helping the student understand the value and benefits of GEAR UP over the next four years, with a focus on what is being offered this year.
- i. Assessing student's interest in, and ability to participate in the GEAR UP Summer Leadership Academy (GUSLA), or the GUSLA Ambassador Program (GASP) at NAU.
- j. Reviewing students' connection with and involvement in school life, including extracurricular activities, leadership positions, relationships with teachers and peers (sense of belonging)
- k. Reviewing student's level of participation in GEAR UP activities; discuss reasons for non-involvement, if applicable, and describe opportunities for future participation (upcoming events and activities, services available, etc.).
- l. Deciding on an appropriate follow-up activity (see Standards for PEPS Follow-Up, attached).

2. The meeting **may** also include:

- a. Identifying students' fears, weaknesses and needs, referring students to appropriate services, as indicated.
- b. Administering assessments, inventories, or personal counseling to aid in deciding upon a (preliminary) postsecondary plan /goal.

B. Immediately following this meeting, the GEAR UP Coordinator:

1. Legibly summarizes the PEPS conversation on the appropriate PEPS Checklist form (there are different forms for New Students and for Continuing Students), ensuring the following are provided:
 - a. Date and duration of meeting
 - b. Student's Career Interest Area
 - c. Student's Preliminary Postsecondary Plan
 - d. Student's top choices for postsecondary institutions, if s/he has any
 - e. Agreed upon follow up work and "due date", selecting no more than one follow up task in each area – career, academics and engagement. (Students do not need to have a follow up task in each area, only if the discussion indicates it is needed.)
 - f. Comments that will be most helpful when evaluating the student's progress, including concerns (only comments included in #5 of the Student's Decision/Plans section will be entered into the database; any comments in the margins or noted elsewhere on the form will not be entered into the GEAR UP Database).

- C. On a weekly basis, the GEAR UP Coordinator emails completed PEPS Checklists to the NAU GEAR UP Office for entry into the GEAR UP database. The GEAR UP Coordinator follows the process developed at the schools for sharing this information with counselors, as needed. Or, for schools that have a GEAR UP Assistant, providing the assistant with the PEPS Checklist for data entry and scanning / emailing to the GEAR UP Office.



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Minimum Expectations [Standards] for PEPS Follow-up GRADE 10

PEPS Follow-up Purpose:

Like PEPS, PEPS follow-up during the students' tenth grade year will include service and support to students in three areas:

- ▶ Participation / Engagement / Leadership (Relationships)
- ▶ Career Exploration & Identification (Relevance)
- ▶ College Preparation (Rigor)

Follow-up to PEPS means arranging for students to participate in relevant postsecondary preparation activities, or assigning students -- through encouragement, creativity, direction, and support -- to undertake relevant postsecondary preparation activities, tasks, etc. In both manners of follow-up -- arranging or assigning -- documentation is necessary, and may actually entail 'follow up' on the part of students as well, in the form of reporting back on the results or outcome of their efforts, turning in documents that evidence assignment completion, etc. If ECAP follow-up is sufficient in scope, the Coordinator may choose to assist students with the completion of their ECAP follow-up activities and document it accordingly for the Counselor (s) and for the GEAR UP database.

Note: Specific examples of PEPS follow-up activities/assignments are included in the PEPS Checklist.

Portfolio Requirement:

In conjunction with the annual PEPS and PEPS follow-up, every GEAR UP student will be aided, additionally, in their creation of a **portfolio** throughout his or her high school career. At minimum, by the time they are seniors, each student's portfolio will include a copy of his/her: **education and career action plan; resume; a writing sample** (this could be a personal statement, scholarship essay, graded essay, etc.), and a **letter of recommendation**, ideally from a teacher or an adult other than the GEAR UP Coordinator who has knowledge of the student. The portfolio may also include a variety of other documents (see *Possible Portfolio Contents*, below). For students with who create online portfolios (e.g., in AzCIS) as part of their ECAP process, that includes at least these four documents, a separate portfolio is not required.

PEPS Follow-up Implementation:

On a regular basis (e.g., weekly, monthly, as determined on a site-by-site basis), run a PEPS Export from SCRIBE , in excel format. Filter the spreadsheet by follow-up due dates, and take steps to ensure students complete their assigned follow up. (Coordinators may implement an alternative method of calendaring and monitoring for follow-up if desired; any alternative method must be approved by the Site Support Specialist at NAU.

PEPS Follow-up Completion/Documentation:

Within one week of PEPS/ECAP Follow-up activity completion

- A. File / Record outcome of the follow-up

- B.** Include the following information in participation sign-in sheets or Weekly Individual Service Logs (WISL) submitted electronically:
- Date of follow-up
 - Type of Follow-up
 - NOS Code for follow-up (NOS 207)
 - Duration for follow-up will generally be logged as 1 minute. (But don't forget to also log the actual duration when the follow up can also be reported as a another service (e.g., if student's follow up assignment was to go on a college visit, on the date he goes on the visit, that participation is logged as both a college visit (NOS 138) with the actual duration and as follow-up (NOS 207) with a duration of 1 minute. Tutoring would be similar.)

POSSIBLE PORTFOLIO CONTENTS:

- Resume and cover letter
- Writing samples
- ECAP
- Letters of recommendation and testimonials
- Personal Statement
- Scholarship Essay
- Exemplary class assignments
- Drawings
- Logs of books read
- Photographs of large projects
- Work samples
- Problem solving scenarios
- Summaries of performance events
- Service learning reports/reflections
- Cooperative learning projects
- Copies of awards, certificates
- Demonstration of technology skills on disk
- Videos of work tasks being accomplished or other simulations
- Job application form
- Academic test results (e.g., PSAT, ACT, SAT)
- Career assessments (interest inventories, work values, learning style, etc.)
- Report cards/transcripts
- Employability skills (SCANS) documentation
- Samples of art work and or performance
- Field trip summaries
- Worker interview sheet (business speakers)
- Autobiography
- Balanced budget
- Check writing and account balancing skill documentation
- A Day in My Life – demonstrating time management
- Sample “contract” for assignments or behavior modification
- LinkedIn Profile
- Professional on-line personal page (e.g., Facebook, Instagram, etc)