

# GEAR UP Database Manual & Reporting Guidelines



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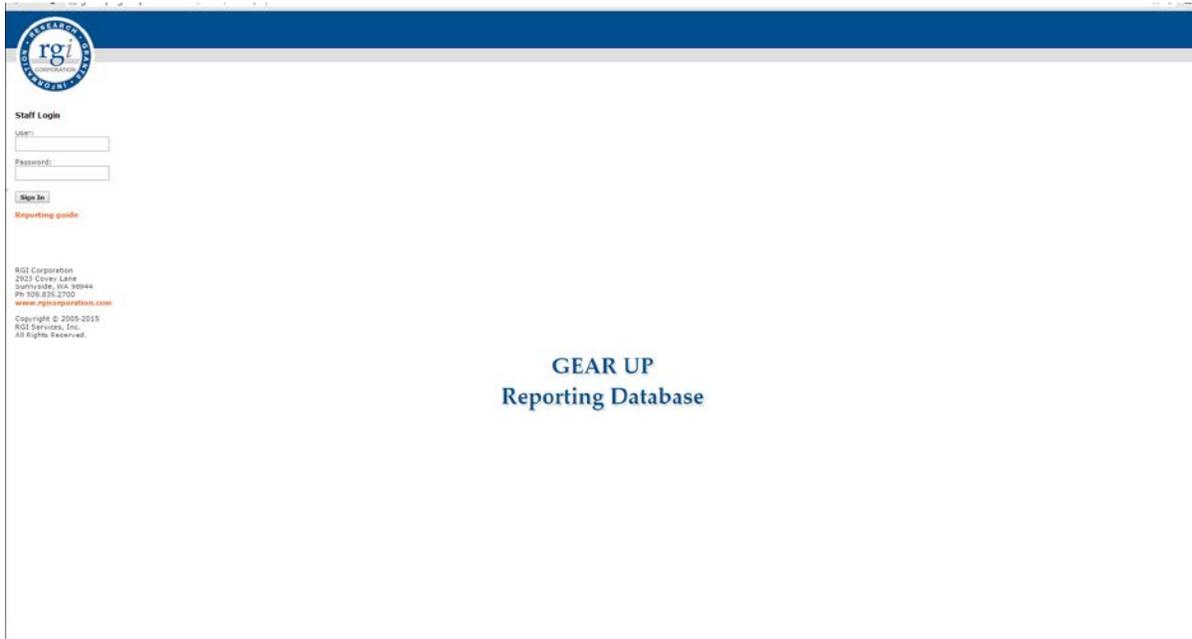
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## I. Introduction

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This manual was developed for GEAR UP Staff to provide instructions on how to use the GEAR UP database. The database was developed and is maintained by RGI Corporation. The database is accessed from the main RGI Corporation website found at [www.rgicorporation.com](http://www.rgicorporation.com).

For information on how to report services and activities, please refer to pages 27 – 37 of this guide.



This is the first screen to appear as you enter the GEAR UP database. On the left of this screen there is an option to open or download this “**Reporting Guide**.” The guide provides instructions on how to use this database and is the same document you are now reading. It is also posted on the RGI Corporation website for easy access and future reference.

This is where you will login into the database in order to enter students, report student data and/or run reports. Initial usernames and passwords will be assigned by RGI Corporation. After entering your username and password, click on the “**sign in**” button. The next screen will then appear.

# Data Tracker

The screenshot displays the RGI Data Tracker interface. On the left is a navigation menu with categories: Staff, Student, Services, Activities, Educational Progress, and Reports. The main area is titled 'Test District - Test School Administrator' and shows a 'Messages' section. Below this is a 'Compliance' table with columns for months (Sep to Aug) and values (0 or 1). A 'Progress' table follows with columns for various reports (e.g., CBE Enroll, Course Comp, At or Above, Promoted, ID Unrecouped, CBE Admin Test, 2 Years Math, State Standards, PAFSA, College Place) and values (N/A or 0). At the bottom is a 'Narveys' table with columns for 'Stu Compl', 'Stu Check', 'Stu % Yes', 'Par Compl', 'Par Check', and 'Par % Yes', with values (0 or 0%).

This screen is called the “Data Tracker”. This screen provides a set of menus or options on the left side of the screen. Just to the right of the menu options is your login name. This screen also provides information on what data the site is missing, whether the site is in compliance and the last time RGI staff reviewed the data. Make sure you are logged in under the correct username. On the right of the screen is the logout button. When you are done entering data make sure to save and log out, as the database does not do so automatically.

## II. Student

### Add Students

The first menu option we will illustrate is the “**Student**” section. Using your mouse, select “**Add Student**” and the following screen will appear.

The screenshot shows the 'Add Student' form in the RGI Corporation system. The form is titled 'Add Student' and is located in the 'Student' section of the sidebar menu. The form includes the following fields:

- District:** Test District (dropdown)
- Gearup Status:** New (dropdown)
- Middle Initial:** (text input)
- Gender:** (dropdown)
- Student ID:** (text input)
- LEP:** No (dropdown)
- Homeless:** No (dropdown)
- Fed Program:** No (dropdown)
- Other 1:** (text input)
- School:** Test School (dropdown)
- First Name:** (text input)
- Last Name:** (text input)
- Ethnicity:** (dropdown)
- Grade Level:** (dropdown)
- IEP:** No (dropdown)
- Fostercare:** No (dropdown)
- Postsecondary Institution:** (dropdown)
- Other 2:** (text input)

The sidebar menu on the left includes the following sections:

- Staff:** Add Staff Members, List Staff Members
- Student:** Add Students, List Students, Search Students, Add Students to Group, List Student Groups, List Archived Students
- Services:** Record Services
- Activities:** Record Student/Parent Activities, Record Teacher Activities
- Educational Progress:** Record Student Progress
- Reports:** Association Analyzer, Student Demographic Reports, Student/Parents Activities Reports, Monthly Service Report, Printable Students List, Students Not Receiving Services Report, APR, Cumulative Reports, Data Tracker, Outcome Tracker

This screen is where you enter new students into the database. A screen with blank fields will appear for you to enter a new student. The name of your district and a school name are selected. If you serve more than one school, you will need to select the appropriate school name from the pull-down menu. The definition for each data field is as follows:

**Gearup Status:** Indicate whether the student is a “*new*” student, a “*continuing*” student, or if the student has “*withdrawn*” from the building or “*dropout*” of school. In the first year, all students will be new. In year two, most students will be continuing, however, you may have a few new students that have enrolled that did not participate in GEAR UP the previous year. If a student has moved/changed schools or dropped out, **DO NOT** delete or archive them from the database. Change their status to “*withdrawn*” or “*dropout*” accordingly.

**First Name:** Student’s first name.

**Middle Initial:** Student’s middle initial.

**Last Name:** Student’s last name.

**Gender:** Indicate if the student is male or female from the pull-down menu.

**Ethnicity:** Select ethnicity from the pull-down menu. The options are:

**American Indian or Alaska Native** – A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliations or community recognition.

**Asian** – A person having origins in any of the original peoples of the Far East, Southeast Asia and the Indian subcontinent. This area includes, for example, China, India, Japan, Korea and the Philippine Islands.

**Black or African American** – A person having origins in any of the black racial groups of Africa.

**Hispanic or Latino** – A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.

**White** – A person having origins in any of the original peoples of Europe, North Africa or the Middle East.

**Native Hawaiian or Other Pacific Islander** – Hawaii or other Pacific Islands such as Samoa and Guam.

- Student ID:** This is an optional field.
- Grade Level:** Select student’s grade from the pull-down menu.
- LEP:** Indicate **“Yes”** or **“No”** if the student has **“Limited English Proficiency”** abilities. For the purposes of this field, Limited English Proficiency means a person whose native language is other than English and who has sufficient difficulty speaking, reading, writing or understanding the English language to deny that individual the opportunity to learn successfully in classrooms in which English is the language of instruction.
- IEP:** Indicate **“Yes”** or **“No”** if the student is in an Individualized Education Program.
- Homeless:** Indicate **“Yes”** or **“No”** if the student is identified as homeless.
- Fostercare:** Indicate **“Yes”** or **“No”** if the student is in foster care.
- Fed Program:** Indicate **“Yes”** or **“No”** if the student is being served by any other federally funded program. The definition and examples of federal programs can be found on page 36.
- PS Institution:** This is to identify what postsecondary institution a 1<sup>st</sup> year college student is attending. This section is only to be completed during **Year 7** of the grant.
- Other 1:** This is a field for local schools to track any additional information that may be important to them.
- Other 2:** This is a field for local schools to track any additional information that may be important to them.

The last step to add the student to the database is to click on the **“Add Student”** button in the middle of the screen.

*\*Please note that all required fields are in **“bold.”** You will not be able to save the record or **“Add Student”** until all bold fields are completed.*

## List Students

The next option is “**List Students**”; this option provides a listing of students in the school building. Again, if you are serving more than one school select it from the drop-down menu. The screen will display the first 15 students at a time.

The screenshot shows the RGI List Students interface. On the left is a navigation menu with categories: Staff, Student, Services, Activities, Educational Progress, and Reports. The main content area is titled "List Students" and includes a "District:" dropdown menu set to "Test" and a "School:" dropdown menu set to "ALL". Below these are search filters for "Name" (test, test), "Grade" (11th), and "School" (Test School). A table displays one student record with columns for Name, Grade, Student ID, School, Post Secondary, and Options. The Options column contains links for "Modify", "Delete", and "Archive". At the bottom of the table, there is a pagination control showing "<< Page [1] >>".

**Sorting:** The listing of students can be sorted or listed by name, grade or student ID. If you click on the column heading, the listing will be sorted by these fields.

**Options:** This option allows you to modify, delete\* or archive\*\* a student. Archiving allows data to be stored on the student but will remove the student from the roster.

**Paging:** You can move to the next screen by using the “>>” at the bottom of the screen or selecting a page “number” of next screens. To move back to the previous screen, use the “<<” option.

*\*Do not delete students from the database. Please contact RGI if you have duplicate students.*

*\*\*Students should not be archived during the school year. It is important to report accurate data to the U.S. Department of Education for all students that have received GEAR UP services during the reporting period. If a student has withdrawn or dropped out from your school during the reporting period, please update their GEAR UP status accordingly. RGI will advise sites through email when archiving can be done (beginning of October).*

## Search Students

The screenshot shows a web application interface for searching students. On the left is a navigation menu with categories: Staff, Student, Services, Activities, Educational Progress, and Reports. The main content area is titled 'Students Search' and contains a search form with the following fields: District (Test District), School (Test School), Student ID, First Name, Last Name, Middle Initial, and Postsecondary Institution. A 'Search' button is located below the form. Below the search form is a table with the following columns: Name, Grade, Student ID, School, Post Secondary, and Options. The table contains two rows of data: John Doe (6th grade) and Diana Ochoa (7th grade). The Options column for each row contains links for 'Modify' and 'Delete'. At the bottom of the table, there is a pagination link '<< Page (1) >>'. The user is logged in as 'test'.

Name	Grade	Student ID	School	Post Secondary	Options
Doe, John	6th		Test School		<a href="#">Modify</a>   <a href="#">Delete</a>
Ochoa, Diana	7th		Test School		<a href="#">Modify</a>   <a href="#">Delete</a>

This option allows you to search for a student and view or modify/change information. The following screen will appear when you select the **“Search Student”** menu option. The result of your search will appear at the bottom of your screen. Once you find the student, you can modify or delete the student. You can also use \* (asterisk) or wildcard as done in most database searches. For example, typing “R\*” into the First Name field would produce all students with first names starting with the letter R. You can also narrow your search by grade level by selecting the grade level in the “MIN/MAX Grade Levels” dropdown menu.

## Add Students to Group

The screenshot shows the 'Add Students to Group' interface. At the top left is the RGI logo. The header displays the user as '- Test District, Test School Administrator' and 'test logged in'. The left navigation menu includes sections for Staff, Student, Services, Activities, Educational Progress, and Reports. The main content area has a 'Group Name' input field, an 'Existing Groups' dropdown, and filters for 'District' (Test District), 'School' (Test School), and 'Postsecondary Institution'. Below these is a 'Build Students List' button and a table of students.

ALL	Grade	Students Name	District	School	Postsecondary
<input type="checkbox"/>	6th	Doe, John	Test District	Test School	
<input type="checkbox"/>	7th	Ochoa, Diana	Test District	Test School	

At the bottom of the table is an 'Add selected students to group' button.

Groups of students can be created to help in reporting services and progress for sets of students who may have received common services or completed the same courses.

### Create Student Groups

To create a group, first click the **“Add Students to Group”** link on the menu. Create a group name (*group names cannot be changed and/or edited once the group is saved*) and check off the students who you wish to add to the group. Click the **“Add selected students to group”** button to save the group.

### Edit Student Groups

Student Groups may be edited by returning to the **“Add Students to Group”** page. Use the dropdown under “Existing Groups” to select the group you wish to edit. Add or remove students in the group by checking or un-checking their corresponding checkbox. Now hit the **“Add selected students to group”** button to save the changes to the group.

**\*Note:** Student Groups are associated by username only. If more than one person is entering services for a particular site, each user will have to create their own groups under their specific login.

## List Student Groups

Use this option to list all of the student groups you have created. You may delete a group by clicking the “Delete” link corresponding to the group name.

- Grant Administrator grant logged in | [logout](#)

**List Student Groups**

District:  School:

Group Name	STEM Course	Options
Test Group		<a href="#">Delete</a>

## List Archived Students

Use this option to view archived students. The listing of student can be sorted or listed by name, grade or student ID by clicking on the corresponding column heading, the listing will be sorted by these fields. If more than one school is available, select the correct school from the drop-down menu. Students can be returned to the roster by selecting the “Unarchive” link on the right side of the screen. When unarchiving a student, please remember to update the students grade level.

- Grant Administrator grant logged in | [logout](#)

**List Archived Students**

District:  School:

Name	Grade	School	Options
Test, Student	10th	Test School	<a href="#">Unarchive</a>

<< Page [1] >>

### III. Services

#### Record Student/Parent Services

**Min/Max Grade Levels:** If you wish to filter by grade level, select a grade or range of grades and update.

**Recording Period:** Select the month and year services were conducted.

**Services to Update:** Select the categories of services to update by checking the corresponding box. Only those activities selected will appear on the input form.

Select **“Build Input Form”** to create the input screen.

Recording Period	Tutoring / Support Serv	Rigorous academic curriculum	Financial aid counsel/advising	Family/Cultural Events	Workshops	Educational field trips	Summer programs	Job site visit/Job shadowing	College visit or shadowing	Counsel/Acad/ Career planning	Comprehensive Mentoring	Parent Workshop on College Preparation	Parent Counseling / Advising	Parent College Visits	Parent Family Visits	Totals
01 / 2017	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Totals:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

This screen will appear with a listing of the students you have entered and the services to report. The month and year will also appear at the top of the screen. To report services provided for that month, click on the appropriate boxes for student names and services. You may select all students in a given service category column by clicking on the column heading. You can scroll down to view the remainder of the students. Be sure to save changes regularly by clicking the **“Save”** button regularly, the system times out after 30 minutes. To exit this input form, select **“Save and Exit”** at the bottom of the screen.

## Record Student/Parent Services Using Groups

To record services for student groups, select “**Record Services**” from the menu and select the service records you wish to update. Then select the student group from the dropdown menu and click “**Build Input Form.**” The input form created will only contain the students you had previously selected to be part of the group.

**Record Student/Parent Services Usage**

**District**  
Test District ▾  
MIN / MAX Grade Level  
ANY ▾ to ANY ▾  
**Recording Period**  
Jan ▾ | 2017 ▾

**School**  
Test School ▾  
Student Group  
Testing Group ▾  
ANY  
Testing Group

Please select which service records to update. [\[Select All\]](#)

<input checked="" type="checkbox"/> Tutoring / Support Serv	<input checked="" type="checkbox"/> Comprehensive Mentoring	<input checked="" type="checkbox"/> Counsel/Acad/ Career planning
<input checked="" type="checkbox"/> College visit or shadowing	<input checked="" type="checkbox"/> Job site visit/Job shadowing	<input checked="" type="checkbox"/> Summer programs
<input checked="" type="checkbox"/> Educational field trips	<input checked="" type="checkbox"/> Workshops	<input checked="" type="checkbox"/> Family/Cultural Events
<input checked="" type="checkbox"/> Financial aid counsel/advising	<input checked="" type="checkbox"/> Rigorous academic curriculum	
<input checked="" type="checkbox"/> Parent Workshop on College Preparation / Financial Aid	<input checked="" type="checkbox"/> Parent Counseling / Advising	<input checked="" type="checkbox"/> Parent College Visits
<input checked="" type="checkbox"/> Parent Family Visits		

## IV. Activities

### Record Student/Parent Activities

The screenshot shows the 'Record Student/Parent Activities' form. At the top left is the rgI logo. Below it is a navigation menu with categories: Staff, Student, Services, Activities, Educational Progress, and Reports. The main form area has a header 'Student / Parents Activities' and a 'Clone To:' dropdown. Below this are three dropdown menus for 'District' (Test District), 'School' (Test School), and 'Period' (Jul 2018). The main table has the following columns: Name Of Activity, Description, Type of Activity, Grades, # stu. serv, # days / mo, Avg attend, Hr, and Min. The table is currently empty. At the bottom left of the table is a 'Save Changes' button and a '+' button.

To record the details of student/parent activities, select the “Record Student/Parent Activities” link under the Activities menu.

- Period:** Select the month and year that activity was conducted.
- Name of Activity:** Give a short name of the activity, e.g. Math Tutoring.
- Description:** Give a brief description of the activity, e.g. After school math tutoring in Algebra I and Geometry.
- Type of Activity:** Select the appropriate activity category from the drop-down menu.
- Grade(s):** Provide the grade level(s) to whom the activities were provided.
- # stu. serv:** Provide the total number of students and/or students’ whose parents have participated in the activity.
- # days/ mo:** Provide the number of times this activity was provided for the given month.
- Avg. attend:** If the activity was provided multiple times during the month, provide the average number of students per day who attended the activity. If the activity was only offered once during the month, the average attendance will be the same number as the # students field.
- Hr/ Min:** Use the hour and minute dropdown menus to select the duration of the activity. Please round the duration to the nearest five-minute interval.
- Delete:** To delete an activity, click to “Delete” link next to the activity.

To save your changes, select the “Save Changes” button.

To add another activity, select the “+” button.

## To Clone a given month

If the activities for a month you need to report on closely match those from a previous month, you may use the “Clone To” function to duplicate the activities for a given month. First browse to the previous month you wish to duplicate by choosing the month and year under “Period.” Then use the drop-down menus by the “Clone” button to choose the month to which you wish to copy activities. Click the “Clone” button. Now browse to the month and year you cloned the activities to under “Period” and the new month will be populated. You may now modify the service number and click the “Save Changes” button.

## Record Teacher Activities

To record the details of teacher activities, select the “Record School Teacher Activities” link under the Activities menu.

**Period:** Select the month and year for activity was conducted.

**Number of teachers who taught GEAR UP Students:** Provide the total number of teachers who teach GEAR UP students during the APR period. This number remains static as you complete teacher services for other months. Update as necessary, particularly at the beginning of a new academic year.

**Number of teachers who received professional development:** Provide the total number of teachers who have received professional development during the APR period. This number remains static as you complete teacher services for other months. Update as necessary when additional teachers participate in activities.

**Name of Activity:** Give a short name of the activity.

**Description:** Give a brief description of the activity.

**# teachers:** Provide the total number of teachers who participated in the GEAR UP sponsored professional development activity. GEAR UP students who have participated in the activity.

**Hr/ Min:** Use the hour and minute dropdown menus to select the duration of the activity. Please round the duration to the nearest five-minute interval.

**Delete:** To delete an activity, click to "Delete" link next to the activity.

## V. Educational Progress

### Record Student Progress

This section allows you to report Educational Progress for each student. Reporting for these fields will be required to be conducted at different dates throughout the school year. RGI will provide a timeline for when these data measures are due throughout the reporting report. Most of this information will need to be included in the U.S. Department of Education Annual Performance Report.

Upon selecting the **“Record Student Progress”** menu option you will be presented with the **“Build Input Form”** screen. This screen allows you to build your input screen by selecting specific items/fields to update.

#### Enrolled Advanced Courses

Indicate if the student was enrolled in any of these advanced courses during the first semester of the school year. This section is for **enrolled students only**, whereas the next section will then ask for those completing the courses. Advanced courses are classes that are identified as above grade level by the student’s school. Additionally, dual credit courses, honors or AP are considered advanced courses. Middle school students who are enrolled in a foreign language course and /or will receive high school credit for the course (Language Arts) are considered advanced courses. For more information on advanced courses, please refer to page 36.

#### Cumulative Course Completion

Indicate if the student **successfully completed/ received credit** for any of these courses during the previous school year. The names for math classes can vary among schools. Classify courses based on content of the course. Advanced Placement Classes are courses designed to prepare students for the Advanced Placement Exams. For more information on cumulative course completion, please refer to page 36.

#### Progress

**Performing at or above grade level in Math:**

Where available, use standardized test scores to determine whether a student is performing at or above grade level. If standardized tests are not available, a student will be considered “At or Above Grade Level” in Math if the student is enrolled in the Math course that is traditionally taken by students at his/ her current grade level and their most recent grade in this course is a **C or better**.

**Performing at or above grade level in English/Language Arts:**

Where available, use standardized test scores to determine whether a student is performing at or above grade level. If standardized tests are not available, a student will be considered “At or Above Grade Level” in English/ Language Arts if the student is enrolled in the English course that is traditionally taken by students at his/ her current grade level and their most recent grade in this course is a **C or better**.

**Promoted to the next grade level at the end of the prior school year:**

RGI will move all the students up one year. If a student was not promoted, you will need to edit the student and uncheck this field in their individual record.

**Did the student have 10 or more unexcused absences in the prior school year:** Report as requested.

**Other Progress Fields:** Report as requested or as they occur.

Secondary Progress

- Took PSAT
- Took SAT
- Passed State Grad Standard – Reading
- Passed State Grad Standard – Math
- College Coursework in High School
- Completed FAFSA/WASFA
- Completed Scholarship Applications
- Graduated HS
- Took ASPIRE
- Took ACT
- Passed State Grad Standard – Writing
- Passed State Grad Standard – Science
- Completed FAFSA4caster
- Completed Application for Postsecondary Institutions
- 21<sup>st</sup> Century Certificate

Postsecondary Progress

- Enrolled in College – less than 2 year
- Enrolled in College – 4 year
- Enrolled – Winter/Spr.
- Completed 1<sup>st</sup> year of college
- Enrolled in College – 2 year
- Enrolled – Fall
- College Placement – no remediation courses

Select “***Build Input Form***” to create input screen (next page).



## VI. Reports

### Association Analyzer

The screenshot shows the 'Association Analyzer' interface. On the left is a navigation menu with categories: Staff, Student, Services, Activities, Educational Progress, Reports, Districts, Schools, and Preferences. The main area is titled 'Association Analyzer' and contains three dropdown menus: 'District' (Test), 'Service' (Tutoring / Support Serv), and 'School' (Test School). Below these is a 'Generate Report' button. A 'Progress' dropdown menu is open, showing a list of progress measures. The user 'grant' is logged in, and there is a 'logout' link and a '[Preferences]' link.

The Association Analyzer phi coefficient report utilizes a statistical function to determine if there are strong, weak or no associations between service categories and progress outcomes at your site. To test if there are relationships between services that are provided and progress outcomes, choose a service from the dropdown menu, a progress measure from the dropdown, and click the “Generate Report” button.

The report will give statistics on the numbers of students who have and have not received the service and completed the progress measure. It will also provide a number called the Phi Coefficient that helps determine the level of association between the service and progress. The types of associations are given below.

**Strong Positive:** There is a tendency for students who complete the service category to also attain the progress category.

**Weak Positive:** There is some tendency for students who complete the service category to also attain the progress category.

**Little or No Association:** There is little or no relationship between students who complete the service category and attain the progress category.

**No Calculation:** A result was not possible as one of the values required in the calculation was zero.

**Weak Negative:** There is some tendency for students who complete the service category to not attain the progress category.

**Strong Negative:** There is a tendency for students who complete the service category to not attain the progress category.

## Student Demographic Reports

The first report is the “**Student Demographic Report.**” This report counts and displays all of the student demographics for all the students enrolled and then for those students receiving services. When you select this option, the following screen will appear.

If you have access to more than one school, you can select the school name here. To run the report, select the “**Generate Report**” button. The following report will appear.

[Preferences]

**Student Demographic Report**

District: Test School: Test School

Generate Report

**Students Enrolled**

Grade	----- Ethnicity -----							----- Gender -----				----- Status -----				
	WH	HI	AI	AS	BLK	PI	2+	UNK	M	F	IEP	LEP	New	Cont	Other 1	Other 2
K-4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5th	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6th	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7th	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8th	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9th	1	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0
10th	0	1	0	0	0	0	0	0	0	1	0	0	1	0	0	0
11th	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12th	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1st Yr	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	1	1	0	0	0	0	0	0	1	1	0	0	2	0	0	0

**Students Receiving Services**

Grade	----- Ethnicity -----							----- Gender -----				----- Status -----				
	WH	HI	AI	AS	BLK	PI	2+	UNK	M	F	IEP	LEP	New	Cont	Other 1	Other 2
K-4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5th	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6th	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7th	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8th	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9th	1	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0
10th	0	1	0	0	0	0	0	0	0	1	0	0	1	0	0	0
11th	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12th	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1st Yr	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	1	1	0	0	0	0	0	0	1	1	0	0	2	0	0	0

This report has two sections. The top section “**Students Enrolled**” includes all students entered in the database. The bottom section of the report “**Students Receiving Services**” includes any student that has received at least one service in the school year.

## Student/Parents Activities Reports

The “**Students/Parents Activities Reports**” allows you to export and/or view the activities entered for your site by month and year, grade level and/or all periods reported in the database. Printing this report prior to archiving the database allows sites to be consistent with the names and descriptions of ongoing activities.

## Monthly Service Report

The “**Monthly Service Report**” counts and displays the number of unduplicated services provided to students on the top half and the bottom half of the report lists the total number of students having received a service in activities each month (duplicated counts). If there is more than one school available, you will have to use the scroll down list to select the school you would like to view. After selecting the school, click on the “**Generate Report**” button and the following report will appear.

To print the report, you will need to select “**Print Preview**” from the “**File**” pull-down menu, and then select print.

## Printable Students List

The **“Printable Students List”** report allows you to print or export a list of students in the database. When you select this option, the following screen will appear. You can select a grade level or a range of grades to create your list of students. You can also create a list based on GEAR UP status or Postsecondary Institution (once students reach the first year of college).

To run the report, select the **“Build List”** button. You can also select the **“Export”** button to automatically export the list to excel.

Once you select the **“Build List”** button, the following report will appear. You can also export the list from this page by selecting the **“Export”** button.

Test School	Status	Last Name	First Name	District	School	Postsecondary
1	Withdrawn	Doe	John	Test District	Test School	
2	New	Ochoa	Diana	Test District	Test School	

[Export](#)

## Students Not Receiving Services Report

By selecting the **“Students Not Receiving Services Report”** option, you may view all students within your school that have not received at least one GEAR UP service during the reporting year. From the drop down lists select your school district and school. The postsecondary feature can be used once students are in their 1<sup>st</sup> year of college. If more than one option is available, make sure to select the correct school. Click the **“Generate Report”** button to create the student list.

**Students Not Receiving Services Report**

District:  School:

Postsecondary:

[Generate Report](#)

**Total # of students not receiving Gear Up services: 2**

Name	Grade	Student Id	Postsecondary
Two, Student	7th		
One, Student	8th		

**Total # of students not receiving Gear Up services: 2**

# APR Cumulative Report

[Preferences]

## SECTION IV: APR CUMULATIVE REPORT (04/2016 - 03/2017)

District

School

### I. Demographic Data

#### A. Students Served

	Number of Students
Number of students you proposed to serve during the reporting period	
Actual number of students during the reporting period	
<b>Totals</b>	

#### B. Participant Distribution by Ethnic Background

Ethnicity	Number of GEAR UP Students
American Indian or Alaska Native	0
Asian	0
Black or African America	1
Hispanic Latino	0
White	0
Native Hawaiian or Other Pacific Islander	0
Two or More Races	0
Race and/or Ethnicity Unknown	0
<b>Totals</b>	<b>1</b>

#### C. Participation by Gender

Gender	Number of GEAR UP Students
Male	1
Female	0
<b>Totals</b>	<b>1</b>

#### D. Participant Distribution by Grade and Status (Cohort Students)

Grade Level	# of Continuing GEAR UP Students	# of New GEAR UP Students	# of GEAR UP Students Who Withdrew	# of GEAR UP Students Who Dropped Out	# of Active GEAR UP Students	# of Total GEAR UP Students
K-4	0	0	0	0	0	0
5th	0	0	0	0	0	0
6th	0	0	0	0	0	0
7th	0	1	0	0	1	1
8th	0	0	0	0	0	0
9th	0	0	0	0	0	0
10th	0	0	0	0	0	0
11th	0	0	0	0	0	0
12th	0	0	0	0	0	0
1st-yr	0	0	0	0	0	0
<b>Totals</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>

The APR Cumulative report provides a summary of all current data in the database for your site. This includes demographics, services provided to students/parents and teachers. Outcome data such as advanced course enrollment, course completion and educational progress measures are also captured in this report. Note that service data, advanced course enrollment and progress data such as at or above baseline measures are re-set at the beginning of each school year period in September/October.

# Outcome Tracker



Grant Administrator grant logged in | logout

**Outcome Tracker**

District:  School:

Test District:  Test School:

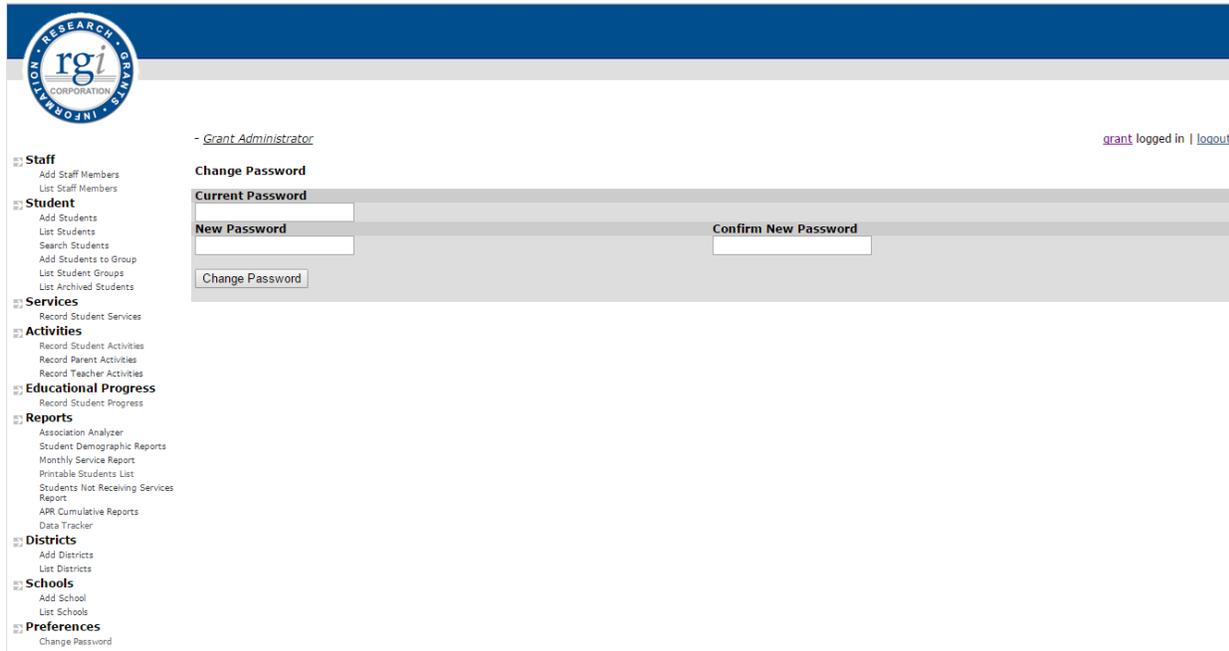
Objective	Target	Baseline		Measurement		Status	
		Year	Pct	Year	Pct	vs. Baseline	vs. Target
<b>Outcome 1</b> By the end of the grant, students' knowledge about financial aid will increase to 95%.	95%	2017	0%	2017	0%	0%	-95%
<b>Outcome 2a</b> By the end of 8th grade, each cohort will increase the percentage of students successfully completing Algebra I to 65%.	65%	2016	15.0%	2017	30%	+19.5%	-30%
<b>Outcome 2b.1</b> By the end of 12th grade, students successfully completing advanced courses in Mathematics will increase to 48%.	48%	2017	0%	2017	0%	0%	-48%
<b>Outcome 2b.2</b> By the end of 12th grade, students successfully completing advanced courses in Science will increase to 29%.	29%	2017	0%	2017	0%	0%	-29%
<b>Outcome 2b.3</b> By the end of 12th grade, students successfully completing advanced courses in English will increase to 30%.	30%	2017	0%	2017	0%	0%	-30%
<b>Outcome 2c</b> By the end of 10th grade, the percentage of students taking PSAT will increase to 55%.	55%	2017	0%	2017	0%	0%	-55%
<b>Outcome 2d</b> By the end of 11th grade, the percentage of students taking the SAT will increase to 75%.	75%	2017	0%	2017	0%	0%	-75%
<b>Outcome 2e</b> By the end of 12th grade, each cohort taking the SAT will increase their average combined test scores to 1147.	1147	2017	0	2017	0	0	-1147
<b>Outcome 2f</b> By the end of 12th grade, each cohort taking the ACT will increase their average composite test scores to 23.7.	23.7	2017	0	2017	0	0	-23.7
<b>Outcome 3a</b> By the end of 12th grade, each cohort will increase the percentage of students graduating high school on time to 90%.	90%	2017	0%	2017	0%	0%	-90%
<b>Outcome 3b</b> By the end of 12th grade, each cohort will increase the percentage of students passing the state administered proficiency exam in Math to 57%.	57%	2017	0%	2017	0%	0%	-57%
<b>Outcome 3c</b> By the end of 12th grade, each cohort will increase the percentage of students passing the state administered proficiency exam in Science to 68%.	68%	2017	0%	2017	0%	0%	-68%
<b>Outcome 3d.1</b> By the end of the 12th grade, each cohort will increase the percentage of students completing postsecondary education applications to 95%.	95%	2017	0%	2017	0%	0%	-95%
<b>Outcome 3d.2</b> By the end of the 12th grade, each cohort will increase the percentage of students completing the FAFSA to 95%.	95%	2017	0%	2017	0%	0%	-95%
<b>Outcome 4.1</b> By the year 2023, the percentage of students enrolling in a postsecondary education program will increase to 70%.	70%	2017	0%	2017	0%	0%	-70%
<b>Outcome 4.2</b> By the year 2023, the percentage of students completing their first year of postsecondary will increase to 85%.	85%	2017	0%	2017	0%	0%	-85%

The Outcome Tracker report provides sites with the grant objectives. The **“Target”** percentage is the goal for the grant as a whole. Each site will have a baseline year and percentage. The **“Status”** represents either an increase or decrease in the baseline and the target when compared to the percentage entered in the **“Measurement”** percentage field.

## VII. Preferences

### Change Password

This section of the database allows users to change their passwords. When you select the “**Change Password**” option, the following screen will appear.



The screenshot shows the RGI Corporation web application interface. On the left is a navigation menu with categories: Staff, Student, Services, Activities, Educational Progress, Reports, Districts, Schools, and Preferences. The 'Change Password' option is selected under Preferences. The main content area displays the 'Change Password' form with three input fields: 'Current Password', 'New Password', and 'Confirm New Password'. A 'Change Password' button is located below the 'New Password' field. At the top right, it indicates the user is logged in as 'grant' with a 'logout' link. The user's role is identified as '- Grant Administrator'.

As a current user, you may change your password at any time. The password must be at least 8 characters. Type in your current password, your new password and your new password again in the confirm password field. Then click the “**Change Password**” button.

*\*If at anytime you forget your password, contact RGI and we can reset your password.*

## I. Introduction

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This guideline was developed for GEAR UP staff to define the GEAR UP service/activity categories and examples of how to report the GEAR UP services/activities in the database. The student/parent services and activities definitions were adapted from the 2013 College and Career Readiness Evaluation Consortium (CRREC).

For information on how to report Course Enrollment, Cumulative Course Completion, At or above grade level for Math, At or above grade level for English/Language Arts, 10 or more unexcused absences and other student progress measure data, please refer to the pages 17-18 of the RGI Database Manual. If you have any questions, please contact our office.

## II. GEAR UP Student Services/Activities

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### **Definition of Activity Headers**

**Name of Activity** – The title of the activity provided (i.e. College Visit to WSU Pullman)

**Description** – A short description of the activity provided (i.e. 2-hour college visit and tour to WSU Pullman)

**Service Category** – The name of the Service that is associated with the Activity (i.e. College Visits/college shadowing)

**# Students Served** – The duplicated number of students participating in an Activity over the course of the month (i.e. The sum total count of students participating in tutoring sessions for the entire month)

**# days/months** – Total amount of actual days in the month that the services were offered.

**Avg Attend** – The average daily attendance for activities.

**Hrs/Min** – Cumulative numerical average time of participation for routine programs “Hours and Minutes” sections.

### **College Visits/college shadowing**

College visits are a physical visit to a college campus by a student facilitated/supervised/led by GEAR UP staff, teachers, college representatives, or other school staff. College visits should include an official tour, presentation(s) by admissions, financial aid, academic departments, athletics, student affairs, residence life, multicultural affairs, or other college departments. College shadowing is a one-on-one experience in which a middle or high school student spends a day on a college campus with an undergraduate student experiencing typical college life. To record these services/activities in the database please see below:

- College visits - can be split into a maximum of three service categories depending on what services the students received on a certain college visit. The top service categories that are used (but not limited to) to record college visit are Financial aid counsel/advising, Workshops and/or Counsel/Advising/Academic/Career.
- College Visit Example - 50 students attended a 4-hour college visit to WSU-Pullman
  - 50 students travelled and toured the college campus totaling 2 hours;
  - 50 students listened to an hour long financial aid presentation; and
  - 50 students attended an hour long admissions workshop.
- College Visit is recorded as follows:

Name of Activity	Description	Service Category	# stu. serv	#days/ mo	Avg Attend	Hr/Min
College Visit to WSU Pullman	2 hour college visit and tour to WSU Pullman	College Visits/college shadowing	50	1	50	2 hours
College Visit to WSU Pullman	1 hour financial aid counseling during WSU Pullman college visit	Financial aid counsel/advising	50	1	50	1 hour
College Visit to WSU Pullman	1 hour Counseling Session during WSU Pullman college visit	Counsel/Advising/Academic /Career planning	50	1	50	1 hour

**College shadowing** is a one-on-one experience in which a middle or high school student spends a day on a college campus with an undergraduate student seeing typical college life.

- College shadowing – can be split into a maximum of three service categories depending on what services the student received during the college shadow. The top service categories that are used (but not limited to) to record college shadowing are: Financial aid counsel/advising, Workshops and/or Counsel/Advising/Academic/Career.
- College shadowing Example – 1 high school senior participated in a “College Student for a Day” program at WSU and accompanied a freshman undergraduate student for 5 hours.
  - The high school senior sat in 3 freshman classes totaling 3 hours.
  - The high school senior received a one-hour group tour hosted by a resident life advisor.
  - The high school senior sat in a one-hour Financial Aid workshop hosted by the Fin Aid Office.
- College Shadowing is recorded as follows:

Name of Activity	Description	Service Category	# stu. serv	#days/ mo	Avg Attend	Hr/Min
College Shadowing at WSU Pullman	College Shadowing at WSU Pullman	College Visits/college shadowing	1	1	1	4 hours
College Shadowing at WSU Pullman	College Shadowing at WSU Pullman	Financial aid counsel/advising	1	1	1	1 hour

### **Comprehensive Mentoring**

These services are provided when GEAR UP staff, teachers, or other school staff identifies students who would benefit from an ongoing supportive relationship with a trained, caring adult or older student, i.e., “mentor.” Mentors meet regularly with their assigned student(s). Meetings may be on or off campus and either during or outside of the school day. Typical issues addressed during mentoring meetings include academic, social, organization or life skill development. Per the 2008 HEOA, comprehensive mentoring must provide students with financial aid information, and encourage students to stay in school, enroll in rigorous and challenging coursework, apply for postsecondary education, and, if applicable, the GEAR UP scholarship.

- Comprehensive Mentoring – Programs may include: 1) traditional mentoring programs that match one youth and one adult; 2) group mentoring that links one adult with a small group of young people; 3) team mentoring that involves several adults working with small groups of young people, ideally with a ratio of no more than four youth to one adult; and 4) peer mentoring that connects caring youth with other adolescents. When reporting these activities, only include the cumulative numerical average amount of time that you have spent mentoring students. Do not enter the total amount of time that the Comprehensive Mentoring activity was offered throughout the month.
- Comprehensive Mentoring Example - 100 students received one-on-one mentoring for 17 days throughout the month of September.
  - Each student received about 5 minutes of 1-to-1 mentoring when attending the program.

- Each student attended at least one day out of the 17-day program.
- The daily average student attendance based on documentation was 5 students.
- Comprehensive Mentoring is recorded as follows:

Name of Activity	Description	Service Category	# stu. serv	#days/mo	Avg Attend	Hr/Min
1-1 Mentoring	Life Choice Discussions	Comp Mentor	100	17	5	5 Min

### **Counseling/Advising/Academic/Career planning**

Counseling/advising/academic planning/career counseling services span a spectrum of activities with individual students or small groups of students.

- Counseling/Advising/Academic/Career planning services are broken down into four subcategories and are defined as:
  - 1) Counseling:** Discussing personal growth issues such as decision making, problem solving, goal setting, attendance, behavior concerns, or family issues.
  - 2) Advising:** Providing assistance on course selection (secondary or postsecondary), college and/or career choices, or college and/or career planning.
  - 3) Academic planning:** Providing assistance on coursework selection, course of study choices, college major selection, assessment advising or interpretation of scores, or assistance with placement tests.
  - 4) Career counseling:** Providing assistance about career choices, career planning, internships, or career interests. When recording Counseling/Advising/Academic/Career planning activities, only record the cumulative numerical average amount of time that you spent with each individual student. Do not record your overall time spent on Counseling/Advising/Academic/Career planning service throughout the entire month.
- Counseling/Advising/Academic/Career planning Example - 100 students received one-on-one career counseling for 10 days throughout the month of September.
  - Each student received about 10 minutes of 1-to-1 career counseling when attending the sessions.
  - Each student attended only one day out of the 10-day program.
  - The daily average student attendance was 5 students.
- Counseling/Advising/Academic/Career planning is recorded as follows:

Name of Activity	Description	Service Category	# stu. serv	#days/mo	Avg Attend	Hr/Min
1-1 Career Counseling Sessions	One-on-One Career Counseling sessions - WA Career Bridge Quiz Follow-Up review (WA Career bridge website)	Counsel/Career Plan	100	10	5	10 Min

### **Educational field trips**

Educational field trips are services during which students leave their school or travel to another location and include an academic component that is linked to classroom activities. Some common types of educational field trips include: 1) a science demonstration and enrichment program on a college campus. The primary purpose of the event is science demonstration and enrichment activities not visiting the college; 2) a class trip to attend a science or history museum linked to curriculum, academic competitions, cultural experiences such as performing arts, museums, or similar activity, and field trips that complement and enhance existing curriculum in key content areas. To record these services/activities in the database please see below:

- Educational field trips - can be split into a maximum of three service categories depending on what services the students received on an educational trip. The top service categories that are used (but not limited to) to record educational field trips are, Workshops, College visits/college shadowing and/or Counsel/Advising/Academic/Career.
- Educational field trip Example - 30 students attended a 9-hour educational field trip to UW-Seattle.
  - 30 students traveled 5-hours, participated in a 2-hour biology lecture, lab demonstration and animal dissection project totaling 7-hours.
  - 30 students listened to an hour-long STEM Career Exploration Workshop
  - 30 students toured the college campus for an hour;
- Educational Field Trip is recorded as follows:

Name of Activity	Description	Service Category	# stu. serv	#days/mo	Avg Attend	Hr/Min
UW STEM Demonstration/Enrichment Program	Biology lecture, lab demonstration and animal dissection project	Educ Fieldtrip	30	1	30	7 hours
UW STEM Career Exploration Workshop	Biology Career Workshop with local Veterinarian	Workshops	30	1	30	1 hour
UW STEM Program College Visits	Students toured the School of Public Health	College Visit/Shad	30	1	30	1 hour

### **Financial Aid counseling/advising**

Financial aid counseling/advising services assist students understanding and navigating the complexities of financial aid.

- Financial aid counseling/advising services may include: 1) providing hands-on assistance with the FAFSA and scholarship applications; 2) presentations on financial aid or literacy; 3) facilitating a financial aid or literacy curriculum; and 4) discussing the benefits and how-tos of participating in college savings plans.
- Financial aid counseling/advising Example - 30 students are enrolled in an advisory class that facilitated 30 minutes of the Foundations in Personal Finance curriculum every Monday during the month of September.
  - Each student received about 30 minutes of group financial literacy counseling when attending the sessions.
  - Each student attended all 4 days of the program.
  - The daily average student attendance was 28 students.
- Financial aid counseling/advising services is recorded as follows:

Name of Activity	Description	Service Category	# stu. serv	#days/mo	Avg Attend	Hr/Min
Group financial literacy Counseling sessions	Group financial literacy counseling sessions - <i>Foundations in Personal Finance</i> curriculum	Fin Aid Couns/Adv	100*	4	28*	30 Mins

\*"# stu. serv" as 100 (28 students signed in daily x 4 days) some students were absent during the 4-day program.

### **Job site visit/job shadowing**

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, employability and occupational skills in practice, the value of professional training, and potential career options. A **job site visit** is a physical visit to a local business/work environment facilitated/supervised/led by GEAR UP staff, teachers, or other school staff.

- **Job site visits** should include an individual or group visit to local businesses, employers, and agencies to explore different professions or career selections, and *can* be followed by job shadowing.
- Job site visit Example - 20 students attended a 2-hour job site visit to Franklin PUD in September.
- Job site visit is recorded as follows:

Name of Activity	Description	Service Category	# stu. serv	#days/mo	Avg Attend	Hr/Min
Job site visit to Franklin PUD	Job site visit to Franklin PUD in September	Job Site Visit/Shad	20	1	20	2 hours

- **A job shadowing** is a one-on-one experience in which a middle or high school student spends a day at a business or work environment with an employee seeing typical job duties.
- Job shadowing Example - 1 student attended a 2-hour job shadow at the Franklin PUD in September after her initial visit.
- Job shadowing is recorded as follows:

Name of Activity	Description	Service Category	# stu. serv	#days/mo	Avg Attend	Hr/Min
Job shadow at Franklin PUD	Job shadow at Franklin PUD in September	Job Site Visit/Shad	1	1	1	2 hours

### **Rigorous Academic Curriculum**

*Rigorous academic curriculum are inclusive sets of intentionally aligned components- clear learning outcomes with matching assessments, engaging learning experiences and instructional strategies - organized into sequenced units of study that serve as both the detailed road map and the high quality delivery system for ensuring that all students achieve the desired end: the attainment of their designated grade- or course-specific standards within a particular content area (Larry Anisworth (2010). Rigorous Curriculum Design, p.8.).*

- Rigorous Academic Curriculum include (but not limited to): 1) AVID; 2) Honors courses; 3) Project Lead the Way; 4) STEM Focused (Robotics, Coding, etc.); 5) Advanced Placement (AP) courses; 6) College in the high school; 7) Running Start, etc. When recording Rigorous academic curriculum activities, record the duration of the class/activity offering and only the students that are physically in the class during the time that the activity is offered. If a student is absent for a day, do not count them in the total for the day.
- Rigorous Academic Curriculum Example - Ten 9<sup>th</sup> grade students enrolled in an English Honors course that was offered 20 days during the month of September.
  - The duration of the class is 30 minutes.
  - All 10 students were present in the class for the 20 days
- Rigorous Academic Curriculum is recorded as follows:

Name of Activity	Description	Service Category	# stu. serv	#days/mo	Avg Attend	Hr/Min
9 <sup>th</sup> Grade English Honors Course	9 <sup>th</sup> Grade English Honors Course – First Semester 2017	Rigor Acad Curr	200*	20	10*	30 Mins

\*"# stu. serv" as 200 (10 students listed on the roster were present daily x 20 days)

### **Summer Programming**

Summer programs are services that include an experience over one or multiple days during the summer (or other non-school year time, i.e., for year round schools). Summer programs could be a statewide GEAR UP summer camp, a local summer camp funded by GEAR UP, or a residential GEAR UP program hosted by a college/university/community organization, or another camp attended by a GEAR UP student that supports the GEAR UP mission.

- Summer programs include: 1) academic enrichment; 2) college preparatory programs/camp experience; 3) credit recovery; and/or 4) remediation programs.
- Summer Program Example - Ten 8<sup>th</sup> grade students enrolled in Summer School Remediation Program that was offered 20 days during the month of July.
  - The duration of a summer school day was 4 hours.
  - All 10 students were present for the 20 days.

Name of Activity	Description	Service Category	# stu. serv	#days/mo	Avg Attend	Hr/Min
8 <sup>th</sup> Grade Remediation Program	8 <sup>th</sup> Grade Summer School Remediation Program – July 2017	Summer Prog	200	20	10	4 hours

- Summer Camp Example - Five 8<sup>th</sup> grade students participated in a 5-day STEM focused overnight camp at UW-Seattle during the month of July.
  - The duration of a summer camp day was 8 hours.
  - All 5 students were present for the 5 days.

Name of Activity	Description	Service Category	# stu. serv	#days/mo	Avg Attend	Hr/Min
8 <sup>th</sup> Grade Summer STEM Camp – UW	8 <sup>th</sup> Grade Summer STEM Camp – UW July 2017	Summer Prog	25	5	5	8 hours

### Support Services

Support services are specialized instructional support, especially with students who are experiencing problems that create barriers to learning. Some examples of support services would be credit recovery programs, college prep testing, ASVAB, and any additional support for students that have to do remedial coursework. Any type of support to college students that is not a direct service (ex. SignalVine messaging, social media outreach posts/messaging, etc.) would be considered a support service.

- Support Services Example - 250 first-year college students were sent an event invitation through SignalVine messaging software.

Name of Activity	Description	Service Category	# stu. serv	#days/mo	Avg Attend	Hr/Min
1 <sup>st</sup> Year College Student Event Promotion	1 <sup>st</sup> Year College Student Event Promotion September 2017	Support Services	250	1	250	5 Min

### Tutoring

Tutoring services provide additional 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.
- Tutoring can be provided by GEAR UP staff, hired tutors, teachers, trained peers, and/or volunteers.
  - Tutoring (non–class time) Example - 20 students participate in one hour of after school tutoring during the month of September.
    - The duration of the after-school tutoring day was one hour.
    - Each student attended at least one day out of the 20-day program.
    - Each student received an average of 10 minutes of direct tutoring.

Name of Activity	Description	Service Category	# stu. serv	#days/mo	Avg Attend	Hr/Min
After-school tutoring	After-school Algebra 1 tutoring for 8 <sup>th</sup> grade students.	Tutoring	360	20	18	10 min

\*"# stu. serv" as 360 (18 students listed on the sign in sheets daily x 20 days)

- Tutoring (in-class) – A participant is a student physically in the class during the time that the activity is offered AND is receiving the service during class time.
- Tutoring (in-class) Example – 30 students are enrolled in a 50-minute Algebra 1 class. In-class tutoring was offered for 5-days during the month of September.
  - 10 students received one-on-one tutoring during class.
  - 10 students participated in all 5 days of the tutoring program.
  - The duration of the in-class tutoring is 30 minute.

Name of Activity	Description	Service Category	# stu. serv	#days/mo	Avg Attend	Hr/Min
In-class tutoring	In-class Algebra 1 tutoring for 8 <sup>th</sup> grade students.	Tutoring	50	5	10	5 Mins

\*"# stu. serv" as 50 (10 students listed on the roster received in-class tutoring daily x 5 days)

## Workshops

Workshops are services that include interactive informational classroom-level or large- or small-group sessions that involve hands-on experience for each student in the workshop. Workshops are offered to groups of students on topics like secondary school success and college awareness, and general elements of college readiness such as study skills, self-monitoring, goal-setting, time management, and problem-solving. This includes guest speakers that motivate students and highlight careers. Workshops are informational in nature and are not intended to provide direct counseling or guidance to individual or small groups of students.

- Workshops - can be split into a maximum of three service categories depending on what services the students received during a certain workshop. The top service categories that are used (but not limited to) to record workshops are Financial aid counsel/advising, college visits and/or Counsel/Advising/Academic/Career.
- Workshops are informational in nature and are not intended to provide direct counseling or guidance to individual or small groups of students.
- Workshop Example - 50 students attended a 2-hour college visit to WSU-Pullman
  - 50 students participated in a workshop for an hour;
  - 50 students participated in a 30 minute college tour after an hour workshop; and
  - 50 students listened to a 30 minute financial aid panel discussion
- Workshop recorded as follows:

Name of Activity	Description	Service Category	# stu. serv	#days/mo	Avg Attend	Hr/Min
2 –hour student workshop at WSU Pullman	1 –hour workshop on college life	Workshop	50	1	50	1 hour
2 –hour student workshop at WSU Pullman	30 minute college tour of student life building	College Visits/college shadowing	50	1	50	30 Min
2 –hour student workshop at WSU Pullman	30 minute financial aid panel discussion	Financial aid counsel/advising	50	1	50	30 Min

### III. GEAR UP Parent Services/Activities

#### Parent Counseling/Advising

**Parent counseling/advising** services span a spectrum of activities that can include one-on-one or small group advising for parents/guardians/adult family member designed to meet the specific needs of the individuals engaged in the activity. These services include when a parent/guardian or adult family member meets with the GEAR UP school staff or counselor, with or without a student, to discuss student's academic goals, college plans, school progress, etc.

- **Parent counseling:** Meeting with parents/guardians to discuss student's personal growth issues such as decision making, goal setting, behavior concerns, family issues, home visits, etc.
- **Parent advising:** Providing individual assistance to parents/guardians on their student's college choices, college planning, financial aid planning, etc.
- When you are recording Parent Counseling/advising activities record the cumulative numerical average amount of time that you have spent with the students' parents.
- Parent Advising session Example - There were a total of 20 parent participants that attended the evening parent advising session in September. There was a parent that had 2 students (twins) in the cohort. The session was an hour long for the entire group.
  - 20 parents attended the session
  - Session was offered one-time during the month of September
- Parent Advising session would be recorded as follows:

Name of Activity	Description	Service Category	# stu. serv	#days/mo	Avg Attend	Hr/Min
9 <sup>th</sup> grade Parent Advising Session	9 <sup>th</sup> grade Parent Advising Session September 2017	Parent Counsel/ Advising	21	1	21	1 hour

#### Parent College Visits

Parent college visit services take place on college campuses. A physical visit to a college campus by a parent/ guardian, with or without a student, facilitated/supervised/led by GEAR UP staff, teachers, college representatives, or other school staff. The primary objective of the event would be to conduct a college visit and should include an official tour, presentation(s) by admissions, academic departments, athletics, student affairs, residence life, multicultural affairs, or other college departments.

- Parent college visit Example - 20 parents of GEAR UP students attended a 4-hour college visit to WSU-Pullman
  - 20 students and their parents travelled to and toured the college campus
- Parent college visit is recorded as follows:

Name of Activity	Description	Service Category	# stu. serv	#days/ mo	Avg Attend	Hr/Min
Parent College Visit to WSU Pullman	4 hour parent college visit and tour to WSU Pullman	Parent College Visits	20	1	20	4 hours

#### Parent/Family Workshops on College Preparation/Financial Aid

Parent/Family Workshops of college prep/financial aid services include a parent/guardian or adult family member's attendance with or without their child(ren) at a workshop that demonstrates how to assist their student with college preparation or financial aid information. These services include informational sessions for parents focusing on college entrance requirements and financial aid opportunities.

- When you are recording Parent/Family Workshops on College Preparation/Financial Aid activities record the amount of time that you have spent with the students' parents.
- Parent/Family Workshops of college prep/financial aid Example - 20 parents of GEAR UP students attended one hour of parent financial aid night during the month of October.

- 20 students and their parents attended an hour long financial aid workshop.
- Parent/Family Workshops of college prep/financial aid is recorded as follows:

Name of Activity	Description	Service Category	# stu. serv	#days/ mo	Avg Attend	Hr/Min
Parent Financial Aid Event	1 hour Financial Aid event in October	Parent Workshop on College Prep / Aid	20	1	20	1 hours

**Parent Family Event**

Parent Family Event are services in which parents or families participate. These services involve GEAR UP students and their families/guardians or just their parents/guardians. Family events include GEAR UP activities that recognize the role of families in student success, and are not defined under a previous category.

- Parent Family Event Example - 20 parents of GEAR UP 12th grade students attended a 2–hour family support appreciation night during the month of October.
  - 20 students and their parents attended a 2-hour long family appreciation event.
- Parent Family Event is recorded as follows:

Name of Activity	Description	Service Category	# stu. serv	#days/ mo	Avg Attend	Hr/Min
Parent Family support appreciation	12 <sup>th</sup> grade family support appreciation night.	Parent Family Events	20	1	20	2 hours

## IV. GEAR UP Database Frequently Asked Questions

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### School year vs. APR year

A school year for grantees on the RGI database runs from September 1<sup>st</sup> through August 31<sup>st</sup> of the following year. Student, parent and teacher data entered in the current RGI database is used for the upcoming Annual Performance Report, ex. 2017-18 school year data is reported in the 2019 Annual Performance Report year.

### Federally Funded Programs

These are programs that are federally funded (i.e. 21<sup>st</sup> Century, Migrant Education Programs, etc.) and provided similar services to those of GEAR UP. Some examples of these would be tutoring, comprehensive mentoring, workshops, etc. Free/Reduced Price lunch programs **do not** count as a federally funded program.

### Archiving Students

Do not archive students throughout the school year (September 1<sup>st</sup> – August 31<sup>st</sup>). If a GEAR UP student leaves your school, change their status to “withdrawn” if they have withdrawn and moved to a different school or to “dropout” if the student has completely dropped out of school. RGI will notify sites through email when students can be archived.

### Cumulative Course Completion

Indicate if the student **successfully completed/ received credit** for any of these courses during the previous school year. The names for math classes can vary among schools. Classify courses based on content of the course. Advanced Placement Classes are courses designed to prepare students for the Advanced Placement Exams. To determine if a course is successfully completed please refer to how your district defines successful completion. Our guidance to sites has been that if a student attains the letter grade that allows them to advance to the next course without any form of remediation, traditionally a C, then the student has successfully completed the course. If a student receives a lower grade but they are allowed to advance to the next course without any required remediation, the student can be marked off as successfully completing the course. Each school district is a little different, so please feel free to contact our office if there are any questions or if there is a specific case that you may want to discuss.

### Advanced Courses

An advanced course would be considered any Honors, AP, Running Start, College in the High School and any advanced classes with titles such as Advanced Biology, Advanced English, etc.

- A student would also be in an advanced course if the class was at a higher level than the typical class of their grade/ peer group. For example, if a 9th grader completed Algebra II, this would be considered advanced since this course is traditionally given in 10th grade and beyond. A 10<sup>th</sup> grader taking geometry; however, would not be considered at an advanced level. Similarly, if a 10<sup>th</sup> grader took Physics, they would also be considered advanced since this course is primarily offered to 12<sup>th</sup> grade students.
- When reporting advanced course completion for math, science and/or English/Language Arts please ensure at least one semester/ class was completed successfully, not just enrolled in before checking the completed box. We are trying to determine if a student has successfully completed at least one semester/ term at an advanced level for this measure. **Note that this is different from the other measures that deal with specific courses (e.g. Algebra I) which require the completion of the entire (typically year-long) sequence before being marking complete in the database.**

## **Running Start Students**

- For cohort students that have completed their first year of running start: they should be kept as “College Coursework in HS”. Do not check them off as “Enrolled in College” or “completed 1<sup>st</sup> year college”. These check boxes will be for the 7<sup>th</sup> year of the grant when students are officially graduated from high school.
- For the students that are attending Running start, please check them off under Educational Progress > Record Student Progress > Postsecondary Progress > **College Coursework in HS**. This would apply to any cohort student attending running start, college in the high school and/or any dual-enrollment coursework.
- Running start, college in the high school and/or any dual-enrollment coursework should be documented under rigorous coursework in the student services and activities sections on a monthly basis.
- When determining if these students are at or above grade level, use the grades that they are getting in the courses that they are taking in high school, not in their college courses, unless they are full time college students.

## **5<sup>th</sup> Year Seniors**

Please add your 5<sup>th</sup> year seniors to your database rosters (if you served them through GEAR UP activities) but be sure to note in their profile under Other 1 or Other 2 that they are 5<sup>th</sup> year seniors. This way, RGI will be able to separate them from our aggregate APR data. If they will not be in the school building and will not receive or be participating in GEAR UP services, then you do not need to add them.