



ARIZONA GEAR UP

Gaining Early Awareness and Readiness for Undergraduate Programs



Minimum Expectations for Postsecondary Planning Sessions (PEPS) – Year 1

Postsecondary Education Planning Sessions (PEPS) at each AZ GEAR UP School are intended to promote the following GEAR UP objectives:

- *Improve academic performance*
- *Keep kids in school (increase grad. rate)*
- *Increase student knowledge about postsecondary education (costs, benefits & prerequisites)*

Specifically, a postsecondary planning session, with each student in Year 1, aims to:

- ★ begin to establish a relationship between the student and the GEAR UP Coordinator
- ★ facilitate student's exploration and understanding of his/her interests, strengths, and educational options;
- ★ increase student's awareness of how school performance, and specific course completion relates to career paths;
- ★ assist the student with goal-setting and goal-attainment;
- ★ monitor the student's postsecondary plan progress; and
- ★ ensure follow-up actions and interventions are provided to promote student success.

To successfully meet these objectives requires commitment to a Team approach that assumes Principal awareness and support; sharing of resources and expertise between GEAR UP and Counseling Staff; and careful documentation.

- A. On or before **April 1, 2013**, the GEAR UP Coordinator meets with every GEAR UP student. The primary purpose of this meeting in Year 1 is to begin to establish a relationship between the student and the Coordinator.
 1. Additionally, the meeting focuses on:
 - a. Helping the student understand the value and benefits of GEAR UP over the next six years (e.g. Coordinator guidance each year, activities to learn about postsecondary education, etc.)
 - b. Exploring the student's interests, hobbies, hopes, dreams, talents, and strengths, including career interest areas and postsecondary aspirations
 - c. Reviewing student's academic status and discussing need for summer school / credit recovery, if applicable
 - d. Reviewing student's attendance records, to determine the need for intervention strategies
 - e. Obtaining up-to-date and accurate locating information (verify match with database)

f. Discussing course placement for eighth grade, to ensure highest possible math placement appropriate for student

2. The meeting *may* also include:

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

B. Meeting Preparation:

- The GEAR UP Coordinator(s) confer with principals, and other staff, as appropriate, to determine times during the school day when students may be accessed for PEPS.
- The GEAR UP Coordinator(s) set up weekly or monthly schedules for PEPS, and notify teachers and students according to agreed-upon procedures.
- The GEAR UP Coordinator(s) review the academic record, attendance data and other available information about the student and use the information to formulate possible goals the student might establish, and to find referrals for intervention that may be needed.

C. On a weekly basis, the GEAR UP Coordinator faxes or mails completed PEPS Checklist to the NAU GEAR UP Office. This form includes:

- Date and duration of meeting
- Student's name, phone number(s), email address and mailing address
- Student's Career Interest Area
- Student's Postsecondary Plan
- Comments
- Description of follow-up assignments / decisions made.

D. During 8th grade registration, the GEAR UP Coordinator ensures each student's PEPS information is taken into consideration for course placement, and summer school, if applicable.