



HANDBOOK

2022-2023

YEAR 4

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SECTION 1:

PROGRAM INFORMATION

IN THIS SECTION

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NEVADA GEAR UP PROGRAM CONTACTS

<p>Maxine Alex Director maxine.alex@doe.nv.gov 775.687.9222</p>		<p>Nevada GEAR UP's first point of contact for:</p> <ul style="list-style-type: none"> • Program oversight • Monitoring • Service implementation • Program and Institution Collaboration • School staff oversight
<p>Javier Smith Assistant Director javier.smith@doe.nv.gov XXX.XXX.XXXX</p>		<p>Nevada GEAR UP's first point of contact for:</p> <ul style="list-style-type: none"> • District grants management • Expenditure allowability • In-Kind/Match guidelines, documentation • Reporting • Implementation Plans
<p>Megan Zich Program Officer meganzich@doe.nv.gov 775.687.9148</p>		<p>Nevada GEAR UP's first point of contact for:</p> <ul style="list-style-type: none"> • School-site training • On-demand online training videos • Handbooks, guides, and manuals
<p>Sarah Russell Internal Evaluator sarah.russell@doe.nv.gov ###.###.####</p>		<p>Nevada GEAR UP's first point of contact for:</p> <ul style="list-style-type: none"> • GEAR UP Database management • Student records • Data collection • Survey administration
<p>Clare Cerda Administrative Assistant Cdcerda@doe.nv.gov 775.687.####</p>		<p>Nevada GEAR UP's first point of contact for:</p> <ul style="list-style-type: none"> • Meetings and Scheduling • All other GEAR UP support

NEVADA GEAR UP PROGRAM CONTACTS

<p>Janet Stake Director, NSHE GEAR UP Programming & Outreach Nevada System of Higher Education jstake@nshe.nevada.edu 775.784.3445</p>		<p>Nevada GEAR UP's first point of contact for:</p> <ul style="list-style-type: none">• Professional development• Outreach program coordination• A.S.P.I.R.E Scholars program• Communications Plan oversight
<p>Jana Burd GEAR UP College Coordinator, Nevada System of Higher Education jburd@nshe.nevada.edu 702.522.7042</p>		<p>Nevada GEAR UP's first point of contact for:</p> <ul style="list-style-type: none">• College connection• Pre-enrollment postsecondary information• Student fit and match• Summer bridge programs• First Year Seminars• Financial Aid/FAFSA

[Home | Nevada State GEAR UP](#)

Nevada GEAR UP
Nevada Department of Education
700 East Fifth Street, Suite 113
Carson City, Nevada 89701

Nevada GEAR UP
Nevada Department of Education
2080 E. Flamingo Rd, Suite 210
Las Vegas, NV. 89119

NATIONAL GEAR UP PROGRAM OVERVIEW

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a federally funded college access grant program. GEAR UP was authorized by Title IV of the 1998 Amendments to the Higher Education Act of 1965. The purpose of GEAR UP is to increase the number of low-income and first-generation students who are prepared to enroll in and succeed in college.

To meet this goal, the legislation enables GEAR UP programs to provide:

- Financial assistance, academic support, additional counseling, mentoring, outreach, and supportive services to secondary school students to reduce the risk of students dropping out of school or the need for remedial education at the postsecondary level.
- Information to students and their families about the advantages of postsecondary education and information about college financing options.

The U.S. Department of Education provides six- or seven-year GEAR UP grants to states and partnerships to provide college access services at high-poverty middle and high schools. Partnerships consisting of one or more local education agencies and one or more higher education institutions and community organizations may apply for GEAR UP partnership grants. The governor of each state may designate only one agency to apply for and administer a GEAR UP state grant.

Nevada GEAR UP (NVGU) is a state grant that is administered by the Nevada Department of Education. NVGU follows a cohort/partnership hybrid model and provides college access and success services to all identified students starting in the 6th grade and will continue to provide services through their first year of postsecondary education.

Nevada was awarded \$24.5 million dollars in funding from the U.S. Department of Education in 2019 to implement Nevada GEAR UP through 2026. The grant provides NVGU \$3.5 million in resources annually to devote to college access and success services.

NVGU works with students in eleven middle schools and five high schools within four Nevada school districts in order to accomplish these goals. GEAR UP School Specialists, College Coordinators and volunteer teachers provide students with direct services, including mentoring, tutoring, college visits, and financial aid counseling. The program will serve approximately 9,000 students per year and we anticipate serving 32,419 students over the seven years of the grant.

NEVADA GEAR UP's MISSION:

The Nevada GEAR UP mission is to help all GEAR UP students graduate high school and transition smoothly to college by collaborating with higher education in providing students with the necessary supports and information to ensure students are knowledgeable and prepared.

NEVADA GEAR UP's GOALS, OBJECTIVES & OUTCOMES:

GOAL 1 (Academic)	<i>Significantly increase the number of Nevada GEAR UP students who are prepared to enter and succeed in postsecondary education.</i>
Objectives	1.1 - Increase student academic performance in mathematics 1.2 - Increase enrollment rates of NVGU students in postsecondary education
Outcomes	75% of students will pass Pre-Algebra by the end of the 8 th grade 75% of students will pass Algebra I by the end of the 9 th grade 50% of students will show proficiency on Smarter Balance Assessments in math and English 90% of students will matriculate to the next grade level 60% of students will complete college preparation curriculum (AP, IB, Dual Enrollment) 60% of students will take (and pass) more than 2 years of high school science 50% of students will place into college math and English without the need for remediation
GOAL 2 (Motivational)	<i>Increase Nevada GEAR UP students' and families' knowledge of postsecondary education, preparation, and financing.</i>
Objectives	2.1 - Increase students' expectations and knowledge of postsecondary preparation and financial aid options and procedures 2.2 - Increase Parent/Guardian's' expectations and knowledge of postsecondary preparation and financial aid options and procedures
Outcomes	90% of students will participate in career exploration activities by the 10 th grade 80% of students will participate in one college campus visit by the end of the 11 th grade 92% of students will declare an intent to obtain postsecondary education 92% of parents/families will expect their child to obtain postsecondary education 65% of students will apply for a minimum of one scholarship 70% of students will complete a minimum of one college application A score of 3.25 or higher on a 5-point scale from students/parents who will improve their knowledge of postsecondary preparation, academic requirements, and financial literacy
GOAL 3 (Process)	<i>Increase the rate of high school graduation and enrollment in postsecondary education for Nevada GEAR UP students.</i>
Objectives	3.1 – Increase graduation rates of NVGU students from high school 3.2 - Increase enrollment rates of NVGU students in postsecondary education

Date	Item	Required For:
August 2022		
Between Aug. 1 – 30	MANDATORY: Fall GEAR UP Training & Professional Development (in Reno)	GEAR UP School Teams, College Coordinator, FYCAs
Between Aug. 15 – Sept. 30	MANDATORY: GEAR UP Staff, Student & Family Orientations/Kickoff events	GEAR UP School Teams & College Coordinator
Aug. 31	Deadline – August Student/Parent/Guardian/Staff Services Entered in GEARS	GEAR UP School Teams, College Coordinator, FYCAs
September		
Sept. 15	August In-Kind/Match Documentation Due to NDE	GEAR UP District Grants Managers
Sept. 26-30	MANDATORY: National GEAR UP Week	GEAR UP School Teams, College Coordinator, FYCAs
Sept. 30	Deadline – NVGU/SSA Kickoffs held at each school (prior to this date)	GEAR UP School Teams, College Coordinator, FYCAs
Sept. 30	Deadline – September Student/Parent/Guardian/Staff Services Entered in GEARS	GEAR UP School Teams, College Coordinator, FYCAs
Sept. 30	Deadline - Student Intake Data Submission/Input	NDE ADAM & Internal Evaluator
Sept. 30	Student Transfers Completed in GEARS	Internal Evaluator
October		
Oct. 15	September In-Kind/Match Documentation Due to NDE	GEAR UP District Grants Managers
Oct. 23 - 25	MANDATORY: GEAR UP West – TBD	GEAR UP School Teams, College Coordinator, FYCAs
Oct. 29	Deadline – October Student/Parent/Guardian/Staff Services Entered in GEARS	GEAR UP School Teams, College Coordinator, FYCAs
November		
Nov. 15	October In-Kind/Match Documentation Due to NDE	GEAR UP District Grants Managers
Nov. 30	Deadline – November Student/Parent/Guardian/Staff Services Entered in GEARS	GEAR UP School Teams, College Coordinator, FYCAs
December		
Dec. 4	Request for Funds – 1 st Quarter	GEAR UP District Grants Managers
Dec. 15	November In-Kind/Match Documentation Due to NDE	GEAR UP District Grants Managers
Dec. 30	Deadline – December Student/Parent/Guardian/Staff Services Entered in GEARS	GEAR UP School Teams, College Coordinator, FYCAs
Dec. 30	Student Transfers Completed in GEARS	Internal Evaluator
January 2023		
Between Jan. 1 - 31	MANDATORY: Spring Training & Professional Development (in Las Vegas)	GEAR UP School Teams, College Coordinator, FYCAs
Jan. 15	December In-Kind/Match Documentation Due to NDE	GEAR UP District Grants Managers
Jan. 15 - 31	Deadline – Student Course Enrollment Data in GEARS	NDE ADAM & Internal Evaluator
Jan. 31	Deadline – January Student/Parent/Guardian/Staff Services Entered in GEARS	GEAR UP School Teams, College Coordinator, FYCAs
February		
Feb. 1	IEP, LEP, Absences, Homeless, Foster Care Data	NDE ADAM & Internal Evaluator
Feb. 15	January In-Kind/Match Documentation Due to NDE	GEAR UP District Grants Managers

Feb. 2023	NCCEP Capacity Building Workshop	GEAR UP School Teams, College Coordinator, FYCAs
Feb. 28	Deadline – February Student/Parent/Guardian/Staff Services Entered in GEARS	GEAR UP School Teams, College Coordinator, FYCAs
	March	
Mar. 1	Request for Funds – 2 nd Quarter	GEAR UP District Grants Managers
Mar. 15	February In-Kind/Match Documentation Due to NDE	GEAR UP District Grants Managers
Mar. 31	Deadline – March Student/Parent/Guardian/Staff Services Entered in GEARS	GEAR UP School Teams, College Coordinator, FYCAs
Mar. 31	Student Transfers Completed in GEARS	Internal Evaluator
	April	
Apr. 1	March In-Kind/Match Documentation Due to NDE	GEAR UP District Grants Managers
Apr. 1	Deadline – April Student/Parent/Guardian/Staff Services TO DATE in GEARS	GEAR UP School Teams, College Coordinator, FYCAs
Apr. 15	Deadline - Federal Annual Performance Report	NDE
	May	
May 1	April In-Kind/Match Documentation Due to NDE	GEAR UP District Grants Managers
May 15 - 31	MANDATORY: End-of-Year GEAR UP Celebration	GEAR UP School Teams, College Coordinator
May 15 - 31	MANDATORY: Yearly Wrap-Up Meeting	GEAR UP School Teams, Administrators & NDE
May 15 - 31	MANDATORY: Fall 2023 Planning Workshop	GEAR UP School Teams, College Coordinator, FYCAs
May 31	Deadline – May Student/Parent/Guardian/Staff Services Entered in GEARS	GEAR UP School Teams, College Coordinator, FYCAs
	June	
Jun. 1	Request for Funds – 3 rd Quarter	GEAR UP District Grants Managers
Jun. 1 – 15	Deadline – Student Course Completion Data in GEARS	NDE ADAM & Internal Evaluator
Jun. 15	Deadline – NVGU Summer Bridge Programs held at each school (prior to this date)	GEAR UP School Teams, College Coordinator, FYCAs
Jun. 28 – July 1	Summer Student Enrichment & Remediation Programs	GEAR UP School Teams, College Coordinator, FYCAs
	July	
Jul. 1	GPA, Credits, Diploma, ACT Data	NDE ADAM & Internal Evaluator
	August	
Aug. 1	FAFSA, Scholarships, IHE Matriculation Data from NSHE	NDE & NSHE
Aug. 22	Request for Funds – 4 th Quarter	GEAR UP District Grants Managers
	October	
Oct. 15	Subgrant Final Financial Reports Due	GEAR UP District Grants Managers

NEVADA GEAR UP COUNTIES



Clark County • Mineral County • Nye County • Washoe County

NVGU SPECIALISTS AND SITE COORDINATORS CONTACT INFORMATION

	Contact Information		Schools
Clark County			
	Name: Amanda Tapia Email: kohleam@nv.ccsd.net Phone: 702.799.4000 ext. 4303		Bonanza High School
	Name: Danielle Ford Email: anthodj@nv.ccsd.net Phone: 702.799.4000 ext. 4305		Bonanza High School
	Name: Alane McQueeney Email: mcquea@nv.ccsd.net Phone: 702.799.4000 ext. 4305		Bonanza High School
	Name: Shannon Smith Email: smithsl@nv.ccsd.net Phone: 702.799.5800 ext. 4150		Ed. W. Clark High School
	Name: Donovan Stewart Email: Stewada1@nv.ccsd.net Phone: 702.799.5850 ext. 4049		Durango High School
Mineral County			
	Name: Kristy Bekiares Email: Bekiares.kristy@nvmcsd.org Phone: 775.945.3332 ext. 1124		Mineral County High School
Nye County			
	Name: Jen Hagstrom Email: jhagstrom@nyeschools.org Phone: 775.727.7737 ext. 2519		Pahrump Valley High School
Washoe County (6 middle schools)			

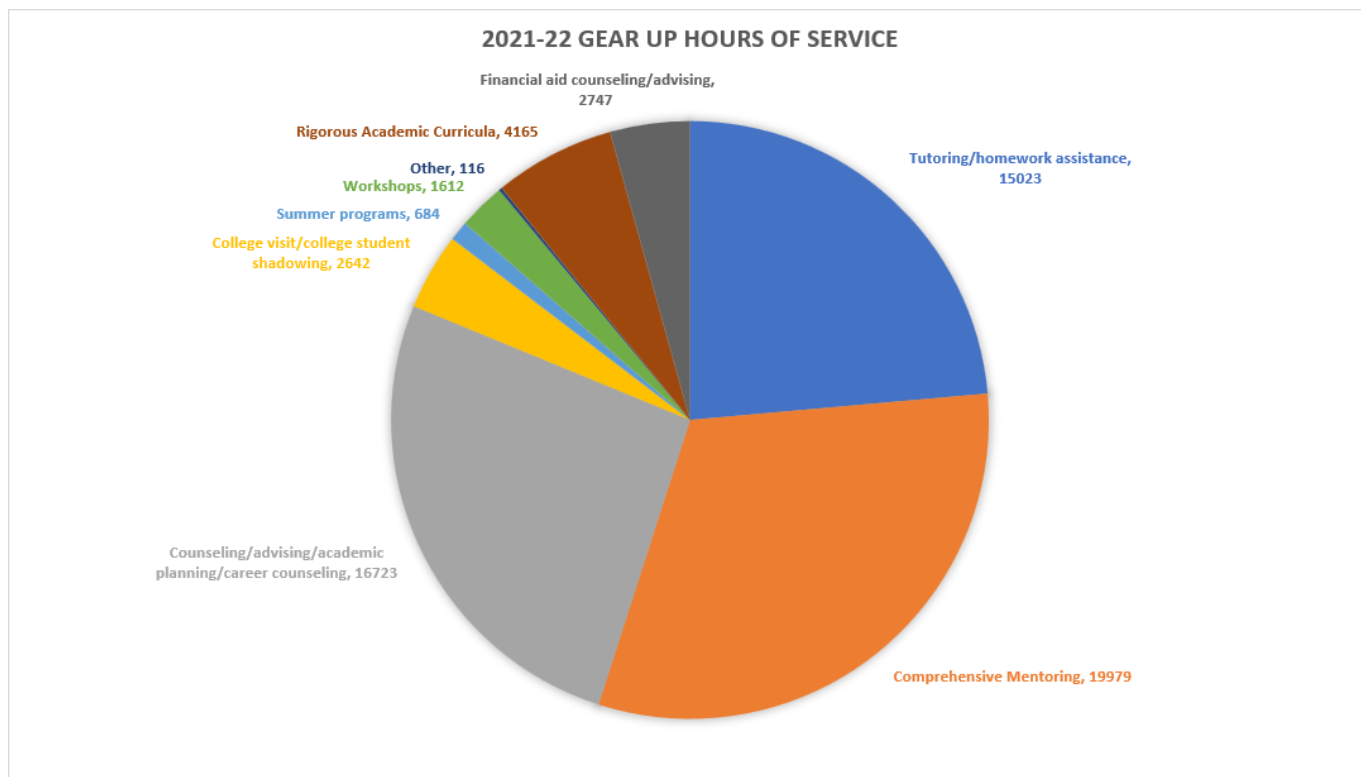
	Name: Jill Fontana Email: jillm@unr.edu Phone: 775.784.4237		Dean's Future Scholars
	Name: Nicole Stella Email: nicole.stella@unlv.edu Phone: 702.895.1925		ASPIRE Scholars

NEVADA GEAR UP FACTS

Graduating High School Class of 2021: Graduation Rates

- Nevada GEAR UP Schools: 93%
- Nevada Average: 81.31%
- USA Average: unavailable

*171 GEAR UP Seniors are enrolled in Nevada Institutions of Higher Education



NEVADA GEAR UP COLLEGE & CAREER READINESS BENCHMARKS



TARGET	7 TH	8 TH	9 TH	10 TH	11 TH	12 TH
Math Completion	— Pre-Algebra readiness	— Complete Pre-Algebra	— Complete Algebra I	— Complete Geometry	— Complete Algebra II	— Complete 4 th -year math to ensure college-level ready.
Minimum College Admission Standards & Core 24	— Take courses that meet high school graduation requirements when available.	— Take courses that meet high school graduation requirements when available.	— Take courses that meet high school graduation requirements when available.	— Take courses that meet high school graduation requirements when available.	— Meet the Nevada Minimum College Admission Standards and credit number graduation requirements. ***	— Meet the Nevada Minimum College Admission Standards and credit number graduation requirements. ***
GPA, On-Time Graduation	— Earn a minimum of 3.0 GPA. — Participate in tutoring and homework assistance.	— Earn a minimum 3.0 GPA. — Participate in tutoring and homework assistance.	— Earn a minimum 3.0 GPA by the end of 11 th grade. — Participate in tutoring and homework assistance.	— Earn a minimum 3.0 GPA by the end of 11 th grade. — Participate in tutoring and homework assistance.	— Earn a minimum 3.0 GPA by the end of 11 th grade. — Participate in tutoring and homework assistance.	— Graduate on time. — Participate in tutoring and homework assistance.
Comprehensive Mentoring	— Participate in school-based mentoring program (i.e. Student Success Agency).	— Participate in school-based mentoring program (i.e. Student Success Agency).	— Participate in school-based mentoring program (i.e. Student Success Agency).	— Participate in school-based mentoring program (i.e. Student Success Agency).	— Participate in school-based mentoring program (i.e. Student Success Agency).	— Participate in school-based mentoring program (i.e. Student Success Agency).
Financial Literacy	— Complete Financial Literacy curriculum.	— Complete Financial Literacy curriculum.	— Complete Financial Literacy curriculum.	— Complete Financial Literacy curriculum.	— Complete Financial Literacy curriculum.	— Complete Financial Literacy curriculum.
Rigorous Coursework	— When available, enroll in at least one honors, Advanced Placement, CTE Program of Study, or Dual Credit course: Jump Start, Dual Enrollment	— When available, enroll in at least one honors, Advanced Placement, CTE Program of Study, or Dual Credit course: Jump Start, Dual Enrollment	— When available, enroll in at least one honors, Advanced Placement, CTE Program of Study, or Dual Credit course: Jump Start, Dual Enrollment	— When available, enroll in at least one honors, Advanced Placement, CTE Program of Study, or Dual Credit course: Jump Start, Dual Enrollment;	— When available, enroll in at least one honors, Advanced Placement, CTE Program of Study, or Dual Credit course: Jump Start, Dual Enrollment	— When available, enroll in at least one honors, Advanced Placement, CTE Program of Study, or Dual Credit course: Jump Start, Dual Enrollment
Meeting State Standards	— Meet Standard on Smarter Balanced Assessment (SBA) for ELA and Math.	— Meet Standard on Smarter Balanced Assessment (SBA) for ELA and Math and Science.		— Meet Standard on Smarter Balanced Assessment (SBA) for ELA and Math.		— By senior year, meet the Standard Assessment or satisfy the Assessment Graduation Alternatives.
Pre-College Assessments					— Complete ACT or ASVAB. — Share results with families and advisors for course enrollment planning.	— Complete Accuplacer (or other community college assessment). — Share results with families and advisors for course enrollment planning.
Career Interests and Postsecondary Research	— Career Interest Inventory and research. — Start STEPPS.	— Begin High School and Beyond Plan via STEPPS.	— Update STEPPS — Identify and research 5-10 postsecondary options	— Update STEPPS — Identify and research 3-5 postsecondary	— Update STEPPS — Identify and research 3-5 postsecondary	— Update STEPPS — Complete as least 3 postsecondary applications

		— Continue career and college research.	aligned with career interests.	programs aligned with career interests.	options aligned with career interests.	(a target, reach, and safety school).
Postsecondary Research and Program/Campus Visits	— Visit 1 Vocational Program, 1 2-year and 1 4-year school by the end of the 9 th grade.	— Visit 1 Vocational Program, 1 2-year and 1 4-year school by the end of the 9 th grade.	— Visit 1 Vocational Program, 1 2-year and 1 4-year school by the end of the 9 th grade.	— Visit 1 postsecondary program or campus that is aligned with career interests.	— Visit 1 postsecondary program or campus that is aligned with career interests.	— Participate in 12 th Year activities. — Visit the postsecondary program or campus aligned with applications and intentions
Family Engagement	Focuses on: — Why college? — The cost of college & Nevada Savings Account sign-up. — College and career exploration.	Focuses on: — High school & beyond. — Understanding college costs & financial aid. — Transition to high school.	Focuses on: — Study skills and growth mindset. — College & career exploration. — Scholarship info and opportunities.	Focuses on: — Dual enrollment. — Test preparation. — College & career exploration.	Focuses on: — Pre-college assessments and fee waivers. — Scholarships. — Overview of senior year and choosing a college.	Focuses on: — College admissions and financial aid. — Understanding award letters. — Transition to college.
Career Guidance	— Complete career exploration and guidance curriculum and lessons.	— Complete career exploration and guidance curriculum and lessons.	— Complete career exploration and guidance curriculum and lessons.	— Complete career exploration and guidance curriculum and lessons.	— Complete career exploration and guidance curriculum and lessons.	— Complete career exploration and guidance curriculum and lessons.

SECTION 2:

IMPLEMENTATION PLANS

IN THIS SECTION

- ☐ Implementation Plan Process
- ☐ Creating School Implementation Plans in GEARS
- ☐ Collaboration
- ☐ GU Specialist, College Coordinator, & First-Year College Advisor Expectations
- ☐ Required Services Chart
- ☐ Does this count as a Service?
- ☐ Field Trip Approval and FAQ
- ☐ Field Trip Approval Form
- ☐ Sample Field Trip Itinerary
- ☐ GEARS Services Summary Report Instructions
- ☐ Monthly Status Report Schedule

IMPLEMENTATION PLAN PROCESS

Annual Program Planning

Nevada GEAR UP (NVGU) school sites that plan effectively tend to have the best outcomes. The annual Implementation Plan process is designed to assist NVGU staff in clearly articulating their plans to serve students and meet Nevada GEAR UP goals and objectives and help anticipate administrative and statewide expectations set forth by the NDE/Nevada GEAR UP office. The Implementation Plan outlines the services and activities - by program goal and objective that are planned for the upcoming year, in addition to the anticipated dates, number of students, costs, and budget line items impacted by the activity. Nevada GEAR UP goals, objectives, and required services should guide Implementation Plan development as they outline what you must do and what you may do.

There are two primary Implementation Plan development documents required before a subgrant can be issued to the School District:

1. Nevada GEAR UP **Implementation Plan Budget** – Each year, School Districts are required to complete an Implementation Plan Budget which encompasses all of the NVGU schools to be served in that budget year. The Implementation Plan Budget includes dollars requested for the budget year. Expenditures must be allowable, allocable, and reasonable for the performance of the NVGU grant. General categories of expenditures include salaries, wages, and benefits; travel; materials and supplies; contracts; and tuition assistance. Submitted budgets are reviewed and approved by the NDE NVGU Director, Assistant Director, and Grants and Projects Analyst.
2. Nevada GEAR UP **Implementation Plan** – Implementation Development Teams must complete one school Implementation Plan annually for each of their direct-service schools. Completed Implementation Plans will be submitted to the NVGU Director and Assistant Director. Plans will be reviewed and, if needed, GEAR UP Specialist, College Coordinator, and/or First-Year College Advisors will be contacted to make revisions. Approved Implementation Plans serve as the road map for each school's NVGU grant program for student and Parent/Guardian services.

The ideal **Implementation Plan Development Team** will include:

NDE NVGU Director	NDE NVGU Internal Evaluator
GEAR UP Specialist, College	School Administrators
Coordinator, and/or FYC	Key Teachers
Counselors	
District Fiscal Officer	

CREATING SCHOOL IMPLEMENTATION PLANS

After an initial Implementation Plan Development Team meeting each year, all NVGU Schools are required to complete an annual Implementation Plan which encompasses all of the NVGU services and activities to be made available to students, Parent/Guardians and staff in that school year.

When developing school Implementation Plans, include activities that:

- a. Are required in the NVGU Required Services Chart on page 27.
- b. Support the Nevada GEAR UP goals and objectives listed on page 5.
- c. Support the Nevada GEAR UP performance indicators listed on the Goals, Objectives, and Indicators Chart on page 101.
- d. Will be sponsored by the NDE Nevada GEAR UP office.
- e. Can be used to satisfy Nevada GEAR UP matching requirements.

Federally approved services/activities may include the following:

Student Services

- a. Tutoring/homework assistance
- b. Rigorous academic curricula
- c. Comprehensive mentoring
- d. Financial aid counseling/advising
- e. Counseling/advising/academic planning/career counseling
- f. College campus visits/college student shadowing
- g. Job site visit/job shadowing
- h. Summer programs
- i. Educational field trips
- j. Workshops supporting any of the Nevada GEAR UP objectives

Family Services

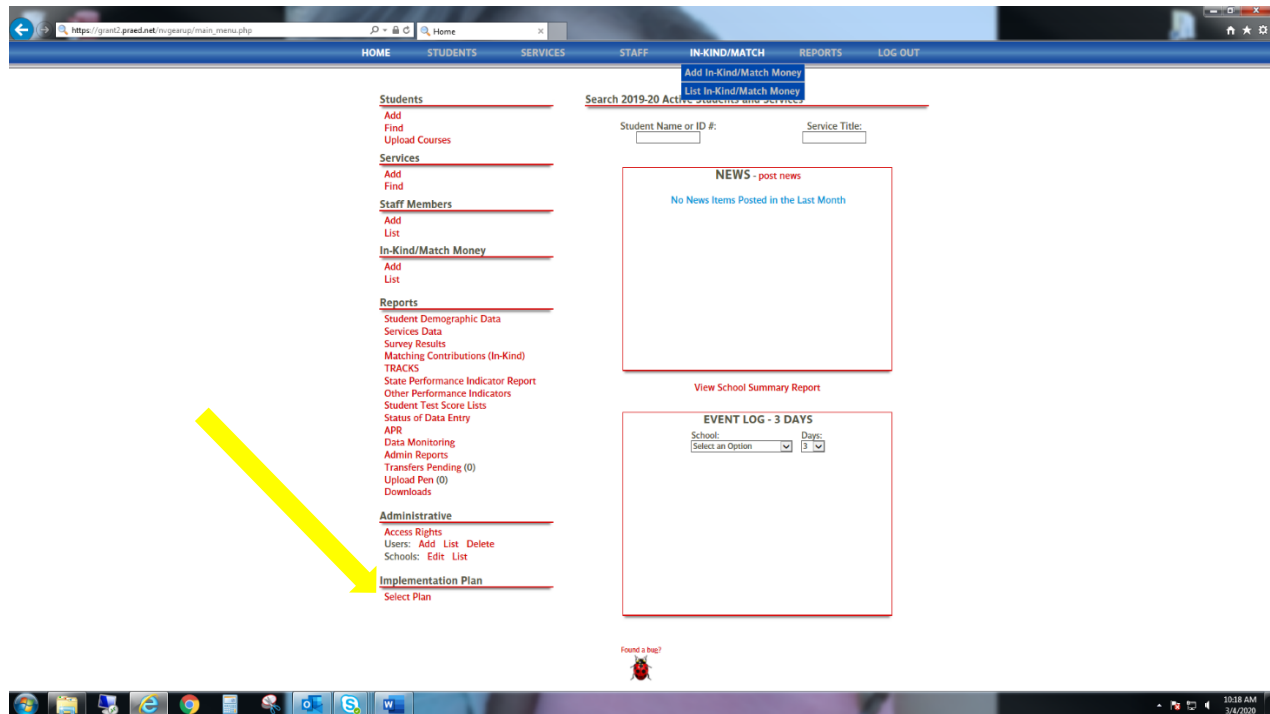
- a. Workshops on college preparation/financial aid
- b. Counseling/advising
- c. College visits
- d. Family events

Professional Development for Educators

- a. Conferences
- b. Workshops/trainings

Directions: The purpose of this section is to help Nevada GEAR UP staff create the annual Implementation Plan in the Nevada GEAR UP Database, [GEARS](#). This guide contains various screen shots of the Implementation Plan that show and explain the operation of the Implementation Plan. NVGU staff can access the Implementation Plan on the home page of GEARS. On the left-hand side of the home page, scroll down to the section called Implementation Plan, and Click on “Select Plan”.

Open the Implementation Plan



You are taken to the Implementation Plan “Select” page, which shows the Plan Year and the Location or school in pull down lists. School staff will see only their own school’s name under Location and school year 2022-23 and all previous school years’ Implementation Plans under Plan Year.

Under the Plan Year are the four “versions” of the Implementation Plan and links to the four versions of the Plan, as the links become available. The four versions of the Plan are:

- **Draft:** Schools create the Implementation Plan in this version, by clicking on the “Create” link next to “Draft Version”. NDE GEAR UP staff and school district managers who have access to the database can view the “Draft” version of the school Plan and write comments or ask questions about the Plan.
- **Approved:** The “Approved Plan” is created by Nevada GEAR UP staff after the “Draft” version has been reviewed and approved by NDE GEAR UP staff and school district managers. It cannot be edited. The “Approved Plan” will be created before the school year begins.
- **Progress/Review:** The “Progress/Review” version of the Implementation Plan is created by Nevada GEAR UP staff and is open for the school year. The GEAR UP School Specialist, College Coordinator, and/or FYCAs, district managers, and NDE GEAR UP staff can review and make comments about the services in the Plan, explained later. This version of the Plan can be edited, and new services can be created with prior permission. In addition, there is a link associated with each service

on the Plan that will allow school staff to transfer information from the Plan to create “Add Services” in the database.

- **Approved Final:** The “Approved Final” version of the Implementation Plan is created by NDE GEAR UP staff at the end of the school year. This version of the Plan documents the services provided during the school year.

Create a “Draft” Version of the Implementation Plan

Implementation Plan Select

Plan Year: 2019-20 Location: ASPIRE Scholars Service_Glossary_201516.pdf

Version	Plan Links
Draft	Edit/View Print Status Report Calendar Report
Approved	Create
Progress / Review	
Approved FINAL	

Plan Year	School	Version	New comments since last viewed
2019-20	ASPIRE Scholars	Draft	-
2019-20	Bonanza High	Draft	-
2019-20	Deans Future Scholars	Progress / Review	-
2019-20	Hawthorne Middle	Draft	-
2019-20	Hyde Park Middle	Draft	-
2019-20	Kenny C. Guinn Middle	Draft	-
2019-20	Mineral County High	Draft	-
2019-20	Palomares Valley High	Draft	-
2019-20	Rosemary Clarke Middle	Draft	-
2019-20	Walter Johnson Middle	Draft	-

Found a bug?

The Implementation Plan is divided into three “Goal” sections: (1) Increase the number of NVGU students who are prepared to enter and succeed in postsecondary education; (2) Increase NVGU students’ and families’ knowledge of postsecondary education options, preparation and financing; and (3) Increase the rate of high school graduation and enrollment in postsecondary education. Schools are to place services under the appropriate goal and objective.

Add New “Implementation Service”

The next step is to enter the proposed services into the Implementation Plan that fall under each goal and objective. Find the correct goal and objective for your service, and click on the “Add Planned Service”, which will create a “Service Entry” form. Complete all sections of the “Service Entry Form”.

The screenshot shows the 'Draft Review' interface of the NVGU system. At the top, there's a navigation bar with links: HOME, STUDENTS, SERVICES, STAFF, IN-KIND/MATCH, REPORTS, and LOG OUT. Below this, a search bar is labeled 'Search Service Names:'. The main content area is titled 'Draft Review' and shows details for 'Nevada GEAR UP' for 'Year 8' with a 'Plan Period' of 'Aug 1, 2019 - Jul 31, 2020'. It includes fields for 'Total Targeted # of Students Served', 'School: ASPIRE Scholars', 'School Contact:', and 'Phone #:' with an 'Update Contact Data' button. A blue banner states 'GOAL 1: Increase the rate of high school graduation and enrollment in postsecondary education for Nevada GEAR UP students.' Below this, two objectives are listed: 'OBJECTIVE 1.1: Increase student academic performance in mathematics.' and 'OBJECTIVE 1.2: Increase high school graduation rates for Nevada GEAR UP students.' Each objective has associated outcomes. The bottom section shows three 'Add Planned Service' buttons, each followed by a form containing 'INSTRUCTIONS', 'BRIEF DESCRIPTION', 'ARTIFACTS', and 'OTHER REQUIREMENTS'.

Enter Required Data for “Service Entry Form”

Each activity identified in the Implementation Plan must indicate the following: Service Name; Service Type; Service Period; Target Grades; Targeted Number of Students; Month(s); Dates; Description; Artifacts; Other Requirements; Associated Costs; Funding Notes; Responsible Persons; and Objective Number. In the comments, be sure to note in the comments the names/schools of Specialists, FYCAs, or any other staff that assisted in the event. Also note an estimated number of student attendees. The NVGU Director, Assistant Director, School Administrator, and GEAR UP Specialist, College Coordinator, and/or FYCAs must all review and approve of the annual Implementation Plans.

After you have entered all the information for the service in the “Service Entry Form”, click on “Save” at the bottom of “Service Entry Form” to save your work.

Make a “Comment “in the Implementation Service

An important feature of the Implementation Plan is that NDE GEAR UP staff and school staff can review and write comments on the “Service Entry Form” to ask and answer questions of school staff that created and are monitoring the Plan. It provides school staff, district managers, and NDE GEAR UP staff a way to communicate about the Implementation Plan. To make a comment about the Plan, whether a GEAR UP Specialist, College Coordinator, and/or FYCAs, district manager, or NDE GEAR UP staff, click on the “Edit” button at the bottom of the “Service Entry Form”.

Approved Mid-Year Review

GOAL 1: Increase the rate of high school graduation and enrollment in postsecondary education for Nevada GEAR UP students.

OBJECTIVE 1.1: Increase student academic performance in mathematics.
OUTCOMES: 75% of students will pass Pre-Algebra by the end of 8th grade
 75% of students will pass Algebra I by the end of 9th grade
 50% of students will show proficiency on Smarter Balance Assessments in math and English

OBJECTIVE 1.2: Increase high school graduation rates for Nevada GEAR UP students.
OUTCOMES: 90% of students will matriculate to the next grade level on time
 90% of students will graduate high school on time
 GEAR UP students will have a chronic absenteeism rate of 15% or below by their third year of participation

INSTRUCTIONS: Academic Tutoring and/or Homework Assistance (all current grades)
 Academic tutoring and/or homework assistance 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 lunch or study breaks, or on weekends, and be provided by GEAR UP staff, hired tutors, teachers, trained peers, and/or volunteers. In order to fulfill the tutoring requirement, sites must meet at least one of the following criteria:
 1) implement a tutoring program through GEAR UP funding;
 2) enhance an existing school tutoring program through technology, transportation, staff, etc.;
 3) tutoring must either be paid for with GEAR UP funds, or qualify as GEAR UP In-kind/match.
ARTIFACTS: ** Signed, monthly Tutoring Sign-In Sheets
OTHER REQUIREMENTS: None

SERVICE NAME: Academic Tutoring and/or Homework Assistance (all current grades)
SERVICE TYPE: Student - Tutoring/homework assistance
***TARGETED GRADES:** 9 10 11 12 13
***TARGETED NUMBER SERVED:** 150
***MONTHS:** Jul Aug Sep Oct Nov Dec Jan Feb Mar Apr May Jun
***DATES:** Tutoring will occur as the need arises based on individual student's needs. Students will meet for tutoring on a one-on-one basis with mentor or assigned tutor in the needed subject area. Tutoring will generally happen after school or on the weekends in the DFS lounge on the UNR campus or at the designated school site depending on scheduling availability. Tutoring is also mandatory during summer program in June and July to facilitate the success of the summer academic program. Assigned tutors are scheduled to meet with students daily in the summer classrooms on the UNR campus and assist students with homework and review concepts covered in academic coursework.
SERVICE DETAILS:
***ASSOCIATED COSTS:**
***FUNDING NOTES:** Paid under hourly UNR undergraduate student wages/contract
***RESPONSIBLE PERSONS:** Academic School Year Mentors/Summer Tutors (in June and July)
OBJECTIVES: 1.1 1.2 2.1 3.1 3.2
[Enter Completed Service](#)

Services Status: 03/04/2020
[Add/Remove Service Links](#)
COMMENTS: School Specialist (SPEC) | District mgr (DMGR) | Regional mgr (NDE)

Persons can then write a comment in the right-hand column of the “Service Entry Form” based on their role; a GEAR UP Specialist, College Coordinator, and/or FYCAs, district manager, or NDE GEAR UP staff. Remember to save the comment before leaving that particular service.

Approved Mid-Year Review

INSTRUCTIONS: Academic Tutoring and/or Homework Assistance (all current grades)
 Academic tutoring and/or homework assistance 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 lunch or study breaks, or on weekends, and be provided by GEAR UP staff, hired tutors, teachers, trained peers, and/or volunteers. In order to fulfill the tutoring requirement, sites must meet at least one of the following criteria:
 1) implement a tutoring program through GEAR UP funding;
 2) enhance an existing school tutoring program through technology, transportation, staff, etc.;
 3) tutoring must either be paid for with GEAR UP funds, or qualify as GEAR UP In-kind/match.
ARTIFACTS: ** Signed, monthly Tutoring Sign-In Sheets
OTHER REQUIREMENTS: None

SERVICE NAME: Academic Tutoring and/or Homework Assistance (all current grades)
SERVICE TYPE: Student - Tutoring/homework assistance
***TARGETED GRADES:** 9 10 11 12 13
***TARGETED NUMBER SERVED:** 150
***MONTHS:** Jul Aug Sep Oct Nov Dec Jan Feb Mar Apr May Jun
***DATES:** Tutoring will occur as the need arises based on individual student's needs. Students will meet for tutoring on a one-on-one basis with mentor or assigned tutor in the needed subject area. Tutoring will generally happen after school or on the weekends in the DFS lounge on the UNR campus or at the designated school site depending on scheduling availability. Tutoring is also mandatory during summer program in June and July to facilitate the success of the summer academic program. Assigned tutors are scheduled to meet with students daily in the summer classrooms on the UNR campus and assist students with homework and review concepts covered in academic coursework.
SERVICE DETAILS:
***ASSOCIATED COSTS:**
***FUNDING NOTES:** Paid under hourly UNR undergraduate student wages/contract
***RESPONSIBLE PERSONS:** Academic School Year Mentors/Summer Tutors (in June and July)
OBJECTIVES: 1.1 1.2 2.1 3.1 3.2
[Enter Completed Service](#)

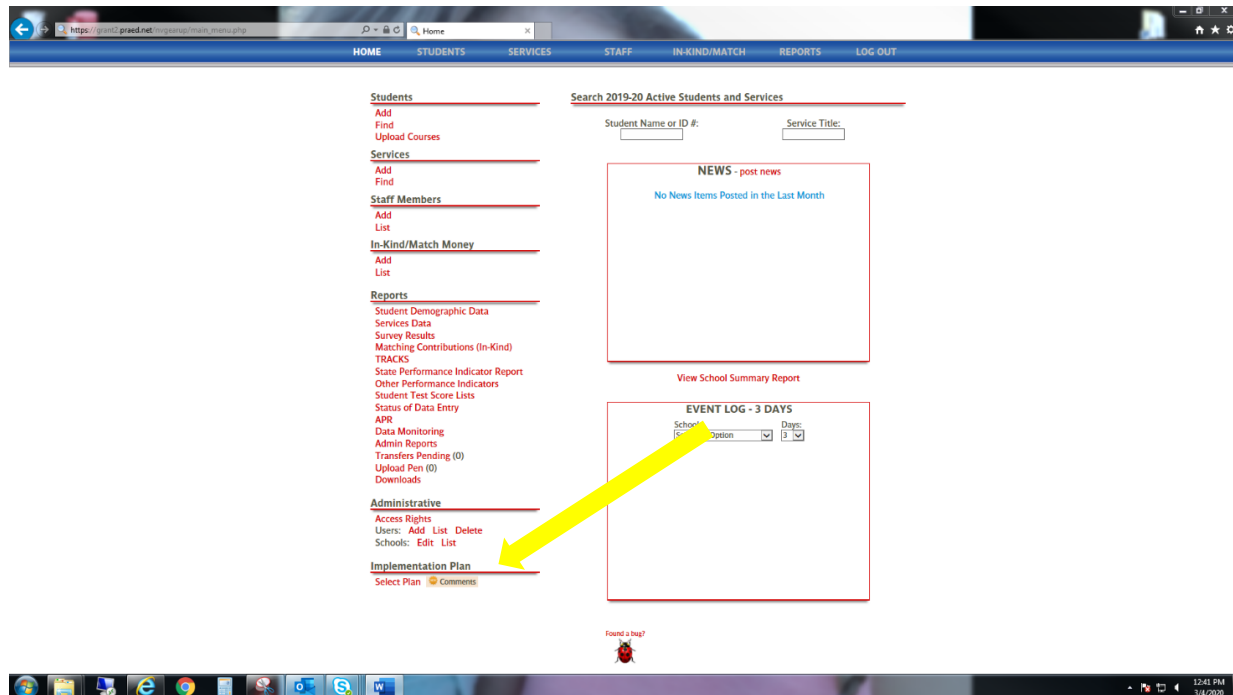
Services Status: 03/04/2020
[Add/Remove Service Links](#)
COMMENTS: School Specialist (SPEC) | District mgr (DMGR) | Regional mgr (NDE)
 NDE

Write and Respond to “Comments”

The other people who have access to the Implementation Plan for a particular school (whether a GEAR UP Specialist, College Coordinator, and/or FYCAs, district manager, or NDE GEAR UP staff) will receive notification that someone made a comment in the Implementation Plan that they have not yet reviewed. The next time the person logs into the GEARS, they will see a “Comments” flag under the Implementation Plan heading at the bottom of the home page,

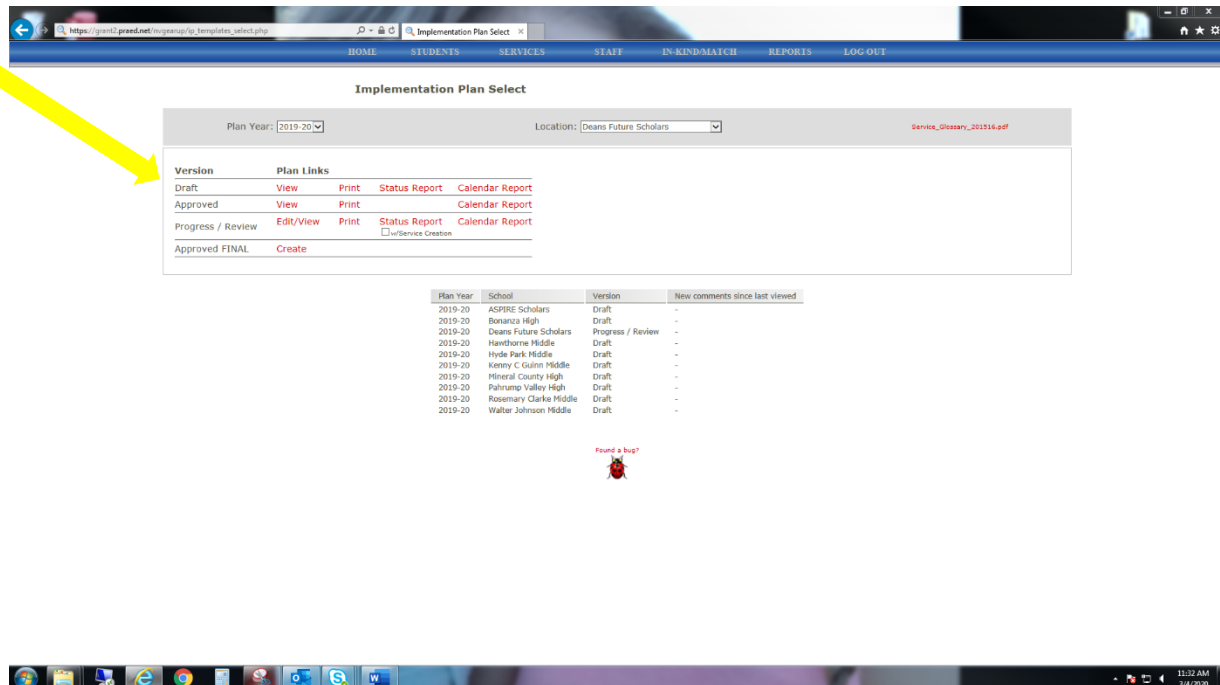
indicating that a new comment has been made for them to review and respond to, if necessary. There, they can click on the “*Select Plan*” link, taking them to the Implementation Plan “*Select*” page where they can access the “*Draft*” version of the Plan, read the comment, and respond by clicking on the “*Edit*” button.

“Comments” Notification Flag on Home Page



As mentioned previously, the Approved Plan is created after the “*Draft*” version has been reviewed and approved by the NDE GEAR UP staff and school district managers. It cannot be edited. The “*Progress/Review*” version of the Implementation Plan is also created by NDE GEAR UP staff and is opened at the beginning of the school year.

Create “Approved Plan” and “Progress/Review” Versions of the Implementation Plan



Implementation Plan Select

Plan Year: 2019-20 Location: Deans Future Scholars Service_Glossary_2019-20.pdf

Version	Plan Links
Draft	View Print Status Report Calendar Report
Approved	View Print Calendar Report
Progress / Review	Edit/View Print Status Report Calendar Report
Approved FINAL	Create

Plan Year	School	Version	New comments since last viewed
2019-20	ASPIRE Scholars	Draft	-
2019-20	Bonanza High	Draft	-
2019-20	Deans Future Scholars	Progress / Review	-
2019-20	Hawthorne Middle	Draft	-
2019-20	Hyde Park Middle	Draft	-
2019-20	Kenny C Guinn Middle	Draft	-
2019-20	Mineral County High	Draft	-
2019-20	Palmrump Valley High	Draft	-
2019-20	Rosemary Clarke Middle	Draft	-
2019-20	Walter Johnson Middle	Draft	-

Found a bug?

The “Progress/Review” Version of the Implementation Plan

This version of the Plan can be edited by school staff. New services can be added (with prior approval), and those people with access to the Plan can make comments in the Plan, much like in the “Draft” version. This version of the Plan also allows people to monitor the progress of the Plan as services are implemented, under the “Progress Report” column where “Services Status” is presented. As the completed services are added and implemented, the status of the services is displayed, showing the number of participants in the service, the funding source, and any “Service Notes” added by the GEAR UP Specialist, College Coordinator, and/or FYCAs about the service.

“Add Services” from the “Progress/Review” Version of the Implementation Plan

Services that have taken place are entered directly from Implementation Plan. To add a service from the Plan, go to your chosen service and you will see a link called “Add Planned Service”. It will take you to the “Add Service” page, auto-populating data entry fields directly from the Implementation Plan. Finish entering the fields that are not auto populated as you normally would when adding services.

Approved Mid-Year Review

GOAL 1: Increase the rate of high school graduation and enrollment in postsecondary education for Nevada GEAR UP students.

OBJECTIVE 1.1: Increase student academic performance in mathematics.
OUTCOMES: 75% of students will pass Pre-Algebra by the end of 8th grade
75% of students will pass Algebra I by the end of 9th grade
50% of students will show proficiency on Smarter Balance Assessments in math and English

OBJECTIVE 1.2: Increase high school graduation rates for Nevada GEAR UP students.
OUTCOMES: 90% of students will matriculate to the next grade level on time
90% of students will graduate high school on time
GEAR UP students will have a chronic absenteeism rate of 15% or below by their third year of participation

Add Planned Service **INSTRUCTIONS:**

BRIEF DESCRIPTION: Empty form for any other services planned other than the minimum required
ARTIFACTS:
OTHER REQUIREMENTS:

Add Planned Service **INSTRUCTIONS: Academic Tutoring and/or Homework Assistance (all current grades)**

BRIEF DESCRIPTION: Academic tutoring and/or homework assistance 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 lunch or study breaks, or on weekends, and be provided by GEAR UP staff, hired tutors, teachers, trained peers, and/or volunteers. In order to fulfill the tutoring requirement, sites must meet at least one of the following criteria:
1) Implement a tutoring program through GEAR UP funding;
2) enhance an existing school tutoring program through technology, transportation, staff, etc.;
3) tutoring must either be paid for with GEAR UP funds, or qualify as GEAR UP In-kind/match.
** Signed, monthly Tutoring Sign-In Sheets
ARTIFACTS: ** Signed GEAR UP In-Kind/Match forms for tutors not paid with GEAR UP funds, or staff over and above regular contract hours
OTHER REQUIREMENTS: None

SERVICE NAME: Academic Tutoring and/or Homework Assistance (all current grades)
SERVICE TYPE: Student - Tutoring/homework assistance
***TARGETED GRADES:** 9 10 11 12 13
***TARGETED NUMBER SERVED:** 100
***MONTHS:** Jul Aug Sep Oct Nov Dec Jan Feb Mar Apr May Jun
***DATES:**
Tutoring will occur as the need arises based on individual student's needs. Students will meet for tutoring on a one-on-one basis with mentor or assigned tutor in the needed subject area. Tutoring will generally happen after school or on the weekends in the OPS lounge on the UNR campus or at the designated school site depending on scheduling availability.
Tutoring is also mandatory during summer program in June and July to facilitate the success of the summer academic program. Assigned tutors are scheduled to meet with students daily in the summer classrooms on the UNR campus and assist students with homework and review concepts covered in academic coursework.

***ASSOCIATED COSTS:**
***FUNDING NOTES:** Paid under hourly UNR undergraduate student wages/contract
***RESPONSIBLE PERSONS:** Academic School Year Mentors/Summer Tutors (in June and July)
OBJECTIVES: 1.1 1.2 2.1 3.1 3.2
Enter Completed Service **Edit**

Services Status: 03/04/2020
Add/Remove Service Links
COMMENTS:
School Specialist (SPEC) | District mgr (DMGR) | Regional mgr (NDE)
NDE -

Make “Comments” about a Service in the Implementation Plan

Much like in the “Draft” version when you developed the Implementation Plan, you can also communicate about a service with those who can access the Plan. Click on the “Edit” button associated with that service, and the Plan will then allow you to write a comment in the space based on your role, (i.e. GEAR UP Specialist, College Coordinator, and/or FYCAs, District Manager, or Regional Manager/NDE). Remember to save your comment before leaving that section of the Plan. Similar to comments made in the “Draft” version of the Plan, people who have access to the Implementation Plan for a particular school (whether a GEAR UP Specialist, College Coordinator, and/or FYCAs, district manager, or NDE manager) will receive notification that someone made a comment in the Implementation Plan that they have not yet reviewed, the next time the person logs into GEARS.

At the end of the school year, after all the services have been entered and implemented, NDE GEAR UP staff will create the “Approved Final” version of the Implementation Plan. This version of the Plan provides final documentation of the services provided during the school year.

Deadlines for Implementation Plan

Please check the Nevada GEAR UP Master Calendar for the latest dates on Implementation Plan deadlines: [GEAR UP website](#)

Students Served

The grades of Nevada GEAR UP students that will be served, by academic year, are:

Grant Year	Academic Year	Grades Served
1	2019-2020	6 th and 7 th
2	2020-2021	7 th , 8 th , 9 th , 10 th , 11 th , 12 th
3	2021-2022	8 th , 9 th , 10 th , 11 th , 12 th , College Freshmen
4	2022-2023	9 th , 10 th , 11 th , 12 th , College Freshmen
5	2023-2024	9 th , 10 th , 11 th , 12 th , College Freshmen
6	2024-2025	9 th , 10 th , 11 th , 12 th , College Freshmen
7	2025-2026	9 th , 10 th , 11 th , 12 th , College Freshmen

COLLABORATION

NVGU Specialist, College Coordinator, and/or FYCAs are expected to collaborate with each other, school counselors, teachers, the local community, and the NDE GEAR UP office. NVGU Specialist, College Coordinator, and/or FYCAs should leverage the expertise of others to ensure the most robust services are being provided to students in eligible grades at the identified Nevada GEAR UP schools. We encourage you to consider using the resources of additional partnerships through the following organizations. This list is not comprehensive but can give you an idea of the types of services that statewide partners can provide.

Potential partnerships may include:

Nevada System of Higher Education
Janet Stake
NSHE GEAR UP Programming & Outreach, Director
775-784-3445
Email: jstake@nshe.nevada.edu

Nevada Department of Education
Office of Safe and Respectful Learning Environment
Christy McGill, Director
775.687.9200
Email: cmcgill@doe.nv.gov

Clark County Public Education Foundation
702.799-1042
[The Public Education Foundation](#)
Email: info@thepef.org

Education Alliance (EA) of Washoe County
775.353.6950
[Education Alliance of Washoe County](#)
Email: EducationAlliance@washoeschools.net

GoToCollegeNevada.org
[Go To College Nevada on Facebook](#)

Tesla Project Lead the Way
[Project Lead the Way](#)
Email: solutioncenter@pltw.org

Expectations: GEAR UP Specialist, College Coordinator, and/or First-Year College Advisors

<u>Abbreviations</u>	NDE	Nevada Department of Education
	GU	GEAR UP
	NVGU	Nevada GEAR UP
	IP	Implementation Plan
	GEARS	GEAR UP Database

Project Administration

Activity	Service Type	When?	GU Specialist	Counselor	Principal	Teacher	Grants Staff	Resources
Monthly Staff Meetings: GU team (at least one district administrator, at least one school counselor, all GU-paid staff, and other staff such as teachers assisting with providing services) shall meet at least monthly to ensure the Implementation Plan is followed.	N/A	Prior to start of new school year	X	X	X	X	X	IP
In-Kind/Match: Enter in-kind/match donation amounts in GEARS. Submit match documentation, including the monthly In-Kind/Match Summary Form and signed backup documentation to NDE.	N/A	The 15th of the following month.	X					Instructions and Templates in GU Handbook
Monitoring: Participate in site visits with NDE GU staff to ensure program compliance and effectiveness.	N/A	As scheduled	X		X		X	
Data Entry: Track student/family and staff participation in GU-sponsored activities using sign-in sheets. Activity and participation data will be entered electronically in GEARS at the conclusion of each service/activity.	N/A	Per Service	X					Instructions in GU Handbook
Program Planning: Submit Implementation Plan and budget for upcoming school year.	N/A	Annually, Spring	X		X		X	Template instructions will be provided.
Surveys: When requested, administer and collect student and Parent/Guardian surveys and meet minimum return rates.	N/A	Annually, Spring	X					Surveys will be provided.

Professional Development

Activity	Service Type	When?	GU Specialist	Counselor	Principal	Teacher	Grants Staff	Resources
NCCEP/GEAR UP Annual Conference	GEAR UP-sponsored professional development	Annually, July	X	Optional	Optional	Optional		NDE will email details
GEAR UP West Conference	GEAR UP-sponsored professional development	Annually, Late October	X	Optional	Optional	Optional		NDE will email details
NCCEP/GEAR UP Capacity Building Workshop	GEAR UP-sponsored professional development	Annually, February	X	Optional	Optional	Optional		NDE will email details
GEAR UP Fall Training/Professional Development in Reno	GEAR UP-sponsored professional development	Annually, August	X					NDE will email details
GEAR UP Spring Training/Professional Development in Las Vegas	GEAR UP-sponsored professional development	Annually, January	X					NDE will email details
GEAR UP School Team Program Review and Planning Meeting	GEAR UP-sponsored professional development	Annually, May - June	X	X	X	X	X	NDE will email details
In-Kind/Match Orientation and Training webinar	GEAR UP-sponsored professional development	No later than Oct. 1	X				X	NDE will email details
GEAR UP webinars as provided	GEAR UP-sponsored professional development	Nov. - May	X				X	NDE will email details

Staff Activities								
Activity	Service Type	When?	GU Specialist	Counselor	Principal	Teacher	Grants Staff	Resources
Provide GEAR UP-sponsored professional development to appropriate staff at middle and high schools.	GEAR UP-sponsored professional development		X	X	X	X	X	Workshops, guidance, informational meetings
Provide program orientation and training to appropriate school site staff to ensure that they understand the program and the opportunities available	GEAR UP-sponsored professional development.	Annually, No later than Oct. 31	X	X	X	Optional	Optional	NVGU training templates
Provide In-Kind/Match training to appropriate school site staff to ensure that they understand the process. Match training must include information on allowability and documentation.	GEAR UP-sponsored professional development	Annually, No later than Oct. 31	X				X	Instructions and Templates in GU Handbook
Advisory Committee								
Activity	Service Type	When?	GU Specialist	Counselor	Principal	Teacher	Grants Staff	Resources
GEAR UP Advisory Committee Meeting #1	N/A		X					NDE will email details
GEAR UP Advisory Committee Meeting #2	N/A		X					NDE will email details
Student Activities								
Activity	Service Type	When?	GU Specialist	Counselor	Principal	Teacher	Grants Staff	Resources
What Works Researched-Based Recommendation 1: Offer courses/curriculum that prepare students for postsecondary level work to ensure students understand what constitutes a postsecondary-ready curriculum.								
Introduce new/remind returning students about Nevada GEAR UP	NVGU/SSA Kickoff events	Aug - Sept	X					SSA
Assist students in successfully beginning their STEPPS Plan.	Counseling/advising, academic planning/career counseling		X					
Provide tutoring and homework assistance to help students earn a minimum cumulative GPA of 3.0 on a 4.0 scale.	Tutoring and homework assistance		X			X		
Assist students in successfully completing grade-level and advanced courses	Tutoring and homework assistance		X			X		
Host transition activities for 8th and 12 th grade students.	Summer Bridge programs	May - July	X					Paradigm Shift
Suggest academic/remedial summer experiences to ensure students stay on track to graduate.	Summer Bridge programs		X					
What Works Researched-Based Recommendation 2: Utilize assessment measures throughout middle and high school so that students are aware of how prepared they are for graduation and college and assist them in overcoming any deficiencies they might be experiencing.								
Provide test preparation activities to help students meet standard on SBAC in math, ELA, and MSP 9Science).	Tutoring and homework assistance	Throughout school year	X			X		
Provide test preparation activities. Share assessment results with families and advisors for course enrollment planning.	Counseling/advising, academic planning/career counseling	Throughout school year	X			X		

REQUIRED SERVICES CHART YEAR 4

*√ indicates required services for grades being served during year 4 of the grant.

	6 th	7 th	8 th	9 th	10 th	11 th	12 th	College Freshmen	Parent/Guardians	Dates of Service	Descriptions • Clarifications • Comments
SERVICES & ACTIVITIES (these services are pre-populated in the Implementation Plan Template)											
Nevada GEAR UP Orientation				√	√	√	√	√			Provide a program orientation to all Nevada GEAR UP students to ensure they understand the Nevada GEAR UP program and the opportunities available to them. You may provide separate events for Parent/Guardians or invite Parent/Guardians to the student event. Orientations held during school hours results in greater student participation.
College Awareness and Planning Sessions					√	√	√				<p>College Planning Sessions are one-on-one meetings between a Nevada GEAR UP student or groups of students and a trained adult - typically the GEAR UP Specialist, College Coordinator, mentor, or faculty member. GEAR UP staff at the school is responsible for conducting at least one individual College Planning Session with each student. The sessions are designed to be conducted annually and will serve as the primary vehicle for ensuring that prior to high school graduation all Nevada GEAR UP students:</p> <ul style="list-style-type: none"> • Decide upon a postsecondary plan • Decide upon a career or career interest area • Submit at least one application to a college or university • Submit at least one scholarship application • Complete the FAFSA, if eligible • Are directed to appropriate

										<p>Nevada GEAR UP services based on individual goals and academic preparedness</p> <ul style="list-style-type: none"> • Are provided additional support if identified as at-risk based upon early warning indicators (attendance, course grades, etc.) <p>College Planning Sessions may be implemented as part of a comprehensive mentoring program. The Nevada GEAR UP central office will provide resources, forms, and training to help facilitate College Planning Sessions. GEAR UP Specialist, College Coordinator, and/or FYCAs are encouraged to help each student build a college preparation portfolio.</p>
Academic Tutoring/Homework Assistance				√	√	√	√	√		<p>Tutoring/homework assistance 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 and be provided by GEAR UP staff, hired tutors, teachers, trained peers, and/or volunteers. In order to fulfill the tutoring requirement, sites must meet one of the following: 1) implement a tutoring program through GEAR UP funding; 2) enhance an existing school tutoring program through technology, transportation, staff, etc.; or, 3) tutoring must either be paid for with GEAR UP funds or qualify as GEAR UP in-kind/match.</p> <p>Virtual tutoring/homework assistance: Virtual tutoring services include services that are provided via remote access through the internet or other means.</p>
Comprehensive Mentoring				√	√	√	√	√		<p>Comprehensive mentoring services are provided when GEAR UP staff, teachers, or other staff identifies students who would benefit from an ongoing supportive relationship with a trained, caring adult or older student, i.e., “mentor.” Mentors meet</p>

										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, and apply for postsecondary education Virtual comprehensive mentoring: Virtual comprehensive mentoring includes services that are provided via remote access through the internet or other means, such as the Student Success Agency.
College Visits						√	√			College visit: 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. Virtual college visit: Virtual college visit includes services that are provided via remote access through the internet or other means. Virtual college visits must be facilitated/supervised/led by GEAR UP staff, teachers, or other school staff and include the same elements as a physical college visit.
College Student Shadowing						√	√			College student shadowing: 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.
Additional Supportive Services				√	√	√	√			Additional Supportive Services must be above and beyond any other service explicitly outlined in this document. Nevada GEAR UP school staff will tailor

										student services and programming to the specific needs of schools and students. Planned services must support Nevada GEAR UP goals and objectives and address students' needs. A student service is defined as a meaningful interaction with a student that fits into one of the Nevada GEAR UP service definitions. At least one service must address the academic needs of Nevada GEAR UP students as identified using school and student level data. Data sources may include SBAC Scores, ACT data, course grades, etc.
College Planning Night					√	√	√		√	College Planning Night is an event targeted at underclassmen who are preparing to apply to college. An evening event, College Planning Night brings together Parent/Guardians, students, and counselors to talk in depth about college choice, what to expect senior year and financial aid and scholarship opportunities.
College Application Month					√	√	√			College Application Month is a statewide initiative designed to build excitement around the college application and going process. High schools participating in College Application Month set aside time and space during the school day for seniors to complete at least one application for admission while receiving the encouragement and assistance of school, college, and community volunteers. Activities may include college admissions visits, college spirit days, workshops, college door decorating contest, etc.
College Signing Month							√			College Signing Months are simple ways to celebrate students, their accomplishments, and their futures. During a College Signing Month, graduating seniors to publicly announce the college they have chosen to

											attend in front of families, supporters, and the entire student body.
Summer Programs				√	√	√	√	√			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. These programs include academic enrichment, college preparatory programs/camp experience, credit recovery, and/or remediation programs.
Summer Bridge Program				√			√				Summer bridge 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). These programs strictly focus on the needs of the students as they transition from middle school to high school; and high school to college.
Student Success Agency Kick-Off				√	√	√	√	√			Student Success Agency Kick-Off provides onboarding for NVGU schools and students by using a proven 5 step system that has been refined through the implementation of online mentoring programs across the country. The assembly is scheduled at NVGU schools where SSA sends out a motivational speaker to present to all eligible students on a day of your choice. The speaker will onboard the students during the Kick-Off event by having them text in from their phones. Then we collect Parent/Guardian consent forms through our secure system so you don't have to store them, and immediately connect students to mentors who we believe can closely relate to and support each student. We provide the

										logistical support, dynamic presenters, promotional materials, consent forms, and the mobile software to give every student a mentor in their pocket and make the onboarding process simple and efficient on the day of the scheduled assembly.
Educational Field Trip				√	√	√	√			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. Examples would include a science demonstration on a college campus (the purpose of the event was the science demonstration not a college visit), 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. <i>Educational field trips should be recorded by subject area (Mathematics, English/Reading, Science, Other).</i>
Job Site Visit/Job Shadowing					√	√	√			<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, employability and occupational skills in practice, the value of 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, teachers, or other school staff. Job site visits should include visits to local businesses, employers, and agencies to explore different professions or career selections, and can be followed by job shadowing.</p> <p>Job shadowing: A one-on-one experience in which a middle or high school student</p>

										<p>spends a day at a business or work environment with an employee seeing typical job duties.</p> <p>Virtual job site visit: Virtual job site visit includes services that are provided via remote access through the internet or other means. Virtual job visits must be facilitated/supervised/led by GEAR UP staff, teachers, or other school staff and include the same elements as a physical job visit.</p>
Counseling/Advising and Academic Planning				√	√	√	√	√		<p>Counseling/advising/academic planning services span a spectrum of activities with individual students or small groups of students. Services are defined as follows:</p> <p>Counseling: Discussing personal growth issues such as decision making, problem solving, goal setting, attendance, behavior concerns, or family issues.</p> <p>Advising: Providing assistance on course selection (secondary or postsecondary), college and/or career choices, or college and/or career planning.</p> <p>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.</p>
Career Counseling				√	√	√	√	√		<p>Career Counseling provides students/Parent/Guardians with assistance about career choices, career planning, internships, or career interests. GEAR UP Specialist, College Coordinator, and/or FYCAs must provide each student one of the following opportunities:</p> <p>(1) an in-class learning opportunity with a seminar series or demonstrations facilitated through the CTE departments, Academy Coaches, or presentations from industry professionals, or (2) attendance to a regional or local career fair.</p> <p>Virtual career counseling: Virtual career</p>

											counseling includes services that are provided via remote access through the internet or other means.
Family Events				√	√	√	√	√	√		Family Events are services in which GEAR UP students and their families/guardians participate, including GEAR UP services that recognize the role of families in student success, not defined under a previous category. A service that relates to or teaches GEAR UP students about a common and distinctive racial, national, religious, linguistic, or ethnic heritage. Events can include end-of-year recognitions, awards ceremonies, cultural events, or other academic-themed activities.
Dual Enrollment Courses						√	√				Dual enrollment courses are courses taken in high school that allows students to earn college credit.
Rigorous Academic Courses				√	√	√	√				Rigorous academic courses are those that provide GEAR UP students college and career readiness skills that enhance their academic performance. Rigorous Academic Courses may be Honors, AP, dual credit, or CTE Program of Study. Courses only count as a GEAR UP Service if a student's enrollment and/or success in that course is due to direct GEAR UP support.
Workshops				√	√	√	√	√	√		Student 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 should be recorded by

											subject area. Virtual student workshops: Virtual student workshops include services that are provided via remote access through the internet or other means.
Financial Literacy Advising				√	√	√	√				Financial Literacy Advising includes Financial Literacy lessons/curriculum, and the benefits and how-tos of participation in college savings plans, budgeting, credit, and reducing financial barriers.
Financial Aid Advising/Counseling				√	√	√	√				Financial aid counseling/advising services assist students with understanding and navigating the complexities of financial aid, including providing hands-on assistance with the FAFSA and scholarship applications, presentations on financial aid or literacy, using financial aid or virtual financial aid counseling/advising Virtual financial aid/counseling/advising includes services that are provided via remote access through the internet or other means.
Scholarship Applications					√	√	√				Students will apply for postsecondary scholarships.
FAFSA Completion							√				FAFSA Completion includes workshops, presentations, and hands-on assisting students with their FAFSA completion.
ACT Prep Classes/Workshops					√	√					ACT Prep classes/workshops are in-school or after-school academic workshops aimed at 11 th grade students in preparation of the ACT exam.
STEM Activities				√	√	√	√				STEM-based learning activities to increase student's skills in STEM subjects and to increase student's awareness of STEM-related careers and fields.
Life Skills/Social Emotional Development				√	√	√	√	√			Life Skills/Social Emotional Development services requires students to participate in learning opportunities designed to increase social and emotional growth. Topics can include resilience, self-advocacy, leadership, critical thinking, and time management.

Parent/Guardian Nights				√	√	√	√	√	√		Parent/Guardian events and services must focus on increasing GEAR UP students’ and their families’ knowledge of postsecondary education options, preparation, and financing. Sample event topics include how to help your student study, financial aid awareness, and admission standards. Services outlined in this section must be above and beyond any other service explicitly outlined in this document.
Grant Implementation Activities (these activities are prepopulated in the Implementation Plan)											
GEAR UP Professional Development											GEAR UP professional development will be made available to GEAR UP school administrators, teachers, and staff, focusing on postsecondary awareness, access, and completion.
NCCEP National Conferences											NCCEP National Conferences include travel funds to attend the July Annual Conference (required) and the February Capacity Building Workshop (optional) hosted by the National Council for Community and Education Partnerships. Nevada GEAR UP project directors and NVGU Specialist, College Coordinator, and/or FYCAs are expected to attend the July Annual Conference. Other key grant personnel, such as directors of schools and principals, may also attend with prior approval. Attendance to the February Capacity Building Workshop is optional and should only include Nevada GEAR UP site coordinators and project directors. Each school should budget \$3,000 for grant personnel to attend each event.
GEAR UP West Conference											Nevada GEAR UP project directors and GEAR UP Specialist, College Coordinator, and/or FYCAs are required to attend the GEAR UP West Conference. Other key grant personnel, such as directors of schools and principals, may also attend with prior approval.
Staff/Educator Professional											Staff/educator professional development requires NVGU Specialist, College

Development											Coordinator, and/or FYCAs to convene a School Management Team on a quarterly basis to share best practices, report on grant implementation, and discuss opportunities for collaboration among other school sites and NSHE.
Mandatory Fall GEAR UP Training and Professional Development											Mandatory Fall GEAR UP Training & Professional Development meeting must be attended by all Project directors, directors of schools (or administrative designee) and NVGU Specialist, College Coordinator, and/or FYCAs from each District, in the late summer/early fall each year. Teachers and other stakeholders are also encouraged to attend. Topics covered will include college access professional development, data collection, and fiscal policies.

DOES THIS COUNT AS A SERVICE?

GEAR UP services and activities are those that include an **INTERACTION** between a participant and a host (i.e. GEAR UP Specialist, First Year College Advisor, or College Coordinator). The following are not considered services and therefore should **not** be entered in GEARS as such:

1. An activity with no participants
2. A newsletter
3. Parent/Guardian mailings as reminders
4. Text reminders
5. Making flyers
6. Printing progress reports
7. Notifications

NOTE: Notifications/reminders can be considered a service if you actually speak to the student or Parent/Guardian and it becomes a conversation that would fall under the Service Categories (i.e., Counseling, Mentoring, etc.) – it must be more than just notifying them of an event or service. **PROVIDE A DETAILED DESCRIPTION OF THE COMMUNICATION IN THE NAME OF THE SERVICE OR IN YOUR IMPLEMENTATION PLAN ENTRY.**

GEAR UP services entered into GEARS are only those services that would not happen without GEAR UP. They must be funded by GEAR UP or can be counted as GEAR UP In-Kind/Match. Do not count the following services:

1. Parent/Guardian/Teacher conferences
2. Back-to-School Orientation (for entire school or grade-specific – all students, not just GEAR UP)
3. Counselor credit checks (for entire school or grade-specific – all students, not just GEAR UP)
4. Counselor course planning (for entire school or grade-specific – all students, not just GEAR UP)
5. PSAT
6. Welcome Back Barbeque (for entire school or grade-specific – all students, not just GEAR UP)
7. Counselor presentations to classes (for entire school or grade-specific – all students, not just GEAR UP)
8. Tutoring/homework assistance that is not paid for by GEAR UP or In-Kind/Match
9. **Activities that are funded by another Federal program** (AVID, 21st Century, etc.):
 - School drop-out prevention supported by High School Graduation Initiative (HSGI)
 - AP classes that are not paid for by GEAR UP or by In-Kind/Match
 - AVID study skills workshops
 - JAG presentations
 - Other TRiO activities (Upward Bound, Talent Search)

This is called double dipping, and it is not allowed.

A service to be entered into GEARS should only be one activity for one specific date unless it is regularly scheduled tutoring, mentoring, etc. In those cases, you may create one service sheet for the entire MONTH, but you will still need to keep the individual sign-in sheets. This will also work if

you are planning a Parent/Guardian call blitz. Keep track of when and who you actually speak with because, **REMEMBER:** It is only considered a GEAR UP service if you actually speak to them – do more than just notifying them of an event or service. If there is two-way communication/participation on the call, it can be counted in the appropriate service category (i.e. advising, counseling, etc.)

NVGU Service Sign-in Sheets will be given to each GEAR UP Specialist, College Coordinator, and/or FYCAs. Each service must have a corresponding Service Sheet (sign-in for students and/or Parent/Guardians) signed by you and kept for your records. These are federal documents, so make sure they are complete and accurate.

FIELD TRIP APPROVAL & FAQ

Q. When is it necessary to submit a Field Trip Approval Form?

A. You must submit a Field Trip Approval Form if the event was not in your originally approved Implementation Plan and must be submitted at least 10 days prior to the field trip. This form, along with other required forms, can be found here, in the GEAR UP Handbook.

Q. Is a budget revision required for a field trip?

A. If the field trip is not in your approved budget, you will need to answer "NO" to the Budget/Plan question on the Field Trip Approval Form and explain how the activity will be funded. Your grants office must also submit a budget revision in ePAGE prior to the activity for approval.

Q. When will I receive notification that my field trip has been approved or denied?

A. An approval or denial will be emailed to the requestor within 72 hours. If you do not hear from the NDE GEAR UP staff by this time, please follow up.

Q. How are non-GEAR UP student expenses for field trips covered?

A. If non-GEAR UP students participate in the field trip, those student expenses must be covered by another funding source. This includes all meals, lodging, related chaperone expenses, and any other fees. Transportation can be paid for by GEAR UP, but it depends on the proportion of non-GEAR UP students attending. In general, if more than half of the students are GEAR UP, and taking additional students did not increase transportation expenses, GEAR UP will reimburse the full amount.

Q. Are recreational activities, such as ice skating, rock climbing, or swimming allowed on field trips?

A. Recreational activities are only allowed if the activity is offered in conjunction with a comprehensive college campus visit, and the activity is a campus-based opportunity. Recreational activities are only allowed with prior approval and must be included on the field trip itinerary submitted with Field Trip Approval Form.

Q. What are the requirements for a college visit?

A. College visits – if they do not include the basic requirements, will not be approved. Use your college visit benchmarks and resource guide to help you plan. These can be found in other sections of this GEAR UP Handbook.

Q. How do you enter family college visits in the GEARS database?

A. If you plan to have a family college visit (the intention is to take family members on a college visit, with or without students), then the entire activity (students and

families) is entered separately as “College Visits – Students” and “College Visits – Parent/Guardian”.

Q. May GEAR UP staff chaperone non-GEAR UP field trips?

A. GEAR UP staff may occasionally chaperone a non-GEAR UP field trip if the students are GEAR UP students and it is only an occasional activity. GEAR UP staff in this type of activity should be limited but is allowed because it is a good time to build relationships with our GEAR UP students. If GEAR UP didn't plan, organize, facilitate and/or pay for the field trip, then the activity is not entered in GEARS. GEAR UP staff may not chaperone field trips for only non-GEAR UP students unless they are paid by another funding source for their time.

Q. Does field trip chaperone time count as match?

A. *Teachers:*

No, if the field trip is during the contract day.

Yes, for any time that is outside the contract day.

Parent/Guardians:

No, if they are there on behalf of their student only.

Yes, if they are there to supervise/support all students.

GEAR UP-paid Staff:

No, if they are being paid by GEAR UP for their time.

Yes, if there is any time on the trip that they are not being paid – that time only counts as match.

Classified Staff: Yes, all of the time on the field trip counts as match. (Exception: For overnight trips, you cannot count sleep time as match.)

Q. Will GEAR UP pay for breakfast on overnight trips?

A. If the hotel provides a hot breakfast, GEAR UP will not pay for breakfast. However, if it is a continental breakfast (cold items only), then breakfast is an allowable expense.

Questions?

Further questions regarding expenditure allowability, planning of a college visit, the field trip approval process and allowability, the implementation plan/budget planning, or anything else, contact Javier Smith with the Nevada Department of Education at javier.smith@doe.nv.gov.



FIELD TRIP APPROVAL FORM

Trip Information

School Name: _____

Name of Person Completing this Form: _____

Email: _____

Name of Field Trip (Refer to Implementation Plan/Budget for correct Activity Name): _____

Field Trip Destination(s). If you are going to multiple places, please separate those places with a comma (i.e. UNR, GBC, Barrack Mines): _____

Planned Departure Date (MM/DD/YYYY): _____

Planned Departure Time (HH/MM) AM/PM: _____

Planned Return Date (MM/DD/YYYY): _____

Planned Return Time (HH/MM) AM/PM: _____

Field Trip Attendees: Who will be attending this field trip? (Check all that apply)

☐ 7th Grade Students

☐ 10th Grade Students

☐ 8th Grade Students

☐ 11th Grade Students

☐ 9th Grade Students

☐ 12th Grade Students

Number of GEAR UP Students: _____

Number of non-GEAR UP Students: _____

Note: All meal and registration/fee expenses for non-GEAR UP students must be paid from another source. If the majority of students are not GEAR UP, all transportation and/or lodging expenses will be prorated based on actual attendance.

Agenda. Provide a detailed itinerary that includes depart and return times. The itinerary must be specific and include all activities. See Sample Field Trip Itinerary in the GEAR UP Handbook.

Purpose of Field Trip: (Check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> College Visit | <input type="checkbox"/> Student Workshop (An activity that is provided by another entity or institution for which the agenda is created by that entity). |
| <input type="checkbox"/> Job Site Visit/Job Shadow | <input type="checkbox"/> Summer Programs – Academic Enrichment |
| <input type="checkbox"/> Educational Field Trip – Social Studies | <input type="checkbox"/> Summer Programs – Remedial Services |
| <input type="checkbox"/> Educational Field Trip - Science | <input type="checkbox"/> Tests/Test Preparation |
| <input type="checkbox"/> Educational Field Trip – English/Language Arts | <input type="checkbox"/> Seventh-Year Transition Services |
| <input type="checkbox"/> Educational Field Trip - Math | |
| <input type="checkbox"/> Educational Field Trip - Other | |
| <input type="checkbox"/> Financial Aid Counseling/Advising | |

Budget Information

Expenses (Choose one)

- ☐ Our approved GEAR UP budget and Implementation Plan includes a service and budget capacity for this field trip.
- ☐ Our approved GEAR UP budget and Implementation Plan does not include a service and budget capacity for this field trip. I will submit an Implementation Plan service and budget request for approval prior to the trip.

The following expenses will be incurred for this trip. (Check all that apply):

- ☐ Meals
- ☐ Lodging
- ☐ Transportation
- ☐ Registration Fees/Other Fees
- ☐ Other (Explain): _____

Bighorn Middle School

Date of Trip: September 6, 2020

Time of Trip: Depart school at 7:00am, return by 5:00pm

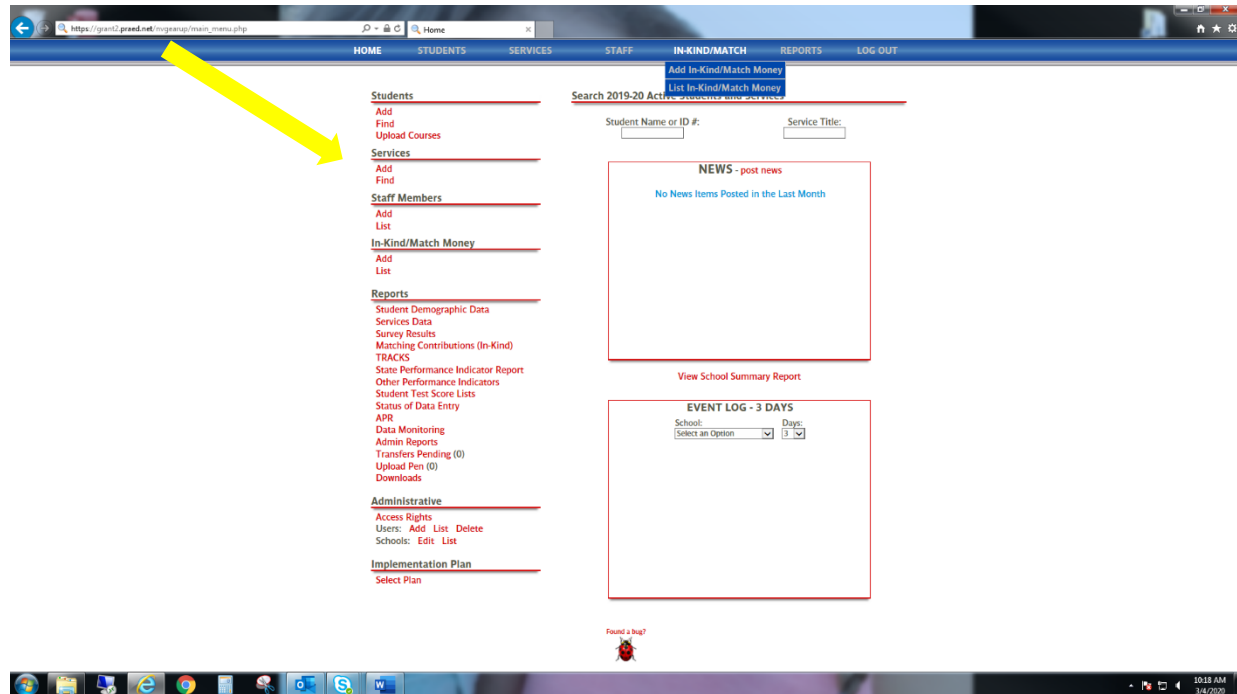
Location: Great Basin College
Participants: 15 GEAR UP students
Contact: Amanda Spellman
aspellman@gbcnv.edu
776-555-5555

9:50am	Arrive Students arrive at Visitor's Center.
10:00am – 11:00am	Campus Tour – led by GBC Students Academic buildings, the Library, the Student Union Building, Residence Halls, Bookstore, and the Rec Center.
11:00am – 12:00pm	Admissions & Financial Aid Presentation/ Workshops Including applications, financial aid, and admissions.
12:00pm – 1:00pm	Student Panel Q&A Meet with current students and ask questions about what it is really like to be a college student.
1:00pm – 1:30pm	Lunch on campus
1:30pm- 2:30pm	Classroom Session Students will sit in on pre-selected classes led by professors. A Q& A will follow the class so that students can find out more about college coursework.
2:30pm- 3:00pm	Support Services Presentation Tutoring programs, health services, disability services, and more from the special services team.

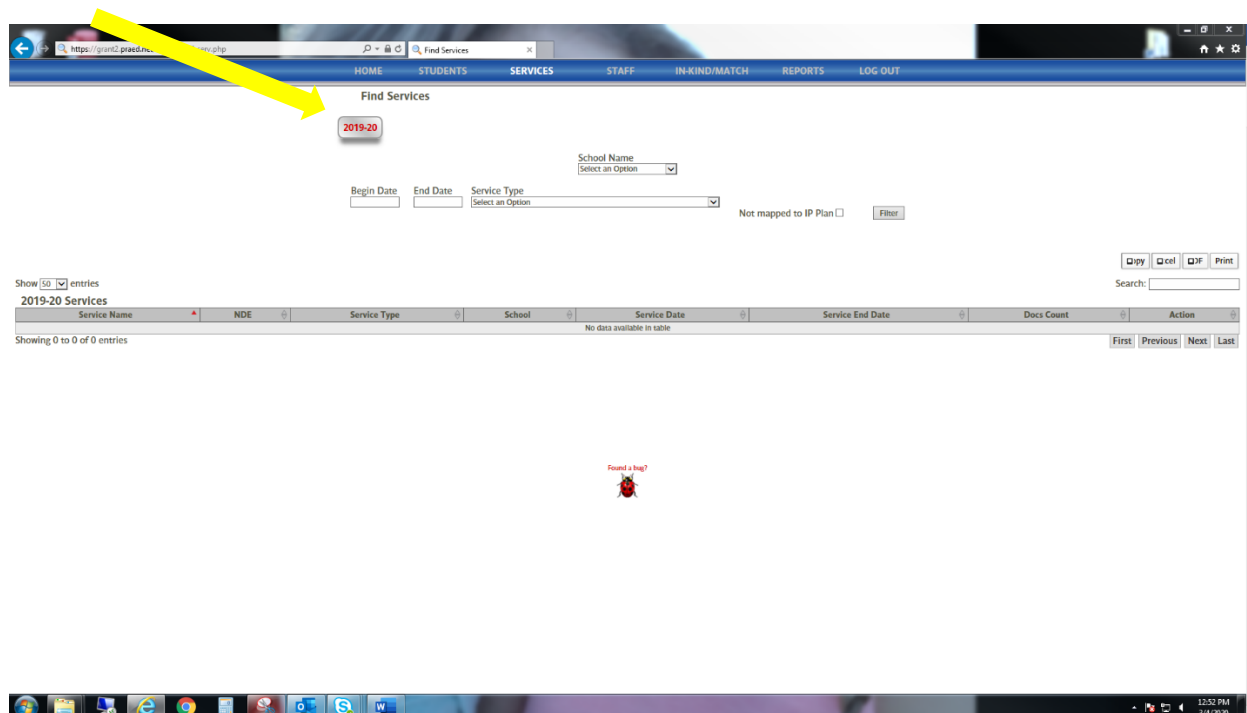
GEARS SERVICES SUMMARY REPORT INSTRUCTIONS

The GEARS database provides a report that allows you to see services to date and the students/Parent/Guardians/staff that attended. All data links on the left side of the homepage can be accessed from the blue toolbar at the top of the homepage as well:

Click **“Find”** under the **“Services”** heading on the GEARS homepage



Choose the Academic Year



You have the ability to sort services by Service Name, Service Type, School, and Start & End Date. To view/edit the service, or view/edit the service participants*, click on the service name (highlighted in red) and scroll down.

Find Services

2019-20 2018-19 2017-18 2016-17 2015-16 2014-15 2013-14 2012-13

School Name: Gabbs

Begin Date: End Date: Service Type: Select an Option

Not mapped to IP Plan ☐ Filter

Show 50 entries

2019-20 Services

Service Name	NDE	Service Type	School	Service Date	Service End Date	Docs Count	Action
Test	<input type="checkbox"/>	Student - Workshops	Gabbs	09/30/2019	09/30/2019		Remove Copy First Previous Next Last

Showing 1 to 1 of 1 entries



Editing Services, Editing Service Participants, and Removing Services*

Service Summary

Service Name: Test

Service Type: Student - Workshops

Service Sub Type:

Modality: In-person

Service School: Gabbs

Service Date: 09/30/2019

Service End Date: 09/30/2019

Date Added to GEAR UP: 09/30/2019

Service Hours: 1

Service Minutes: 0

Service Funding: GEAR UP

In Implementation Plan: Yes

STEM: ☐

Service Evaluation:

Participants:

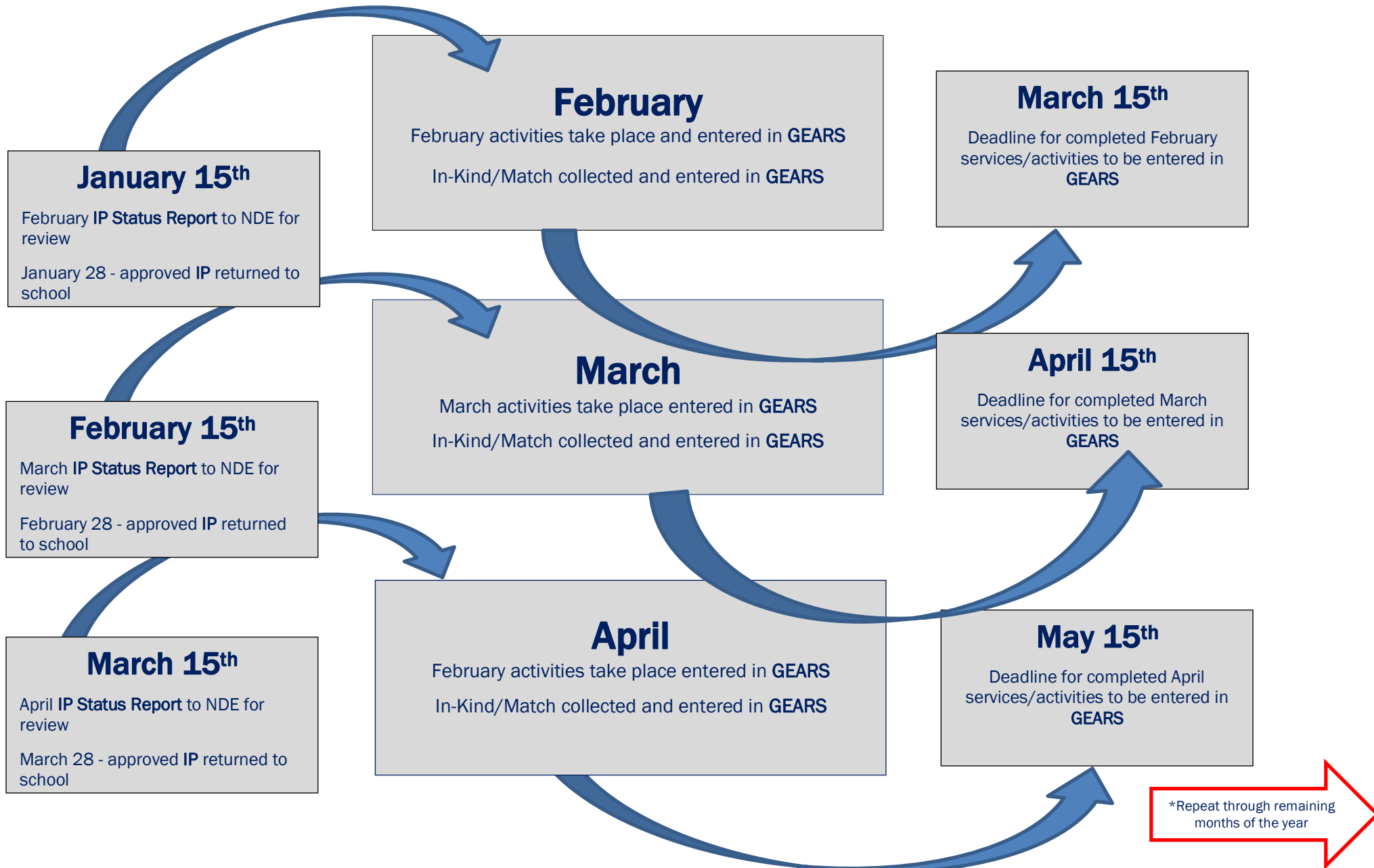
Grade	Students
Total	

Upload documentation (pdf): Browse... Upload

Edit Service
Edit Service Participants
Remove This Service

*Note: Only NDE GEAR UP staff will be allowed to remove services.

MONTHLY STATUS REPORT SCHEDULE



SECTION 3:

STEPPS (STUDENT TRANSCRIPT EVALUATION & POSTSECONDARY PLANNING SESSIONS)

IN THIS SECTION

- ☐ Introduction to STEPPS
- ☐ Instructions
- ☐ Minimum Expectations by Grade
- ☐ STEPPS Checklists by Grade
- ☐ STEPPS Student Portfolio
- ☐ What Works Research-Based Recommendations and Required Activities

INTRODUCTION TO STEPPS

The goal of GEAR UP is to significantly increase the number of students who are prepared to enter and succeed in postsecondary education. Nevada GEAR UP seeks to achieve this goal through multiple, overlapping strategies and services, provided by qualified providers in sufficient scale and quantity, over time.

Student Transcript Evaluation & Postsecondary Planning Sessions (STEPPS), combined with strategic follow-up to STEPPS is the most fundamental and intentional of Nevada GEAR UP's strategies. Ultimately, STEPPS, and the STEPPS follow-up actions are the primary vehicles for ensuring that, on or before high school graduation, all GEAR UP students will have:

- ▶ Decided on 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 STEPPS Student Portfolio to take with them at the time of graduation

STEPPS INSTRUCTIONS

To meet these objectives requires commitment to a Team approach that assumes Principal awareness and support; sharing of resources and expertise between GEAR UP Specialists, Facilitators, and school Counseling staff; and careful documentation. Below are the instructions for providing STEPPS for your students each year:

Facilitation:

- GEAR UP Specialists will take the lead in facilitating a minimum of one STEPPS session and one STEPPS Follow-Up with each student, each year (grades 7-12).
- GEAR UP Facilitators (teachers) may assist the GEAR UP Specialist, College Coordinator, and/or FYCAs in providing STEPPS.
- At the beginning of each school year, GEAR UP Specialists add student's names and grades to the STEPPS Log (sample below).
- GEAR UP Specialists and Facilitators will work with school staff (counselors, teachers, etc.) to schedule STEPPS "appointments" for each student.

Checklists:

- Minimum Expectations and Instructions for each grade's STEPPS and corresponding STEPPS Checklists are included below and will be made available to GEAR UP Specialists at the start of each school year.
- GEAR UP Specialists and Facilitators must complete the grade appropriate STEPPS Checklist for each individual student during their STEPPS.
- GU Specialists and/or Facilitators will assign follow-up assignments to students (when applicable). GU Specialists and/or Facilitators must schedule a follow-up

meeting with students to go over their STEPPS assignments and provide further assistance.

- Completed STEPPS Checklists stay in each student's STEPPS Portfolio. This Portfolio will follow each student as they move through middle and high school.

Documentation:

- The STEPPS Log (sample below) is used to document STEPPS information for all students and can be sorted as needed. For example, you can sort to find out which students have yet to meet with you, or student's follow-up assignments and due dates. Logs must be updated regularly by GEAR UP Specialists and/or Facilitators and must be evaluated monthly to ensure all students have had at least one STEPPS by the end of the school year.
- Student participation data for STEPPS and STEPPS follow-up sessions must be uploaded in the GEARS database on a monthly basis at minimum.
 - At the start of the school year, GU Specialists must create one Service in their Implementation Plan titled "STEPPS".
 - Using monthly data found in the STEPPS Log, GU Specialists must create a minimum of one Implementation Plan Service Entry per month which contains the names of all students who participated in STEPPS during that month, along with the number of session minutes.
 - STEPPS service type is: **Counseling/Advising/Academic Planning/Career Counseling**

GRADE 7 Minimum Expectations for Student Transcript Evaluation & Postsecondary Planning Sessions (STEPPS)

Student Transcript Evaluation & Postsecondary Planning Sessions (STEPPS) at each Nevada GEAR UP school is intended to promote the following GEAR UP objectives:

- **Improve Academic Performance**
- **Keep kids in schools (increase graduation rate)**
- **Increase student knowledge about postsecondary education (costs, benefits & prerequisites)**

Specifically, a STEPPS, with each student in Year 1, aims to:

- Begin to establish a relationship between the student and the GEAR UP Specialist;
- Facilitate students' 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 **the first week of April each year**, the GEAR UP Specialist meets with every GEAR UP student. The primary purpose of this Session in Year 1 is to begin to establish a relationship between the student and the GU Specialist.

1. Additionally, the Session focuses on:

- a. Helping the student understand the value and benefits of GEAR UP over the next six years (i.e. GEAR UP Specialist 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/contact information (verify match with database).
- f. Discussing course placement for eighth grade, to ensure highest possible math placement appropriate for student.

2. The Session **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. Session Preparation:

- The GEAR UP Specialists confer with principals and other staff, as appropriate, to determine times during the school day when students may be accessed for STEPPS.
- The GEAR UP Specialist sets up weekly or monthly schedules for STEPPS and notify teachers and students according to agreed-upon procedures.
- The GEAR UP Specialist reviews the academic record, attendance data, and other available information about the student and uses the information to formulate possible goals the student might establish, and to find referrals for interventions that may be needed.

C. On a monthly basis, the GEAR UP Specialist uploads completed STEPPS services into the NDE GEARS database. Information on the STEPPS form includes:

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

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

STEPPS Follow-Up Purpose:

Like STEPPS, the STEPPS follow-up during the student's seventh grade year will include service and support to students in three areas:

- ▶ Participation / Engagement / Exploration
- ▶ Career Exploration & Identification
- ▶ College Preparation

Follow-up to STEPPS 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 and 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.

STEPPS Follow-Up Examples:

Example (individual): In the course of conducting STEPPS with 7th grader A.J. in April, the GEAR UP Specialist notes that A.J. has expressed an interest in attending a 4-year university to become a nurse. The GEAR UP Specialist advises A.J. that it's time to begin getting more information about universities and their nursing programs. The GU Specialist provides A.J. with the counsel, direction, and tools he needs to research the State Universities regarding nursing programs offered, and requirements for admission. Further, she provides A.J. with a form that not only helps him to structure the information he is asked to capture through his research, but once returned to the GU Specialist, serves: a) as a testament to A.J.'s broader knowledge of the universities, and b) evidence of STEPPS follow-up completed.

Example (group): After completing STEPPS with students over the course of a month, the GEAR UP Specialist has identified 12 students who are “undecided” as to their career interest area. The GEAR UP Specialist works with the school counselor to facilitate an after-school workshop for these 12 “undecided” students. Students sign into the workshop (documenting their participation) and print out the results of the online inventory/assessment completed during the workshop.

The follow-up can be one-on-one, small group, classroom-style, or even telephonic. The purpose of the follow-up with 7th graders is to ensure students are exploring opportunities for the future and prepares them to establish a portfolio that evidences their preparedness for college.

STEPPS Follow-Up Completion/Documentation:

Within one week of STEPPS follow-up activity completion:

- A. File/record outcome of the follow-up
- B. Include the following information in participation the “Notes” section of the service entry in GEARS:
 - Date and duration of follow-up
 - Type of follow-up

GRADE 8 Minimum Expectations for Student Transcript Evaluation & Postsecondary Planning Sessions (STEPPS)

Student Transcript Evaluation & Postsecondary Planning Sessions (STEPPS) at each Nevada GEAR UP school is intended to promote the following GEAR UP objectives:

- **Improve Academic Performance**
- **Keep kids in schools (increase graduation rate)**
- **Increase student knowledge about postsecondary education (costs, benefits & prerequisites)**

Specifically, STEPPS with each student in Year 2, when they are in 8th grade aims to:

- Strengthen the relationship between continuing GEAR UP students and the GEAR UP Specialist
- Begin to establish a relationship between new GEAR UP students and the GU Specialist
- 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
- Address follow-up actions and interventions as necessary 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.

STEPPS Preparation:

- The GEAR UP Specialist(s) confer with principals and other staff, as appropriate, to determine times during the school day when students may be accessed for STEPPS.
- The GEAR UP Specialist(s) set up weekly or monthly schedules for STEPPS and notify teachers and students according to agreed-upon procedures.
- The GEAR UP Specialist(s) review the academic record, attendance data, and other available information about the student, including 7th grade STEPPS information, and use of the information to formulate possible goals the student might establish, and to find referrals for interventions that may be needed.

STEPPS Implementation:

- A. On or before **January 31st each year**, the GEAR UP Specialists are responsible – in collaboration with GEAR UP school teams that may include the counseling department staff – for conducting **one individual STEPPS** for each student in the two GEAR UP Cohorts, and for other GEAR UP students as time permits. Prior to **May 30th each year**, each Cohort student must complete or participate in **at least one individual or group STEPPS follow-up activity** – both, according to established minimum standards. [Note: Individual responsibility for STEPPS at each school is specified more precisely in each school's GEAR UP Implementation Plan]

The primary purpose of this Session in Year 2 is to strengthen the relationship between the student and the NVGU Specialist.

1. Additionally, the STEPPS focuses on:

- a. Exploring the student's interests, hobbies, hopes, dreams, talents, and strengths, including career interest areas and postsecondary aspirations.
- b. Discussing student's career interest(s) and the possibilities for job shadowing, job site visits, workshops, and/or extracurricular activities aligned with that interest.
- c. Reviewing student's academic status; connecting with resources, such as tutoring, if needed.
- d. Helping the student understand the value and benefits of GEAR UP over the next five years, with a focus on what is being offered this year.
- e. Assessing student's interest in, and ability to participate in the GEAR UP Summer Bridge Program.
- f. Reviewing student's level of participation in GEAR UP activities; discuss reasons for non-participation, if applicable, and describe opportunities for future participation (upcoming events and activities, services available, etc.).
- g. Exploring and addressing student's concerns about the transition to high school.

2. The STEPPs *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. Immediately following this STEPPS, the GEAR UP Specialist:

- Legibly summarizes the STEPPS conversation on the *STEPPS Checklist* form, ensuring the following are provided:
 1. Date and duration of STEPPS
 2. Student's Career Interest Area
 3. Student's Preliminary Postsecondary Plan
 4. Student's top choice for postsecondary education if he/she has any
 5. Agreed-upon follow-up work and "due date", selecting no more than one follow-up task in each area – career, academics, and engagement. [Note: students do not need to have a follow-up task in each area only if the discussion indicates it is needed].
 6. Comments that will be most helpful when evaluating the student's progress.

C. **On a monthly basis**, the GEAR UP Specialist uploads completed STEPPS services into the NDE GEARS database.

D. **During 9th grade registration**, the GEAR UP Specialist ensures each student's STEPPS information is taken into consideration for course placement, and summer school, if applicable.

Minimum Expectations [Standards] for STEPPS Follow-Up – Grade 8

STEPPS Follow-Up Purpose:

Like STEPPS, the STEPPS follow-up during the student's eighth grade year will include service and support to students in three areas:

- ▶ Participation / Engagement / Exploration
- ▶ Career Exploration & Identification
- ▶ College Preparation

Follow-up to STEPPS 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 and 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.

STEPPS Follow-Up Examples:

Example (individual): In the course of conducting STEPPS with 8th grader A.J. in October, the GEAR UP Specialist notes that A.J. has expressed an interest in attending a 4-year university to become a nurse, which is what he had said in seventh grade as well. The GU Specialist advises A.J. that it's time to begin getting more information about universities and their nursing programs. The GEAR UP Specialist provides A.J. with the counsel, direction, and tools he needs to research the State Universities regarding nursing programs offered, and requirements for admission. Further, she provides A.J. with a form that not only helps him to structure the information he is asked to capture through his research, but once returned to the NVGU Specialist, serves: a) as a testament to A.J.'s broader knowledge of the universities, and b) evidence of STEPPS follow-up completed.

Example (group): After completing STEPPS with students over the course of a month, the GEAR UP Specialist has identified 12 students who are “undecided” as to their career interest area. The GEAR UP Specialist works with the school counselor to facilitate an after-school workshop for these 12 “undecided” students. Students sign into the workshop (documenting their participation) and print out the results of the online inventory/assessment completed during the workshop.

The follow-up can be one-on-one, small group, classroom-style, or even telephonic. The purpose of the follow-up with 8th graders is to ensure students are exploring opportunities for the future and prepares them to establish a portfolio that evidences their preparedness for college.

STEPPS Follow-Up Completion/Documentation:

Within one week of STEPPS follow-up activity completion:

- A. File/record outcome of the follow-up
- B. Include the following information in participation the “Notes” section of the service entry in GEARS:
 - Date and duration of follow-up
 - Type of follow-up

GRADE 9 Minimum Expectations for Student Transcript Evaluation & Postsecondary Planning Sessions (STEPPS)

Purpose:

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

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

STEPPS at the High School Level

In Year 3, when students are in 9th grade, STEPPS aims to:

- Strengthen the relationship between *continuing* GEAR UP students and the GEAR UP Specialist
- Begin to establish a relationship between *new* GEAR UP students and the GU Specialist
- Facilitate student's transition to high school
- 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 their career paths
- Assist the student with goal setting and goal-attainment
- Monitor the student's academic achievement and postsecondary plan progress
- Address follow-up actions and interventions as necessary to promote student success

Each school's GEAR UP Implementation Plan outlines the process by which the GEAR UP Specialist and high school Counselor(s) will collaborate to meet Nevada GEAR UP requirements to maximize the benefit for GEAR UP students *without duplication* of services.

STEPPS Preparation:

- The GEAR UP Specialist's confer with principals and counselors to make a specific plan for student and Parent/Guardian services, and for the completion of STEPPS, according to the approach outlined in the approved Implementation Plans. The plan must ensure that a system for GEAR UP Specialist-Counselor sharing of STEPPS information is established to avoid duplication of services.
- If STEPPS is a separate individual Session conducted *after* the Student Educational Plan (SEP) process, the NVGU Specialists review the SEP, academic record, attendance data and other available information about the student, including prior STEPPS information, and use the information to reinforce the SEP student goals and follow-up activities.

- If STEPPS is completed *before* the SEP process, the GEAR UP Specialists review the student academic record, attendance data, and other available information about the students, including prior STEPPS information, and use the information to formulate student goals and follow-up activities.
- If the counselor and the GU Specialist meet *together* with the student (and if applicable his/her family) to jointly complete STEPPS/SEP, then the sharing of information will be integral to the process.

STEPPS Implementation:

- A. On or before the date indicated on the **Nevada GEAR UP Specialist Calendar**, GEAR UP Specialists are responsible – in collaboration with the counseling department staff- to conduct **one individual STEPPS** with each student, and ensuring that on or before the end of the school year, each student completed **at least one STEPPS/SEP follow-up activity**. The primary purpose of this Session in year 3 is to strengthen the relationship between student and the NVGU Specialist, or for new GEAR UP students to begin to establish a relationship with the GU Specialist.

1. Additionally, the Session will focus on:

- a) Exploring the student's interests, hobbies, hopes and dreams, talents, and strengths, including career interest areas and postsecondary aspirations (using SEP information, as available to avoid duplication).
- b) Discussing student's career interest(s), including his/her Career Interest Inventories and the like, and the possibilities for job shadowing, job site visits, workshops and/or extracurricular activities aligned with that interest.
- c) Reviewing student's academic status (using progress reports and SEP information, as available) and college and career readiness (using the CCR Benchmarks; connecting with resources, such as tutoring, if needed/desired).
- d) Assessing the student's understanding of the educational requirements (in high school and beyond) to reach his/her career goal.
- e) Assessing the student's "college knowledge" (i.e. course requirements, financial literacy, scholarship opportunities, etc.).
- f) 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.
- g) Assessing student's interest in, and ability to participate in the GEAR UP Summer Bridge Program.
- h) Reviewing student's connection with and involvement in school life, including extracurricular activities, leadership positions, and relationships with teachers and peers (sense of belonging).
- i) Reviewing student's level of participation in GEAR UP activities; discuss reasons for non-participation, if applicable, and describe opportunities for future participation (upcoming events and activities, services available, etc.).
- j) Deciding on an appropriate follow-up activity (see *Standards for STEPPS Follow-Up*, attached).

2. The Session **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 STEPPS, the GEAR UP Specialist will:

1. Legibly summarize the STEPPS conversation on the *STEPPS Checklist Form*, ensuring the following are provided:
 - a) Date and duration of STEPPS
 - b) Student's Career Interest Area
 - c) Student's Preliminary Postsecondary Plan
 - d) Student's top choices for postsecondary education if he/she 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.
- C. On a monthly basis, the GEAR UP Specialist uploads completed STEPPS services into the NDE GEARS database. The GEAR UP Specialist follows the process developed at the schools for sharing this information with counselors, as needed.

Minimum Expectations [Standards] for STEPPS Follow-Up – Grade 9

STEPPS Follow-Up Purpose:

Like STEPPS, the STEPPS follow-up during the student's ninth grade year will include service and support to students in three areas:

- ▶ Participation / Engagement / Leadership
- ▶ Career Exploration & Identification
- ▶ College Preparation

Follow-up to STEPPS 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 the 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.

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

Portfolio Requirement:

In conjunction with the annual STEPPS and STEPPS follow-up, every GEAR UP student will be aided additionally, in their creation of a **portfolio** throughout his/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 education 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 Specialist who has knowledge of the student. The portfolio may also include a variety of other documents (see Possible Portfolio Contents below).

STEPPS Follow-Up Implementation:

On a regular basis (i.e. weekly, monthly, as determined on a site-by-site basis), and using the Follow-Up Spreadsheet provided you by NDE GEAR UP, filter the spreadsheet by due dates and take steps to ensure students complete their assigned follow-up. Nevada GEAR UP Specialists may implement an alternative method of calendaring and monitoring for follow-up if desired; any alternative method must be approved by NDE GEAR UP.

STEPPS Follow-Up Completion/Documentation:

- A. Within one week of STEPPS follow-up activity completion
- B. File/record outcome of the follow-up
 - Include the following information in participation sign-in sheets:
 - Date and duration of follow-up
 - Type of follow-up
 - Any pertinent information/notes

POSSIBLE STUDENT PORTFOLIO CONTENTS

- ☐ Resume and cover letter
- ☐ Writing samples
- ☐ Letters of recommendation or testimonials
- ☐ Personal Statement
- ☐ Scholarship Research
- ☐ Scholarship Essay

- Examples of 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 or certificates
- Demonstration of technology skills on flash drive
- Videos of work tasks being accomplished or other simulations
- Job application form
- Academic test results (PSAT, ACT, SAT)
- Career assessments (interest inventories, work values, learning style, etc.)
- Report cards/transcripts
- Employability skills documentation
- Samples of artwork or performances
- Field trip and/or college visit summaries
- Worker interview sheet (business speakers)
- Autobiography
- Balanced budget
- A-Day-in-My-Life – demonstrating time management
- Sample “contract” for assignments or behavior modification
- LinkedIn profile
- Professional online personal page (Facebook, Instagram, etc.)

GRADE 10 Minimum Expectations for Student Transcript Evaluation & Postsecondary Planning Sessions (STEPPS)

Purpose:

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

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

Ultimately, STEPPS, and the STEPPS follow-up actions 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

When students are in their sophomore year, STEPPS's aim is to:

- Strengthen the relationship between continuing GEAR UP students and the GEAR UP Specialist
- Begin to establish a relationship between new GEAR UP students and the GU Specialist
- Assess student's academic progress towards eligibility for high school graduation and college admissions
- Assess student's awareness and understanding of topics related to college preparation (types of schools, types of degrees, benefits of postsecondary education, the 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 students with identification of career interests, career exploration, goal setting and goal-attainment
- Monitor student's academic progress and achievement, and postsecondary plan progress
- Address follow-up actions and interventions as necessary to promote student success

STEPPS Implementation:

Each school's GEAR UP Implementation Plan outlines the process by which the GEAR UP Specialist(s) and high school Counselor(s) will collaborate to meet program goals and STEPPS requirements to maximize the benefit for GEARUP students *without duplication of services*.

STEPPS Preparation:

- A. On or before the date indicated on the **Nevada GEAR UP Specialist Calendar**, GEAR UP Specialists are responsible – in collaboration with counseling department staff – for conducting **one individual STEPPS** with each student, and **at least one STEPPS follow-up activity**.
1. The STEPPS will focus on:
 - a) Connecting/building the relationship between the student and the GU Specialist
 - b) Exploring the student's interest, hobbies, hopes and dreams, talents, and strengths, including career interest areas and postsecondary aspirations
 - c) Discussing student's career interests, 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 Implementation Plan
 - d) Discuss the ACT – What it is and why it is important
 - e) Reviewing student's academic status (using progress reports and other counseling documentation, as available) and college and career readiness; connecting students with resources, such as tutoring, if needed or desired
 - f) Assessing the student's understanding of educational requirements (in high school and beyond) to reach his/her career goal
 - g) Assessing the student's "college knowledge" (i.e. course requirements, financial aid/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
 - j) Reviewing student's 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-participation, 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 STEPPS Follow-Up**, attached)
 2. The STEPPS may also include:
 - a) Identifying student's 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 or goal
- B. Immediately following this STEPPS, the GEAR UP Specialist:
1. Legibly summarizes the STEPPS conversation on the appropriate **STEPPS Checklist** form (there are different forms for New Students and Continuing Students), ensuring the following are provided:
 - a) Date and duration of Session
 - b) Student's career interest(s) area
 - c) Student's preliminary postsecondary plan
 - d) Student's top choices for postsecondary institutions if he/she 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.
- C. On a monthly basis, the GEAR UP Specialist uploads completed STEPPS services into the NDE GEARS database. The GEAR UP Specialist follows the process developed at the schools for sharing this information with counselors, as needed.

Minimum Expectations [Standards] for STEPPS Follow-Up – Grade 10

STEPPS Follow-Up Purpose:

Like STEPPS, STEPPS follow-up during the student's 10th grade year will include services and support to students in these areas:

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

Follow-up to STEPPS 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 the students as well, in the form of reporting back on the results or outcomes of their efforts, turning in documents that evidence assignment completion, etc. The GU Specialist may choose to assist students with the completion of their follow-up activities and assignments.

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

Portfolio Requirement:

In conjunction with the annual STEPPS and STEPPS follow-up, every GEAR UP student will be aided additionally, in their creation of a portfolio throughout his/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 Specialist, who has knowledge of the student. The portfolio may also include a variety of other documents (see Possible Portfolio Contents, below). For students who create an online portfolio (i.e. KnowHow2Go.com) that includes at least these four documents, a separate portfolio is not required.

STEPPS Follow-Up Implementation:

On a regular basis (i.e. weekly, monthly, as determined on a site-by-site basis), and using the Follow-Up Spreadsheet provided you by NDE GEAR UP, filter the spreadsheet by due dates and take steps to ensure students complete their assigned follow-up. NVGU Specialists may implement an alternative method of calendaring and monitoring for follow-up if desired; any alternative method must be approved by NDE GEAR UP.

STEPPS Follow-Up Completion/Documentation:

Within one week of STEPPS follow-up activity completion:

A. File/record the follow-up outcome

B. Include the following information in participation sign-in sheets:

- Date of follow-up
- Type of follow-up
- Duration for follow-up will be logged in 15-minute increments. Don't forget to also log the actual duration when the follow-up can be reported in GEARS as another service (i.e. if a student's follow-up assignment was to go on a college visits, on the date that he/she goes on the visit, that participation is entered as both a “College Visit” **and** STEPPS follow-up “Counseling/Advising”).

Possible Portfolio Contents:

- ☐ Resume and/or cover letter
- ☐ Writing samples
- ☐ 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 flash drive
- ☐ Videos of work tasks being accomplished or other simulations
- ☐ Job application form
- ☐ Academic results (i.e. PSAT, ACT, SAT)
- ☐ Career assessments (interest inventories, work values, learning style, etc.)
- ☐ Report cards/transcripts
- ☐ Samples of artwork and/or performance
- ☐ Field trip summaries
- ☐ Worker interview sheet (business speakers)
- ☐ Autobiography
- ☐ Balanced budget
- ☐ A Day-in-My-Life – demonstrating time management
- ☐ Sample “contract” for assignments or behavior modification
- ☐ LinkedIn Profile
- ☐ Professional online personal page (Facebook, Instagram, etc.)

GRADE 11 Minimum Expectations for Student Transcript Evaluation & Postsecondary Planning Sessions (STEPPS)

Purpose:

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

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

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

- ▶ Decided upon a postsecondary plan
- ▶ Identified a general 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

When students are in their junior year, STEPPS's aim is to:

- Definitively resolve student's postsecondary plan (by the end of May), with the understanding that the NVGU Specialist is notified immediately of plan changes
- Assess "match" between student's postsecondary plan, career goal and academic record (i.e. plan for University, but low GPA - or plan for Community College, but high academic achievement and test scores); discuss what can be done this year to realize goal and/or discuss other postsecondary options
- Strengthen the relationship between continuing GEAR UP students and the GEAR UP Specialist
- Begin to establish a relationship between new GEAR UP students and the GU Specialist
- Assess student's academic progress towards eligibility for college admissions
- Assess student's awareness and/or understanding of topics related to college preparation (benefits of postsecondary education, types of colleges and schools, types of degrees, degree progression, 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 student with career exploration and identification of career interests, goal-setting, and goal-attainment
- Monitor student's academic achievement and progress toward realizing postsecondary aspirations
- Address follow-up actions and interventions as necessary to promote student success

STEPPS Coordination:

Each school's GEAR UP Implementation Plan outlines the process by which the GEAR UP Specialist(s) and high school Counselor(s) will collaborate to meet program goals and STEPPS requirements to maximize the benefit for GEARUP students without duplication of services.

STEPPS Preparation:

- The GEAR UP Specialist(s) confers with Principals and Counselors to make a specific plan for the completion of STEPPS, according to the approach outlined in the Implementation Plan. The plan must ensure that a system for GEAR UP Specialist/Counselor sharing of STEPPS information is established to avoid duplication of services.
- The GEAR UP Specialist(s) reviews the student's transcript, attendance data, and other available and pertinent information about the student, to formulate possible goals the student might establish and actions the student can take to reach their goals.

STEPPS Implementation:

- A. On or before the date indicated on the **Nevada GEAR UP Specialist Calendar**, GEAR UP Specialists are responsible – in collaboration with counseling department staff – for conducting **one individual STEPPS** with each student, and for ensuring that on or before the end of the school year, each student completed, and reports on the completion of at least **one STEPPS follow-up action**.
1. The STEPPS will focus on:
 - a) Connecting/building the relationship between the student and the GU Specialist
 - b) Exploring the student's interest, hobbies, hopes and dreams, talents, and strengths, including career interest areas and postsecondary aspirations
 - c) Discussing student's career interests, and the possibilities for job shadowing (virtual or in-person), 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 Implementation Plan
 - d) Discuss the ACT – What it is and why it is important
 - e) Reviewing student's academic status (using progress reports and other counseling documentation, as available) and college and career readiness; connecting students with resources, such as tutoring, if needed or desired
 - f) Assessing the student's understanding of educational requirements (in high school and beyond) to reach his/her career goal
 - g) Assessing the student's "college knowledge" (i.e. course requirements, financial aid/financial literacy, scholarship opportunities, etc.)
 - h) Helping the student understand the value and benefits of GEAR UP over the next few 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
 - j) Reviewing student's 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-participation, 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 STEPPS Follow-Up***, attached)
2. The STEPPS may also include:
 - a) Identifying student's fears, weaknesses, and needs; referring students to appropriate services as indicated
 - b) Administering assessments, inventories, or personal counseling to aid in deciding upon a postsecondary plan or goal
 - c) Counseling for students who are undecided about a postsecondary plan:
 - If student says he/she is still undecided about postsecondary plan, use the "Undecided Student Guide (rather than the *STEPPS Checklist*) to facilitate the conversation.
 - Establish deadline for students to decide if he/she wished to pursue postsecondary education, so that critical deadlines (admissions, testing, financial aid, etc.) are not missed in senior year
 - Explain that STEPPS will be completed at a later date, when the decision has been made about postsecondary plan.

B. Before concluding the STEPPS with the GEAR UP Specialist:

1. Ensure the student has received a "Welcome"
2. Encourages and assists the student in legibly completing the Student Decision/Plans Form, ensuring the following are provided:
 - a) Student's Postsecondary Plan
 - b) Student's Career Interest Area
 - c) Student's top choices for postsecondary institutions if he/she has any
 - d) Agreed-upon follow-up actions and "due date", selecting no more than one follow-up action

**** Student takes this form with them and follows GEAR UP Specialist instructions for returning the completed form, if applicable.**
3. Legibly summarizes the STEPPS conversation on the appropriate *STEPPS Checklist* form (there are different forms for New Students and Continuing Students), ensuring the following are provided:
 - a) Date and duration of STEPPS
 - b) Student's career interest(s) area
 - c) Student's preliminary postsecondary plan
 - d) Student's top choices for postsecondary institutions if he/she 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

C. When the STEPPS is over, the GEAR UP Specialist:

1. Completes the Student Decision/Plans Section on the *STEPPS Checklist*, enters comments that will be helpful when evaluating the student's progress, including concerns.
2. Verifies that the top of the *STEPPS Checklist* form includes all student identifying information, and the date and duration of the STEPPS.

- D. On a monthly basis, the GEAR UP Specialist uploads completed STEPPS services into the NDE GEARS database. The GEAR UP Specialist follows the process developed at the schools for sharing this information with counselors, as needed.
- The GEAR UP Specialist follows the process developed at the schools for sharing this information with Counselors, as needed.

Minimum Expectations [Standards] for STEPPS Follow-Up – Grade 11

STEPPS Follow-Up Actions Purpose:

STEPPS follow-up actions for 11th graders should prepare them for the more rigorous, and critical follow-up actions needed in their senior year to reach their postsecondary goals. Follow-up to STEPPS means arranging for students to participate in relevant activities related to their postsecondary plan. Documentation of STEPPS follow-up actions is necessary and will entail “follow-up” on the part of the student as well, in the form of reporting back on the results and/or outcome of their efforts. *In some instances, follow-up may not be necessary if the student has definitively made a postsecondary decision and is on-track to accomplish their postsecondary goals.*

Suggested STEPPS Follow-Up Actions:

- For University/College/Trade School-bound students: College Fit research
- For Military-bound students: Research requirements for branch of interest; benefits of enlisted vs. officer; options for college before or after military service; jobs and educational opportunities offered
- For Workforce-bound students: “Reality Check” exercise – can they live on the salary possible with a high school diploma; prepare them and turn in resume,

STEPPS Follow-Up Implementation:

On a regular basis (i.e. weekly, monthly, as determined on a site-by-site basis), and using the Follow-Up Spreadsheet provided you by NDE GEAR UP, filter the spreadsheet by due dates and take steps to ensure students complete their assigned follow-up. GU Specialists may implement an alternative method of calendaring and monitoring for follow-up if desired; any alternative method must be approved by NDE GEAR UP.

STEPPS Follow-Up Completion/Documentation:

Within one week of STEPPS Follow-Up activity completion, include the following information in weekly service logs, or participation sign-in sheets:

- Date of Follow-Up
- Service/Activity Type
- Duration for Follow-Up will generally be logged in at 15-minute intervals

****If you assist the student with their follow-up (i.e. guiding them through their college fit research, etc.), you must also document that service with appropriate name for that service (usually Counseling or Advising).**

GRADE 12 Minimum Expectations for Student Transcript Evaluation & Postsecondary Planning Sessions (STEPPS)

Purpose:

The goal of GEAR UP is to significantly increase the number of students who are prepared to enter and succeed in postsecondary education. Nevada GEAR UP seeks to achieve this goal through multiple overlapping strategies, provided by qualified providers in sufficient scale and quantity, over time. Student Transcript Evaluation & Postsecondary Planning Sessions (STEPPS) – individual meetings with every student every year - combined with strategically assigned and monitored action steps are the most significant and intentional of these strategies, supporting achievement of all three Nevada GEAR UP objectives:

- **To improve academic performance**
- **To increase graduation, postsecondary enrollment & completion rates**
- **Increase student knowledge about postsecondary education (costs, benefits & prerequisites, and financial aid)**

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

- ▶ Decided upon a postsecondary plan
- ▶ Identified a general 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, if eligible

Each year, STEPPS has a slightly different focus. In student's senior year of high school, STEPPS aims to:

- Confirm postsecondary plans (resolved during 11th grade year)
- Assess student's academic progress including eligibility for college admission
- Assist the student, as needed, with exploration and selection of a college and major
- Resolve specific actions students must complete to realize his/her postsecondary aspirations

STEPPS Preparation and Coordination:

- The GEAR UP Specialist confers with Principals and Counselors to make a specific plan for completion of STEPPS, according to the approach outlined in the Implementation Plan. The plan must ensure that a system for NVGU Specialist-Counselor sharing of STEPPS information is established to ensure every student is assisted, and to avoid duplication of services.
- The GEAR UP Specialist reviews each student's transcript, test data, and other available information to formulate actions each student must take to reach his/her goals.
- The GEAR UP Specialist has a copy of the appropriate *STEPPS Checklist* that aligns with student's postsecondary plan and a copy of the *GEAR UP Senior Year Guide* (provided by the NDE GEAR UP office) for use while meeting with the student.

STEPPS Schedule:

Based on student's junior year postsecondary plans, as recorded in their *STEPPS Decisions/Plans Form*, GEAR UP Specialists will hold at least one STEPPS with each GEAR UP student, using the *GEAR UP Senior Year Guide*, and the *STEPPS Checklist* appropriate to each student's postsecondary goal, according to the following schedule:

- ☐ On or before **September 30** for *University-bound* students
- ☐ On or before **December 31** for *Community College and Technical Institute-bound* students
- ☐ On or before **February 28** for *Military or Workforce-bound* students

Note: During STEPPS, if student indicates postsecondary plan has changed, switch to appropriate *STEPPS Checklist* for updated plan.

Senior Student Transcript Evaluation & Postsecondary Planning Session (STEPPS):

Using the *STEPPS Checklist* appropriate to the student's postsecondary plans, the GU Specialist engages in a conversation with the student that entails:

- A. Verifying the student's cell phone number and obtaining the student's non-school email address
- B. Reviewing:
 1. The student's postsecondary plan (degree, educational pathway, school choice(s), major/career)
 2. The student's graduation status
 3. The student's Academic Preparation in relation to his/her postsecondary plan
 4. Admission Requirements for his/her school/degree/major, in relation to the student's preparation
 5. The student's awareness of special issues related to his/her plan/goals
 6. The student's financial literacy and preparation needs relative to his/her plan
- C. Using the *GEAR UP Senior Guide*, (student) and appropriate *STEPPS Checklist* (NVGU Specialist), discussing the senior year action steps necessary to accomplish the student's postsecondary plan and the schedule (dates) by which specific steps should be completed

Post-STEPPS Actions:

When the STEPPS is over, the GEAR UP Specialist:

- A. Verifies that the top of the *STEPPS Checklist* includes all student identifying information, and the date and duration of the STEPPS
- B. If new student, mails Welcome Letter to Parent/Guardians
- C. Follows the process and procedure developed at the schools for sharing STEPPS information with Counselors, as needed
- D. On a monthly basis, the GEAR UP Specialist uploads completed STEPPS services into the NDE GEARS database. The GEAR UP Specialist follows the process developed at the schools for sharing this information with counselors, as needed.

Senior STEPPS Action Steps and Procedures

After the Senior STEPPS, throughout the fall and spring semesters, **but before the end of the school year**, the GEAR UP Specialist or designated GEAR UP team member(s) ensures that each student completes all necessary Action Steps, as appropriate to his/her postsecondary plan, as listed in the attached table, and documents and submits associated data per Nevada GEAR UP Senior Year Postsecondary Documentation Standards. ***Close attention to deadlines is critical.***

Specific Action Steps for High School Seniors				
University-Bound	Community College-Bound	Technical Institute-Bound	Military-Bound	Workforce-Bound
Obtain application fee waiver(s).	Obtain application fee waiver(s).	Research community colleges, to determine whether technical certificate/license desired is available at lower cost there; if so, and student changes plan, follow the CC-Bound steps.	If the student wants postsecondary education as a back-up plan or if the student wants to complete officer training/ROTC in college as part of their postsecondary plan to enter the military, follow the University-Bound steps.	If the student wants postsecondary education as a back-up plan, follow the University- or Community College-Bound steps.
Complete application(s) by deadline, including essays, letters of recommendation, portfolios, and application fee or fee waiver, etc. (With attention to early decision/early action deadlines, if any).	Correctly apply/register as applicable, by deadline.	Obtain application fee waiver(s).	Make appointment with recruiter and discuss the process for enlistment,	Research community college programs to determine the possibility of attending part-time while employed.
Request and mail official high school and/or community college transcripts, CLEP/AP test scores, as applicable.	Request and mail official high school and/or community college transcripts, CLEP/AP test scores, as applicable.	Correctly apply/register as applicable, by deadline, including application fee or fee waiver.	Take ASVAB.	Update resume.
Take or re-take the ACT as early as possible (obtain a fee waiver if applicable); send new scores to university or ensure scores on file were sent to selected universities/colleges.	Take necessary placement tests (Compass, Accuplacer); obtain score sufficient to avoid remedial work.	Request and mail official high school and/or community college transcripts, CELP/AP test scores, as applicable.	Check in with recruiter and complete the required Physical Examination with Military Entrance Processing Station (MEPS).	Request letters of recommendation and/or people to serve as references.

Specific Action Steps for High School Seniors				
University-Bound	Community College-Bound	Technical Institute-Bound	Military-Bound	Workforce-Bound
If the student wants to pursue a military career through the university, verify that school of choice offers an ROTC program that matches their desired branch of service.	Student and Parent/Guardian obtain FSA ID, if eligible.	Student and Parent/Guardian obtain FSA ID, if eligible.	Research potential careers through the military and the required ASVAB score needed.	Research job training requirements in fields of interest.
Student and Parent/Guardian obtain FSA ID, if eligible.	Complete FAFSA in October.	Complete FASA in October.	Review ASVAB with GEAR UP Specialist in relation to career interest area; study and re-take ASVAB if needed or desired.	Research job openings.
Complete FASA in October.	Review Student Aid Report (SAR) with GEAR UP Specialist.	Review Student Aid Report (SAR) with GEAR UP Specialist.	Meet with Enlistment Counselor to determine career prospects based on your ASVAB score.	Apply for jobs.
Review Student Aid Report (SAR) with GEAR UP Specialist.	Attend Nevada Promise information session and apply for the scholarship by the deadline, including all required information.	Apply for scholarships; keep in mind all deadlines.	Meet with recruiter to discuss Delayed Entry Program, if applicable.	Inform GEAR UP Specialist of job placement.
Attend scholarship workshops (NSHE and others); apply for scholarships by deadlines, including all required information.	Apply for other scholarships by required deadlines.	Review Acceptance Letters; accept admission to school of choice; pay deposit.	Take Oath of Enlistment; verify date and time with recruiter.	Update contact information with GEAR UP Specialist.
Apply for other scholarships by required deadlines.	Review Admissions letters.	Review Financial Award letters; accept awards.	Being preparing for Boot Camp by looking at the requirements for passing physical fitness test.	

Specific Action Steps for High School Seniors				
University-Bound	Community College-Bound	Technical Institute-Bound	Military-Bound	Workforce-Bound
Review Admissions letters.	Review Financial Award letters.	Research/explore career outlook for your selected program.		
Review Financial Award letters.	Accept Admission and Financial Aid award; pay deposit.	Update contact information with GEAR UP Coordinator.		
Accept Admission and Financial Aid award, pay deposit.	Talk with Community College Academic Advisor to discuss degree progression	Apply for housing, if applicable.		
Register and attend an orientation session.	Apply for housing, if applicable.	Advise GU Specialist/Counselor of acceptance to School.		
Apply for housing, if applicable.	Explore program of study			
Learn about TRiO programs at targeted school(s); enroll in Summer Bridge program.	Learn about TRiO programs at targeted school(s); enroll in Summer bridge program.			
Update contact information with GEAR UP Specialist.	Update contact information with GEAR UP Specialist.			
Advise GEAR UP Specialist/Counselor of acceptance to University.	Advise GEAR UP Specialist/Counselor of acceptance to School.			
Advise GEAR UP Specialist of awarded scholarships.	Advise GEAR UP Specialist of awarded scholarships.			

***The application for FAFSA federal aid in 2022-2023 opens October 1, 2022. Student and Parent/Guardian will use 2021 income and tax information. All students with a plan to pursue postsecondary education (university, community college, or technical institute) must begin the FAFSA submission process in October 2022.**

NEVADA GEAR UP STEPPS CHECKLIST GRADE 7



School: _____

Student Name: _____ ID# _____ Grade Level: 7

Current Address: _____

Telephone Numbers: _____

Email: _____

Date of STEPPS: _____ Duration of STEPPS: _____ Facilitator Initials: _____

All information in this box must be completed prior to submission to NDE GEAR UP office.

Instructions: Check off each item below as it is completed/discussed. You may take notes in the margins.

Participation / Engagement / Leadership

- ☐ Establish Rapport/Relationship
- ☐ Review participation in GEAR UP activities and extracurricular and community clubs/activities.
- ☐ Engage follow-up for Spring Semester (check all that apply):
 - ____ Join a School Club (which club(s)?) _____
 - ____ Join a Community Organization (which Organization?) _____
 - ____ Attend a GEAR UP event (which events?) _____
 - ____ Sign up to volunteer (where?) _____
 - ____ Other: (what?) _____
 - ____ None: Student is already highly engaged. _____

Career Exploration and Identification

- ☐ Explore interests, hobbies, hopes and dreams, talents, strengths, to identify or affirm career interest:
 - What do you love to do? Why do you enjoy it?
 - What is your best school subject?
 - Do you know someone who has a job you think you would like?
- ☐ Discuss extracurricular activities and coursework aligned with interests
- ☐ **Career-related** follow-up for Spring Semester (check all that apply):
 - ____ Complete an online Career Interest Inventory (which website?) _____
 - ____ Complete a Paper & Pencil Career Interest Inventory (which Inventory?) _____
 - ____ Talk to an adult about his/her job (who? What job?) _____

____ Research careers online (website?) _____
 ____ Sign up to volunteer (where?) _____
 ____ Other: (what?) _____
 ____ None: Student is very knowledgeable about career choice and how to get there.

Student's Career Interest: _____
 Job or Field

Academic / College Preparedness

- ☐ Review academic status; connect with resources such as tutoring, if needed
- ☐ Facilitate understanding of the *benefits of higher education* using the FSAPubs.gov booklet "My Future My Way" provided by the NDE GEAR UP office. Explore perceived barriers to higher education
- ☐ **Academic / College Prep** follow-up for Spring Semester (check all that apply):
 - ____ Go to tutoring (which subject(s)?) _____
 - ____ Attend Summer Enrichment Program (which program?) _____
 - ____ Look at KnowHow2Go.org _____
 - ____ Other: (what?) _____
 - ____ None: Student is highly motivated to attend college; academic performance is stellar; and is already involved in enrichment opportunities.

Student's Preliminary Postsecondary Plan (circle one):

4-Year University Community College Undecided Military Workforce

Student's School Choice(s): _____

Comments: _____

Post-STEPPS:

Information Provided to GEAR UP

Follow-Up Activity/Assignment(s) Calendared for: _____

Date



NEVADA GEAR UP STEPPS CHECKLIST

GRADE 8

School: _____

Student Name: _____ ID# _____ Grade Level: _____

Date of STEPPS: _____ Duration of STEPPS: _____ Facilitator Initials: _____

All information in this box must be completed prior to submission to NDE GEAR UP office.

Facilitation Guide:

I. Participation / Engagement / Relationships

- ☐ Review participation in GEAR UP activities and extracurricular and community clubs/activities.

School, Community, GEAR UP Engagement/Involvement	Current/Completed Involvement	Suggested Involvement (include date)
Join a school club or sport – Consider a leadership role (which clubs/sports?)		
Participate in a community organization (which organization?)		
Attend a GEAR UP event (which event?)		
Volunteer (where/doing what?)		
Other:		

II. Career Exploration and Identification

- ☐ Explore interests, hobbies, hopes, dreams, and talents, strengths, to identify or affirm career interest:

➤ Which subjects do you like the most at school? What do you like about it? _____

➤ In your spare time, what do you like to do? Why do you enjoy it? _____

➤ Do know someone who has a job you might like? Who? _____

➤ What is the job? _____

- ☐ Review extracurricular activities and coursework aligned with career interest

Career-Related Engagement/Involvement	Current/Completed Involvement	Suggested Involvement (include date)
Career Interest Inventory (which Inventory?)		
Attend a Career Fair		
Talk to an adult about his/her job/attend a career workshop (Who? What job?)		
Research careers (online or job site visit) (website/job site?)		
Volunteer in career interest area (where?)		
Take a class related to career interest area (what class?)		
Other:		

III. Academic / College Preparedness

- ☐ Review academic status; connect with resources, such as tutoring, if needed.

Academic Preparation	Current/Completed Involvement	Suggested Involvement (include date)
Attend tutoring/raise grade (subjects?)		
Attend a Summer Enrichment Program (which program?)		
Visit KnowHow2Go.org		
Participate in Credit Recovery Program		
Connect with a Mentor		
Go on a College Visit		
Take a class based on academic need and/or talents (what classes?)		

Student's Decisions / Plans: Instructions: Fill in the box below as a summary of student's postsecondary plan. (Continued on next page)

1. Student's Career Interest Area: _____

2. Student's Preliminary Postsecondary Plan (Circle one):

4-Year University

Community College

Trade School

Specified in IEP

Workforce

Mission

Undecided

Military-Branch: _____

3. Student's Schools of Choice:

1st Choice: _____ 2nd Choice: _____ 3rd Choice: _____

4. Follow-Up Activities Assigned to the Student with Due Date:

Student Engagement Assessment		Due:
Student Career Assessment		Due:
Student Academic Assessment		Due:

5. Additional information about the student to aid in assessment of needs and goals:

NEVADA GEAR UP STEPPS CHECKLIST

GRADE 9



School: _____

Student Name: _____ ID# _____ Grade Level: _____

Date of STEPPS: _____ Duration of STEPPS: _____ Facilitator Initials: _____

All information in this box must be completed prior to submission to NDE GEAR UP office.

Facilitation Guide:

IV. Participation / Engagement / Relationships

- ☐ Review participation in GEAR UP activities and extracurricular and community clubs/activities.

School, Community, GEAR UP Engagement/Involvement	Current/Completed Involvement	Suggested Involvement (include date)
Join a school club or sport – Consider a leadership role (Which clubs/sports?)		
Participate in a community organization (Which organization?)		
Attend a GEAR UP event (Which event?)		
Volunteer (Where/doing what?)		
Other:		

V. Career Exploration and Identification

- ☐ Explore interests, hobbies, hopes, dreams, talents, and strengths, to identify or affirm career interest:

➤ Look at student's interest inventories, aptitude tests, etc. – compare their "selected career" to those the career inventory suggests and discuss with the student _____

➤ Which subjects do you like the most at school? What do you like about it? _____

➤ In your spare time, what do you like to do? Why do you enjoy it? _____

➤ Do you know someone who had a job you might like? Who? What is the job? _____

- Review extracurricular activities and coursework aligned with career interest

Career-Related Engagement/Involvement	Current/Completed Involvement	Suggested Involvement (include date)
Career Interest Inventory - Online or paper (which Inventory?)		
Create a Resume		
Participate in a Mock Interview		
Attend a Career Fair		
Talk to an adult about his/her job and/or attend a career workshop (Who? What job?)		
Research Careers – Online or Job Site Visit (Website/jobsite?)		
Volunteer in a Career Interest Area (Where?)		
Take a Class Related to Career Interest Area (Which classes?)		
Other:		

VI. Academic / College Preparedness

- Review academic status; include student's self-identified areas of need; connect student with appropriate resources, such as tutoring, if needed; review student's "college knowledge" and financial literacy.

Academic Preparation	Current/Completed Involvement	Suggested Involvement (include date)
Attend tutoring/raise grade (Subjects?)		
Attend a Summer Enrichment Program (Which program?)		
Visit KnowHow2Go.org		
Participate in Credit Recovery Program		
Connect with a Mentor		
Write Your Personal Statement		
Go on a College Visit		
Take a Class Based on Academic Needs and/or Talents (Which classes?)		
Other:		

Student's Decisions / Plans:

Instructions: Fill in the box below as a summary of all other areas above.

6. Student's Career Interest Area: _____
Broad Field or Specific Job

7. Student's Preliminary Postsecondary Plan (Circle one):

4-Year University Community College Trade School Specified in IEP
Workforce Mission Undecided Military-Branch: _____

8. Student's Schools of Choice:

1st Choice: _____ 2nd Choice: _____ 3rd Choice: _____

9. Follow-Up Activities Assigned to the Student with Due Date:

Engagement Assignment:		Date:
Career Assignment		Date:
Academic Assignment		Date:

10. Additional information about the student to aid in assessment of needs and goals:

NEVADA GEAR UP STEPPS CHECKLIST

GRADE 10



School: _____

Student Name: _____ ID# _____ Grade Level: **10**

Date of STEPPS: _____ Duration of STEPPS: _____ Facilitator Initials: _____

Last School Attended _____

PART 1 - Facilitation Guide:

VII. GEAR UP Orientation Checklist:

<input type="checkbox"/> Welcome Letter	<input type="checkbox"/> Introduction to GEAR UP	<input type="checkbox"/> Transcript Review
---	--	--

VIII. Is the student “connected” to: School? Community? GEAR UP? Review service participation in GEARS

School, Community, GEAR UP Engagement/Involvement	Indicate: AI: Already Involved CBF: Could Benefit From NA: Not Applicable or Available	Notes:
Join a school club or sport – Consider a leadership role (Which clubs/sports?)		
Participate in a community organization (Which organization?)		
Attend a GEAR UP event (which event?)		
Volunteer (Where/doing what?)		
Other:		

IX. Career Exploration and Identification

- ☐ Explore interests, hobbies, hopes, dreams, and talents, strengths, to identify or affirm career interest. Questions you may ask to get at this:

- Which subjects do you like the most at school? What do you like about it? _____
- In your spare time, what do you like to do? Why do you enjoy it? _____

➤ Do you know someone who had a job you might like? Who? What is the job? _____

☐ Review extracurricular activities and coursework aligned with career interest

Career-Related Engagement/Involvement	Indicate: AI: Already Involved CBF: Could Benefit From NA: Not Applicable or Available	Notes:
Career Interest Inventory - Online or paper (Which Inventory?)		
Create a Resume		
Participate in a Mock Interview		
Attend a Career Fair		
Talk to an adult about his/her job and/or attend a career workshop (Who? What job?)		
Research Careers – Online or Job Site Visit) (Website/jobsite?)		
Volunteer in a Career Interest Area (Where?)		
Take a Class Related to Career Interest Area (Which classes?)		
Other:		

X. Academic / College Preparedness

☐ **Is the student on track to graduate college and career ready?** Review academic status, including student's standardized test scores if available and connect with resources such as tutoring, if needed; Review student's "college knowledge" and financial literacy.

Academic Preparation	Indicate: AI: Already Involved CBF: Could Benefit From NA: Not Applicable or Available	Notes:
Attend tutoring/raise grade (Subjects?)		
Attend a Summer Enrichment Program (Which program?)		
Participate in Credit Recovery Program		
Connect with a Mentor		
Write Your Personal Statement		
Go on a College Visit (Which college?)		
Take a Class Based on Academic Needs and/or Talents (Which classes?)		

Other:		
--------	--	--

Student's Decisions/Plans: Instructions: Fill in the box below as a summary of all other areas above.

11. Student's Career Interest Area: _____ <div style="text-align: right; font-size: small;">Broad Field or Specific Job</div>												
12. Student's Preliminary Postsecondary Plan (Circle <u>one</u>): <div style="display: flex; justify-content: space-between; padding: 5px;"> 4-Year University Community College Trade School Specified in IEP </div> <div style="display: flex; justify-content: space-between; padding: 5px;"> Workforce Mission Undecided Military-Branch: _____ </div>												
13. Student's Schools of Choice: 1 st Choice: _____ 2 nd Choice: _____ 3 rd Choice: _____												
14. Follow-Up Activities assigned to the student with date: <div style="text-align: center; font-size: small;">Fall or 1st Semester by December 18th - Spring or 2nd Semester by May 15th</div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Engagement Assignment:</td> <td style="width: 40%;"></td> <td style="width: 30%;">Date:</td> </tr> <tr> <td>Career Assignment</td> <td></td> <td>Date:</td> </tr> <tr> <td>Academic Assignment</td> <td></td> <td>Date:</td> </tr> </table>				Engagement Assignment:		Date:	Career Assignment		Date:	Academic Assignment		Date:
Engagement Assignment:		Date:										
Career Assignment		Date:										
Academic Assignment		Date:										
15. Additional information about the student to aid in assessment of needs and goals: <div style="border-bottom: 1px solid black; height: 10px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 10px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 10px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 10px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 10px; margin-bottom: 5px;"></div>												

PART 2 - Facilitation Guide:

- I. **Student's Postsecondary Plans:** _____
Look at last year's STEPPS data, if available, to start the conversation, but be aware that student's plans may have changed since then. Note here student's current plan related to career interest, type of postsecondary institution, and/or specific school of interest.

- II. **Assess student's Academic/College Preparedness:** Using the student's transcripts, review the student's progress towards earning a "C or better in the following classes. During STEPPS, discuss progress towards completion with the student:
 - A. **Progress towards eligibility for University Admission:**

Subject	Year 1	Year 2	Year 3	Year 4	Notes:
English					
Math					
Lab Science					
Social Science					
Foreign Language					
Fine Arts					

B. Assess student's College Preparation Awareness: Review the following for understanding:

Topic	Is Aware	Notes:
College Entrance Exams (what are they, timeline, and prep)		
Types of Schools (Community College, University, Tech School)		
Types of Degrees (Technical, Associate's Bachelor's, Master's, Ph.D.)		
Benefits of Postsecondary Education		
Cost of College		
Ways to pay for college (merit/need-based Scholarships, FAFSA, Pell Grants, and loans)		

III. Engage in conversation with the student to get answers to the three questions listed under "Topic". Based on your conversation, discuss possible services or resources for follow-up.

Topic	Possible interventions or services and/or follow-up assignments	Indicate: <i>AI</i> : Already Involved <i>CBF</i> : Could Benefit From <i>NA</i> : Not Applicable or Available	Notes:
Academic Readiness (Rigor) Is the student "on track" to graduate college and career ready? Review academic status, including student's ACT scores, if available and connect with resources, such as tutoring, if needed; Review student's "college knowledge" and financial literacy.	Attend tutoring/raise grade (Subjects?)		
	Attend summer enrichment program (Which program?)		
	Participate in Credit Recovery		
	Write a Personal Statement		
	Go on a College Visit (Which college?)		
	Take a Class on Academic Needs or Talents (Which classes?)		
Engagement (Relationships) Is the student "connected" to School, Community, and GEAR UP? Review participation in GEAR UP services and activities, and extracurricular and community clubs/activities. How did student respond to Survey questions related to transition to high school?	Join a School Club or Sport – Consider a Leadership Role (Which club/sports?)		
	Participate in a Community Organization (Which organization?)		
	Volunteer, Consider Career Interest (Where? Doing what?)		
Career Awareness	Career Interest Inventory (online or paper and pencil – Which Inventory?)		

(Relevance) Does the student have an awareness of or an idea for his/her future? Explore interests, hobbies, hopes and dreams, talents and strengths, favorite classes, role models, etc. to identify or affirm career interests. Review extracurricular activities and coursework aligned with career interests.	Take a Class Related to Career Interest Area (Which class?)		
	Attend a Career Workshop or Job Shadow (Where? When?)		
	Research Careers (Website/Job site?)		
	Visit createyournext.com		
	Create a Resume		
	Participate in a Mock Interview		
	Other (Specify):		
Other (This can be used for any area)	Specify:		

Student's Decisions/Plans: Instructions: Fill in the box below as a summary of all other areas above. The information included in this box will be entered into the GEARS Database (as applicable).

1. Student's Career Interest Area: _____

Broad Field or Specific Job

2. Student's Preliminary Postsecondary Plan (Circle one):

4-Year University

Community College

Trade School

Specified in IEP

Workforce

Mission

Undecided

Military-Branch: _____

3. Student's Schools of Choice:

1st Choice: _____ 2nd Choice: _____ 3rd Choice: _____

4. Follow-Up Activities assigned to the student with date:
 Fall or 1st Semester entered by December 18th - Spring or 2nd Semester entered by May 15th

Engagement Assignment:		Date:
Career Assignment		Date:
Academic Assignment		Date:

5. Additional information about the student to aid in assessment of needs and goals:

NEVADA GEAR UP STEPPS CHECKLIST

GRADE 11



School: _____

Student Name: _____ ID# _____ Grade Level: 10

Date of STEPPS: _____ Duration of STEPPS: _____ Facilitator Initials: _____

I. Student's Plans:

Assess if student's postsecondary plan, and/or major/career interest align.

- ☐ *Discuss alternate options, pathways, or opportunities students should be aware of related to attaining their goals*
- ☐ *If student does not have a postsecondary plan (still undecided), switch to the "Undecided Student Guide". Ensure student has a postsecondary plan by the end of May.*

Postsecondary Plan: _____

Major/Career Interest: _____

School Choice: _____

Is there anything you want/need to resolve postsecondary plans, school, or major? _____

II. Admission Requirements:

Use the student's transcript as a guide for your conversation regarding session course and aptitude requirements for the student's postsecondary plan.

A. Courses

1. Is this student on track to have enough credits to graduate high school?
Yes No
2. Is this student on track to complete the "Sweet 16" course for university admittance?
Yes No
3. If no, list courses and credits needed: _____

Is there anything you want/need to do to make-up credits or complete university prerequisites? _____

B. Academic Aptitude

1. GPA: _____
2. Predicted ACT: _____
3. Class Rank: _____
4. Other: _____

Is there anything you want/need to do to maintain Academic Aptitude? _____

Based on responses to Parts I and II, review types of degrees, postsecondary pathway options (4-year universities, community college, and technical certifications), progress toward admission, important deadlines, opportunities students may consider (such as dual enrollment, summer programs, ROTC programs) and determine what further exploration on the following topics (Parts III through VI) would be beneficial for this student to explore.

III. Engagement:

Discuss current connection to school and experiences with leadership, extracurricular activities, hobbies, community service, etc.

1. What engagement activities is the student involved in? _____

Is there anything you want/wanted to do to continue or become involved? _____

iv. College Readiness:

Discuss experiences the student has had preparing for college. Solicit additional questions the student may have, and direct student to appropriate resources. Discuss "College Fit" and refer them to online tools to help figure out the best fit for them.

- | | | |
|---|--|---|
| <input type="checkbox"/> College Visits | <input type="checkbox"/> Placement Tests | <input type="checkbox"/> College Fit |
| <input type="checkbox"/> Residence Halls/Dorms | <input type="checkbox"/> Applying for College | <input type="checkbox"/> Resume |
| <input type="checkbox"/> Student Life (clubs, etc.) | <input type="checkbox"/> Applying for Scholarships | <input type="checkbox"/> Personal Statement |
| <input type="checkbox"/> Other: _____ | | |

Is there anything you want/need to do to enhance college readiness? _____

v. Financial Literacy:

Discuss student's options for paying for college and steps necessary over the next 2 years to access various resources.

- | | | |
|---|---|--|
| <input type="checkbox"/> FAFSA/4Caster/FSA ID | <input type="checkbox"/> Nevada Promise | <input type="checkbox"/> Millennium |
| <input type="checkbox"/> Silver State Opportunity Grant | <input type="checkbox"/> Federal Pell Grant | <input type="checkbox"/> School-Specific |
| <input type="checkbox"/> Scholarship Search Engines | <input type="checkbox"/> Ways to Reduce Costs | <input type="checkbox"/> NV Grant Search |

Is there anything you want/need to do to increase financial literacy? _____

vi. Career/Major Exploration:

Taking cues from student's extracurricular interests, favorite/best courses, and your experience with the student, explore possible careers that might be a good fit. Don't ask, "What do you want to do/be when you grow up?" Explore problems/concerns they'd like to see helped solved, then discuss concerns in that area.

- | | | |
|--|---|--|
| <input type="checkbox"/> Undecided/Undeclared | <input type="checkbox"/> Job Site Visit | <input type="checkbox"/> Major/Studies Map |
| <input type="checkbox"/> University/College Career Centers | <input type="checkbox"/> Job Shadow | <input type="checkbox"/> Internship |
| <input type="checkbox"/> Career Inventory | <input type="checkbox"/> Career Outlook | <input type="checkbox"/> Other: _____ |

Is there anything you want/need to do to identify your career interests?

vii. Self-Advocacy Reflection/Discussion

Ask student to reflect on a time when he/she has asked for help, has found an answer he/she needed, has learned about a resource, has overcome a challenge, or has otherwise demonstrated self-efficacy/self-advocacy. Discuss how this skill is necessary to be successful in college and in life. Encourage the student to continue to practice and develop this skill.

Notes: _____

Student's Decisions/Plans: Instructions: Fill in the box below as a summary of all other areas above. The information included in this box will be entered into the GEARS Database (as applicable).

16. Student's Career Interest Area:

Broad Field or Specific Job

17. Student's Preliminary Postsecondary Plan (Circle one):

4-Year University

Community College

Trade School

Specified in IEP

Workforce

Mission

Undecided

Military-Branch:

18. Student's Schools of Choice:

1st Choice:

2nd Choice:

3rd Choice:

19. Follow-Up Activities assigned to the student with date:

Fall or 1st Semester by December 18th - Spring or 2nd Semester by May 15th

Follow-Up Action Area	Action	Date
<input type="checkbox"/> College (4-year, CC, or trade)	College Fit / Research	
<input type="checkbox"/> Military	Enlisted & Officer Jobs / Branch / Educational Opportunities	
<input type="checkbox"/> Workforce	Resume	

20. Additional information to aid in assessment of needs and goals:

NEVADA GEAR UP STUDENT'S DECISIONS/PLANS FORM



My goals after high school: _____

ACTION to make-up credits or complete specific courses: _____

ACTION to raise or maintain academic aptitude: _____

ACTION to continue or to become involved: _____

ACTION to enhance college readiness: _____

ACTION to increase financial literacy: _____

ACTION to explore careers: _____

Notes/Resources: _____

Student's Decisions/Plans: Instructions: Fill in the box below during your STEPPS, then answer questions 6-8 after you've completed your follow-up action. Submit the completed form to your GEAR UP Specialist.

Name: _____

1. My Career Interest Area: _____
Broad Field or Specific Job

2. Student's Preliminary Postsecondary Plan (Circle one):

4-Year University Community College Trade School Specified in IEP
Workforce Mission Undecided Military-Branch: _____

3. I have talked to my parent/guardian about my plan after high school: ☐ YES ☐ NO ☐ No, but I will

4. My Schools of Choice: Please write full name of schools (no acronyms):

1st Choice: _____ 2nd Choice: _____ 3rd Choice: _____

5. Follow-Up Action, assigned by date by which I should complete it:

Engagement Assignment:		Date:
Career Assignment		Date:
Academic Assignment		Date:

After you complete the agreed-upon follow-up action listed above, please complete this reflection (Questions 6-8).

6. Date you completed the follow-up action: _____

7. What did you learn or decide from completing this action, about your plans for after high school?

8. Are there any questions you would like your GEAR UP Specialist to help you answer? If so, please include then here (or on the back of this page):

Student Transcript & Postsecondary Planning Session (STEPPS) Checklist



Community College-Bound Students

(Complete by December 31st annually)

Student Name		Student ID	
Cell phone number		Email	
Date of STEPPS:	Duration of STEPPS:	Facilitator's Initials:	

Student's Postsecondary Plan Details			
<input type="checkbox"/> Associate's Degree		<input type="checkbox"/> Certificate	
<input type="checkbox"/> Transfer to:			
Student's schools of choice	#1	#2	#3
Student's major/career interest area			

Graduation Status			
Enough credits to graduate "on time"?	Yes	No	
Passed classes required for graduation?	Yes	No	
Passed NV required courses?	Yes	No	

General Academic Preparation			
Is the student in position to be admitted to a university?	Prerequisites:	Yes	No
	ACT/SAT Score:	Yes	No
	Unweighted GPA:	Yes	No
If so, does the student understand the benefits & accessibility of a 4-Year University?		Yes	No

Community College Admission Process			
Student knows (has not missed) the application deadline?	Yes	No	
Student knows (has submitted) required info? [transcripts, app fee, test score(s), other]	Yes	No	
Student is aware of transfer opportunities?	Yes	No	
Student's Community College placement test score status:	<input type="checkbox"/> Complete	<input type="checkbox"/> Retake	

Student Awareness			
Student is aware of any specialized criteria for major/certification?	Yes	No	
Student knows that desired school offers chosen major/certification?	Yes	No	
Student knows about undecided/undeclared majors?	Yes	No	

Financial Literacy/Paying for Postsecondary Education			
Student understands university "cost of attendance" at school of choice?	Yes	No	
Student knows how he/she will pay for college?	Yes	No	
Student understands FAFSA timeline, requirement, and how to get help with it?	Yes	No	
Student knows (has not missed) the FAFSA priority deadline for his/her university?	Yes	No	
Student has registered on scholarship search engines?	Yes	No	

Recommend Student Action Steps (check all that apply, note recommended completion date for each)			
Action Steps	Complete By	Action Steps	Complete By
Obtain college application fee waiver(s)		Review admission letters & financial aid awards	
Complete college application(s)		Accept admission & desired financial aid	
Request/mail transcripts (high school, college, etc.)		Meet with Community College academic advisor	
Take/Retake placement test (Compass/Accuplacer)		Apply for housing	
Obtain FSA ID (student & Parent/Guardian)		Explore program of study	
Complete FAFSA		Explore TRiO/Bridge Programs & apply	
Review SAR		Inform GU Specialist of decision & awards	
Attend Nevada Promise Workshop & complete app.		Other:	
Complete scholarship apps. (personal essay)		Other:	

Comments:

Student Transcript & Postsecondary Planning Session (STEPPS) Checklist



University-Bound Students

(Complete by September 30th annually)

Student Name		Student ID	
Cell phone number		Email	
Date of STEPP:	Duration of STEPP:	Facilitator's Initials:	

Student's Postsecondary Plan Details			
Student's schools of choice	#1	#2	#3
Student's major/career interest area			

Graduation Status			
Enough credits to graduate "on time"?	Yes	No	
Passed classes required for graduation?	Yes	No	
Passed NV required courses?	Yes	No	
Academic Preparation			
Passed all classes required for university admission?	Yes	No	
Student's ACT or SAT score	ACT:	SAT:	Recommended Retake?
Student has GPA recommended/required for university admission?	Unweighted GPA:	Yes	No
University Admission Process			
Student knows university admission requirements for all selected schools?	Yes	No	
Student knows (has not missed) application deadline?	Yes	No	
Student knows (has submitted) required info? (transcripts, app fee, test score(s), other)	Yes	No	
Student Awareness			
Student knows that selected schools offer chosen major?	Yes	No	
Student is aware of any specialized criteria for major?	Yes	No	
Student knows about undecided/undeclared majors?	Yes	No	
Financial Literacy/Paying for Postsecondary Education			
Student understands university "cost of attendance"?	Yes	No	
Student knows how he/she will pay for college?	Yes	No	
Student understands FAFSA timeline, requirement, and how to get help with it?	Yes	No	
Student knows (has not missed) the FAFSA priority deadline for his/her university?	Yes	No	
Student has registered on scholarship search engines?	Yes	No	

Recommend Student Action Steps (check all that apply, note recommended completion date for each)			
Action Steps	Complete By	Action Steps	Complete By
Explore early decision/early action options		Complete scholarship apps (personal essay)	
Obtain college application fee waiver(s)		Review admission letters & financial aid awards	
Complete college app(s), incl. fee or using fee waiver		Accept admission & desired financial aid	
Request/mail transcripts (& AP/CLEP test scores)		Pay or defer enrollment deposit to selected school	
Prep for and take or re-take ACT/SAT		Register for college orientation	
Ensure ACT/SAT scores are reported to colleges		Apply for housing	
Explore ROTC or officer programs		Learn about TRIO/bridge programs and apply	
Obtain FSA ID (student & Parent/Guardian)		Enroll & update info for SSA	
Complete FAFSA		Inform NVGU NDE staff of Decisions and/or Awards	
Review SAR		Other:	
Attend College Coordinator's Scholarship Workshops		Other:	

Comments:

Student Transcript & Postsecondary Planning Session (STEPPS) Checklist



Technical Institute-Bound Students

(Complete by December 31st annually)

Student Name		Student ID	
Cell phone number		Email	
Date of STEPPS:	Duration of STEPPS:	Facilitator's Initials:	

Student's Postsecondary Plan Details			
Student's schools of choice	#1	#2	#3
Student's career interest area/cert:			

Graduation Status			
Enough credits to graduate "on time"?	Yes	No	
Passed classes required for graduation?	Yes	No	
Passed NV required courses?	Yes	No	

General Academic Preparation			
Is the student in position to be admitted to a university?	Prerequisites:	Yes	No
	ACT/SAT Score:	Yes	No
	Unweighted GPA:	Yes	No
If so, does the student understand the benefits & accessibility of a 4-Year University?		Yes	No

Technical Academy Admission Process			
Student is aware of admissions process at school of choice? [i.e. Interview, entrance exam, portfolios, application deadline]	Yes	No	
Student is aware of any specialized criteria for field of study?	Yes	No	

Financial Literacy/Paying for Postsecondary Education			
Student understands university "cost of attendance" at school of choice?	Yes	No	
Student knows how he/she will pay for college?	Yes	No	
Student understands FAFSA timeline, requirement, and how to get help with it?	Yes	No	
Student has registered on scholarship search engines?	Yes	No	
Student is aware of for-profit/non-profit status & accreditation for school of choice?	Yes	No	

Recommend Student Action Steps (check all that apply, note recommended completion date for each)			
Action Steps	Complete By	Action Steps	Complete By
Check to see if CC has program of study needed		Review admission letters & financial aid awards	
Obtain application fee waiver(s)		Accept admission & desired financial aid	
Complete Technical school application(s)		Explore career outlook	
Send add'l requirements (transcripts, portfolio, etc.)		Apply for housing	
Complete FAFSA		Inform GU Specialist of decision & awards	
Review SAR		Other:	
Complete scholarship apps. (personal essay)		Other:	

Comments:

Student Transcript & Postsecondary Planning Session (STEPPS) Checklist



Workforce-Bound Students

(Complete by February 28th annually)

Student Name		Student ID	
Cell phone number		Email	
Date of STEPPS:	Duration of STEPPS:	Facilitator's Initials:	

Student's Postsecondary Plan Details			
Student's career/field of interest:			

Graduation Status					
	Enough credits to graduate "on time"?	Yes		No	
	Passed classes required for graduation?	Yes		No	
	Passed NV required courses?	Yes		No	
Academic Preparation					
	Is the student in position to be admitted to a university?	Prerequisites:	Yes		No
		ACT/SAT Score:	Yes		No
		Unweighted GPA:	Yes		No
	If so, does the student understand the benefits & accessibility of a 4-Year University?		Yes		No
	Is student aware of Community College options (certificates offered?)		Yes		No
	Student knows you can go to college as an undeclared major?		Yes		No
	Is student aware of technical/vocational school options?		Yes		No
Student Awareness					
	Student can articulate the reason for their chosen path?		Yes		No
	Student understands the long-term value of postsecondary education?		Yes		No
	Student knows about scholarships/financial aid opportunities?		Yes		No
	Student is aware of the process to enroll in Community College later, if interested?		Yes		No
	Student has explored job opportunities?		Yes		No

Recommend Student Action Steps (check all that apply, note recommended completion date for each)			
Action Steps	Complete By	Action Steps	Complete By
Research training required for field of interest		Request reference letters, as applicable	
Research Community College options/programs		Inform GEAR UP Specialist of job placement	
Request reference contacts		Update Resume	
Apply for job openings		Other:	

Comments:

Student Transcript & Postsecondary Planning Session (STEPPS) Checklist



Military-Bound Students

(Complete by February 28th annually)

Student Name		Student ID	
Cell phone number		Email	
Date of STEPPS:	Duration of STEPPS:	Facilitator's Initials:	

Student's Postsecondary Plan Details							
Student's Military Branch of choice:							
Student's career interest area:							
Graduation Status							
	Enough credits to graduate "on time"?					Yes	No
	Passed classes required for graduation?					Yes	No
	Passed NV required courses?					Yes	No
Academic Preparation							
	Student has passed all classes required for university admission?					Yes	No
	Student's ACT or SAT Score:	ACT:	SAT:	Retake Recommended?	Yes	No	
	Student has GPA required for university admission?			Unweighted GPA:	Yes	No	
	Student understands ROTC - College while in Military?					Yes	No
Military Enlistment Process							
	Student is aware of the enlistment process for branch of choice?					Yes	No
	Student's ASVAB:	Score:	Retake Recommended?	Yes	No		
Student Awareness							
	Student can articulate the reason for their chosen plan?					Yes	No
	Student understands community college "open admissions" policy					Yes	No
Financial Literacy/Paying for Postsecondary Education							
	Student knows about postsecondary scholarship/financial aid opportunities?					Yes	No

Recommend Student Action Steps (check all that apply, note recommended completion date for each)	
Follow-Up Activities	Complete By
Appointment with Military Recruiter	
Take ASVAB	
Discuss Delayed Entry Program with Recruiter	
Complete physical examination with Military Entrance Processing Station (MEPS)	
Review ASVAB scores with GEAR UP Specialist	
Research potential careers for service	
Meet with Enlistment Counselor to determine career prospects	
Take the Oath of Enlistment	
Prepare for Boot Camp	
Other:	

Comments:

Student Name:_____ Date:_____ Duration:_____



Undecided Student Guide

Use this guide to facilitate discussions with students who do not know whether they want to go to work, university, community college, tech institute, or military after high school.

I. Facilitation Guide:

- Remind student that the day after graduation will come and that you want to help them take the steps, they need to take next year to achieve their postsecondary goals. If the student changes their mind about their plan next year, they just need to let you know.
- Explore student's interests, hobbies, favorite classes, hopes & dreams, etc. to help them decide on a future path. Help student to think about a problem in their community or world that he/she would like to solve.
- Explore challenges that may be making it difficult to choose a path after high school.
- If financing an education is a barrier, explain that there are options for financial aid that you will be talking about during STEPPS and during workshops this year.

II. Academic Progress:

Assess if the student's academic record reflects potential to success in college/university or community college (i.e. is he/she on track to meet admission requirements?).

Subject	Year 1	Year 2	Year 3	Year 4	Notes:
English					
Math					
Lab Science					
Social Science					
Foreign Language					
Fine Arts					

- On track for: ☐ University ☐ Community College ☐ Technical Inst ☐ Military ☐ Other:_____
- Has student taken placement tests for local community college? _____
- If interested in the military, is student considering taking the ASVAB? _____

III. Career/Major Exploration:

- Explain that there is an option of an "undecided major" for both community college and a university, but that having some preliminary interest are is a good idea.
- Review student's career interests using career inventory resources and discuss the results and possible career pathways based on the student's results.
- Discuss possible career/educational pathways based on the student's interests.

Student's areas of interest: _____



1. Student's deadline to explore and decide postsecondary plan: _____
2. Next STEPPS (date): _____
3. Student's next steps: _____

Categories:	Goals:
<input type="checkbox"/> Academic	Research postsecondary institutions
<input type="checkbox"/> Career	Research career pathways and required education
<input type="checkbox"/> Other:	Example: <i>job outlook, virtual job shadow, college visit</i>

NEVADA GEAR UP COLLEGE AND CAREER READY

STUDENT STEPPS PORTFOLIO



Nevada GEAR UP

CORE - Complete both of the following:

- ☐ Be an active participant in Nevada GEAR UP Activities at your school
- ☐ Meet with your school's GEAR UP Specialist at Least 2 times each school year

Certification

SUPPLEMENTAL - Complete one of the following:

- ☐ With NVGU Specialist, Complete Expectation Checklists for each grade (7-12)
- ☐ Attend NV GEAR UP events
- ☐ Continuously use Student Success Agency Mentoring Services
- ☐ Other (approved by NVGU Specialist ahead of time)

ACADEMIC ACHIEVEMENTS

CORE - Complete the following:

- ☐ Earn a GPA of 2.5 in high school
- ☐
- ☐

Certification

SUPPLEMENTAL - Complete one of the following:

- ☐ Clinical/Practicum Completion
- ☐ Complete two courses in the following areas: AP, Dual Enrollment, or Honors Courses
- ☐ Presentation/Skills Demonstration
- ☐ Writing Sample/Student Reflection
- ☐
- ☐

Certification

CAREER READINESS

CORE - Complete all of the following:

- ☐ Cover Letter
- ☐ Resume
- ☐ References
- ☐ Professional Dress

Certification

SUPPLEMENTAL - Complete two of the following:

- ☐ Participate in Business Network events/opportunities
- ☐ Internship/Job Shadow
- ☐ Punctuality- tardy no more than four times
- ☐ CTE Pathway Completion
- ☐ Work Release Documentation
- ☐ Apply for Post-High School Job Training Opportunity
- ☐ Participate in a Tour of a Possible Employer

Certification

COLLEGE READINESS

CORE - Complete two of the following:

- ☐ College Report - Compare/Contrast Three Colleges
- ☐ Formal College Campus Visit & One Virtual Tour
- ☐ Attend College Day - complete worksheet

Certification

SUPPLEMENTAL - Complete three of the following:

- ☐ Letter of Recommendation
- ☐ College Essay/Writing Sample
- ☐ Financial Aid Seminar Attendance
- ☐ Scholarship Application(s)
- ☐ FAFSA4caster
- ☐ High School Transcript
- ☐ ACT Completion
- ☐ FAFSA Completion
- ☐ ASVAB
- ☐ CTE or Other Scholarship Award

Certification

Student Name (Print)

Grade

NV GEAR UP Specialist signature

Date

Student Signature

Date



WHAT WORKS RESEARCH-BASED RECOMMENDATIONS AND REQUIRED ACTIVITIES

WWC Research-Based Recommendations	1. Rigorous Coursework Offer courses and curriculum that prepare students for post-secondary level work and ensure that students understand what constitutes a postsecondary-ready curriculum by 9 th grade.	2. Assessments Utilize assessment measures throughout high school so that students are aware of how prepared they are for college and assist them in overcoming deficiencies as they are identified.	3. Support Surround students with adults and peers who build and support their postsecondary education aspirations.	4. Steps for College Engage and assist students in completing critical steps for college entry.	5. Financial Awareness/Aid Increase families' financial awareness, and help students apply for financial aid.
REQUIRED ACTIVITIES	<ul style="list-style-type: none"> • Offer a curriculum that prepares all students for postsecondary education and includes opportunities for postsecondary-level work for advanced students. • Ensure that students understand what constitutes a postsecondary education-ready curriculum. • Ensure that every student has a meaningful high School and Beyond Plan that includes a 4-year course trajectory to fulfilling a postsecondary education-ready curriculum. 	<ul style="list-style-type: none"> • Utilize available assessments, standards, and data available to provide an estimate of college readiness. • Utilize performance data to identify and inform students about their academic proficiency and college readiness. • Create an individualized plan for students who are not on track to graduate and/or enroll in postsecondary education. 	<ul style="list-style-type: none"> • Offer a meaningful advisory curriculum, with high fidelity in instruction that supports social-emotional learning and growth mindset as well as career and college readiness. • Provide mentoring for students by recent high school graduates who are enrolled in postsecondary education, or by other college-educated adults. • Facilitate student relationships with peers who plan to attend postsecondary education through a structured program of either in-school or extracurricular activities. • Provide hands-on opportunities for students to explore different careers and assist them in aligning postsecondary plans with their career aspirations. 	<ul style="list-style-type: none"> • Ensure that students prepare for, and take, the appropriate postsecondary entrance or admissions exams early. • Assist students in their postsecondary options search. • Provide and coordinate meaningful visits to postsecondary institutions/campuses. • Assist students in completing college applications. 	<ul style="list-style-type: none"> • Organize workshops for Parent/Guardians and students to inform them prior to 12th grade about college affordability, scholarships and aid resources, and financial aid processes. • Help students and Parent/Guardians complete financial aid forms (FAFSA Forecaster and FAFSA) prior to eligibility deadlines.

WWC Research-Based Recommendations	1. Rigorous Coursework	2. Assessments	3. Support	4. Steps for College	5. Financial Awareness/Aid
INDICATORS	<ul style="list-style-type: none"> • Students complete Pre-Algebra by end of 8th grade, Algebra I by the end of 9th grade, and 2 additional years of math. • Students meet 24 credit Career and College-Ready Graduation Requirements. • Students promote to the next grade level and graduate on time. • Honors, Pre-AP, AP, IB, and Dual Enrollment classes are equally accessible by all students. • All students have access to CTE Programs of Study and have the opportunity to earn certificates and participate in apprenticeships and/or internships • Additional tutoring, in-class support, and other academic interventions are accessible to all students. 	<ul style="list-style-type: none"> • Students meet the standard on the Smarter Balanced Assessment. • Students pass AP course exams. • All students have the option to take the ASVAB no later than 11th grade. • All students complete the ACT by the end of 11th grade and have the opportunity to re-take in 12th grade if needed. • For those students on track to attend community college, they complete the ACCUPLACER or other placement test as determined by the institution. • Students and families are informed of the results of all career/college readiness assessments and understand the implications of these results. • Students and families are engaged in planning for improving assessment results, including remedial coursework, extended school day or school year services, or other intervention supports. 	<ul style="list-style-type: none"> • Schools offer formal mentoring (i.e. Student Success Agency). • All students participate in a structured MS/JH to HS transition support program. • The school counselor to student ratio is 1:250 per the ASCA recommendation. • All students participate in a meaningful, structured, and effective advisory program that engages all staff and students. • All 7th/8th grade students complete an interest inventory and conduct postsecondary program and career research. • All 9th/10th grade students conduct research on career paths and postsecondary programs and institutions. May include college campus visits. • All 11th/12th grade students visit at least 2 postsecondary programs or institutions that are aligned with their career interest area. • Families are offered workshops on financial aid and scholarships, postsecondary education preparation, options, and planning at least 3 times per year starting no later than 7th grade. • School has a comprehensive school counseling program that meets ASCA standards. 	<ul style="list-style-type: none"> • Students complete Pre-Algebra by end of 8th grade, Algebra I by the end of 9th grade, and 2 additional years of math. 	<ul style="list-style-type: none"> • Students complete Pre-Algebra by end of 8th grade, Algebra I by the end of 9th grade, and 2 additional years of math.

SECTION 4:

GEARS DATABASE

IN THIS SECTION

- ☐ **GEARS: Nevada GEAR UP Data System**
- ☐ **GEARS Report Features**
- ☐ **Adding Students & Staff**
- ☐ **Monitoring Academic Progress with TRACKS**
- ☐ **Data Security: Policies & Procedures**
- ☐ **Confidentiality Agreement**

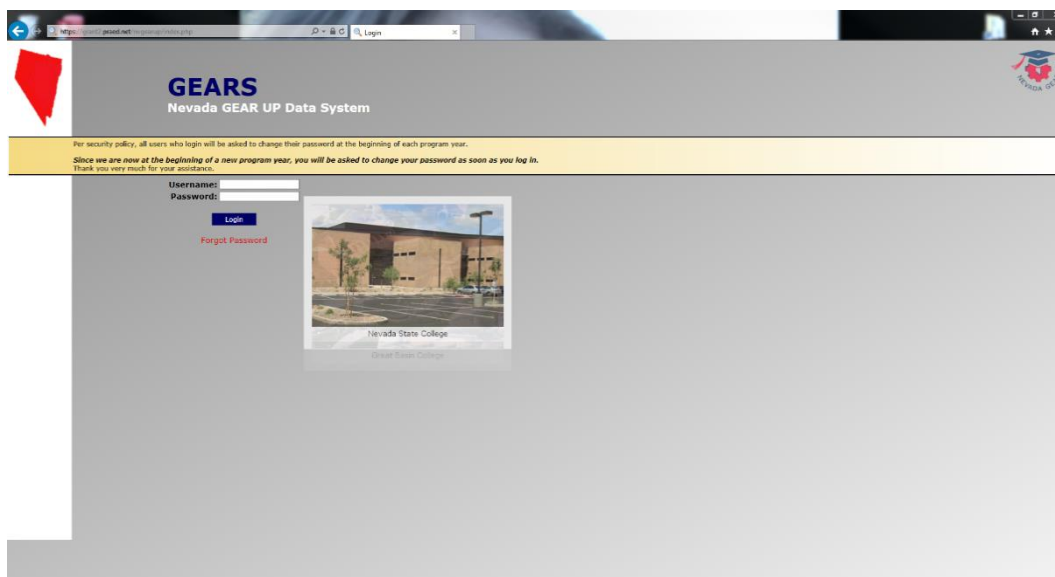
GEARS: NEVADA GEAR UP DATA SYSTEM

The instructions below were developed to provide new users with an overview of key features of the Nevada GEAR UP database – “GEARS” which was developed to collect data for the federal Annual Performance Report (which NDE GEAR UP completes), and for the annual Nevada GEAR UP Evaluation Report.

The GEARS database includes several key features to support data entry, including:

- Uploads information from external Excel files
- To enter new students into the database
- To update student transfers monthly
- To enter data for individual fields
- Allows users to enter new students (up to 99) on a single webpage
- Notifies users if invalid data is entered for selected fields based on valid data ranges, (i.e. dates, student ID numbers, etc.), to help prevent data entry errors
- Produces summary reports on all data entered into the database
- Produces a report that identifies the “status of data entry” and “missing data” for your school
- Allows users to enter missing data directly into the Missing Data report
- A separate student login page for students to complete student surveys and a separate Parent/Guardian login for Parent/Guardians to complete Parent/Guardian surveys
- A NEWS section on the homepage to keep you updated on grant news regarding the database or program
- An Entry Log that displays recent entries and changes to the database
- A “Search” feature for Students, Services, Staff, and In-Kind/Match
- Provides you with a link (*Found a Bug*), to report any bugs in the system
- Logs you out after 60 minutes of inactivity
- Prompts you to submit any data keyed-in before logging out or changing pages
- Allows you to log back in if you accidentally close your browser without logging out. You will, however, lose any data not submitted

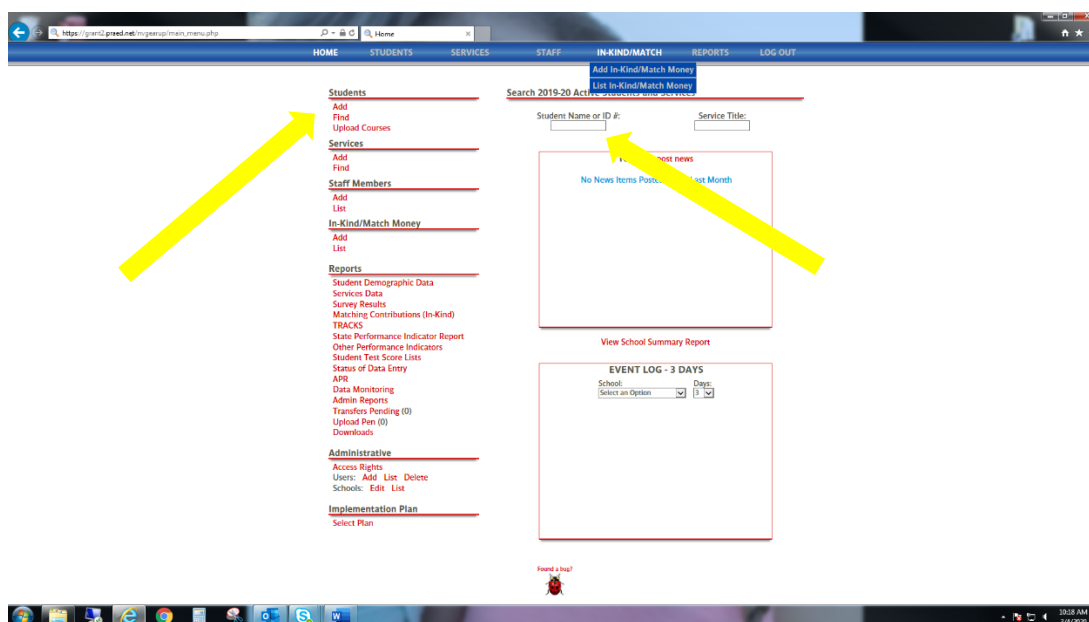
Nevada GEAR UP Web System: [GEARS](#)



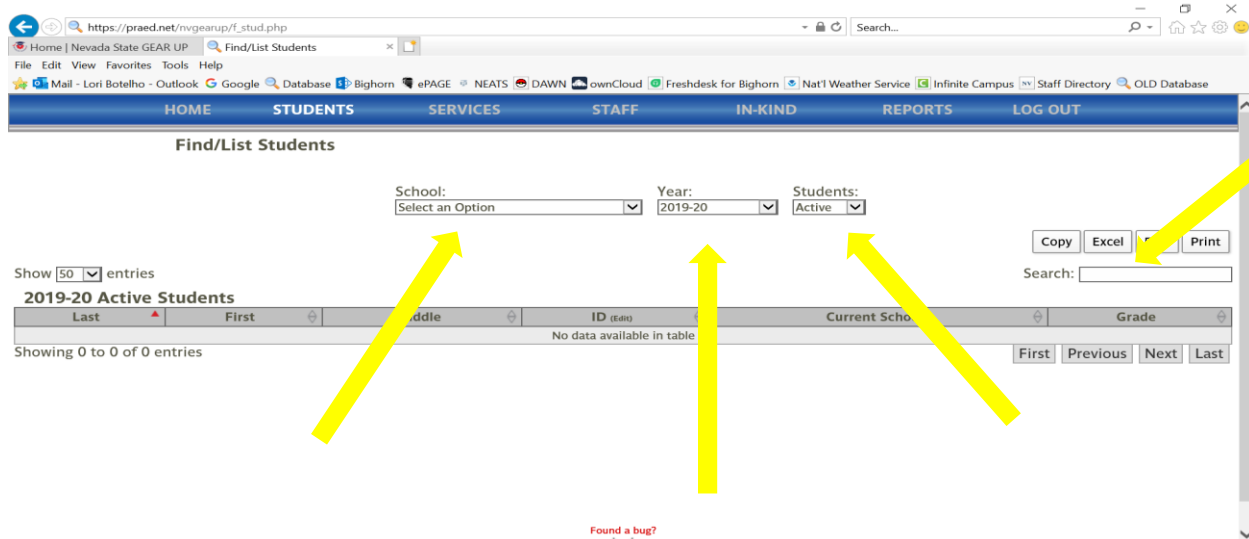
The screenshot shows the login interface for the GEARS Nevada GEAR UP Data System. At the top, there is a header with the system name and a Nevada state logo. Below the header, a yellow banner contains a security notice: "For security policy, all users who login will be asked to change their password at the beginning of each program year. Since we are now at the beginning of a new program year, you will be asked to change your password as soon as you log in. Thank you very much for your assistance." The main login area includes fields for "Username:" and "Password:", a "Login" button, and a "Forgot Password" link. To the right of the login fields is a placeholder image for Nevada State College.

As school-site GEAR UP staff, you have access to student and Parent/Guardian information and data.

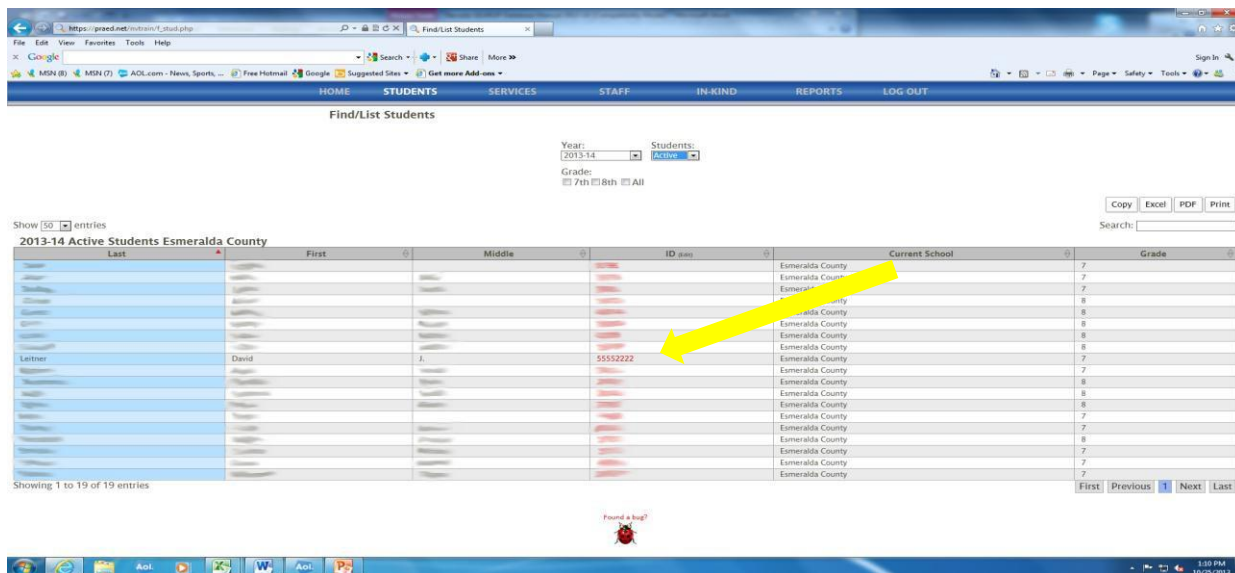
To view student information, click on “Find”, under the “Students” heading on the GEARS homepage at [GEARS](https://praed.net/nvgearup/main_menu.php) . You can also locate a student’s data by entering the student’s name or school ID number in the “Student Name or ID#” text box in the top center of the homepage:



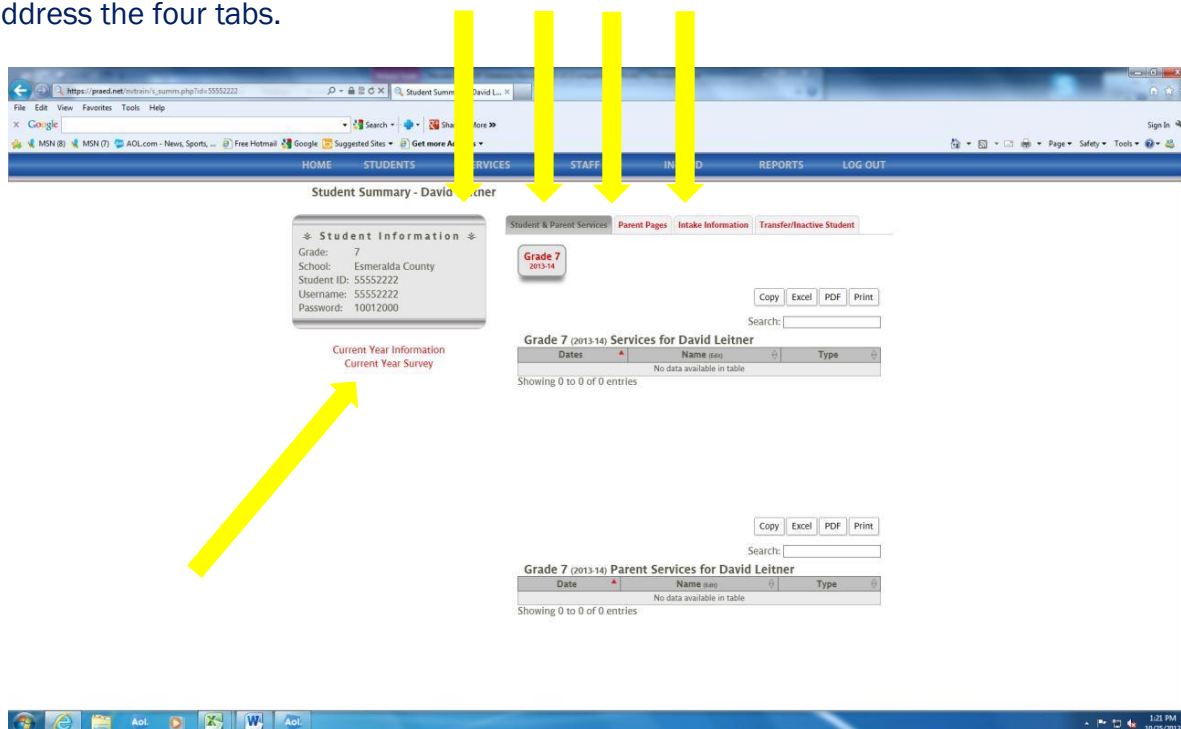
If you choose the “Find”, “Students” method, you will be taken to the page below. You will choose the School (for multiple schools), School Year, Student Status (Active, Inactive, Grad), or you can type in the student’s name or school ID number:



You can then choose students from the list that appears, by clicking on the student's ID number, highlighted in red:



Once you choose a student, the “Student Summary” page will open. The “Student Summary Page” contains the student’s identifying information, a record of student and Parent/Guardian services, and includes tabs labeled “Student & Parent Services”, “Parent Pages”, “Intake Information”, “Transfer/Inactive Students”, as well as “Current Year Information”, and “Current Year Survey”. In this section, we will address the four tabs.



Student & Parent/Guardian Services

The first tab on the “*Student Summary*” page is “*Student & Parent Services*”. This is the default page that appears when you pull up a student’s information. This page contains the records of services that your student/Parent/Guardian participated in this current year.

The screenshot shows a web browser window displaying the "Student Summary - David Leitner" page. The page has a blue header with navigation tabs: HOME, STUDENTS, SERVICES, STAFF, IN-KIND, REF, and LOG OUT. The main content area is titled "Student Summary - David Leitner" and contains several sections:

- Student Information:** A box containing the following details:
 - Grade: 7
 - School: Esmeralda County
 - Student ID: 55552222
 - Username: 55552222
 - Password: 10012000
- Current Year Information:** A link labeled "Current Year Survey".
- Grade 7 (2013-14) Services for David Leitner:** A section with a search bar and a table. The table has columns for "Dates" and "Name (en)". Below the table, it says "No data available in table" and "Showing 0 to 0 of 0 entries".
- Grade 7 (2013-14) Parent Services for David Leitner:** A section with a search bar and a table. The table has columns for "Date", "Name (en)", and "Type". Below the table, it says "No data available in table" and "Showing 0 to 0 of 0 entries".

Two yellow arrows are drawn on the page. One arrow points from the "Grade 7 (2013-14) Services for David Leitner" section to the "Grade 7 (2013-14) Parent Services for David Leitner" section. The other arrow points from the "Grade 7 (2013-14) Parent Services for David Leitner" section to the "Grade 7 (2013-14) Services for David Leitner" section.

Parent/Guardian Pages

The second tab on the “Student Summary” page is “Parent Pages”. This will take you to an information page where you can enter your student’s Parent/Guardian information (as applicable). You can also access the Parent/Guardian’s Survey responses from this page.

The screenshot shows a web browser window displaying the 'Student Summary' page for David Leitner. The page has a navigation bar with links: HOME, STUDENTS, SERVICES, STAFF, IN-KIND, REPORTS, and LOG OUT. Below the navigation bar, there are four tabs: Student & Parent Services, Parent Pages, Intake Information, and Transfer/Inactive Student. The 'Parent Pages' tab is selected, and a yellow arrow points to it. The 'Parent Intake Information' form is displayed, with a yellow arrow pointing to the 'Parent 1' section. The form contains fields for First Name, Middle Name, Last Name, and Relationship to GEAR UP student, with a 'Female' dropdown for gender. Below the form, there is a 'Current Year Parent Survey' link and a 'Found a bug?' link with a bug icon. The browser's address bar shows the URL: https://prad.net/teachers/summary.php?id=5552222. The browser's status bar shows the date and time: 10/25/2013, 1:51 PM.

Student Summary - David Leitner

Student & Parent Services | **Parent Pages** | Intake Information | Transfer/Inactive Student

Student Information

- Grade: 7
- School: Esmeralda County
- Student ID: 5552222
- Username: 5552222
- Password: 10012000

Current Year Information
Current Year Survey

Parent Intake Information

Parent 1

First Name:

Middle Name:

Last Name:

Relationship to GEAR UP student:

Parent 2

First Name:

Middle Name:

Last Name:

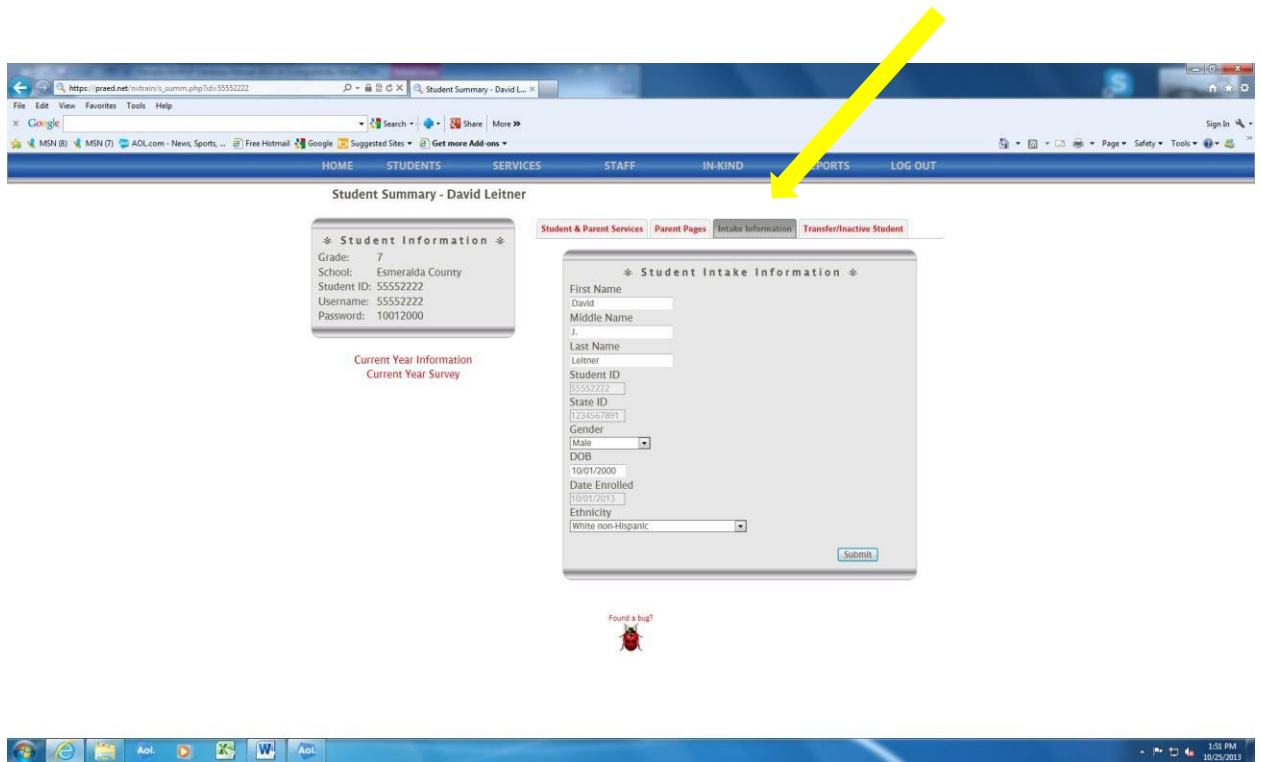
Relationship to GEAR UP student:

Current Year Parent Survey

Found a bug?

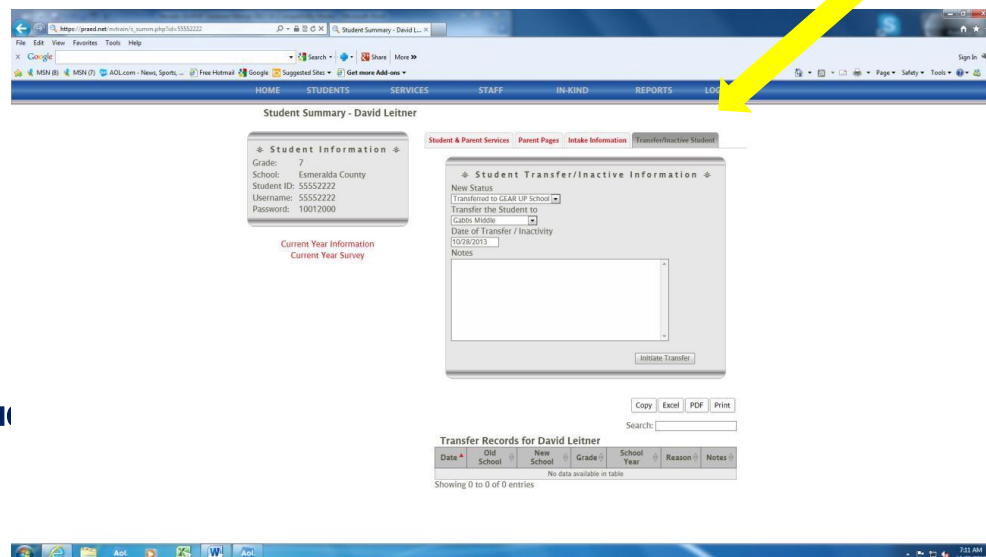
Intake Information

The third tab on the “Student Summary” page is “Intake Information”. This page contains your student’s demographic information as seen below. NDE GEAR UP works closely with school district IT staff to upload student rosters from Infinite Campus prior to the start of the new Nevada GEAR UP grant, so student Intake Information is generally auto populated. We will discuss how to manually add new students later in this section.

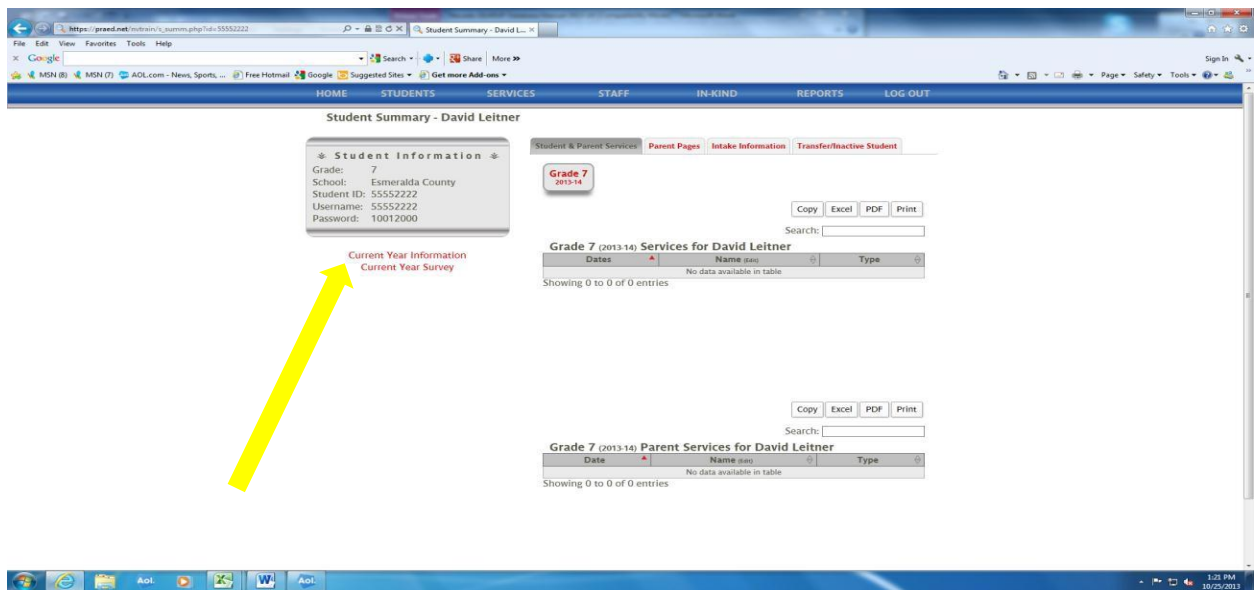


Transfer/Inactive Student

The fourth tab on the Student Summary page is "*Transfer/Inactive Student*". On this page, you can transfer a student to another GEAR UP school or to Inactive status using a pull-down menu. To transfer a student to another GEAR UP school, specify the name of the school and date of transfer. To transfer the student to Inactive status, specify the date and reason the student is inactive.



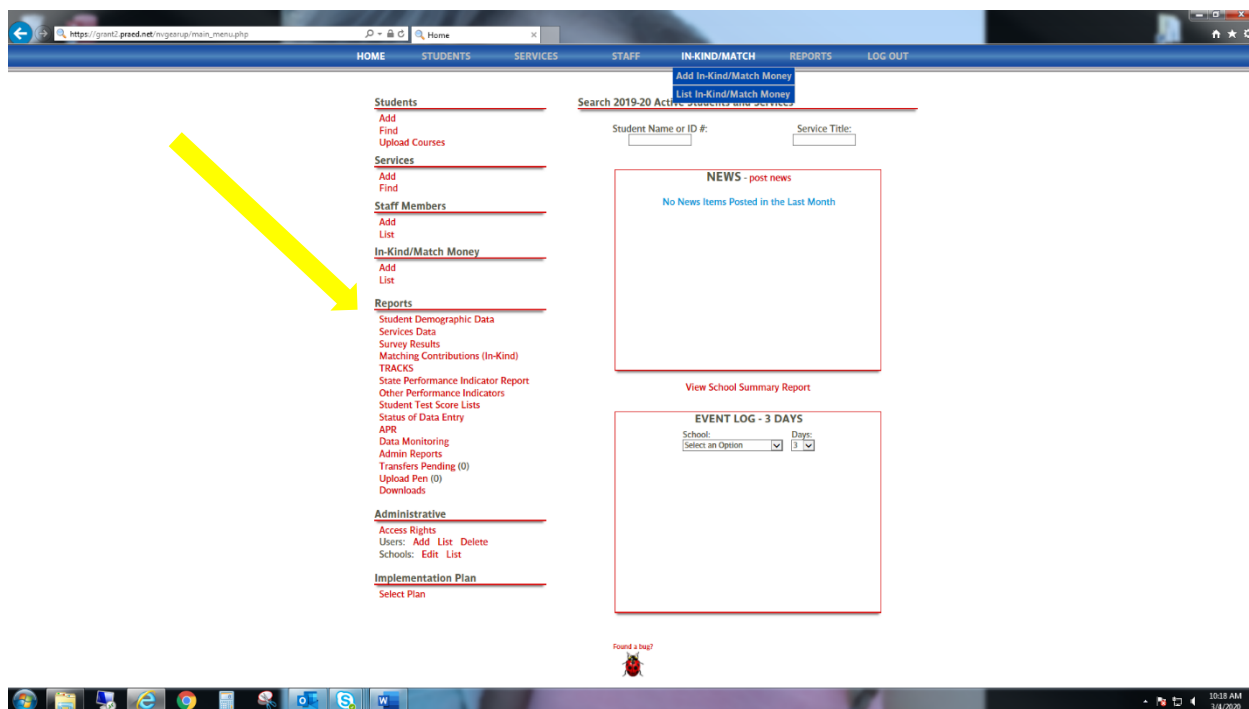
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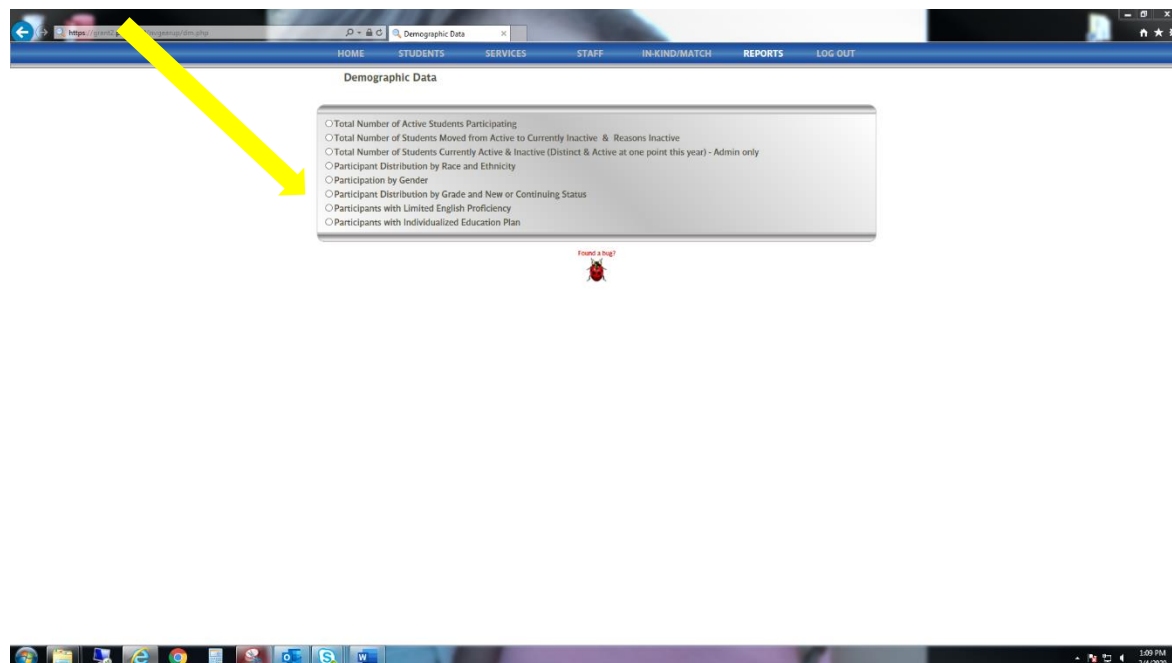
When you click on the “*Current Year Information*” link on the “*Student Summary Page*”, you are taken to the page in which you can enter information about a student for the current school year, such as GPA, course information, IEP, LEP, etc. The default for the year tab is always the current year. You can view data for previous years, but it is “Read Only”. Some fields are auto populated by NDE GEAR UP and some fields are turned “off” or “on” during the year...until the data is available for entry (i.e. End-of-Year GPA). NDE GEAR UP will provide school staff with a Data Entry List which explains the data elements on the “*Current Year Information*” page that need to be entered manually by school staff.

GEARS REPORT FEATURES

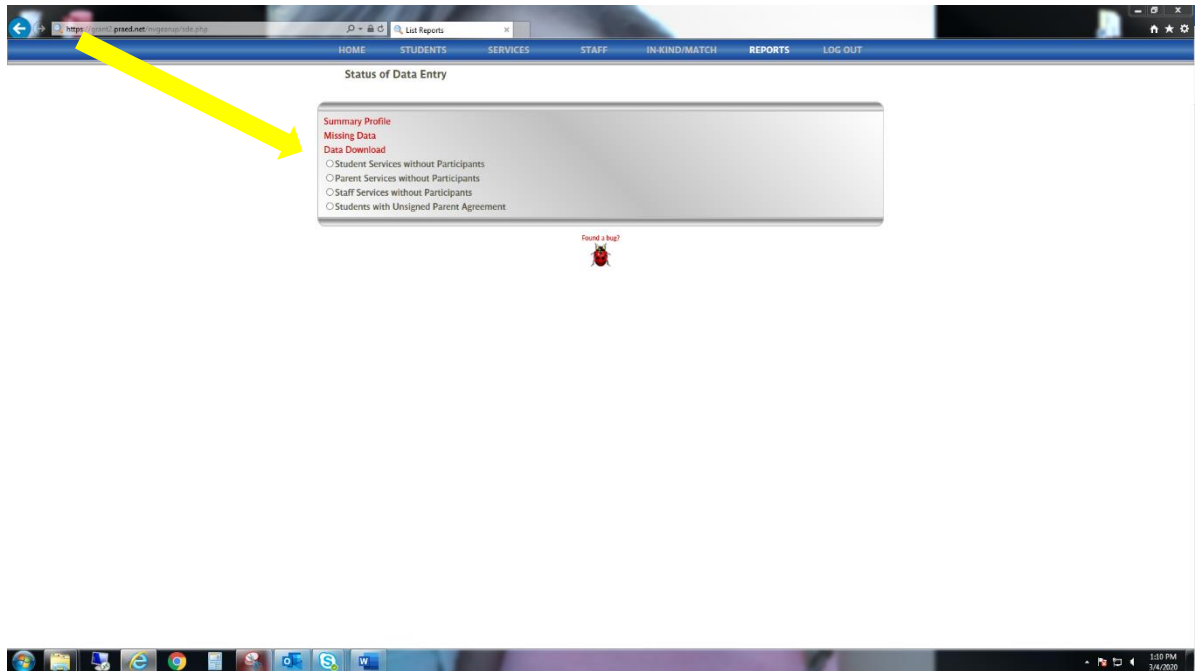
School site staff has access to a variety of data reports in the GEARS database.



Many reports allow you to select from a list of variables to include in the report or allow you to select all variables. For example, the “*Student Demographic Data*” reports provide information about several student variables or characteristics.



“Status of Data Entry” Reports



A very useful set of reports are the six “*Status of Data Entry*” reports. These reports are described briefly below and are presented in the following pages.

- The “*Summary Profile*” provides a quick summary snapshot of how much data you have entered in key fields in the database.
- The “*Missing Data*” report highlights the missing data for individual students and allows you to enter the missing data directly into the report, rather than going to each individual student page.
- The “*Student, Parent, or Staff Services without Participants*” reports list all of the services entered that do not show any participants.
- The “*Student with Unsigned Parent/Guardian Agreement*” report lists those students who do not have a signed Parent/Guardian Agreement on file at the school.
- The “*Student with Unsigned Photo Release*” report lists those students who do not have a signed Photo Release on file at the school.

“Summary Profile” Report

The “*Summary Profile*” report is a dashboard that shows how much data you have entered in key fields in GEARS.

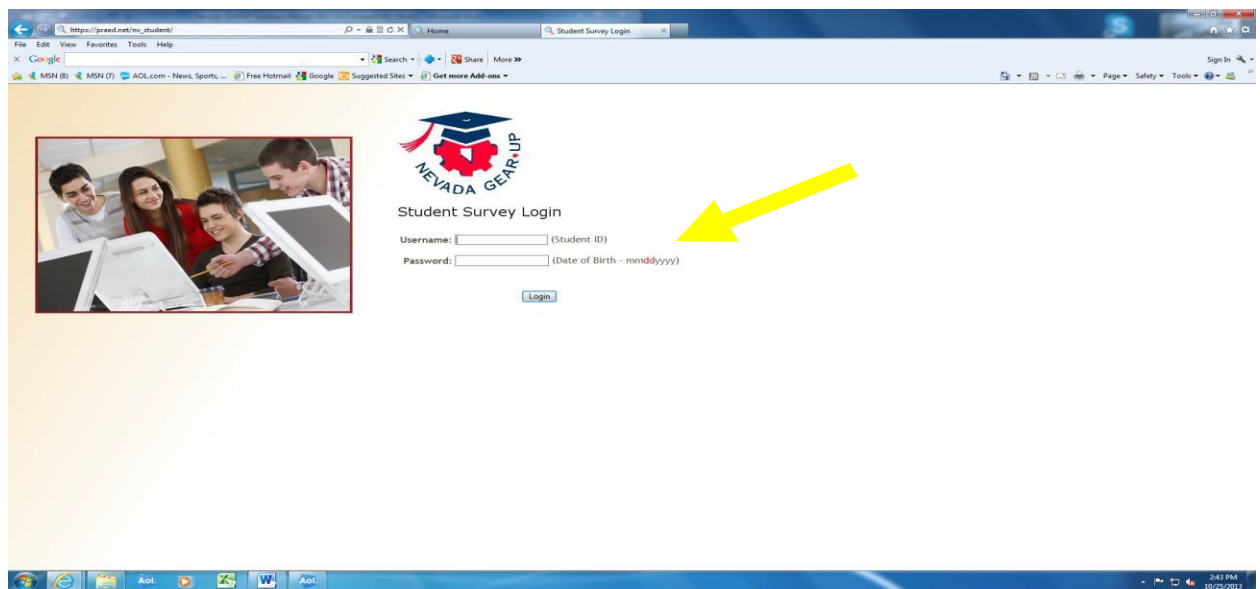
“Missing Data” Report

There are three “Missing Data” reports (Annual Data, Courses Enrolled, and Courses Completed) which display the missing data for students. For example, the “*Annual Missing Data*” report shows primarily data collected annually, such as GPA, promotion, and absences. This data can be entered on the “*Student Summary*” page at the “*Current Year Information*” link. Or you can enter the missing data directly into the “*Missing Data*” report by clicking on the cells.

Student Survey – “Current Year Survey”

There is a separate “*Student Survey*” login page for students to take annual GEAR UP

surveys online. NDE GEAR UP will give you information about the link as the time for surveys near.



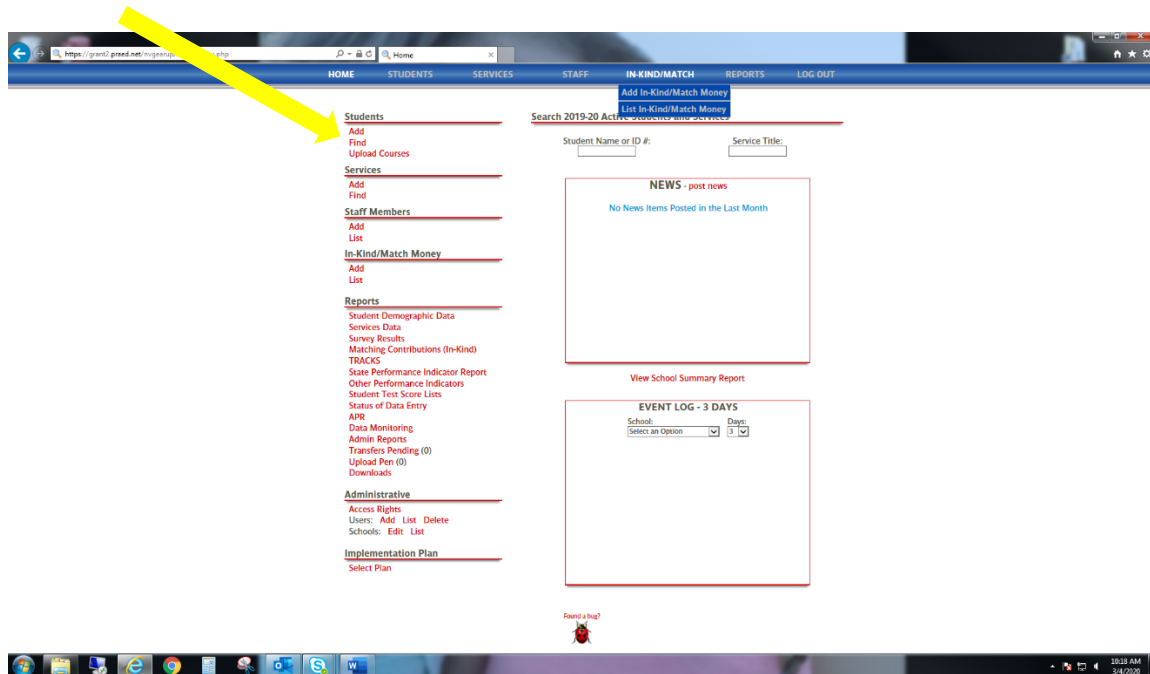
The results of a student's responses to the Student Survey can be found by clicking on the link on the student *"Summary Page"*.

ADDING STUDENTS & STAFF

Adding Students

At the beginning of the school year, GEARS will be populated with your student's intake information via a data transfer between your District IT department and NDE GEAR UP. As new students enter your GEAR UP program, you will need to enter their intake information manually.

Start the process by clicking on "Add Students".



Enter the total number of new students you want to add to the database, and then enter the required information for each student.

First Name*	Middle Name	Last Name*	Student ID*	State ID*	Gender*	Ethnicity*	Date of Birth*	Date Enrolled*	Grade*
Required		Required	Required	Required	Select an Option	Select an Option	Required	Required	Required
Required		Required	Required	Required	Select an Option	Select an Option	Required	Required	Select an Option
Required		Required	Required	Required	Select an Option	Select an Option	Required	Required	Select an Option
Required		Required	Required	Required	Select an Option	Select an Option	Required	Required	Select an Option
Required		Required	Required	Required	Select an Option	Select an Option	Required	Required	Select an Option
Required		Required	Required	Required	Select an Option	Select an Option	Required	Required	Select an Option
Required		Required	Required	Required	Select an Option	Select an Option	Required	Required	Select an Option

Adding/Listing Staff

School staff that participate in your GEAR UP program should be added to GEARS, so that they can be counted in various services/activities as participants.

On the GEARS homepage under the “Staff Members” link, click on “Add”.



Enter the staff’s position from the drop-down menu, whether they provide services to your students, the staff’s name, school (if multiple) and funding source. If any portion of a staff person’s salary/stipend is paid with GEAR UP funds, choose “GEAR UP” as the funding source. If not, those staff are considered “Match”.

A screenshot of the 'Add Staff' form in the GEARS application. The form is titled 'Add Staff' and includes a 'Staffing Requirements Cheat Sheet.pdf' link. The form fields are: 'Position*' (a dropdown menu with 'Select an Option' and a 'required' label), 'Provides Services' (a checkbox), 'Name*' (a text input field with a 'required' label), 'School*' (a dropdown menu with 'Select an Option' and a 'required' label), and 'Source of Funding' (two radio buttons: 'GEAR UP' and 'Match', with a 'required' label). A 'Submit' button is located at the bottom right of the form. The browser's address bar shows 'https://praed.net/mvgearup/add_staff.php'.

MONITORING ACADEMIC PROGRESS WITH TRACKS

Nevada GEAR UP TRACKS System

The Nevada GEAR UP TRACKS System was developed to identify students who have fallen behind their peers and run the risk of not graduating on time with their fellow students. The purpose of TRACKS is to transform data into actionable information that, when used effectively, can improve student outcomes. Since the primary goal of the Nevada GEAR UP program is to increase the number of students who graduate from high school, enroll in college, and graduate from college, TRACKS was developed as a tool to help schools ensure students meet those goals.

Characteristics of TRACKS

The TRACKS system uses data collected in the Nevada GEAR UP Database (GEARS), to identify how far students have fallen behind their peers. At the beginning of the school year, TRACKS uses data from the *previous* school year to identify the degree that students are at-risk for the current school year. For example, the system flags 9th grade students based on data from the 8th grade, flags 10th grade students based on data from the 9th grade, and so on. In the middle of the school year, TRACKS uses new data from the *current* school year on a couple of indicators (i.e. attendance and course grades) to identify the degree to which students in the applicable grades are at-risk.

TRACKS uses measures of student achievement, coursework, school progress, and attendance/transfers¹ as shown in Table 1. In addition, having been flagged as “at-risk” in the previous school year (previous performance) is a measure in determining if a student is flagged in the current school year. The number of measures varies by grade level, based on available measures in the GEARS database.

The Nevada GEAR UP staff at the Nevada Department of Education established benchmarks for each measure to help identify the degree to which a student has fallen behind their cohort group. For example, the benchmark for school attendance is if a student has 10 or more days of unexcused absences during the first semester. The benchmark for course completion is if a student fails a subject area.

TRACKS identifies three stages of risk: little to no risk, some risk, and at-risk. The number of benchmarks that a student does not meet for the indicators determines the stage of risk in which the student is assessed. In general, a student is assigned to “little or no risk” if the student meets all but one of the benchmark measures; is assigned to “some risk” if the student does not meet two to four of the benchmark measures; and is assigned to “at-risk” if the student does not meet five or more benchmark measures.

¹ One of the limitations of the Nevada GEAR UP TRACKS system is that it uses only data entered into the GEARS database. Unlike similar systems, TRACKS does not contain a measure of student behavior or use more comprehensive information on the measure for student attendance.

Table 1. Nevada GEAR UP TRACKS System: Student Indicators and Benchmarks Used by Grade Level

Grade Level	Student Achievement		Coursework		School Progress		Attendance/Transfers		Previous Performance	
	Indicator	Benchmark	Indicator	Benchmark	Indicator	Benchmark	Indicator	Benchmark	Indicator	Benchmark
6	SBAC	Score below proficiency in any test area	Grade-level Math	Did not complete by the end of 6 th grade	Promotion to next grade level	Not promoted	Attendance	10 or more days absent		
	MAPS	Score below proficiency in any test area	Grade-level ELA	Did not complete by the end of 6 th grade			School transfers	2 or more transfers		
7	MAPS	Score below proficiency in any test area	Grade-level Math	"F" in subject	Promotion to next grade level	Not promoted	Attendance	10 or more days absent		
			Grade-level ELA	"F" in subject			School transfers	2 or more transfers		
			GPA	GPA below 2.0						
8	SBAC	Score below proficiency in any test area	Pre-Algebra	Did not complete by the end of 8 th grade	Promotion to next grade level	Not promoted	Attendance	10 or more days absent		
	MAPS	Score below proficiency in any test area	Math	"F" in subject			School transfers	2 or more transfers		
			GPA	GPA below 2.0						
9	ACT	Score below college readiness benchmark in any test area	English, math, and science	"F" in subject	Promotion to next grade level	Not promoted	Attendance	10 or more days absent	Prior Year Performance	Flagged at "some-risk"
			GPA	GPA below 2.0	On track for graduation	Less than 17 credits	School transfers	2 or more transfers		
10			English, math, and science	"F" in subject	Promotion to next grade level	Not promoted	Attendance	10 or more days absent	Prior Year Performance	Flagged at "some-risk"
		Score below college readiness benchmark in any test area	GPA	GPA below 2.0	On track for graduation	Less than 11 credits	School transfers	2 or more transfers		
11	ACT	Score below college readiness benchmark in any test area	English, math, and science	"F" in subject	Promotion to next grade level	Not promoted	Attendance	10 or more days absent	Prior Year Performance	Flagged at "some-risk"
			GPA	GPA below 2.0	On track for graduation	Less than 17 credits	School transfers	2 or more transfers		
12			English, math, and science	"F" in subject			Attendance	10 or more days absent		

The only exceptions to this general rubric are for the cases of students failing a core course and students with 10 or more days of unexcused absences during the first semester. Because of the importance of passing all core classes and the risk associated with failing a core class and dropping out, all students who fail a course are flagged as: at-risk” regardless of the number of other benchmarks not met. TRACKS uses a similar rationale for attendance due to the importance it plays as an indicator for staying in school. All students who have 10 or more days of unexcused absences during the first semester are flagged as “at-risk” regardless of the number of other benchmarks not met.

At the beginning of each school year, schools can access reports in the GEARS database that provide a list of their students in each of the three risk stages. Schools will be able to filter the reports by grade and stage of risk. The reports will list all students, their grade level, their risk stage, and the performance of the student on the benchmark measures the student did not meet, placing the student in his/her risk stage, as shown in Table 2 below. In addition, the report will show which data was not available in GEARS and not included in determining a student’s risk level. Students that do not have at least five indicators that can be used to determine their risk status will have “Insufficient Data” in the “Stage of Risk” column.

At mid-year, as previously mentioned, TRACKS adds mid-year data from attendance and course grades to help place students in their stage of risk.

Developing Interventions for “At-Risk” Students

The main purpose of TRACKS is to provide information to schools on at-risk students so schools can develop interventions to address a student’s immediate and longer-term need for support, redirection, and greater success.

The bulk of the work for TRACKS happens after a student is identified at-risk. Once a student is flagged as having fallen behind their peers, the first suggested step is for schools to review existing supports and services to the student.

Table 2. Nevada GEAR UP TRACKS System At-Risk Report

Student*	Grade	Stage of Risk	List of Indicators Not Met					Missing Data
			Student Achievement	Coursework	School Progress	Attendance / Transfers	Previous Performance	
Alison Smith	9	Little or No Risk	CRT Math, 230 2013-2014					MAPS
Bert Jones	9	Some Risk	CRT Math, 230 2013-2014 EXPLORE, Math, Science	Pre-Algebra, Not Completed, 2013-2014				
Charlie White	10	At Risk		Algebra I, Not Completed, 2013-2014 Math "F", 2013-2014	High School Credits, Less than 5 Credits	Absences, 2014-2015		
David Johnson	10	Little or No Risk				Transfers, 2		Absences
Eddie Brown	10	Dropout		Math "F", 2013-2014 Science "F", 2013-2014	High School Credits, Less than 5 Credits	Absences, 2014-2015		

*Student names and information are fictitious and are used to provide examples, not actual information.

Policies & Procedures for Data Security and for Safeguarding Personally Identifiable Information

Overview of the Data Security Policy

All personally identifiable information (PII) collected by Nevada GEAR UP will be maintained in a secure manner. The key components of the Data Security Policy are provided below. Additional details regarding the safeguarding of PII are described in the remainder of this document.

1. Nevada GEAR UP personnel involved in data management/analysis will be FERPA-trained and will have gone through an appropriate level of background check.
2. The Nevada GEAR UP GEARS Database (GEARS) will be password protected and access to this database will be controlled based on the access required by Nevada GEAR UP personnel to complete grant-related duties.
3. A third-party vendor will be charged with creating and maintaining the GEARS database and will provide written documents detailing their security policies and evidence that their database meets industry data security standards.
4. Nevada GEAR UP staff will ensure that electronic and paper copies of downloaded data will be maintained in locked cabinets, within a locked office while not in use.
5. Exchanges of data between GEAR UP School District Partners and Nevada GEAR UP will be done via the secure Nevada Department of Education Bighorn Online Portal, and according to the security requirements of the participating GEAR UP partners.
6. Per requirements established by the federal governments and the Nevada Department of Education, data provided by GEAR UP School District Partners will be destroyed five (5) years from the conclusion date of this project.

Safeguarding Personally Identifiable Information (PII)

Employees of Nevada GEAR UP that have access to student-level data are responsible for safeguarding PII contained within those data. PII is defined as information that can be used to identify, contact, or locate individual students, educators, or their families, or that can be combined with other information to deduce the identities of individual students, educators, or families. Examples of PII that are maintained by Nevada GEAR UP include the following:

- Student's Full Name
- Home Address
- Phone Number(s)
- Date of Birth

Examples of information within the GEARS database that potentially can be combined with other information to personally identify GEAR UP students include:

- County, state, or city of residence
- Gender or race
- Name of the school they attend
- Academic performance

Nevada GEAR UP recognizes that there are both authorized and unauthorized disclosures of PII. An

Authorized Disclosure is a disclosure of PII to:

1. Nevada GEAR UP employees who need access to PII in order to complete their assigned data entry or analysis activities.
2. A third party that is contracted to maintain the Nevada GEAR UP database. This third party is contractually obligated to protect PII.
3. Other governmental agencies for legally required or authorized purposes.
4. Individual students and their Parent/Guardians (depending on the age of the student) for whom the PII is recorded.

In any of these cases, disclosure of PII requires the approval of the appropriate Nevada GEAR UP supervisor.

In safeguarding PII, it is important to remember that there can be unauthorized disclosures of PII that occur both within Nevada GEAR UP, and between Nevada GEAR UP and other agencies and persons. Within Nevada GEAR UP, an unauthorized disclosure occurs when PII is revealed to an employee of Nevada GEAR UP that does not have a legitimate need to know that information. For example, this could occur if documents with PII are left unattended on copy machines, or if PII from one GEAR UP Partner is shared with a second GEAR UP Partner without permission. An unauthorized disclosure with outside agencies or persons occurs when data with PII are shared with individuals outside of GEAR UP and they are **not** authorized to have that information. For example, PII is inadvertently revealed as part of an evaluation or research report.

Risk Prevention. Given the potential serious consequences to Nevada GEAR UP and to its individual employees, it is important to work with PII in such a way as to reduce and hopefully eliminate the possibility of an inappropriate disclosure of PII. Here are some guidelines for Nevada GEAR UP in this regard:

1. Do not identify individual students by name or ID in any reports or findings.
2. Always limit the amount of PII necessary to your work.
3. Follow best practice suggestions for reporting disaggregated subgroup data in order to protect student's identities. (See [SLDS Technical Brief](#).)
4. Exchange PII via the Nevada Department of Education's secure Bighorn Online Portal whenever possible or encrypted electronic files to exchange data as a last resort. Always verify the recipient's address before sending or requesting data.
5. Do not leave a computer with accessible PII unattended in a non-password protected mode. Turn off computers at the end of the business day.
6. Place hard and electronic copies of data with PII in locked file drawers before leaving at the end of the day.
7. Ensure that computers that have contained PII are erased before turning them in or disposing of them.
8. Computer passwords should be kept confidential and changed every 90 days.
9. Notify IT if spyware or other invasive viruses are detected that could compromise PII. The IT staff and the NDE GEAR UP staff should cooperate in assessing the level of risk.

Reporting an unauthorized disclosure of PII. All unauthorized disclosures of PII must be reported to the employee's supervisor immediately. This applies to both known and suspected disclosures. The initial report can be done by speaking with the supervisor, but it should be followed-up as soon as possible by a written report with the following details:

- Your name
- Date/approximate time that unauthorized disclosure was detected
- Nature of the suspected or known unauthorized disclosure
- The PII data that was lost or compromised
- Steps taken, if any, to recover the PII
- Other relevant information

Once notified, the supervisor will work with the employee to assess the level of risk associated with the unauthorized disclosure and to take the necessary steps to notify concerned parties about the disclosure, retrieve/protect the data if possible, and to prevent further unintended disclosures of PII.

All instances of unauthorized disclosure of PII must be reported to the Nevada GEAR UP Director, or Assistant Director at the Nevada Department of Education.



AGREEMENT BY NEVADA GEAR UP GRANT PROGRAM EMPLOYEE TO MAINTAIN CONFIDENTIALITY
AND PRIVACY OF RECORDS PERTAINING TO STUDENTS, FAMILIES, FACULTY AND STAFF

I, _____ (print name) understand that in my capacity as an employee of the Nevada GEAR UP grant program, whether as a full-time, part-time, work-study student or otherwise, I may have access to confidential and private records of students, faculty and staff and/or pertaining to the Nevada GEAR UP grant program. I understand that under federal and state law and Nevada GEAR UP grant program's policy, student records, including, but not limited to student academic records, are protected from disclosure to third parties unless pursuant to narrow exceptions, and that other confidential records relating to faculty and staff and/or pertaining to the Nevada GEAR UP grant program must not be disclosed.

I have read Nevada GEAR UP's Policy on Student Records and FERPA (the Family Educational Rights and Privacy Act) located in the Nevada GEAR UP Handbook and understand my obligation to comply with its terms.

I agree to maintain the confidentiality and privacy of all records relating to students, their families, faculty and staff and/or pertaining to the Nevada GEAR UP grant program, during and after my period(s) of employment with the Nevada GEAR UP grant program. I shall not directly or indirectly communicate to any person other than my supervisor, or an individual approved by my supervisor, and information concerning such records. I understand that any such disclosure may be grounds for termination from my position, prohibition of future employment with the Nevada GEAR UP grant program or other disciplinary sanctions.

Signature: _____

Date: _____

700 E. Fifth Street
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SECTION 5:

IN-KIND/MATCH

IN THIS SECTION

- What is In-Kind/Match?
- School & District In-Kind/Match Requirements
- Meeting your In-Kind/Match Requirement
- NVGU Allowable In-Kind/Match Guidelines
- Collecting and Documenting In-Kind/Match
- In-Kind/Match Statement Templates
- Time and Effort by Calendar Date
- Facilities Usage In-Kind/Match & Documentation
- GEARS In-Kind/Match Data Entry

WHAT IS IN-KIND/MATCH?

Matching funds are specific funds used to enhance and implement the goals of a project. Every year Nevada GEAR UP (NVGU) receives federal funds from the United States Department of Education (USDOE) to support its mission to increase the number of low-income students who enter and succeed in college. For each federal dollar NVGU receives, the USDOE requires a dollar match of state, local, institutional, and private funds. NVGU must report matching funds on the Interim/Annual Performance Report (APR), which is due annually. Matching Funds can be reported in the form of cash or documented in-kind contributions.

Defining In-Kind

“In-Kind” refers to non-cash contributions of goods or services made by third party individuals or organizations to NVGU projects. Examples of “in-kind” include work done by unpaid volunteers in support of NVGU and donations of supplies, facilities/space usage or equipment.

Defining Match

Match or Cash Match is the non-federal share of program costs or money spent on the program that comes from a non-federal source. If an organization purchased the goods or services, paid for NVGU travel, etc., but did not request reimbursement from the grant, then the generic term “match” applies. If another person or organization donated the goods or services, then the more specific term “in-kind” applies.

As a general guideline, anything that is allowable as an expenditure is also allowable as match. However, there are a few exceptions for our program:

- Snacks of any kind are allowable as match, as long as they weren’t paid for by federal funds. That means that the school nutrition services snacks are not allowable match. But snacks and treats donated by community members, businesses, or just about anyone else are match.
- The cost limits we have for allowable expenditures do not apply to match. For example, if someone donates college gear, like a \$50 sweatshirt, you can count the full value, as long as you have a receipt to back it up.

SCHOOL & DISTRICT IN-KIND/MATCH REQUIREMENT

School/District/Institution based activities in which non-federal funds (i.e., state, local, institutional or private funds) are expended may be used as match as long as they further the goals and objectives of NVGU and are not used to match another federal program.

Funds used to promote reform in student learning are suitable targets for NVGU leveraging. Some examples are Financial Aid Workshops, Academic Year Clubs, Professional Development, Explorers’ Clubs, Summer Bridge Programs and Scholarships and Tutoring Programs. School activities that impact the NVGU students and support NVGU goals and objectives may be leveraged.

- Each district/institution commits to providing a dollar of match/in-kind services for every dollar sub-granted to them. Match/in-kind services must be uploaded into the GEARS database on a monthly basis. Signed match documentation must be sent to NDE to track progress and assure compliance. Schools can indicate the type, source and amount of

matching funds or in-kind contributions their school receives for a particular activity on NVGU the In-Kind Contribution of Goods and Services Statement Activity Report

- Time and Effort Sheets are available for those individuals who donate or volunteer their time on NVGU activities.

NOTE: Any school personnel who donate/volunteer any portion of personal time on NVGU sponsored projects or activities and are NOT compensated by NVGU or any other federal program can document their time and effort. Documenting time and effort is another way of capturing match. As mandated by the USDOE, NVGU must report volunteer time that is linked with the students at NVGU schools.

The same guidelines for NVGU expenditures apply to Match and In-Kind:


- Match must be allocable, allowable, and reasonable.
- Match must be necessary to implement the program.
- Match must be compliant with the federal administrative regulations that govern the program.
- If a cost is unallowable for GEAR UP to pay, it is not an allowable match.
- Match cannot be claimed from other sources/programs that are federally funded.
- Qualifying in-kind match contributions must be verifiable.

MEETING YOUR IN-KIND/MATCH REQUIREMENT

Collecting and documenting in-kind/match on an ongoing basis is required and is efficient and much less stressful than attempting to catch up or to go back and to document it. When collected as part of the day-to-day program, it is easier to record accurately and monitor regularly. Breaking down a grant's match requirement on a monthly basis makes it manageable and attainable. Staff is encouraged to create match binders or folders to keep with them as they do their NVGU work. Having the information and forms on hand makes it easier to collect match documentation as it occurs. NDE monitoring will include a review of submitted match documents.

See table on next page for some examples of allowable and unallowable In-Kind/Match.

The following table is a guideline and does not include ALL unallowable and/or allowable match. If you have any questions about a match source not in the below table, contact NDE GEAR UP staff.

<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> <h2 style="color: red; margin: 0;">NEVADA GEAR UP IN-KIND/MATCH GUIDELINES</h2> </div>  </div>			
Intervention	Purpose	Allowable Match = Cannot be paid for by NVGU or other federal funds	Unallowable Match
NVGU Staff	Provide intentional intervention and support to students to ensure they graduate from high school on time and are eligible for the postsecondary program or school of their choice. The majority of NVGU staff time is spent providing direct services to students and families. Additional tasks may include grant management, data collection/entry, and similar tasks.	<ul style="list-style-type: none"> Time beyond NVGU paid time (or contract time) may be allowable match. You must clearly document that this is in addition to your paid NVGU time, and you are volunteering. Some school districts may have policies/practices about this; please check with your personnel office. 	<ul style="list-style-type: none"> Any staff time paid by NVGU funds. Any NVGU staff time that was paid with a stipend, unless the stipend specifically states the number of hours to be worked. If that is the case, refer to allowable column.
Teacher Time		<ul style="list-style-type: none"> Teacher time beyond the contracted hours in support of NVGU activities counts as match. This includes planning time for NVGU classroom activities, substitute preparation when the teacher is chaperoning a NVGU trip, developing new rigorous lessons that support NVGU objectives, etc. All teacher time submitted as match must support the goals and objectives of the program and be in addition to the general tasks expected of a teacher. The teacher's normal hourly rate plus benefits is used to calculate the value. Schools may submit a rate sheet as documentation. 	<ul style="list-style-type: none"> Teacher time during his/her regular workday can never count as match.
Substitutes	Substitutes specifically for	<ul style="list-style-type: none"> The actual wage plus benefits 	<ul style="list-style-type: none"> Substitute time unrelated to

	NVGU- related teacher or staff coverage.	cost to the district.	the NVGU work.
Other School Staff Time: Administrators and Classified		<ul style="list-style-type: none"> All time devoted to NVGU specific activities can be counted as match at the same rate that person is normally paid, including benefits. This includes entering student data, collecting student sign-in information, talking to Parent/Guardians about NVGU, fielding NVGU-related phone calls, NVGU meetings, working on NVGU mailings, preparing reimbursements, prepping for NVGU events, etc. All staff time submitted as match must support the goals and objectives of the program and be in addition to the general tasks expected of the employee. NDE will collect and document all Administrative in-kind/match To document this as match, each employee must complete the Time and Effort Form and/or the Contribution of Goods and Services Form. 	
NVGU Staff Orientation & Match Training	Annual required training.	<ul style="list-style-type: none"> All staff present is allowable match. 	<ul style="list-style-type: none"> AmeriCorps member time. Staff who are paid by federal funds.
IT Staff and Custodial Staff	Provide set up, maintenance, and technical support for NVGU-purchased equipment/computers. Provide set up, maintenance, and facility support for NVGU events/services	<ul style="list-style-type: none"> Staff time spent directly on NVGU purchased items/services 	<ul style="list-style-type: none"> General IT support that would occur in the absence of NVGU. General custodial support that would occur in the absence of NVGU.
Professional Development	Increase the school's capacity to provide career and college advising and support to all students. Professional development must be closely tied to NVGU goals, including the (5) What Works	<ul style="list-style-type: none"> Registration and travel expenses as allowed under state travel guidance. Staff time spend in the professional development activity. Out of state pro-dev may be 	<ul style="list-style-type: none"> Additional costs related to extending travel for personal reasons. Clock hours or fees for credit for pro-dev are not allowable. Staff time and related

	Clearinghouse Recommendations.	<p>used as match.</p> <ul style="list-style-type: none"> • Participation by current and future teachers of the cohort is allowable. 	expenses for staff that are not currently teaching NVGU students and will not be in the future.
Consumable Supplies	Supplies necessary for program implementation.	<p>The following not purchased by NVGU:</p> <ul style="list-style-type: none"> • General office supplies, printing, postage • Office Equipment like printers, computers, and supplies for NVGU staff • Internet access, phones • Copies • Envelopes • Event supplies • Food • School-purchased licenses 	<ul style="list-style-type: none"> • Equipment valued at over \$5,000.
Computers	Support student academic performance and achievement and provide access to career and college information.	<ul style="list-style-type: none"> • Computers, only if purchased by district in support of the NVGU plan to benefit NVGU students. 	<ul style="list-style-type: none"> • Computers for staff, including teachers, administrators, counselors.
Furniture	NVGU staff office/workspace.	<ul style="list-style-type: none"> • File cabinets or storage required to adequately safeguard and store NVGU materials. • Furniture, desks, chairs used by NVGU staff. 	<ul style="list-style-type: none"> • Equipment valued at over \$5,000.
NVGU Partner Programming		<ul style="list-style-type: none"> • These partner providers will document part of their established fees as match for your program. 	
Volunteer Time		<ul style="list-style-type: none"> • When members of the community, families, or students volunteer to support NVGU students and activities, their time is counted as in-kind. • NVGU recommends using the standard volunteer value set by independent sector. • To document this time as match, each volunteer must fill out and sign the Time and Effort Form and/or the Contribution of Goods and Services Form 	
Guest	Provide motivational and	<ul style="list-style-type: none"> • Presenters may offer match– 	<ul style="list-style-type: none"> • Speakers who do not have

Speakers	educational guest speakers to increase aspirations and knowledge of life options.	<p>you should always inquire about match opportunities.</p> <ul style="list-style-type: none"> • Presenters must be aligned with NVGU goals and the What Works Clearinghouse Recommendations. • You may include their time and travel expenses (travel expenses must be documented with receipts). 	<p>a message that is applicable to NVGU goals.</p> <ul style="list-style-type: none"> • Military recruiters. • Federally funded speakers • Speakers who supplying match to another program or organization.
Non-Profit Organizations in Nevada (Resource list to be provided)	Provide information about College Bound Scholarship sign-up and access. May include staff development, Parent/Guardian and/or student events.	<ul style="list-style-type: none"> • Organization staff time spent with NVGU students/families in support of the NVGU plan. • Staff development 	<ul style="list-style-type: none"> • Organization staff working with non-GU students and families.
Tutoring or Homework Assistance	In-class support, before/after school or at lunch tutoring/homework assistance.	<ul style="list-style-type: none"> • Teacher time beyond the contract day and not paid for by NVGU – for tutoring and homework assistance for NVGU students only. • Other staff that provide this support as part of the NVGU plan and are not paid by NVGU. • Snacks provided by a community member or other vendor. 	<ul style="list-style-type: none"> • Staff pays for pre- existing tutoring or homework assistance programs. • Snacks provided by the federal school nutrition services program. • AmeriCorps member time.
College Campus Visits, including 2-year, 4 year, and vocational/ technical programs	Assist students in making good decisions about college fit and match and aligned with their career interests.	<ul style="list-style-type: none"> • Transportation costs. • Meals and snacks. • Lodging. • Cultural experience fees. 	<ul style="list-style-type: none"> • Recreational or entertainment costs.
Non-Federal Programs Providing Services at NVGU Schools (i.e. AVID, JAG)	Ensure students have access to college and career readiness information throughout their middle school and high school experience.	<p>Summer Institute:</p> <ul style="list-style-type: none"> • Staff time spent in conference and during travel time. • Registration, lodging, airfare, airport parking, transportation to/from airports, meals • AVID/JAG Courses: • AVID/JAG library materials. • AVID/JAG membership fee. <p>Other:</p> <ul style="list-style-type: none"> • Director training participation costs. 	<ul style="list-style-type: none"> • AVID/JAG gear (shirts, bags, etc.). • Participants who are not currently GU teachers and will not be in the future.
Student School Supplies	Ensure students have the supplies they need to complete school assignments and fully participate in class.	<ul style="list-style-type: none"> • School supply donations secured by NVGU staff. 	<ul style="list-style-type: none"> • School supplies that are typically given to students by the school.

Family Engagement	Ensure family members have the information they need in order to support their child in the preparation and planning for graduating on time and being prepared for postsecondary options. Includes financial resources, academic resources, and social and emotional resources. Increase family event participation.	<ul style="list-style-type: none"> • Raffle donations. • Language interpretation services. • Childcare at the events. • Meals or refreshments donations. • Presenters. • Staff time, if beyond the contract day or paid NVGU time. • Mileage when event is off-site and not reimbursed by NVGU. 	<ul style="list-style-type: none"> • Staff time when paid by NVGU.
College Gear	Incentive for student activities and participation.	<ul style="list-style-type: none"> • College logo gear, including clothing, pennants, and other marketing items. • Ask colleges to donate! 	
ACT & SAT	These vendors provide test fee waivers for NVGU students.	<ul style="list-style-type: none"> • The cost of the actual test as documented on the ACT test site. Must provide a copy of the student waiver as documentation. • Cost of actual test for NVGU students when paid by another source. State funded ACT's will be collected by NDE. 	
College Application Campaign Events	Support students in applying to postsecondary programs and institutions.	<ul style="list-style-type: none"> • Supplies and materials needed for promotion and implementation. • USB drives. • College application waivers for NVGU students. • Incentives for participation. • Meals/refreshments. 	College Campaign events that are federal funded.
FAFSA Forecaster, FSA ID, FAFSA Campaign Events	Support students in applying for financial aid.	<ul style="list-style-type: none"> • Supplies and materials needed for promotion and implementation. • Meals/refreshments. 	<ul style="list-style-type: none"> • FAFSA application fees – these are fraudulent fees, the FAFSA is always free.
College or Senior Signing Day	Events to celebrate students making a decision on their plan for after high school.	<ul style="list-style-type: none"> • Supplies and materials needed for promotion and implementation. • Meals/refreshments. 	<ul style="list-style-type: none"> • Events for non-NVGU students.
Scholarship Search Activities	Support students in applying for scholarships, including using	<ul style="list-style-type: none"> • Supplies and materials needed for promotion and implementation. • USB flash drives. 	<ul style="list-style-type: none"> • Scholarship application or service fees.

		<ul style="list-style-type: none"> Meals/refreshments. 	
Math Completion	Activities to support advanced math completion.	<ul style="list-style-type: none"> Classroom calculator sets. Supplemental materials to enhance curriculum. 	<ul style="list-style-type: none"> Textbooks.
Summer Programs	Provide extended school year activities to ensure students are prepared to transition to the next grade level. May be remedial or advanced coursework.	<ul style="list-style-type: none"> Staff salaries/wages and benefits. Materials and supplies necessary to program. Tuition and fees for students not eligible for waivers 	<ul style="list-style-type: none"> Must be pro-rated in some cases to determine value for NVGU students only.
Summer Camp	Encourage students to explore the world of postsecondary options by participating in a program, camp, or event at a postsecondary Institution during the summer months.	<ul style="list-style-type: none"> Registration fees, lodging, transportation, and meals. 	<ul style="list-style-type: none"> Fees when students cancel or do not attend.
Student Transportation	NVGU field trip or activity transportation may include all district vehicles.	<ul style="list-style-type: none"> The actual rate, including driver time that the district charges all programs. Parent/Guardian mileage (not reimbursed by GU) for taking students on college visits. 	<ul style="list-style-type: none"> Cannot exceed the established district rate.
Job Shadowing or Service-Learning	Support students in exploring career options and building workplace skills by providing them access to work environments and employees.	<ul style="list-style-type: none"> Employer's time spent with student(s) during job shadow. Employer's time spent preparing and follow- up for job shadowing. Transportation. 	
Mentoring	Provide students with support through an organized, structured mentoring program. This may include Boys and Girls Club, Check and Connect, Link Crew, or another similar program.	<ul style="list-style-type: none"> Volunteer mentoring time for staff, students, and community members. Supplies and materials needed for promotion and implementation. Salaries/wages for staff beyond the contract day to provide mentoring services. Training and implementation costs/fees required by the program. 	<ul style="list-style-type: none"> Student time for peer or near peer mentoring that occurs during the school day. Teacher mentor time during the regular contract day.
NVGU Orientation/ Back to School Events and Commencement Events	Encourage participation in NVGU activities and celebrate student achievements.	<ul style="list-style-type: none"> Meals/refreshments for activities if NVGU specific information is provided at the event. 	<ul style="list-style-type: none"> Expenses for non- NVGU students.

College/Career Fairs	Provide access to information from college and career representatives. Events may be on school campus or another venue.	<ul style="list-style-type: none"> Off campus: costs of transportation, chaperones, meals, or snacks. On campus: meals or refreshments for presenters, staff, students. On campus: presenter time, travel, and giveaways or other materials. 	<ul style="list-style-type: none"> College and Career Fairs hosted by community organizations and postsecondary institutions are not allowable match as they are general available to all students and are not specific to NVGU.
School Facilities	The actual rental cost for programs as established by the district may be documented as match for space specifically used by the NVGU program.	<ul style="list-style-type: none"> Must be allowable in the district based on established facilities use policy and procedures. NVGU may document the cost based on the established rates. 	<ul style="list-style-type: none"> Space usage is not allowable match when the district does not have a policy allowing this, or there is not an established rate.
Non-School Facilities	The actual rental cost for off-campus space for NVGU program based on established rental fees. For example, using the community center for a family night in a location that regularly charges for the space.	<ul style="list-style-type: none"> NVGU may document the cost based on the established rates. The rate used must be based on the established rates for the facility. 	<ul style="list-style-type: none"> Space that is typically free for users may not be used as match.
	The actual rental cost for off-campus space for NVGU program based on established rental fees. For example, using the community center for a family night in a location that regularly charges for the space. The cost to the district for administering the grant may be billed at the Federal Restricted	<ul style="list-style-type: none"> NVGU may document the cost based on the established rates. The rate used must be based on the established rates for the facility. NDE recommends that the district/institution contribute the Indirect Cost rate as match to the program but is not required. 	<ul style="list-style-type: none"> Space that is typically free for users may not be used as match. Costs for district staff and other district expenditures that is included in the indirect rate calculation.
Discounts		The documented amount on the price of products or services reduced or waived specifically for the NVGU program.	

EXAMPLES OF MATCH BY CATEGORY

Below are examples of specific In-Kind/Match by category.

Donated Time

- Any of the NVGU School staff's salary or benefits not paid by the grant.
- Portions of the District finance/grants staff, IT staff, technology staff, or data administrator's salary and benefits.
- Any time that administrators or supervisors spend on NVGU initiatives.
- Any time beyond counselor's or teacher's work schedule as long as they aren't being paid by the grant.
- Time that non-profit volunteers spend on NVGU students or initiatives.
- Time that college personnel spend on NVGU students or initiatives including college fairs, campus tours, and high school visits.
- Time that local or state employees spend on NVGU students or initiatives.
- Time donated by college students, community members, or former high school students.
- Time donated by business leaders, employers, and employees through career fairs, speakers, job shadowing, and job site visits.
- Time donated by high school students and Parent/Guardians that benefit NVGU students.
- Professional development or motivational speakers that benefit NVGU and are donated or paid by someone else.
- Time donated by tutors that are not paid for by grant or other federal funds.
- Time donated for College Application Month and similar events.

Donations by Postsecondary Institutions

- Dual Enrollment tuition and fees paid by the postsecondary institution.
- Donations by colleges, non-profits, businesses, or the school system.
- Application fees waived by colleges.
- Meals donated by colleges.
- Gap fees paid by the postsecondary institution for dual enrollment courses.
- Costs associated with a college and/or career fair that benefits NVGU students.
- Costs associated with special programs and camps provided by colleges for NVGU students.
- Space donated by postsecondary institutions for NVGU events, services, or students.

Donations by Schools

- Custodial expenses paid by the school system for NVGU events.
- Transportation costs for NVGU paid by the school system.
- NCCEP and other college access and success related conference expenses that are not reimbursed NVGU.
- Purchases by the school system that impact NVGU and objectives. Examples: math labs, College Corners, etc.
- Supplies and instructional materials donated by the school system for the purpose of NVGU.
- Postage donated by the school system for the purpose of NVGU.

- Space, utilities, internet service, phone, insurance, etc. paid by the school system for NVGU events, services, and staff.
- Equipment or supplies that belong to the school system used by NVGU.
- Mileage that is not claimed for reimbursement.

Questions to ask after each NVGU event to search out all opportunities for Match and In-Kind

- Are there Partners? If so, what is their contribution(s)?
- Where is the activity, service or event taking place? (Ex: facilities, utilities).
- Are there donations? (Ex: food, paper goods, etc.).
- Is equipment being used for the activity, service, or event? What would it cost to rent the equipment? (Ex: microphone, computer, overhead projector, etc.)
- Who is attending the activity, service, or event? (Ex: speakers, personnel, Parent/Guardians, etc.).
- Are any volunteers helping with the event? (Ex: teachers, administrators, community volunteers).
- Has non-reimbursed travel expenses to and from the activity, service or event been counted? (Ex: bus, gas, airfare, bus driver, mileage reimbursement, hotel fees, etc.).
- Has setup or cleaning for the activity, service or event been counted? If so, who will setup and clean up? (Ex: custodian, Parent/Guardian volunteers).

INSTRUCTIONS FOR COLLECTING AND DOCUMENTING IN-KIND/MATCH

Policy

Each contributor who donates goods (cash or tangible property), services and/or time and effort must sign a declaration of the donation along with a reasonable estimate of the value of the donation.

Procedure

1. When an individual or group makes a donation of goods, services, or time and effort, complete the appropriate form and ensure that each line of the form is completed. **These are legal documents** (samples below):
 - a. **In-Kind/Match Goods or Service Form**
 - b. **Teacher – Counselor – Staff In-Kind/Match Form**
 - c. **District Administrator Time and Effort** (NDE is responsible for collecting this data)
2. Both the contributor *and* the GEAR UP staff person **must** sign the form. If the form is not signed, the donation cannot be counted as in-kind/match.
3. Information from the original form must be entered in the GEARS Database as the in-kind/match is collected at the school site. Originals of the match documents must be sent to the NDE NVGU office **monthly**. Copies may be kept at the school site or school district office.

Explanation

GEAR UP requires a 1:1 match, meaning for every federal GEAR UP dollar your program receives, your program must contribute one non-federal dollar as “In-Kind” or “Match”. In-Kind/ Match contributions constitute a portion of the non-federal expenditures required for the GEAR UP grant. In-Kind/Match is earned through local donations, such as time given by volunteers and food, materials, or services donated to your GEAR UP program at the school.

In order to be eligible for consideration as In-Kind/Match, contributions **must** meet the federal definition of an allowable cost for the program. In other words, a contribution may be claimed as In-Kind/Match only if the goods or services donated **could be** legitimately purchased using federal GEAR UP grant funds. Contributions must be from state, local or private resources. No federal dollars may be used as an In-Kind/Match contribution.

Purpose

For every dollar spent from the federal GEAR UP allotment, there is a requirement to match or “cost share”. If sufficient matching funds cannot be identified to meet the program goals, program expenditures must be reduced by an equal amount. If the non-federal share (In-Kind/Match) is not met for the program year, the federal government could withhold funds in future years. Thus, meeting the In-Kind/Match is critical to the success of your GEAR UP program. Documentation of the donations must be done with the same care and attention to accuracy, accountability, and timeliness as documenting the expenditures of your federal funds.

In-Kind/Match Forms

A. In-Kind/Match Goods & Services Form:

- All direct donations to your GEAR UP program not paid with GEAR UP funds should be listed. Examples include cash, volunteer or staff time and effort, discounts, speaking fees, items of value, or materials.
- Common time valuations for volunteers:
 - \$20.00/hour for college students
 - \$30.00/hour for business and community-based organization positions, Parent/Guardian volunteers, graduate students
 - \$40.00/hour for professional positions and management positions
 - \$50.00/hour for executive positions
 - Higher amounts for some consultants/speakers, etc.

B. In-Kind/Match Administration Form: An agreed upon percentage of administrative salaries and benefits. One form is required for each person. NDE NVGU staff are responsible for the collection, documentation, and data entry for all school/district Administration In-Kind/Match.

C. In-Kind/Match Teacher/Counselor/Staff Form: Teacher/Counselor/Staff time is determined using time donated outside of normal contract hours. Time is based on after-the-fact determination.

D. Descriptions: When completing your In-Kind/Match forms, be thorough but brief.

E. Date Occurred:

- If the event is a one-time, multi-day occurrence, use the final day of the event.
- If the event is for periodic contributions throughout the school year, such as for the time donated by a Parent/Guardian at various events, one entry showing the total In-Kind/Match dollar amount may be used. Enter the last day of the event date, or the date of the end of the fiscal year as the date.

F. Budget Category: Use Federal budget categories for GEAR UP In-Kind/Match.

1. Salaries and Wages
2. Employee Benefits
3. Travel
4. Materials & Supplies (including dues, fees, and discounts)
5. Consultants & Contracts
6. Other (miscellaneous)
7. Indirect Costs – DO NOT USE THIS CATEGORY
8. Scholarships/Tuition Assistance/Summer School fees/Summer Camp tuition

NEVADA GEAR UP

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)
In-Kind/Match Contribution of Goods and Services Statement – School Year:



School: _____ District: _____

Name/Organization:		Activity Name:		Hours	
Representative Name:		Title:			
Address:		City, State, Zip:			
Phone Number:		Email:			

GOODS	SERVICES	Occupational Group Rates per Hour (includes benefits)	
<input type="checkbox"/> Educational Materials	<input type="checkbox"/> Personnel Time	<input type="checkbox"/> Professional – Senior Executive	\$50.00
<input type="checkbox"/> Computer	<input type="checkbox"/> Fee Waivers	<input type="checkbox"/> Sales – Managerial – Administrative	\$40.00
<input type="checkbox"/> Meals	<input type="checkbox"/> Travel	<input type="checkbox"/> Skilled Employee	\$30.00
<input type="checkbox"/> Supplies	<input type="checkbox"/> Mileage	<input type="checkbox"/> Tutor – Parent/Guardian – Volunteer	\$20.00
<input type="checkbox"/> Other	<input type="checkbox"/> Other	<input type="checkbox"/> Other (describe)	

DATE	TIME – GOODS – SERVICES CONTRIBUTED	VALUE

NOTES:	Total Value of Time (Salary)	
	Total Value of Supplies (Materials)	
	Total Value of Mileage* (Travel)	
	Total Value of Lodging (Travel)	
*Mileage is figured at .575 per mile x total number of miles	TOTAL CONTRIBUTION:	

I certify that the information provided in this form is an accurate estimate of the goods and/or services I have provided to the Nevada GEAR UP Program.

Contributor's Signature: _____ GEAR UP Staff Signature: _____

Nevada Department of Education • 700 E. Fifth Street, Suite 113 • Carson City, NV 89701 • (775) 687-9243 • FAX (775) 687-9250



NEVADA GEAR UP

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)

Teacher – Counselor – Staff Contribution – School Year:

Name:		School:		Month/Year:	
GOODS		SERVICES		OCCUPATIONAL GROUP	
<input type="checkbox"/> Educational Preparation Materials		<input type="checkbox"/> Personnel Preparation Time		<input type="checkbox"/> Counselor	
<input type="checkbox"/> Computer Training & Data Analysis		<input type="checkbox"/> Data Analysis <input type="checkbox"/> Tutoring		<input type="checkbox"/> Advisor - Teacher	
<input type="checkbox"/> Supplies <input type="checkbox"/> Other		<input type="checkbox"/> Travel <input type="checkbox"/> Other		<input type="checkbox"/> Tutor – Parent/Guardian - Volunteer	
				<input type="checkbox"/> Teacher - Counselor \$40.00	
				<input type="checkbox"/> Paraprofessional \$30.00	
				<input type="checkbox"/> Volunteer \$20.00	
DATE(S)	ACTIVITY				HOURS
	Designing GEAR UP activities.				
	Participating in staff meetings to discuss 6 th and 7 th grade students in conjunction with GEAR UP goals.				
	Preparing and/or presenting workshops or professional development activities regarding academic preparation, career and college access, study and critical thinking skills, and the importance of academic rigor for all student populations.				
	Improve classroom curriculum for better high school/college preparation; web-based research or internet training to improve curriculum or instruction.				
	Preparing homework or classwork assignments.				
	Tutoring, mentoring, or providing after-school interventions; identifying and referring students to appropriate services.				
	Student data analysis.				
	Communicating with students/Parent/Guardians by email, phone, and meetings to discuss student academic progress and/or provide GEAR UP services.				
	Professional Development activities which support GEAR UP goals.				
	Career fairs, college fairs, and/or campus tours including planning, participating in, and/or overseeing				
	Counseling interventions including planning/implementation				
	Activities that provide alternatives to peer pressure, drug and alcohol issues, personal relations, etc. including planning/implementation				
	Identify barriers to ensure that gender, race, national origin, color, disability, and/or age do not restrict access or participation in GEAR UP activities and services				
	Community service projects that involve GEAR UP cohort members				
	Other:				
TOTAL HOURS:					
Total Value of Time (Hours x Rate):					
Travel (Mileage is computed as .575 per mile x total number of miles):					
Supplies and Materials:					
TOTAL CONTRIBUTION:					

I certify that I have volunteered _____ hours toward the GEAR UP program that is time spent outside the classroom and beyond the contract day. I cannot count hours that are paid for with GEAR UP funds.

Contributor Signature:	Date:	Administrator Signature:	District Reviewer Initials:
Data Entry Name/Initials:	Date:	Notes:	NDE Reviewer Initials:

FACILITIES USAGE IN-KIND/MATCH

Buildings, grounds, or other facilities used by NVGU that are “donated” by a third party (i.e. College Campuses) can be counted towards your In-Kind/Match commitment.

Allowable Facilities Usage In-Kind/Match Sources

- NVGU staff on-site offices
- On-site College Corners
- Other on-site facilities (i.e. auditoriums, libraries, gymnasiums) *ONLY IF THOSE SERVICES/ACTIVITIES ARE HELD OUTSIDE OF REGULAR SCHOOL HOURS*
- Off-campus facilities where the customary use fees have been waived or discounted
- Off-campus facilities where a non-GEAR UP entity has paid for the use of the facility
- College Campuses

School Site Facility Valuation:

For school-site facilities usage, the value should be from the school’s rate sheet or from documented comparable space rentals in the area. Documentation may show hourly rates, daily rates, etc. For NVGU school staff, the customary number of days for the total dollar calculation of use is 180 days per year for full-time NVGU staff.

Off-Site Facility Valuation:

For off-site facilities usage where there is no charge to your NVGU program, figures should be based on the fair market rental rate, as long as the third party provides facility rental rates that show what they could/would otherwise have charged to use the same space. In the case of discounts for off-site facility use, only the value of the discount should be documented.

SAMPLE FACILITIES USE LETTER:

School District Letterhead

Lori Botelho, Nevada GEAR UP Assistant Director
Nevada Department of Education
700 East Fifth Street, Suite 113
Carson City, NV 89701

RE: GEAR UP College Corner Facilities Use Certification - School Year:

Dear Ms. Botelho,

This is to certify that *(name of school)* maintains a dedicated GEAR UP College Corner. The value of this space is the District Facility Use rate of *(\$ per day)*. The percentage of the room dedicated to Nevada GEAR UP is *(%)*. The GEAR UP college corner has been in use from *(MM/YYYY until MM/YYYY)*.

Sincerely,

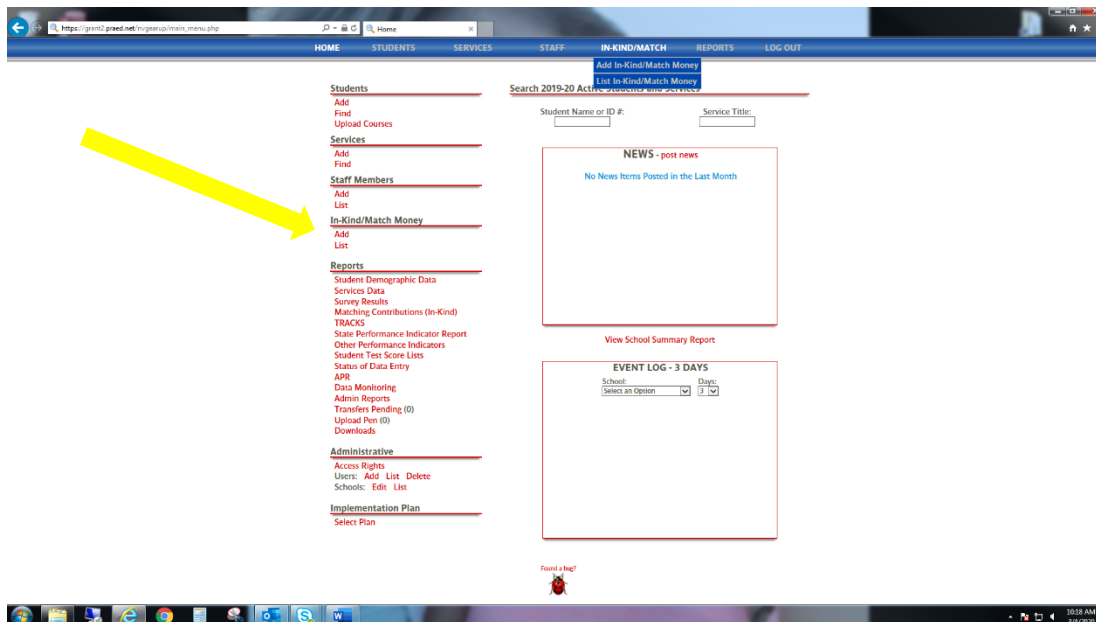
Certifying Official Signature
Certifying Official Title

(A form will be provided to you)

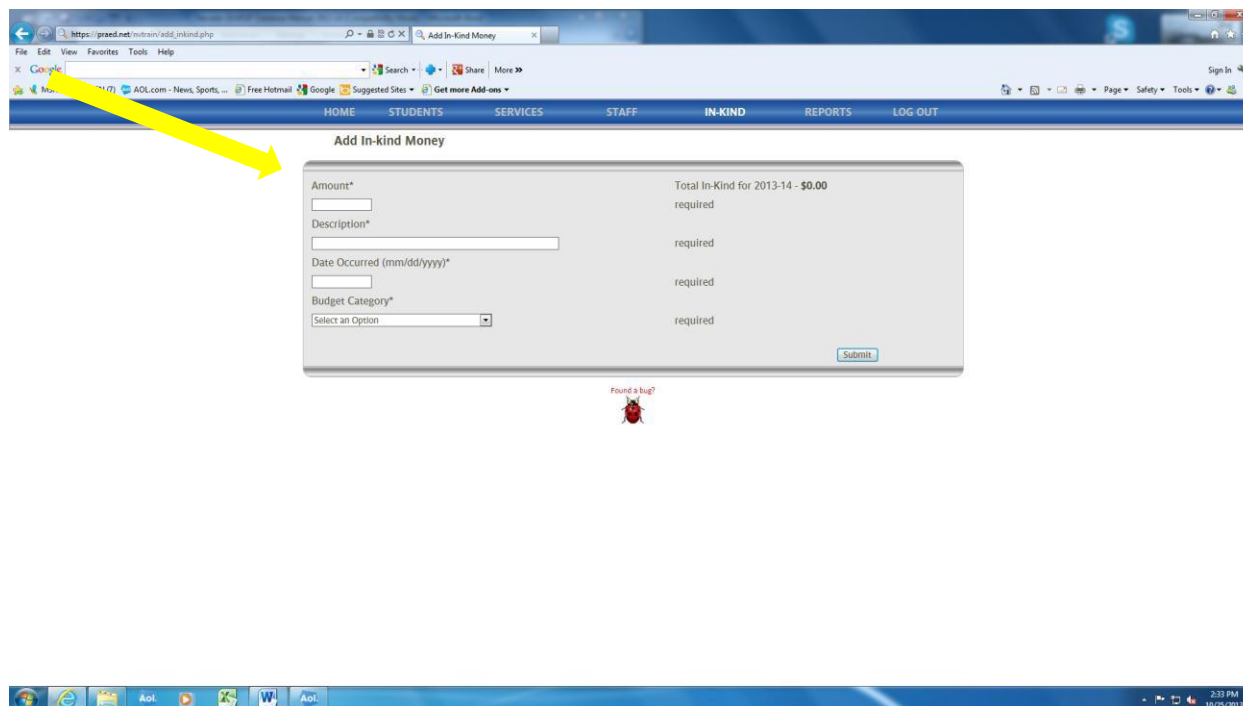
Hours can include set-up and tear-down time

GEARS IN-KIND/MATCH DATA ENTRY

All in-kind/match must be entered in GEARS as soon as it is received. On the homepage, under the “In-Kind Money” link, click “Add”.



To add in-kind/match, enter the amount, a description of the in-kind/match (i.e. discount on school supplies), the date the in-kind/match donation was made, and the appropriate budget category (from the drop-down menu).



SECTION 6:

NVGU EVALUATION PLAN & DATA COLLECTION

IN THIS SECTION

- ☐ NVGU Evaluation Plan
- ☐ Data Collection Procedure
- ☐ Data Collection Checklist
- ☐ NVGU Service Definitions
- ☐ 3 Step Reporting Process

NEVADA GEAR UP EVALUATION PLAN

Role of the NDE GEAR UP Team

The NDE GEAR UP's Data and Evaluation Team provides guidance and oversight to each NVGU district and school on data collection, analysis, and submission efforts. The state monitors data entry by district and school staff to ensure data entered in GEARS are complete, accurate, and non-duplicative. The NDE GEAR UP team reports annual progress on the project's performance to the U.S. Department of Education in an Annual Performance Report (APR), due April 15th each year. **The year-round diligent work at the district and school level to collect and submit data consistently is vital to the NDE NVGU team's ability to meet federal reporting requirements necessary for continued funding.** In addition, the NDE GEAR UP Team supports the implementation of data-driven decision making, ensuring that effective and meaningful services and academic interventions are targeted to the individual students most in need of targeted interventions. To assist schools in the implementation of a data-driven program, NDE GEAR UP has staff that will review service and outcomes data monthly.

GEARS Database

NDE GEAR UP partners with TDWI, LLC for use of the GEARS online data system, to maintain student-level demographic, service, and outcomes data required for continuous program improvement, federal performance reporting, and continuous funding. GEARS is a user-friendly database where NVGU staff will enter student, family, and educator service/activity data, as well as individual student academic performance data.

NDE Annual Performance Report (APR)

NDE GEAR UP administrators are required to report annually to the U.S. Department of Education by April 15th of each year. The APR is used to determine whether substantial progress has been made toward meeting objectives outlined by the project and determines continuation of funding at the state and local level. As required by the Government Performance and Results Act of 1993 (GPRA), the APR is also used to collect data on performance of GEAR UP at the national level. Required data elements may change annually.

School/District Annual Performance Report

Each school/district is required to submit an annual performance report to the NDE GEAR UP office by February 28th of each year. The report is an opportunity for each school/district to showcase their accomplishments during the reporting period and to highlight their success through data. The information obtained from the school/district APRs will be shared with the U.S. Department of Education in the federal APR completed by the NDE GEAR UP administrative team.

NDE GEAR UP will provide schools/districts with a template for use when completing the annual APR. Components of the school/district APR include student and school demographic information, program highlights, service/activity data, and challenges.

Formal Program Evaluation

Using the specific program goals, objectives, outcomes (see p. 5), and GPRA indicators as a


measure, NDE GEAR UP will continuously review and evaluate program performance. NDE GEAR UP's Internal Evaluator will conduct school/district monitoring visits and will review data entered in GEARS on a regular basis. The NDE GEAR UP Evaluation Team will meet quarterly to review program overall performance and to make adjustments as necessary. Post-event surveys should be completed after every NVGU event or service to provide feedback that will be useful in these quarterly reviews and will provide the data necessary to make data driven decisions. In addition, the Internal Evaluator will conduct biennial student, Parent/Guardian, and educator surveys and focus groups to equip staff with data-based feedback about project implementation and student academic outcomes that allow for continuous program improvement.

NDE GEAR UP will contract with an External Evaluator to conduct a formal 7-year evaluation of NVGU's program. Interim reports will be provided by the External Evaluator at the close of Years 4 and 5, and a final report will be provided at the end of the 7th year. This final evaluation will assess the project's overall impact. NDE GEAR UP administrators will submit the formative and summative evaluation reports to the U.S. Department of Education.

Activity Documentation

Data must be collected for all NVGU activities using service/activity sign-in sheets or logs provided by NDE GEAR UP. School site staff must maintain all hard copy documentation in the NVGU Document Notebooks provided, for the duration of the grant. Semi-annual data audits will be performed to ensure hard copy documentation matches the service participation data entered in GEARS. Data collection and reporting procedures are further explained in the following section.

The following table depicts NVGU's data collection cycle and requirements. These data items are critical to NVGU meeting all program objectives and performance measures at the school, district, state, and national levels. The following table outlines the types of data items that must be either collected, entered into GEARS, and/or submitted to NDE GEAR UP; when the data must be provided and how often; and who is responsible for ensuring data are submitted.

<div style="text-align: center;">  <h2 style="margin: 0;">DATA COLLECTION PLAN</h2> </div>					
Data Required from Local Education Agencies – YEAR 4					
Data Item	Population	Submission Timeline	Submit To:	Data Source	Responsible Party (Primary)
Student and family service participation	NVGU students and families; NVGU school team members	Ongoing	GEARS	Sign-in sheets, logs, or participation rosters	GU Specialist, College Coordinator, and/or FYCAs
In-Kind/Match contributions	Contributors	Ongoing	NDE GEAR UP and GEARS	Donations of Goods and Services forms, Teacher/Counselor/Staff in-kind forms	GU Specialist, College Coordinator, and/or FYCAs
NVGU educator professional development	Educators of NVGU students	Ongoing	GEARS	Sign-in sheets, logs, or participation rosters	NDE GEAR UP staff
NVGU new student intake data	New NVGU students	After district student data upload	GEARS	Infinite Campus	GU Specialist, College Coordinator, and/or FYCAs
NVGU student & Parent/Guardian documents: Student/Parent/Guardian agreements, photo releases	Students and Parent/Guardians new to NVGU	August & September	Keep hard copies, and enter in GEARS	Signed NVGU Agreements and Photo Releases	GU Specialist, College Coordinator, and/or FYCAs
Date student ILP created date student ILP approved	All NVGU students	August to October	GEARS	Signed Individual Learning Plans	GU Specialist, College Coordinator, and/or FYCAs
Transcript data (Course name and subject area, completed course grades)	All NVGU students	January & June	GEARS	Infinite Campus	GU Specialist, College Coordinator, and/or FYCAs
School/District Annual Performance Report	N/A	End of February	NDE GEAR UP Office	N/A	GU Specialist, College Coordinator, and/or FYCAs, District Grants Office
Survey and focus group data	Students, Parent/Guardians, educators, community members	Ongoing	NDE Internal Evaluator & GEARS	Survey responses, focus group responses, interview responses, college visit surveys	GU Specialist, College Coordinator, and/or FYCAs
Additional student and program data as requested by NVGU					

NVGU SITE DATA COLLECTION CHECKLIST

Ongoing

- ☐ Maintain accurate and up-to-date documentation of Nevada GEAR UP student and Parent/Guardian service participation (e.g.: photo release, consent forms, current status, contact info, on track to graduate, ILP, etc.).
- ☐ Keep all activity sign-in sheets or logs in the Nevada GEAR UP Documentation Notebooks provided by the NDE GEAR UP office.
- ☐ Ensure sign-in sheets are used and collected at all Nevada GEAR UP student, Parent/Guardian, and educator professional development events, even if you are not present. Sign-in sheets must include name, date, and length of service.
- ☐ Enter In-Kind/Match contributions in Nevada GEAR UP data system, GEARS.

Weekly

- ☐ Enter all activities into GEARS. Refer to the Nevada GEAR UP Student Service Definitions when assigning activities to categories in the data system.

Monthly - by the 15th of the month following service month

- ☐ Submit your IP Status Report to NDE GEAR UP staff for approval.
- ☐ Submit student count and rosters to NDE Internal Evaluator for data collection and analysis

Semester-End

- ☐ Enter semester-end transcript data in GEARS at the conclusion of each semester or by January 15th/ June 1st. You may work with district data managers to gather this information from Infinite Campus if necessary.
- ☐ Transcript data must include student course enrollment information, course completion information for specified courses*, course grades and Performing at Grade Level data.

*Specified Courses				
Math	Science	English	Foreign Language	AP/IB
Pre-Algebra	Biology	Eng. Lang. Arts	American Sign Language,	All
Algebra 1	Chemistry		Arabic, Chinese, French,	
Geometry	Physics		German, Italian, Japanese,	
Algebra 2			Latin, Russian, Spanish	
Trigonometry				
Pre-Calculus				
Calculus				

- ☐ **NOTE:** NDE GEAR UP staff will collect the following end-of-year data from your District data staff:
 - Promoted to Next Year
 - Number of Unexcused Absences
 - Identified Limited English Proficient students
 - Identified Individualized Education Plan students

- End-of-year Unweighted GPA
- Total Credits Earned

Annual

FALL

- ☐ Participate in annual Nevada GEAR UP data system trainings.
- ☐ Verify student rosters with NDE GEAR UP staff.

WINTER or SEMESTER END

- ☐ Submit fall end-of-term transcript data to NDE GEAR UP staff by January 15th.
- ☐ Submit School/District Annual Performance Report (APR) due to the NDE GEAR UP staff on February 28th.

SPRING or SEMESTER END

- ☐ Assist NDE GEAR UP staff in obtaining any additional data items needed for NDE GEAR UP staff to complete the federal Annual Performance Report due to the U.S. Department of Education by April 15th.
- ☐ Submit spring end-of-term transcript data by June 1st.

NEVADA GEAR UP SERVICE DEFINITIONS

The Nevada GEAR UP database, GEARS, is an online data tracking system designed to track and report on student participation, academic, and outcomes data. You should use the following NVGU Service Definitions when determining the category to assign a particular activity. It is imperative that you follow these guidelines when entering data to ensure that services are correctly categorized, non-duplicated, and accurate. These guidelines are not only used to evaluate NVGU's program, but also that of 15 other states.

GEAR UP STUDENT SERVICE DEFINITIONS

Tutoring/ homework assistance	<p>Tutoring/homework assistance 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 and can be provided by Nevada GEAR UP staff, hired tutors, teachers, trained peers, and/or volunteers. <i>Tutoring should be recorded by subject area (Mathematics, English/ Reading, Science, Other).</i></p> <p>Virtual tutoring/homework assistance services include services that are provided via remote access through the internet or other means.</p> <p>NOTE: Data entry needs to indicate whether tutoring is "in-person" or "virtual."</p>
Comprehensive mentoring	<p>Comprehensive mentoring services are provided when Nevada 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.</p> <p>Virtual comprehensive mentoring includes services that are provided via remote access through the internet or other means.</p> <p>Mentoring Programs may include:</p> <ul style="list-style-type: none"> • Traditional mentoring programs that match one youth and one adult. • Group mentoring that links one adult with a small group of young people. • 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. • Peer mentoring that connects caring youth with other adolescents. • E-mentoring that functions via e-mail and the internet. <p>NOTE: Data entry needs to indicate whether mentoring is "in-person" or "virtual."</p> <p>NOTE: Data entry needs to indicate whether mentoring is provided by a College Mentor or organization</p>

Financial aid counseling/advising	<p>Financial aid counseling/advising services assist students understanding and navigating the complexities of financial aid, including providing hands-on assistance with the FAFSA and scholarship applications, presentations on financial aid or literacy, using financial aid or literacy curriculum, and the benefits and how-tos of participation in college savings plans.</p> <p>Virtual financial aid/counseling/advising includes services that are provided via remote access through the internet or other means.</p> <p>NOTE: Data entry needs to indicate whether financial aid counseling/advising is “in-person” or “Virtual.”</p>
Counseling/advising/academic planning/ career counseling	<p>Counseling/advising/academic planning/career counseling services span a spectrum of activities with individual students or small groups of students. Services are defined as follows:</p> <p>Counseling services discuss personal growth issues with students, such as decision making, problem solving, goal setting, attendance, behavior concerns, or family issues.</p> <p>Advising provides assistance on course selection (secondary or postsecondary), college and/or career choices, or college and/or career planning.</p> <p>Academic planning provides assistance on coursework selection, course of study choices, college major selection, assessment advising or interpretation of scores, or assistance with placement tests.</p> <p>Career counseling provides assistance about career choices, career planning, internships, or career interests.</p> <p>Virtual counseling/advising/academic planning/career counseling includes services that are provided via remote access through the internet or other means.</p> <p>NOTE: Data entry needs to indicate whether counseling/advising/academic planning/career counseling services are “in-person” or “virtual.”</p>
College visit/ college student shadowing	<p>College visit/college student shadowing services take place on college campuses.</p> <p>College visit is a physical visit to a college campus by a student facilitated/supervised/led by Nevada 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.</p> <p>College student shadowing is 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.</p> <p>Virtual college visit includes services that are provided via remote access through the internet or other means. Virtual college visits must be facilitated/supervised/led by Nevada GEAR UP staff, teachers, or other school staff and include the same elements as a physical college visit.</p> <p>NOTE: Data entry needs to indicate whether college visit services are “in-person” or “virtual,” as well as the name and/or type of college visited, i.e., 2- or 4-year college.</p> <p>NOTE: College fairs should be entered under the student workshop category.</p>

Job site visit/job shadowing	<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, employability and occupational skills in practice, the value of professional training, and potential career options.</p> <p>Job site visit is a physical visit to a local business or work environment and facilitated/ supervised/led by GEAR UP staff, teachers, or other school staff. Job site visits should include visits to local businesses, employers, and agencies to explore different professions or career selections and can be followed by job shadowing.</p> <p>Job shadowing is 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.</p> <p>Virtual job site visit includes services that are provided via remote access through the internet or other means. Virtual job visits must be facilitated/supervised/led by GEAR UP staff, teachers, or other school staff and include the same elements as a physical job visit.</p> <p>NOTE: Data entry needs to indicate whether job site visit services are “in-person” or “virtual.”</p>
Summer programs NOTE: Summer programs can also include non-school year services for year-round schools	<p>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 Nevada GEAR UP summer camp, a local summer camp funded by Nevada GEAR UP, or a residential Nevada GEAR UP program hosted by a college/university/community organization, or another camp attended by a Nevada GEAR UP student that supports the Nevada GEAR UP mission. These programs include academic enrichment, college preparatory programs/camp experience, credit recovery, and/or remediation programs.</p> <p>NOTE: Data entry needs to indicate whether summer programs are providing services for “academic enrichment” or “remedial services.” In addition, summer programs may include other services that should be recorded as such, i.e., college visit.</p>
Educational field trips	<p>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. Examples would include a science demonstration on a college campus (the purpose of the event was the science demonstration not a college visit), 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. Educational field trips should be recorded by subject area (Mathematics, English/Reading, Science, Other).</p>

<p>Student workshops</p>	<p>Student 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 should be recorded by subject area.</p> <p>Virtual student workshops include services that are provided via remote access through the internet or other means.</p> <p>NOTE: Data entry needs to indicate whether workshops are “in-person” or “virtual.”</p> <p>NOTE: Report college and career fairs in this section</p>
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GEAR UP PARENT/FAMILY SERVICE DEFINITIONS

Parent/family workshops of college prep/ financial aid	<p>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 Parent/Guardians focusing on college entrance requirements and financial aid opportunities.</p> <p>Virtual parent/family workshops include services that are provided via remote access through the internet or other means.</p> <p>NOTE: Data entry needs to indicate whether workshops are "in-person" or "virtual."</p>
Parent/family counseling/ advising	<p>Counseling/advising services span a spectrum of activities that can include one-on-one or small group advising for parents/guardians/adult family members 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.</p> <p>Counseling includes meeting with parents/guardians to discuss student's personal growth issues such as decision making, goal setting, behavior concerns, family issues, home visits, etc.</p> <p>Advising provides individual assistance to parents/guardians on their student's college choices, college planning, financial aid planning, etc.</p>
Parent/family college visit	<p>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. Should include an official tour, presentation(s) by admissions, academic departments, athletics, student affairs, residence life, multicultural affairs, or other college departments.</p> <p>Virtual college visit services include services that are provided via remote access through the internet or other means. Virtual college visits must be facilitated/supervised/led by GEAR UP staff, teachers, or other school staff and include the same elements as a physical college visit.</p> <p>NOTE: Data entry needs to indicate whether college visit services are "in-person" or "virtual," as well as the name and/or type of college visited, i.e., 2- or 4-year college.</p>
Family events	<p>Family events are services in which parents or families participate. These services involve Nevada GEAR UP students and their families/guardians or just their parents/guardians. Family events include Nevada GEAR UP activities that recognize the role of families in student success and are not defined under a previous category.</p>

GEAR UP PROFESSIONAL DEVELOPMENT SERVICE DEFINITIONS

Conferences	Conferences include conferences hosted by NCCEP, NCAN, TCASN, GEAR UP or others that can be directly tied back to the three measures defined by the U.S. Department of Education that assist in meeting the goals and objectives set by Nevada GEAR UP.
Meetings	Meetings provide information about the Nevada GEAR UP program and implementation to teachers, counselors, or administrators. This includes meetings focused on planning and program development.
Trainings	Trainings deliver instruction to improve practice provided through Nevada GEAR UP. Trainings may include topics such as Common Core, the Nevada GEAR UP database (Compass), and financial literacy and can be directly tied back to the three measures defined by the USDOE that assist in obtaining the goals and objectives set by Nevada GEAR UP.
Other	Please contact the Nevada GEAR UP team at NDE prior to selecting the “Other” category. This category will only be used in unique circumstances.



3 STEP REPORTING PROCESS

STEP 1: PLANNING	STEP 2: DATA COLLECTION	STEP 3: DATA SUBMISSION
Review your Service Status Report 2 weeks prior to the following month. Check for accuracy and note any changes.	Always collect data at NVGU services/activities, including sign-ins for tutoring or other services occurring multiple times per month.	Always collect data at NVGU services/activities, including sign-ins for tutoring or other services occurring multiple times per month.
You are required to inform NDE GEAR UP staff if next month's services/activities occurring in your school(s) need to be updated, added, or will not be taking place (with the exception of recurring activities such as tutoring, mentoring, and academic enrichment).	You are responsible for ensuring data is collected for all NVGU services/activities, including recurring services, such as tutoring, even if you are not present. Here's how to collect all the data needed to meet federal requirements:	Due: Monthly, by the 5 th of the month following service month. Reporting on services/activities taking place from the 1 st through the last day of the prior month.
<p>A. Finalize your NVGU event calendar for the following month. Iron out the details of your events, such as the cost, including any transportation and meal costs, and identify the individual responsible for coordinating the event. Think through the logistics, including the event's time, location, presentations, speakers, and target audience. Contact NDE GEAR UP staff if you run into any problems implementing the services in your approved Implementation Plans.</p>	<p>A. Decide which data collection forms to use for your event. At a minimum, you are required to document attendance, date, and duration, and participants of every service. You can provide documentation by using one or more of the available Service/Activity Sign-In Sheets</p> <ul style="list-style-type: none"> ➤ Student & Parent/Guardian Activity Sign-In Sheet Use this form for any event, service, or activity which only students, parents or guardians are present. ➤ Professional Development Sign-In Sheet Use this to document participation during educator Professional Development programs or services. ➤ Tutoring/Mentoring Log Use this form to document participation in recurring services or activities. <p>B. Decide if you would like to administer an event survey. Event surveys are only required for college visits, but are suggested for one-time, large events.</p> <p>C. If the service or activity Sign-In Sheets provided are not conducive to collecting data for a specific event, such as a large assembly, please contact NDE GEAR UP and we will help you develop a custom Sign-In Sheet for your event.</p>	<p>A. NVGU service participation data must be entered into GEARS every week. The more often you enter services the less overwhelming it will feel. Keep all hard copy documentation in your NVGU Documentation Notebook to keep your grant up to date as monitoring checks will be performed.</p> <p>B. The GEAR UP Specialist, College Coordinator, and/or FYCAs is required to enter all data from the previous month – INCLUDING IN-KIND/MATCH. In-Kind/Match documents must be sent to NDE GEAR UP staff monthly.</p>

SECTION 7:

EXPENDITURES & ALLOWABLE COSTS

IN THIS SECTION

- ☐ Nevada GEAR UP Funding Regulations
- ☐ Understanding GEAR UP funding Guidelines
- ☐ Time Tracking
- ☐ Allowable Costs
- ☐ Common GEAR UP Costs
- ☐ Travel Guidelines
- ☐ Nevada Per Diem Rates
- ☐ Sample Travel Reimbursement Claim
- ☐ Student Meal Cash Allowance
- ☐ Specific Allowable Costs & Guidelines

NEVADA GEAR UP FUNDING REGULATIONS

The federal policies that govern GEAR UP are diverse and sometimes confusing. You may find inconsistencies that come from government and agency policies trying to accommodate many unique grant programs. In GEAR UP, you are subject to a number of regulatory sources. When you come across conflicts or inconsistencies between the sources, generally you should begin with the GEAR UP statute, and then move down the hierarchy for answers. The following list provides a brief description of each of the major policy sources.

Statute

A statute is the federal law that authorizes or governs a program. In the case of GEAR UP, the term statute refers to the program legislation found in Title IV of the 1998 Amendments to the Higher Education Act (HEA) of 1965 [P.L. 105-244]. The statute sits at the top of the hierarchy but affords the Secretary of Education the authority to set program-specific policies, which are commonly known as “program regulations.” The statute only broadly defines how the program should operate.

For more information: [GEAR UP Statute](#)

Program Regulations

Program regulations provide additional guidance when the statute is silent or vague on an issue. They provide details that govern the application competition, dictate how programs will be implemented, and other administrative details. There are three types of regulations that you should become familiar with: EDGAR, GEAR UP program regulations, and OMB Circulars.

EDGAR

The Education Department General Administrative Regulations (EDGAR) set broad administrative policies that impact nearly all grant programs funded at the U.S. Department of Education (USDOE). The regulations are published in Title 34 of the Code of Federal Regulations (CFR). The pertinent sections of EDGAR to your grant administration are 34 CFR parts 74, 75, 77, 79, 80, 81, 82, 84, 85, 86, 97, 98, and 99.

For more information: [EDGAR Regulations](#)

GEAR UP Program Regulations

Whereas EDGAR sets broad agency-wide policies, the GEAR UP program regulations address the very unique administrative matters associated with GEAR UP. GEAR UP program regulations are published in 34 CFR parts 694.

For more information: [Electronic Code of Federal Regulations](#)

OMB Circulars

The circulars are developed by the Office of Management and Budget (OMB) and provide federal agencies with instructions and guidance on a wide variety of administrative issues of interest to the executive branch. As guidance documents, they tend to be revised every few years. The OMB Circulars will affect your day-to-day decision-making because EDGAR cites specific OMB Circulars as regulation. Thus, many of the discussions in the grant administration world will revolve around the circulars, as they define cost principles, administrative requirements, and audits. Common circulars are organized by their purpose and audience and are addressed by their circular number.

You should become familiar with the federal requirements, as you are expected to follow the policies of the fiscal agent of the grant, the Nevada Department of Education (NDE). NDE has additional policies it must follow to comply with state and federal law. It is important to rely on NDE GEAR UP staff when the federal regulations aren't clear on an issue. You also must follow GEAR UP reporting guidelines and budget categories.

Time and Effort

Developing a process for collecting time and effort sheets regularly and accurately is a requirement of the NVGU grant. Federal regulations require that every GEAR UP staff whose salary is supported in full or in part to document the time, effort, and activities during any given pay period. Your district grants office is required to create a plan to collect/document time and effort. When you use in-kind personnel contributions as match, they have to fulfill the same reporting obligations as if they were receiving federal funds.

UNDERSTANDING GEAR UP FUNDING GUIDELINES

Introduction

The federal government provides billions of dollars in grants to over 30,000 organizations annually. This investment of taxpayer dollars means that the federal government must set up strong controls over grant projects to ensure the proper use of public funds. In addition to understanding federal requirements, you are expected to follow the policies of the fiscal agent – The Nevada Department of Education (NDE). The NDE has additional policies it must follow to comply with state and federal law. It is important to rely on GEAR UP staff when federal regulations aren't clear on an issue. You must also follow GEAR UP reporting guidelines and budget categories.

Legislation and Program Regulations

GEAR UP is subject to a number of regulatory sources. The following list provides a brief description of each of the major policy sources. More information can be found here: [Legislative and Program Regulations](#).

Uniform Guidance (2CFR 200)

The Uniform Guidance (2CFR 200) streamlines and consolidates government requirements for receiving and using federal awards so as to reduce administrative burden and improve outcomes. More information can be found here: [Uniform Guidance \(2CFR200\)](#).

State Administrative Manual (SAM)

The Nevada State Administrative Manual (SAM) is a compilation of policy statements concerning internal operations of State government. Policies are based on authorizing statute or other regulation. This manual is published for use as a guide in conducting the State's business. More information can be found here: [State Administrative Manual \(SAM\)](#)

State Accounting Policies and Procedures

The Nevada State Accounting Manual provides control and accountability over financial administrative affairs of the State of Nevada. The policies and procedures in this manual represent the minimum requirements that state agencies must meet. More information can be found here: [State Accounting Policies and Procedures](#)

Time and Effort

All GEAR UP staff must complete a monthly Time and Effort Form and/or a timesheet as required by school district policy and practice. A sample form can be found on page 140 of the GEAR UP Handbook. Federal regulations require that every GEAR UP staff whose salary is supported in full or in part need to document the time, effort, and activities during any given pay period.

Time as Match: When you use in-kind personnel contributions as match, they have to fulfill the same reporting obligations as if they were receiving federal funds.

GEAR UP Paid Staff Time

- GEAR UP staff paid with federal funds must be engaged in GEAR UP activities 100% of the time.
- GEAR UP staff must not be assigned lunch duty, hall duty, recess, or similar duties.

Supplement – Not Supplant

GEAR UP regulations require that GEAR UP funds are used to supplement, not supplant – meaning that recipients of federal funds are prohibited from replacing state, local, or agency funds with federal funds. Therefore, GEAR UP funding may be used to enhance what is already in place or to create new activities (supplement). GEAR UP funds cannot be used to replace other federal, state, or local funding (supplant). Below are some examples of supplementing vs. supplanting:

- For the last five years, your school has paid for a career exploration software license. This year, the school needs new P.E. equipment, so you have been asked to pay for the software license with GEAR UP funds, to free-up funding for P.E. equipment. This is supplanting and is not allowed.
- For the last several years, your school has annually purchased \$500 worth of new library books. This year, you have been asked to use GEAR UP funds to pay for the books. This is supplanting and is not allowed.
- Annually, your school purchases all materials required for instruction in core content courses, including textbooks and a software package. This year, the science teacher has requested that GEAR UP purchase additional equipment to enhance learning and increase the rigor of the coursework. The school does not have funds available for this purchase. This is supplementing and is allowed because, without GEAR UP funding, your school would not be able to make this purchase.

Nevada GEAR UP Models

GEAR UP funds may be used to pay for activities that support the Nevada GEAR UP goals and objectives, as outlined in the GEAR UP Agreement between the school district and Nevada GEAR UP, approved Implementation Plan, and the Nevada GEAR UP College and Career Readiness Benchmarks. GEAR UP funds may be used to support GEAR UP eligible student only. No funds may be used for non-GEAR UP eligible students to participate.

To help you decide if costs are allowable or not, ask these questions:

Is the expense:

- ✓ Allowable and necessary to implement the program?
- ✓ Reasonable?
- ✓ Allocable to program objectives?
- ✓ Compliant with the program's federal administrative regulations?

When planning activities and expenditures, schools must follow the guidelines listed below:

For Priority Model Schools

Funds may be used to support activities for eligible GEAR UP students only. Students are eligible for GEAR UP services based on low-income status. This may be determined by free or reduced lunch status, or other standard measures of income, such as the family received county/state financial assistance, the student is homeless or in foster care or the family received Social Security Disability. You may elect to serve additional students by including them in GEAR UP activities, but GEAR UP funds may not cover costs for those additional, non-program eligible students.

Examples:

Field Trips:

Option 1: You opt to take only GEAR UP eligible students on the trip and pay the full cost of the trip with GEAR UP funds.

Option 2: You opt to take both GEAR UP eligible students and other students. There are additional costs associated with taking non-GEAR UP students, such as meals and an entrance fee. In this case, costs are proportionately covered by GEAR UP and other funds.

Option 3: You opt to take both GEAR UP eligible students and other students. There are no additional costs associated with taking non-GEAR UP students. In this case, GEAR UP may pay the full cost of the trip.

Classroom Materials: You may purchase classroom materials with GEAR UP funds proportionate to the number of eligible GEAR UP students in the class.

Pre-College Assessments: GEAR UP eligible students are eligible for waivers of test fees, so in most cases, GEAR UP eligible students may take these assessments at no cost.

For Cohort Model Schools

GEAR UP funds may be used to support activities for all students in the Class of 2025 and 2026. If you opt to include additional students in any GEAR UP sponsored activities, cost must be covered proportionately from other funds. See examples above for Priority Schools guidance. If there are no additional costs incurred for non-GEAR UP students to participate, GEAR UP may pay for the full cost of the activity.

New Students

New, eligible students may be added at any time throughout the grant period. Once a student is deemed eligible, they may remain eligible for the remainder of the grant period.

Property of GEAR UP

All supplies, materials and equipment purchased with GEAR UP funds are the property of the Nevada GEAR UP program. They must be used exclusively to serve eligible GEAR UP students and remain with the program through the end of the grant.

TIME TRACKING

Time tracking logs will be maintained and submitted by all NVGU First Year College Advisors. The information submitted will be used by the NSHE GEAR UP Director of Programming and Outreach and NDE GEAR UP staff to track time and effort for reporting to ensure that time spent on GEAR UP activities is no less than 50% of the total hours worked at their institutions.

The 50% can be applied on a daily basis, a weekly basis, or a bi-weekly basis. For example, you might have a week where there is a GEAR UP conference and 75% of your time was dedicated to GEAR UP. You can balance that time with your work load the following week and set aside 25% of your time for GEAR UP work and 75% for your other job duties.

Directions:

1. Time Tracking Logs are to be completed by each GEAR UP staff member weekly and submitted to the NSHE GEAR UP Director of Programming and Outreach.
2. Only the time spent working on GEAR UP job duties/tasks/meetings/etc. should be reflected in the logs.
3. Use one line per job duty to accurately reflect time spent on that task.
4. Fill out all each line completely:
 - Date
 - Start Time
 - End Time
 - Work Performed (select from drop down menu)
 - Tutoring/Homework Assistance
 - Rigorous Academic Curricula
 - Counseling/Advising/Academic Planning/ Career Counseling
 - Financial Aid Counseling/Advising
 - College Visit/College Student Shadowing
 - Job Visit/Job Shadowing
 - Summer Program
 - Educational Field Trip
 - Workshops
 - Family/Culture Events
 - One-Way Outreach
 - College Corners
 - Power Hours
 - GEAR UP Meetings
 - Planning for NVGU events
 - Administrative Tasks
 - Training
 - Travel
 - Other (Describe in the “description” box)
 - *See page 151 for services definitions
 - Description of the work performed
 - Hours (time) spent on that specific task
 - Running total of hours worked on NVGU for the week

5. Completed Time Tracking logs are due to the NSHE GEAR UP Director of Programming and Outreach via email by end of day on Friday of each week.
*Failure to submit Time Tracking Logs on time may negatively impact performance reviews.
6. Weekly logs will be compiled by the NSHE GEAR UP Director of Programming and Outreach and emailed to NDE GEAR UP staff by end of day the following Monday.



Time Tracking Log

Name: _____

GEAR UP School/Institution: _____

<u>Date</u>	<u>Start Time</u>	<u>End Time</u>	<u>Work Performed</u> <u>(use dropdown</u> <u>options)</u>	<u>Description</u> Provide details of actions (plannings/creating resources for "event/task", emailing in regards to an "event/task", actually hosting "event/task", entering data into GEARS for "event/task"), date of upcoming event, etc.	<u>Hours</u>	<u>Total Hour</u> <u>for the week</u>
	0:00	0:00			0:00	
	0:00	0:00			0:00	
	0:00	0:00			0:00	
	0:00	0:00			0:00	0:00
	0:00	0:00			0:00	
	0:00	0:00			0:00	
	0:00	0:00			0:00	
	0:00	0:00			0:00	0:00
	0:00	0:00			0:00	
	0:00	0:00			0:00	
	0:00	0:00			0:00	0:00
	0:00	0:00			0:00	
	0:00	0:00			0:00	
	0:00	0:00			0:00	
	0:00	0:00			0:00	0:00
	0:00	0:00			0:00	
	0:00	0:00			0:00	
	0:00	0:00			0:00	
	0:00	0:00			0:00	0:00
					0:00	
					0:00	
					0:00	
					0:00	0:00

Signature / Date

Reviewed By / Date

ALLOWABLE COSTS

Sound fiscal GEAR UP administration begins with understanding what types of expenses can be paid for with federal funds. Allowable costs are those expenses that are specifically permitted (or not explicitly prohibited) by the laws, regulations, principles, and standards issued by the USDOE and other authoritative sources.

To help you decide if costs are allowable or not, ask yourself if the expense is:

- Reasonable and necessary: reflecting an action that a prudent person would take and generally recognized as necessary for the organization to accomplish an Implementation Plan activity, guided by established institutional policies and practices.
- Allocable: applied in proportion to relative benefits, as approximated through reasonable methods.
- Allowable: connected to the required or permissible services of the federal program.
- Consistent: treating anything not allowed by the partner organization as not allowed by GEAR UP.
- Compliant: follows limitations and exclusions as stated in federal cost principles, these guidelines, and the annual subcontract/amendment.

Supplement but not Supplant

GEAR UP regulations require that GEAR UP funds supplement, not supplant, existing efforts. GEAR UP funds are intended to build the capacity of schools to create a college going culture. Therefore, GEAR UP funding may be used to enhance what is already in place or to create new activities. GEAR UP funds cannot be used to replace other federal, state, or local funding. Some examples:

- For the last five years, your school has paid for a career exploration software license. This year, the school needs new PE equipment, so you have been asked to pay for the software license with GEAR UP funds to free up funding for PE equipment. This is supplanting - and is not allowed.
- For the last several years, your school has annually purchased \$500 of new library books. This year you have been asked to use GEAR UP funds to pay for the books. This is supplanting - and is not allowed.
- For the last two years, your school has been unable to purchase any curriculum enhancement materials for math classes, including an essential software package, because of budget cuts. You have been asked to purchase this software with GEAR UP funds this year. This is not supplanting - and is allowed because without GEAR UP funding, your school would not be able to make this purchase.

COMMON GEAR UP COSTS

(Sources: GEAR UP Statute, EDGAR, OMB Circular A-21, OMB Circular A-87)

The following list may help you determine whether your program expenses are allowable or not. It includes costs that are commonly incurred in GEAR UP or are the subject of frequent questions or discussions about their permissibility.

Advertising and public relations costs: *Generally unallowable*

The OMB cost principles define advertising costs as the expenses associated with the costs of advertising media (magazines, newspapers, radio and television, direct mail, exhibits, electronic or computer communication) and associated administrative costs.

For GEAR UP, reasonable advertising costs are allowable when:

1. Recruiting and advertising for vacant GEAR UP staff positions in a manner that is acceptable and standard for the hiring entity.
2. The term public relations is defined as activities dedicated to maintaining the image of the institution/ governmental agency or maintaining or promoting understanding and favorable relations with the community or public at large or any segment of the public.

For GEAR UP, public relations costs are potentially allowable when:

1. The activity is part of your approved application.
2. You are communicating with the public and press pertaining to specific activities or accomplishments which result from your grant performance (these costs are considered necessary as part of the outreach effort for the sponsored agreement).
3. You are conducting general liaison with news media and government public relations officers, to the extent that such activities are limited to communication and liaison necessary to keep the public informed on matters of public concern.

Advisory Councils: *Allowable*

Costs incurred by advisory councils or committees are allowable as a direct cost when authorized by the awarding agency, or as an indirect cost where allocable to the GEAR UP award.

Alcoholic beverages: *Unallowable*

Commencement and convocation costs: *Unallowable*

For education institutions, costs associated with commencement and convocations are disallowed, but costs associated with GEAR UP activities that take place during commencement events may be allowable under student activity costs if approved as part of your grant agreement.

Communication costs: *Allowable*

Costs incurred for telephone services, local and long-distance telephone calls, telegrams, postage, messenger, electronic or computer transmittal services and the like are allowable. However, you will need to check if these expenses are captured in your indirect costs.

Compensation (Salaries, Wages & Fringe Benefits): Allowable

Personnel costs such as salaries, wages and fringe benefits are allowable to the extent that the total compensation to individual employees conforms to the established policies of the institution, consistently applied, and provided that the charges are for work performed directly on sponsored agreements.

Fringe benefit costs should be in line with institutional policies regarding annual leave, sick leave, military leave, and employer contributions or expenses for social security, employee insurance, workers' compensation insurance, and tuition or remission of tuition for individual employees.

Consultants & Contracts: Allowable

EDGAR states that costs associated with consultants are allowable if there is a need in the project for the services and the grantee cannot meet that need by using an employee rather than a consultant.

Providing donations and contributions: Unallowable

Contributions or donations (including cash, property, and services) are unallowable costs.

This should be distinguished from the match. Nevada GEAR UP may receive donations, contributions, or services under the Nevada GEAR UP match guidelines.

Entertainment costs: Unallowable

Costs of entertainment, including amusement, diversion, and social activities and any costs directly associated with such activities (such as tickets to shows or sports events, recreational activities such as swimming, meals, lodging, rentals, transportation, and gratuities) are unallowable.

Be sure to distinguish these unallowable expenses from similarly worded and allowable student activities, meetings, and conferences that are approved as part of your grant agreement.

Equipment: Allowable

Equipment means an article of nonexpendable, tangible personal property having a useful life of more than one year, and, for GEAR UP accounting purposes, has a per-unit cost equal to or greater than \$5,000. Grantees must obtain approval from the NDE GEAR UP office prior to purchasing any item or set of items costing \$1,000 or more.

The title (documented ownership) of the equipment vests in the grantee and may be used for other projects as long as that use does not interfere with the terms of the grant award.

Fines and penalties: Unallowable, with exceptions

Costs resulting from violations or failure of the fiscal agent to comply with federal, state, and local or foreign laws and regulations are unallowable, except when incurred as a result of compliance with specific provisions of the sponsored agreement, or instructions in writing from the authorized official of the sponsoring agency in advance of such payments.

Late fees, including late fees for registrations, and interest charges on credit cards are unallowable. Student fines are also unallowable.

Fund raising: Unallowable

Costs of organized fund raising are not allowed.

Goods or services for personal use: *Unallowable*

Costs of goods or services for personal use are unallowable regardless of whether the cost is reported as taxable income to the employees.

Lobbying: *Generally unallowable, with exceptions*

Federal funds cannot be used to:

- Influence the outcome of a referendum, initiative, or similar procedure, through in-kind or cash contributions, endorsements, publicity, or similar activity.
- Support a political party, campaign, or political action committee.
- Influence the introduction, enactment, or modification of state or federal legislation through direct or grassroots lobbying.

However, there are a few exceptions, including:

- Technical and factual presentations on topics directly related to the performance of a grant, contract, or other agreement.
- Efforts to influence state legislation in order to directly reduce the cost, or to avoid material impairment of the institution's authority to perform the grant, contract, or other agreement.
- Any activity specifically authorized by statute to be undertaken with funds from the grant, contract, or other agreement.

Memberships, subscriptions, and professional activity costs: *Allowable, with exceptions*

Costs associated with memberships in business, technical, and professional organizations are allowable. In addition, subscriptions to business, professional, and technical periodicals are allowable.

Please note that the circulars make the following exceptions:

- State entities can use federal funds for membership in civic, community, and social organizations which are allowable as a direct cost with the approval of the USDOE.
- State entities cannot use federal funds for membership in organizations substantially engaged in lobbying.

Meetings and Conferences: *Allowable*

Costs of meetings and conferences, the primary purpose of which is the dissemination of technical information, are allowable. This includes costs of meals, transportation, rental of facilities, speakers' fees, and other items incidental to such meetings or conferences. Be aware of restrictions pertaining to entertainment costs.

Publications and printing: *Allowable*

Publication costs—including the costs of printing, distribution, promotion, mailing, and general handling—are allowable federal costs if they are allocable to project objectives. If not, any publications or printing should be paid for by institutional or indirect funds.

Rental cost of buildings and equipment: *Allowable*

With stipulations, rental costs are allowable to the extent that the rates are reasonable in light of

such factors as: (1) rental costs of comparable property, if any; (2) market conditions in the area; (3) alternatives available; and, (4) the type, life expectancy, condition, and value of the property leased. Rental arrangements should be reviewed periodically to determine if circumstances have changed and other options are available.

Severance pay: Allowable

Costs of severance pay for personnel whose services have been terminated are allowable only to the extent that such payments are required by law, by employer-employee agreement, by established policy that constitutes in effect an implied agreement on the institution's part, or by circumstances of the particular employment.

Student activity costs: Generally unallowable, with exceptions

Costs incurred for intramural activities, student publications, student clubs, and other student activities, are unallowable, unless specifically provided for in the grant agreement or approved by the NDE GEAR UP office.

Supplies: Allowable

Costs incurred for supplies to carry out the grant are allowable. Supplies have a per-unit cost of less than \$5,000.

Travel costs: Allowable

Travel costs are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the institution. Out-of-State travel, and travel outside of the United States requires prior approval.

Travel costs also may be incurred in relation to local events for students, Parent/Guardians or participating in programs authorized by the GEAR UP statute. NDE rules and policies regarding travel apply.

NOTE: Just because a cost is interpreted as being allowable under the OMB cost principles, it is not guaranteed that you will be able to make that expenditure. NDE is the primary entity that determines if an allowable cost is acceptable. This may happen when, for example, a cost identified as allowable under the circular may be disallowed in program regulations or statute or fail to pass the USDOE's judgment that it is justified, allowable, or reasonable.

TRAVEL GUIDELINES

General Information

GEAR UP travel must be approved in the annual Implementation Plan and budget. In general, out-of-state travel is not allowable. However, the following exceptions may be requested:

1. GEAR UP West
2. National Council for Community and Education Partnerships (NCCEP) conferences
3. College visits to bordering states; California, Oregon, Idaho, Utah

The annual GEAR UP Agreement with the school districts will include a list of Nevada GEAR UP-sponsored professional development. These will include the following professional development activities:

1. GEAR UP West
2. NCCEP Annual Conference
3. NCCEP Capacity Building Workshop
4. Fall Training and Professional Development
5. Spring Training and Professional Development

Budgets must include line items for these activities. The funds in these line items are for these activities exclusively and may not be reassigned to other activities. Unspent funds will remain with Nevada GEAR UP.

Traveling to GEAR UP Events

Prior to each GEAR UP-sponsored professional development event, NDE GEAR UP staff will send the information needed related to travel arrangements, including lodging/reservation information (if applicable), meals and any other guidance to ensure staff members are prepared to attend the event. Please watch for these emails.

Travel Reimbursement Process

In order to ensure smooth processing and reimbursement of GEAR UP-related travel expenses, there are three important considerations:

1. District employees must follow the district's rules and policies regarding travel allowances and reimbursement requirements. If your district reimburses less than GEAR UP allows, staff must be reimbursed at the district rate.
2. Nevada GEAR UP can only reimburse travel expenses (of any kind) up to the maximum allowable amount set by the State of Nevada, Department of Administration. A map of the current per diem rates can be found at: [GSA per-diem-rates](#). The map is updated annually, each October.
3. If your district allows a reimbursement rate that is higher reimbursement or reimburses meals that are not allowable per our guidelines, the district is responsible for reimbursing the employee at their expense. GEAR UP will only reimburse per the guidance below, and never above the state per diem rates. If your district has a higher than per diem policy, please provide a copy of the policy to the NDE GEAR UP office.

All district employees need to claim travel expenses in the manner that their district requires

while still providing GEAR UP with the necessary travel expense documentation required by the program for reimbursement. Staff members will submit a travel expense voucher and documentation to their school district to be reimbursed for travel expenses.

If a district credit card is used to pay travel expenses for any employee, then the receipts and an authorization form (sometimes called a P-Card Authorization) must be submitted. All information normally required for travel must be included (i.e. the purpose of the travel, departure and return times and the names of the staff who received the meals, and their signature is required).

Prior to all GEAR UP sponsored activities that require travel, including GEAR UP West, professional development workshops, and summer camps or institutes, GEAR UP staff will provide a detail of allowable expenses related to that specific event. Staff members are expected to follow these guidelines and limits, without exception. If you have extenuating circumstances, you must submit a detailed request in writing to NDE prior to the event for approval.

By following the guidelines below, this will ensure that your district is reimbursed for all GEAR UP related travel expenses.

Meals

Meal allowances (per diem) cover the following costs:

1. The basic cost of the meal
2. Any applicable sales tax
3. Any customary tip or gratuity

For example, if the dinner per diem is \$28, then that includes the cost of the food, sales tax, and the tip.

Note: If a hotel provides a hot breakfast, it is expected that the traveler will not claim per diem for this meal; the per diem will not be reimbursed.

Adult Meals – Field Trips

Meal allowances for staff members, bus drivers or Parent/Guardian chaperones are reimbursable, when attending and/or chaperoning a GEAR UP sponsored field trip with students. The following guidelines apply to adult meals on field trips:

- The school district's travel rules must always be followed and should align with policy or practice for consistency.
- Adult meal allowances must follow one of the following methods:
 - The adult completes a school district expense voucher, including departure and return times and is reimbursed per the school district's travel rules, up to the state per diem. The adult received the same meal allowance as the student, which is \$10 per meal (\$15 in Washoe and Clark counties) and \$3 for a snack. The snack reimbursement for the adult is optional.
 - The adult may opt to pay for their own meals to conserve resources for the program.

In this case, the school would not be reimbursed for these expenses.

- If students are eating at a restaurant, college campus food service, or any other venue where the school is paying for all meals (in advance or at the time of purchase), the adult meals may also be included.

Professional Development and Other Staff Travel Meals

Meal allowances for staff members are reimbursable when attending a professional development workshop that requires an overnight stay. For overnight travel assignments, all meals will be reimbursed at the rate in effect for the area where the traveler stops for sleep. The meal reimbursement rate for the last day of travel (return day) would continue to be the rate for the location where the traveler last stopped for sleep.

Attending a non-overnight professional development workshop typically does not qualify the staff member for a meal allowance. For non-overnight travel assignments, staff must be in travel status for 12 hours or more, as documented on the traveler's expense voucher, in order to qualify to collect the meal payments for the meal(s).

Qualifying Meal Periods

Travelers must be in travel status during the entire State of Nevada determined meal period(s) and 50 miles or more from their official workstation, in order to qualify for meal reimbursements. The Nevada Department of Education has established the following agency-determined meal periods:

- **Breakfast Per Diem:** Traveler must leave home or work BEFORE 6:30AM or returning to home or work AFTER 8:30AM.
- **Lunch Per Diem:** Traveler must leave home or work BEFORE 11:30AM & or returning to home or work AFTER 1:30PM.
- **Dinner Per Diem:** Traveler must leave home or work BEFORE 4:30PM & or returning to home or work AFTER 6:30PM.
- If you leave prior to the established meal period, then you are entitled to that meal unless it is provided and as long as your school district allows for that reimbursement. Staff members cannot extend travel just to qualify for a meal.
- **Note:** Districts may have established meal periods that differ from the above. In this case, you must follow the district's policy and practice.

Departure and Return Times

- Per state rules, travel expense vouchers must include departure and return times for all trips.
- Departure and return times are used to determine eligibility for meal reimbursement and without them, we cannot reimburse for meals.
- Your **departure** time is recorded as the time you left either your home or place of work on the first day of the trip, whichever is later. If you did not go to your place of work on that day, then use the time you left your home.
- Your **return** time is the time you arrived back at your home or place of work on the final day of travel, whichever is earlier. If you do not return to your place of work on that day, then use the time you arrived at your home.

- Departure and return times must be provided on all documents for reimbursement.

Meal Receipts

- If you claim per diem (state or district allowance, whichever is less), a meal receipt is not required – UNLESS it is required by your school district.
- If your district reimburses you based on the actual cost of the meal/receipt, not to exceed the state per diem, then GEAR UP requires a copy of your receipt.
- GEAR UP requires that all meal receipts be detailed. Credit card receipts are not detailed and therefore are not an acceptable form of documentation. Receipts must show what was purchased.
- When submitting meal receipts, if you are paying for your meal and another individual's meal, you must request separate receipts showing only the cost of your meal.
- Meal receipts should be reasonable; if one person's meal is on the receipt, it is expected that one meal be purchased.
- Alcohol is not an allowable expense and must not be included on any receipt submitted.

NOTE

- Staff members will not be reimbursed for meals if a meal was provided at the event. The only exception to this is if a continental breakfast is provided and only cold items were served. In this case you may request reimbursement for breakfast. If a hotel provides a hot breakfast as part of your stay, it is considered a provided meal and will not be reimbursed,
- GEAR UP will only pay for the approved traveling staff member's meal expenses even if combined meal costs for one approved traveler plus companion(s) does not exceed the allowed maximum amount.
- Incidentals, such as coffee, snacks, frozen yogurt or ice cream, dessert, purchased separately from a meal are not reimbursable.

Transportation

Privately Owned Vehicle (POV) Mileage Rate

GEAR UP can reimburse for use of a district or personal vehicle up to the allowed maximum amount set by Nevada Department of Administration, which is updated every January 1.

If your district reimburses at a lower rate, that is what will be reimbursed and should be requested from GEAR UP. If the amount per mile increases or decreases, GEAR UP staff will notify the school districts regarding the change.

Carpooling

Staff members are expected to carpool to GEAR UP events. GEAR UP encourages carpooling to maximize resources.

School District Vehicles

GEAR UP can reimburse for the use of other district vehicles (SUV, van or bus) up to the

allowed maximum amount set by the school district but requires written verification of the cost per mile being claimed by the school district. GEAR UP may not be charged more than what other programs in the district are charged.

Driver Costs – Field Trips

When a district vehicle, such as a bus is being used for transportation, GEAR UP will reimburse for driver time, benefits and mileage and requires written verification of these expenses, such as a transportation log or invoice. **Note:** If a school district does not charge for providing transportation, the value of the transportation costs can be counted as match. Be sure to obtain the appropriate match documentation.

Tolls

GEAR UP will reimburse for bridge and ferry tolls and requires detailed receipt(s). High Occupancy Toll (HOT) lanes will not be reimbursed.

Rental Cars

GEAR UP will not reimburse for the use of a rental car except in rare instances. All rental cars must be pre-approved and prior to the funds being sent.

Taxis or Shuttles

GEAR UP will reimburse taxi or shuttle expenses, including Uber and Lyft, to and from the airport while traveling for GEAR UP. A detailed receipt is required.

Taxis, trolleys, or buses that are taken by staff members to dinner while attending a conference are considered a personal expense and are not allowable. Limousines or other options will not be reimbursed.

Lodging

- GEAR UP will reimburse for lodging up to the maximum allowed amount set by Nevada Department of Administration.
- Taxes and fees associated are not included in the state lodging rates and therefore are reimbursed in addition to the room rate.
- Internet access is not an allowable expense, as free Wi-Fi is usually available in the hotel lobby or public spaces.
- If you have a personal guest staying with you, and there is an additional charge for that guest, you are responsible for paying that charge. GEAR UP will not reimburse additional non-GEAR UP staff costs.
- If lodging is required that exceeds the set Nevada Department of Administration amount, then pre-approval must first be obtained by GEAR UP. For example:
 - If a conference is held at a hotel that charges over per diem rates, the costs may be reimbursed to the district only if pre-approval is given. This may be allowed when the cost of staying at a separate venue requires additional transportation expenses that would result in higher costs than staying at the conference venue. If approval is given, the traveler must select the most economical room available under the circumstances.

- Under no circumstances will approval be given for lodging that exceeds 150% of per diem.
- A detailed invoice is required for all lodging expenses. The invoice must show the cost of the room, as well as the taxes and fees. A hotel confirmation is not an acceptable form of backup documentation.

Parking

- If parking at a hotel for an event, parking included on the lodging receipt will be reimbursed.
- GEAR UP will reimburse for other parking and a detailed receipt is required.
- GEAR UP will not reimburse for valet parking. If you opt for valet parking, only the standard rate will be reimbursed. However, if self-parking is not an available option at the hotel, valet parking will be reimbursed.
- If a GEAR UP rate is available, parking will only be reimbursed up to that amount.

Airfare

Staff may travel by air (economy class) and a detailed receipt showing all costs is required for reimbursement from GEAR UP. GEAR UP recommends booking directly with the airline rather than using a travel agency/service. If you book online, a copy of the actual invoice or receipt must be provided. Airline confirmations are not considered acceptable forms of backup documentation.

- **Baggage Fees:** GEAR UP will reimburse for up to one checked bag each way. A detailed receipt showing the expense is required.
- **Unallowable Costs:**
 - Charges for changing a flight reservation
 - Early check-in fees
 - Flight insurance
 - Convenience fees
 - First class or other upgrades

Advance Travel

- GEAR UP cannot reimburse for advance travel. Travel expenses will only be reimbursed once the travel is completed.
- GEAR UP cannot reimburse a school district more than what a school district reimbursed the employee for nor can GEAR UP reimburse more than what the amount of the receipt reflects. Only completed travel expense vouchers with proper backup documentation will be reimbursed.

Travel Expense Voucher and Documenting Travel

- GEAR UP requires school district travel expense vouchers with receipts as backup documentation. If your district does not have a travel expense voucher form, you may use the Nevada GEAR UP Travel Expense Voucher. Please contact NDE for an electronic copy of the Voucher.
- The travel expense voucher must include the purpose of the trip, the location, dates of

travel, and departure and return times.

- Departure and return times must be provided on the travel expense voucher even if the school district form does not require them.
- The following items must also be included if reimbursement for the item is requested:
 - **Mileage:** How many miles and how much per mile are being claimed from destination to destination?
 - **Meals:** How much is being claimed for each meal (breakfast, lunch, and dinner) on each travel day(s)?
 - **Lodging:** How much for each night is being claimed for lodging? Detailed receipt is required.
 - **Miscellaneous Expenses** (tolls, parking, baggage, etc.). Detailed receipts are required.
- Provide copies of all detailed receipts/invoices for travel expenses being requested for reimbursement.
- Summary credit card receipts that do not detail what was purchased and statements or bank statements are not acceptable forms of backup documentation.
- Travel expense vouchers must include the employee's signature as well as a school district approval signature. Travel expense vouchers that do not reflect both signatures will be considered incomplete and will not be processed for reimbursement. Electronic or stamped signatures by either party are not allowable.

Out-of-State Travel

- Out-of-state travel is rarely approved by GEAR UP. The exceptions are the GEAR UP/NCCEP national conferences and GEAR UP West.
- Travel to California, Oregon, Idaho, and Utah may be allowable if the trips are approved by NDE GEAR UP and are in your approved Implementation Plan and budget.
- When planning out-of-state travel, it is important to understand the difference between GSA (federal) and Nevada Department of Administration per diem rates for meals. Federal GSA per diem rates are available at [GSA per diem rates](#).
 - When traveling out-of-state, look up the federal rate for your destination. Next, take the daily per diem rate for the destination and translate it to the Nevada Department of Administration rate per meal, as listed on the state per diem map which can be found at [GSA per diem rates](#).
 - For example: The GSA per diem meal rate for San Francisco, CA is \$74 per day.
Question: How much will I receive per meal in San Francisco, CA?
Answer: The Nevada Department of Administration map shows that the daily per diem is \$74. Therefore, staff members would receive \$19 for breakfast, \$22 for lunch and \$33 for dinner.

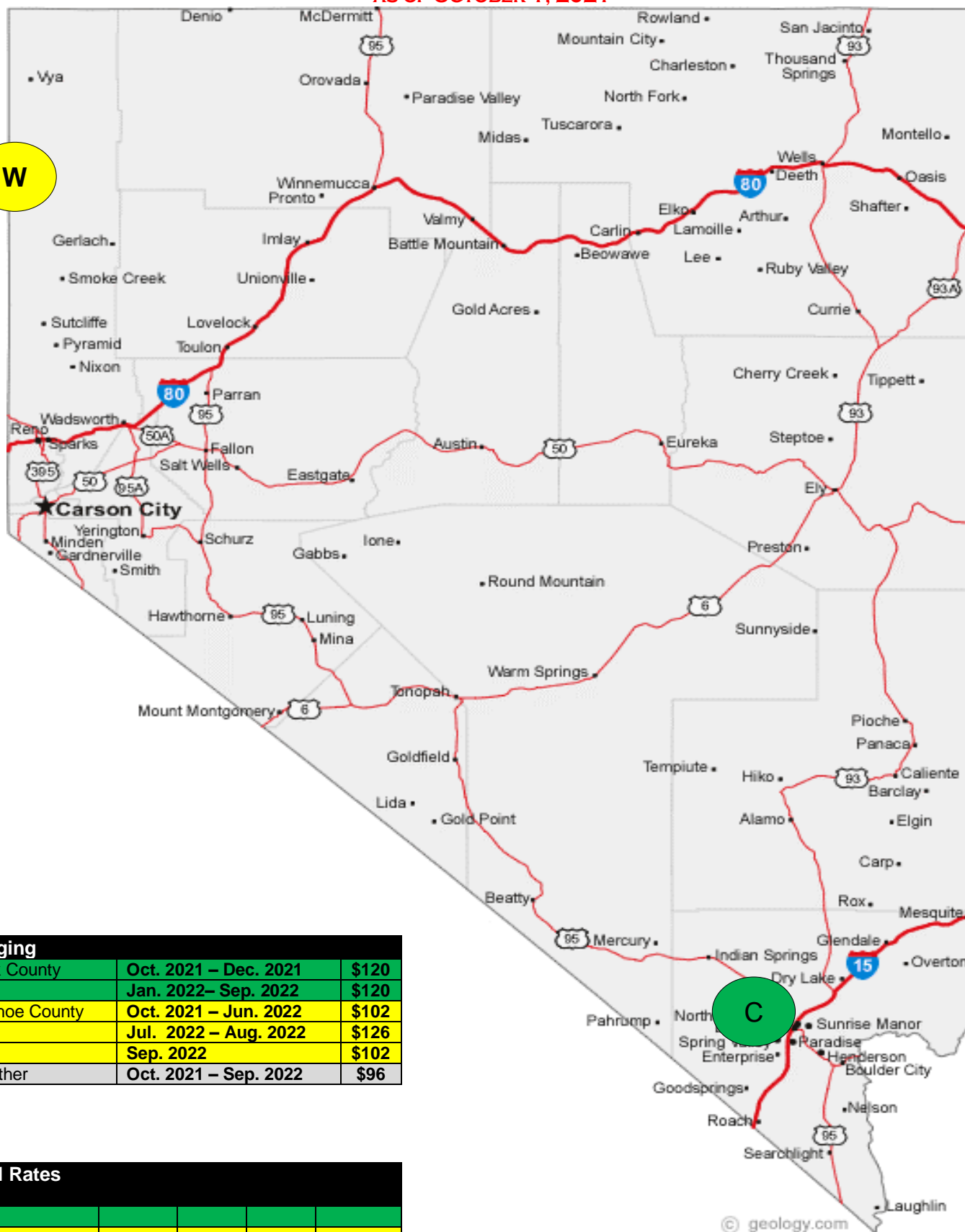
Questions

If you have questions about the reimbursement process, please contact the Nevada Department of Education, Nevada GEAR UP staff.

NEVADA PER DIEM RATES

AS OF OCTOBER 1, 2021

W



Lodging		
Clark County	Oct. 2021 – Dec. 2021	\$120
	Jan. 2022– Sep. 2022	\$120
Washoe County	Oct. 2021 – Jun. 2022	\$102
	Jul. 2022 – Aug. 2022	\$126
	Sep. 2022	\$102
All Other	Oct. 2021 – Sep. 2022	\$96

Meal Rates				

For more information and updated rates visit, [GSA rates](#)



[Name of Traveler]
[Title/Position of Traveler]
[School District]

Date: [CLAIM DATE]

Signature of Traveler

Agency Approval

State Officer or Employee
Board or Commission Member
Independent Contractor Whose Contract Provides for Travel
Non Employee

[illegible]

Total of this Claim					-		-	-	-	-	-	\$ -
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Less Travel Advance Received from the Traveler's Agency or State Treasurer:	
---	--

Balance Due to Traveler:	
--------------------------	--

Traveler is personally liable for repaying advances and Travel Card charges.

Agency	Organization	Budget/ Category	GL #	Prog.Proj.	Amount
300	0000	2678-03	6200	84334-12	-
300	0000	2678-03	6230	84334-12	-
300	0000	2678-03	6240	84334-12	-
300	0000	2678-03	6250	84334-12	-
300	0000	2678-03	6005	84334-12	-
				Total Claim:	-

Initials:

Fiscal Year: 2020

Distribution of Costs:

STUDENT FIELD TRIP MEAL CASH ALLOWANCE FORM

Directions: Use this form to document **CASH** given to students for meals on field trips and submit with backup documentation. **Each student and chaperone (if applicable) must sign for each meal allowance received.** Chaperones given per diem instead of cash must complete a school district travel voucher and should not be included on this form. Do not use this form when you are purchasing a group meal plan and are paying one bill. Clark and Washoe County student meal allowance is \$15, all other areas are \$10.

Date(s) of Trip:_____ Destination:_____

Chaperone(s):_____

# of Students	Student Name	Grade Level	Breakfast (\$10) Amount: Date:	Lunch (\$10) Amount: Date:	Dinner (\$20) Amount: Date:	Snack (\$3) Amount: Date:
1						
2						
3						
4						
5						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
Chaperone Signatures – Required if they were provided a cash meal allowance.						
Total:						

I confirm that the names listed above are GEAR UP-eligible students and the roster is accurate. The participants have been entered in GEARS to verify participation.

X_____ X_____

GEAR UP Specialist's Signature Date

SPECIFIC ALLOWABLE COSTS & GUIDELINES

The rate tables outlined below are subject to approval from the U.S. Department of Education.

Site Coordinator Salary

The salary and benefits (total compensation) for any one NVGU Specialist paid with NVGU funds may not exceed \$80,000. Any amount in excess must be paid from a non-GEAR UP source. These additional expenditures may be reported as match if this source is non-federal.

Description	Amount	Purpose
Drawing Item: Grocery Store Gift Card OR Gas Gift Card OR Restaurant Gift Card OR Food Gift Basket	One item per meeting valued up to \$25	Attendance incentive for parent/family meetings. NOTE: Gift cards cannot be purchased for students and the prize drawing is for the Parent/Guardian and no other purpose
Clothing items with GEAR UP on them or college message. Any printing and/or setup charges must be included	Up to \$20 each. NDE Pre-approval is required	Students to wear on field trips, school events, special programs, community service and other events to promote GEAR UP, teamwork and safety on field trips (see note below)
Pens and Pencils	Up to \$1 each	Student incentive
Magnets or Key Chains	Up to \$2 each	Student incentive
Stickers	Up to \$0.50 each	Student Incentive
Backpacks	Up to \$20 each	Incentive for academic achievement, attendance, or service
Coffee Mugs, Cups or Water Bottles	Up to \$5 each	Appreciation tokens for volunteers, water bottles may be purchased for students
Hats, scarves, bags, and pennants with GEAR UP on them, or college message	Up to \$10 each	Student incentive
Career or Educational Books	Up to \$20 each	Student incentive
Educational CDs	Up to \$20 each	Student incentive
Educational DVDs	Up to \$20 each	Student incentive
Decorations for events (flowers, balloons, etc.)	Up to \$25 per event	For GEAR UP family events <u>only</u>
Educational Games	Up to \$20 each	Student incentive
Flash Drives	Up to \$10 each	Student incentive

IMPORTANT NOTES:

1. The above cost limits are before tax, and/or shipping, and handling, which will be reimbursed in addition to these limits.
2. Anticipated expenditures must be in the School's approved Implementation Plan and budget.

3. The incentive budget shall be no more than 1% of the district's annual GEAR UP budget and must be pre-approved by NDE.
4. iTunes or similar items are considered entertainment and are not an allowable expenditure.
5. Gift cards are not an allowable expense for volunteers or students.
6. Clothing items may not be purchased for staff or Parent/Guardians.
7. Items for staff are not an allowable expenditure.
8. Thank-You cards or certificates for staff appreciation are allowable.

Meal, Beverage, and Snack Allowances

Food and beverages may be offered in conjunction with GEAR UP-sponsored activities where the participants are receiving GEAR UP information, per the following guidelines. Anticipated expenditures must be in the school's approved Implementation Plan.

Purpose	Description	Amount
Family or Parent/Guardian Night event	Refreshment or meals	Up to \$5/attendee for refreshments or up to \$8/attendee for meal. If you are doing a combined event with non-GEAR UP families, you must share the cost in proportion to actual attendance
Meals for field trips and college visits	Meals: We recommend that one meal per day be provided through school food services	Up to \$10 per student per meal. Meals provided by a college campus food service program will be reimbursed at full cost. Reimbursement is based on actual attendance. Staff/Chaperone meals: Either the student meal allowance or the district per diem is allowable, not to exceed the state per diem
Snacks for field trips, college visits and testing	Healthy, nutritious snacks (granola bars, string cheese, fruit, popcorn, trail mix, pretzels, crackers, milk, juice, yogurt, bagels, or muffins)	Up to \$3 per day per student
Celebratory events or activity for student	Up to 1 event per quarter for student recognition for special achievement (GPA, attendance, or GEAR UP benchmark, etc.)	Up to \$1 per student per event
Student Participation Incentive	A small treat/candy to encourage participation such as returning a survey	Up to \$1 per student per year. Exceptions may be made for special events, such as a pizza party for a GEAR UP Week competition. Pre-approval is required
Advisory meetings	Not allowable	Expenses for this activity are not allowable
College & career fairs (on school campus)	Meals or light refreshments for full day events, for presenters only	Up to \$8 per presenter (may not provide food for students or staff) and only if the career fair extends over the lunch hour OR up to \$3 per person for light refreshments if the event is at least 4 hours in duration.
School staff meetings or	Not allowable	Meals for staff events are not an allowable

professional development		expenditure
Staff meals	Not allowable on school campus during the school day	Allowable for field trips up to per diem per school policy
Before and after school snacks	Not allowable	Use the USDA Food & Nutrition Service
Student meals or snacks while on campus, during the school day	Not allowable unless prior NDE approval is given	Limited exceptions may be made for students that limit access to regular mealtime. Prior NDE approval is required. <u>In</u> general, food or snacks will not be approved for lunch time activities

IMPORTANT NOTES:

1. Events must be entered in your GEARS Implementation Plan prior to the service/activity/event.
2. Expenditures that do not adhere to the above guidelines will not be reimbursed.
3. If you are sharing expenses of an event with another program, you must document this in your GEARS Implementation Plan.
4. Perishable, leftover food from events should be sent home with GEAR UP families and students whenever possible. In the event of excess, it can be distributed to GEAR UP students the following day. If neither of these is possible, it can be donated to a local homeless shelter. Non-perishable food should be kept for another GEAR UP event.

Miscellaneous Expenses

NVGU allows expenses related to dual credit options, credit recovery, student camps, and placement tests. When using GEAR UP funds to pay these expenses, priority should be given to low-income students who do not have the family resources to pay for them. It is allowable to pay these expenses for other students if you have confirmed that family resources are not available. Use the following guidelines when planning for these expenses. Anticipated expenditures must be in your school's approved Implementation Plan and budget.

Purpose	Description	Amount
Academic coursework	Online classes for credit retrieval or enrichment	Tuition is allowable for credit retrieval and online classes offered on the school campus
Dual Enrollment	Jump Start Program	Books and supplies are allowable for Jump Start.
Summer college campus experience	Individual student camps on a college campus	TBD between college and school staff. Must have prior NDE approval
Placement tests (PSAT, SAT, ACT, ACCUPLACER)	Pre-college and college placement tests, including retakes	Published amount when no waiver is available. FRL students are eligible for waivers for most tests
AP Test fees	Student fees to take the AP tests	Full test fee for non-FRL cohort students

College Application fees	Up to 3 college application fees are allowable.	Encourage students/families to pay a portion of the fee, usually \$15. Consideration should be made for family need. Waivers should be used when available.
School supplies for students who do not have resources available	Binders, folders, paper, highlighters, markers, calculators, planners or calendars, pens, pencils, and other school supplies	Up to \$20 per student per year

Guest Speakers

Guest speakers and professional development content must focus on college/career planning and preparation and may be motivational. It is strongly recommended that you obtain permission from NDE GEAR UP before booking any speakers. Anticipated expenditures must be in the school's approved Implementation Plan and budget.

Description	Amount	Purpose
Guest Speakers for GEAR UP	College/career planning and preparation or motivational	Up to \$1,000 once per year
Professional Development (on school campus)	Provided to school staff in support of achieving GEAR UP goals.	Reasonable fees for the services provided are allowable and are not limited to the \$1,000 for guest speakers. Staff pay for participation is generally not an allowable expense.

Records Retention

In accordance with NVGU policy, records must be retained at least five years after the end of the seven-year grant period. Therefore, school districts must retain at least (but not limited to) the following NVGU supporting documentation:

- An auditable transaction record of revenue received, and expenses incurred during the reporting period for NVGU-related financial activity.
- A payroll register that conforms to generally accepted accounting principles, as documentation for salaries, wages, and benefits of school personnel costs (for either reimbursement or cost-share).
- Copies of signed time and effort forms for each staff member whose personnel costs are being requested for reimbursement or reported as cost-share in a given month.
- Payroll registers, receipts, invoices, purchase orders, calculation sheets, cost-share contribution forms, transaction reports, accounting reports, e-mail correspondence, and other types of documentation in support of expenses requested for reimbursement and cost-share reported to NVGU.
- All other supporting expenditure documentation, as backup for reimbursement and cost sharing related to operating, program, and summer program costs (for donated items and waived/discounted fees, written documentation from the contributor must indicate the actual cost or current fair market value).

Audits

NVGU Subgrantees are subject to OMB Circular A-133 “Audits of States, Local Governments and Non-Profit Organizations.” This circular contains guidance for obtaining consistency and uniformity among federal agencies for the audit of states, local governments and non-profit organizations expending federal funds. The circular also codifies the requirements for states, local governments and non-profit organizations that expend greater than \$750,000 per year in federal funds to have a “single audit” conducted in accordance with Section 500 of the circular.

This circular is especially important for GEAR UP recipients since it provides guidance regarding grantees’ responsibilities. These responsibilities include maintaining adequate internal controls for the expenditure of federal funds, expectations for financial reports and reporting systems, as well as requirements for documentation and records management.

Sub-contractor responsibilities:

- Identification of federal awards received and expended in its accounts
- Maintenance of adequate internal controls over federal programs
- Compliance with applicable laws, regulations, and provisions of grant programs
- Preparation of appropriate financial statements, including schedule of expenditures from federal awards
- Ensure audits are properly performed and reports submitted when due
- Follow up and corrective action on audit findings

NDE GEAR UP responsibilities:

- Ensure sub-recipient monitoring complies with State of Nevada Sub-recipient Contract Monitoring to ensure federal funds are used for authorized purposes and in accordance with laws/regulations/grant agreements
- Advise sub-recipients of applicable laws, regulations, and provisions of grant agreements
- Monitor sub-recipient activities to ensure sub-recipients subject to OMB Circular A-133 have met audit requirements
- Issue a management decision on audit findings within six months
- Determine whether a sub-recipients' audit necessitates adjustments to its own records
- Require sub-recipients to grant NDE GEAR UP and auditors necessary access to records and financial re- cords

Recent areas of focus for federal audit:

- Time and effort reporting
- Financial and technical reporting
- Sub-recipient monitoring
- Cost sharing/matching documentation

Grant recipients need to ensure compliance with federal regulations, laws, and grant requirements. NDE GEAR UP is constantly monitoring its systems and internal controls and encourages grant recipients to do the same. We recommend you:

- Review your time and effort reporting systems and strengthen as needed
- Review your written policies and procedures to ensure they are accurate and up-to-date
- Review your cost sharing commitments and methods for tracking
- Review your financial and programmatic reporting systems and work with agencies to establish reasonable deadlines

Sub-recipient Monitoring

NDE GEAR UP has established sub-recipient contract monitoring requirements for the State of Nevada. The policy statement requires the monitoring of contracts awarded to sub-recipients that include state and/or federal funds from state departments, agencies, and commissions. This is done to ensure financial records are being reported and maintained in a manner consistent with federal reporting requirements. The monitoring process includes the following areas:

- Review of approval documentation for program activities and expenditures
- Review for compliance with the monetary services outlined in the grant contract
- Review of audit procedures and prior audit results
- Personnel cost documentation and allocation methodology
- Fiscal record reconciliation and documentation
- Data reporting system usage and data retention

SECTION 8:

COMMUNICATIONS

GUIDELINES

IN THIS SECTION

- ☐ Nevada GEAR UP Messaging Guidelines
- ☐ Style Guide
- ☐ Logo Usage Guidelines
- ☐ Media Outreach Toolkit
- ☐ Sample Press Release
- ☐ Sample Media Advisory
- ☐ Kick-Off Event Overview
- ☐ Newsletter Process and Template
- ☐ Social Media Tips

NEVADA GEAR UP MESSAGING GUIDELINES

Nevada GEAR UP Tagline

Dream • Believe • Achieve

Brief Description of Nevada GEAR UP

Nevada GEAR UP is a grant program whose mission is to increase the number of Nevada students who are ready to enter and succeed in postsecondary education.

Boilerplate Language

Nevada GEAR UP provides Nevada students with a clear path to high school graduation, and then to college. Funded through a seven-year grant from the U.S. Department of Education, Nevada GEAR UP works with middle and high schools in four of the sixteen Nevada counties across the state to promote college readiness and success.

Nevada GEAR UP Personality

- Informative
- Approachable
- Invested
- Community-based
- Empowering
- Responsive
- Personable
- Dedicated
- Transparent
- Determined

Benefits of Nevada GEAR UP

Nevada GEAR UP provides support to students and schools through

- Academic interventions and focused direct services to students who may not otherwise attend college.
- Recognition of the importance of school and community support in promoting college access.
- Navigation of the college preparation and application process with students and their families.
- Research-based strategies which identify the most effective college success services.
- A long-term commitment to sustaining the Nevada GEAR UP model in our schools as our students move on to college.

Messages to Specific Audiences

Students

- College is a real and reachable goal.
- You have many options to pay for college.
- Postsecondary education is not just a bachelor's degree at a four-year institution; community colleges and technical programs provide strong opportunities.
- Nevada GEAR UP will support you as you navigate the process and help you to make decisions.

Parents & Families

- You play a huge roll in encouraging your student to go to college.
- Any type of postsecondary education, from trade technical schools to a community college to a four-year university, will pay off for your student in the long-term.
- The college process is complex, but with support, your student can find the right fit.
- Nevada GEAR UP can provide one-on-one support to you and your student on the college process.

Policymakers and Community Leaders

- Nevada GEAR UP uses the power of the schools, colleges, and local communities to drive education success.
- Visible community support from leaders is critical to growing the college-going culture in your area.

School Personnel & Community Partners

- Nevada GEAR UP relies on your knowledge and expertise to encourage students to attend college
- College is a realistic goal for EVERY student.
- Four-year colleges are not the only choice; community colleges and technical schools are strong postsecondary options.

General Public

- Nevada GEAR UP will increase the number of college-bound students in your community.
- Developing a college-going culture requires support from the larger community, not just Parent/Guardians and schools.

NEVADA GEAR UP STYLE GUIDE

GEAR UP

Always use “GEAR UP” in all uppercase letters, omitting “Nevada” or “NV” when referring to the Department of Education’s nationwide GEAR UP program or GEAR UP activities that are not specific to Nevada. “GEAR UP” is entirely in uppercase letters.

Nevada Department of Education

When referring to the “Nevada Department of Education”, the name should be capitalized. “NDE” may be used after the first reference. “NDE” is entirely in upper case.

Nevada GEAR UP

Use “Nevada GEAR UP” when referring to the program offered through the Nevada Department of Education. You may use the term “NVGU” after the first reference. In “Nevada GEAR UP” or “NVGU”, GEAR UP and NVGU are entirely in uppercase letters.

NDE GEAR UP Office

Use “Nevada Department of Education GEAR UP office” when referring to the state-level Nevada GEAR UP office based out of the Nevada Department of Education. “NDE GEAR UP” office may be used after the first reference. In “Nevada GEAR UP office”, GEAR UP is entirely in uppercase letters, while “office” is not capitalized.

Nevada GEAR UP School

A “Nevada GEAR UP School” refers to the middle or high school that is implementing the local Nevada GEAR UP program. The first time you refer to the School in a written document, you should reference a “Nevada GEAR UP School”. On subsequent references, “School” is acceptable. “School” should always be capitalized. GEAR UP is entirely in upper case.

Nevada System of Higher Education

“Nevada System of Higher Education” is always capitalized. “NSHE” may be used after the first reference. “NSHE” is entirely in upper case.

Nevada GEAR UP Specialist

When referring to the school staff person responsible for implementing the Nevada GEAR UP Program at their site, his or her title should be listed as “Nevada GEAR UP Specialist”. The title should be capitalized when immediately preceding or following the site coordinator’s full name. “NVGU Specialist” may also be used. “NVGU” is entirely in upper case, and “Specialist” is always capitalized.

LOGO USAGE GUIDELINES



DREAM • BELIEVE • ACHIEVE



How NOT to Use the Logo?

- The logo should never be manipulated, stretched, or cropped in any way.
- The colors should never be altered or changed from the original palette.
- The logo should never have drop shadows or other graphic effects added.
- Take care when placing the logo over an image. It should never obscure the focus of the picture. Make sure the entire logo can be distinguished very clearly.

Note: Publication of materials developed under the Nevada GEAR UP program must acknowledge support by including the language:

“Funded by the U.S. Department of Education, Nevada State GEAR UP Grant #P334S190009”

MEDIA OUTREACH TOOLKIT

Reaching out to local media is a wonderful way to increase community awareness of and involvement in your Nevada GEAR UP School program. Nevada GEAR UP events are a positive reflection of work happening in your community and inviting the media will shine a spotlight on the work you're doing through the program.

Steps for Reaching out to the Media

1. **Obtain prior approval for your press release from the NDE GEAR UP office.**
2. **Write a press release or media advisory:** Write a brief press release or media advisory for your event or news. Typically, a press release is used for a news story where there isn't a specific event for the media to attend (but many people also use press releases for events). For example, you may want to write a press release about an innovative new partnership that has been established as a result of your Nevada GEAR UP program.

In each press release or media advisory, be sure to include contact information, including a name, telephone number, and email address, for your designated media contact. In the body of the press release, make sure you cover the basic questions (when applicable) of: Who? What? Where? When? Why? How? Please see below for a sample press release for College Application Week.

A media advisory should be used for a specific event, such as a Kick-Off. The media advisory will highlight the date, time, and location of the event, as well as providing some background information. Please see below for a sample media advisory for a Nevada GEAR UP Kick-Off event.

3. **Submit your press release to the NDE GEAR UP office for final approval.**
4. **Distribute the press release:** When you are ready to announce your news event, send out the press release or advisory to the local media. When inviting media to an event, you should try to send the advisory out approximately two weeks prior to the event.

If you email a copy of the press release or advisory, include the text in the body of your email rather than as an attachment. This will help your email avoid spam filters. If you can, send the email from an address linked to a person's name (rather than a general organizational mailbox). An email from mary@doe.nv.gov is more likely to be read than an email from NVGU@nv.gov.

Tip: If you or someone involved with your school has a relationship with the media or a specific reporter, have that person reach out and/or follow up. Also try reaching out to reporters who have covered your school(s) previously.

5. **Follow up once you send the advisory:** Once you have sent the press release or advisory, follow up by phone to make sure the newsroom received the advisory. Prepare a small script ahead of time with the most important information. Prepare to be brief on the phone - newsrooms and reporters are usually busy and being prepared when you speak to them will help you keep their attention.
6. **Designate a media point of contact:** Choose someone closely involved with your school's program, such as the NVGU Specialist, College Coordinator, and/or FYCAs, to be the point person for any

members of the media who may want more information about the news release or event.

If you are hosting an event, the media point of contact should be prepared to greet anyone from the media who attends the event and direct them to students, faculty, or anyone else willing to be interviewed for a news piece.

7. **Follow up the day before any big events:** The day before any big events (or the Friday before if you have a Monday event), follow up with your media targets by phone or email to remind them of the event and/or confirm their attendance, and give them contact information for your designated media point of contact.
8. **The day of your news release or event:** Ensure that your media point of contact is prepared to answer basic questions about your news release, including pertinent information about your Nevada GEAR UP program, such as the number of students being served, the amount of funding your program received, or current college-going rates in your schools and/or district.

If you are hosting an event, make sure parking is available for any media and that your school's front office is aware that media may be arriving.

Make sure you have contact information for any journalists with whom you speak so you have their contact information for future events/announcements and to send a follow-up thank you.

9. **Send a thank you:** Send thank you notes to members of the media that cover your story and/or attend your event. This will help to maintain a good relationship with your local media outlets.

SAMPLE PRESS RELEASE



Include your school logo as well.

Note when the release can be made public (typically, it is for immediate release).

FOR IMMEDIATE RELEASE

For more information, please contact:

Name

Phone

Email Address

ALWAYS include a press contact.

Your headline should always reflect the content and be in capital letters or in bold.

SCHOOL NAME HOSTS COLLEGE APPLICATION WEEK

CITY, NV [DATE] – In an effort to promote college awareness and access, [School Name] will participate in College Application Week, a statewide initiative sponsored by the Nevada Department of Education, on October 5-9.

The goal of Nevada College Application week is to provide all Nevada high school seniors the opportunity to complete and file college applications with the support of their school. While much of the focus of College Application week is geared toward first-generation college students and students who may not otherwise apply to college, [School Name] will also offer college-focused activities for freshmen, sophomores, juniors, and seniors who have already applied to college. This is the sixth annual College Application Week in Nevada and the [insert number] time it has been held at [School Name].

Your first paragraph should be only one sentence and be both summative and draw the reader into the rest of the release.

[Name of school GEAR UP Specialist, College Coordinator, and/or FYCAs], College Application Week site coordinator for [School Name] is expecting more than [Number] of seniors to participate with the help of [Number] volunteers from [Names of those Helping]. "College Application Week gives our students the opportunity to complete and submit their college applications, all with the support of the local community. The event is a unique opportunity to create a college-going culture in [School Name]", said [Last Name of GEAR UP Specialist, College Coordinator, and/or FYCAs].

For more information about the [School Name] College Application Week, please contact [Name of GU Specialist, College Coordinator, and/or FYCAs and Contact Information].

Nevada College Application Week is a statewide event organized by the Nevada Department of Education and is sponsored by GoToCollegeNevada.org. Nevada's college and career planning web portal. The goal of College Application Week is to build excitement around the college application process and provide every graduating Nevada high school senior the opportunity to apply.

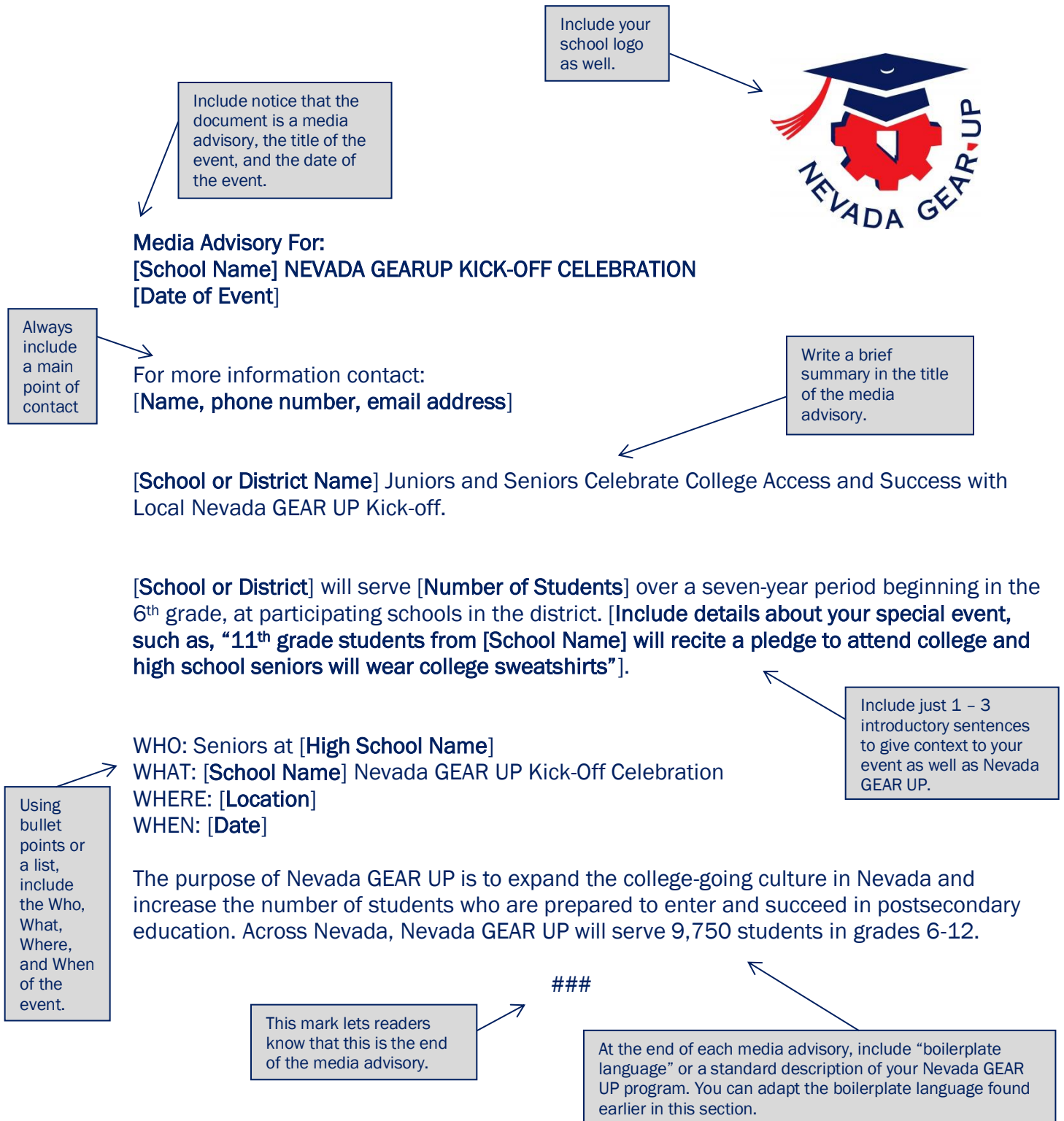
###

he end of each press release, it is a good idea to include "boilerplate language" or a standard description of your Nevada GEAR UP program.

This mark lets readers know that this is the end of the press release.

- The body of the release should address the Who, What, Where, When and How of the news, including a brief explanation of Nevada GEAR UP
- Try to include at least one quote from someone in a leadership role in the news (Principal, Mayor, etc.)
- The release should total between 4 and 7 paragraphs and no more than 2 pages.

SAMPLE MEDIA ADVISORY



KICK-OFF EVENT OVERVIEW

An annual Nevada GEAR UP Kick-Off event is a great way to set the tone for the college-going culture in your school. For the students, their families, and the educators working on Nevada GEAR UP, the Kick-Off event will provide a perfect opportunity to create energy and excitement around the grant program.

In planning your event, we encourage you to do what would work best for your students and your school. Work with your school team to determine the best time and place for your event and activities that are most likely to engage your Nevada GEAR UP students. This Kick-Off kit will provide you with ideas to help you plan and promote your event, but ultimately, it is an event for your school. The event should reflect your school's personality and, most importantly, your students.

Scheduling Your Event

District/Participating Schools must set aside a minimum of 5 hours for the annual GEAR UP Kick-Off. Your Kick-Off event should happen between August and September, in the early months of the school year. Determine the best day and time for your event. During previous years of Nevada GEAR UP implementation, sites that held Kick-Offs during the school day found they had higher student attendance and, in some cases, increased student engagement. You can also choose to schedule a separate evening or weekend event for family members or the larger community.

Finding a Location

When choosing a location, consider a space that will be able to accommodate your Nevada GEAR UP students and any invited guests. Try to choose a location that will be easy for students to find, includes ample parking for visitors, such as invited guests and members of the media, and that will allow visitors to easily check into the event. This could be a school auditorium or a donated event space at a local business or organization.

Who to Invite?

Your Nevada GEAR UP students should all be in attendance at the event. Your Nevada GEAR UP partners, including the project director, principals, and representatives from partner higher education institutions should also plan to attend.

Other guests to invite:

- Families of Nevada GEAR UP students
- Admissions representatives from local higher education institutions
- Local board of education members
- City council members
- County commissioners
- Local chamber of commerce
- Local community organizations, such as businesses, nonprofits, and religious organizations
- Former Nevada GEAR UP students currently in college
- Members of the local media [see page 193 for information on reaching out to the media; see page 196 for a sample media advisory to send to media]

Kick-Off Event Invitations

When sending your invitations, choose a method that will suit both you and your guests. This may mean emailing invitations, mailing them, or a combination of both. If there are guests that you would particularly like to have attend your event, send a personal follow-up, or note with the invitation. This will be a particularly important gesture for elected officials, who receive many invitations and have busy schedules.

If you need help with putting together an electronic invitation, the Nevada GEAR UP central office can provide you with guidance.

Event Invitation Template



You are invited to attend:

The [School Name] NEVADA GEAR UP Kick-Off

Celebrate the launch of the Nevada GEAR UP program at our school as we prepare [School Name] students to attend and succeed in college.

[Date]

[Time, including end time]

[Location]

Hosted by the [School Name] Nevada GEAR UP program

*Please contact [Name, Phone Number, Email Address] with any questions.

Kick-Off Event Activity Ideas

Choose a structure for your Kick-Off event that will work best for you, your students, and the guests you invite. Kick-Off event activities should include a brief explanation of Nevada GEAR UP and the services that will be offered to students.

Other activity ideas for your Nevada GEAR UP Kick-Off:

- Invite a speaker, such as a motivational speaker or an alumnus of the school or Nevada GEAR UP program to speak at the event.
- Ask communications students at your high school or at a local university to make a short video about going to college or about Nevada GEAR UP in your school.
- Have the students write and perform a song about Nevada GEAR UP or going to college.
- Have Nevada GEAR UP partners, including the GEAR UP Specialist, College Coordinator, and/or FYCAs, principals, school counselors, community partners, and more, introduce themselves and announce where they went to college.
- Ask faculty members and other guests to wear college gear from the schools from which they graduated.
- Prior to the event, have the students write brief essays about what college means to them. Choose one or a few students to read their essays at the Kick-Off.
- Write a Nevada GEAR UP college pledge for your students to recite at the event.

NEVADA GEAR UP NEWSLETTER PROCESS & TEMPLATE

Purpose

The purpose of the newsletter is to reach each of your Nevada GEAR UP students with news and helpful information about the program and your local events/activities. The newsletter should supplement other services provided by your school.

The newsletter counts as a service provided to students and should be marked as a service in GEARS, using the “One-Way Outreach” service type” Counseling/Advising/Academic Planning/Career Counseling.”

Audience

The newsletter should be aimed at your Nevada GEAR UP students and/or their families. We encourage you to create separate newsletters for your students in grades 6-11 and your seniors, as tips and events will likely differ for the two audiences.

Content

The newsletter should be 3-6 pages in length. Content should focus on building college aspiration among Nevada GEAR UP students. Additional topics may include student success strategies; Parent/Guardian involvement and support; upcoming Nevada GEAR UP events and dates; highlights of recent events or successes; information about a specific major, career area, or higher education institution; or other relevant college-going topics.

Each fall, the NDE GEAR UP office will provide a template for a printed newsletter.

Distribution

You can mail, email, or pass out hard copies of newsletters; however, newsletters given or emailed to students will only count as a student service, not a student and Parent/Guardian service.

Newsletters emailed to Parent/Guardian’s email addresses can be counted as a Parent/Guardian service. Newsletters mailed home (i.e., sent with report cards) can be counted as both a student and Parent/Guardian service. We highly encourage you to consider mailing the newsletters home to increase the services available to both students and Parent/Guardians.

Frequency

The newsletters should be sent at least quarterly, totaling at least four newsletters each school year.


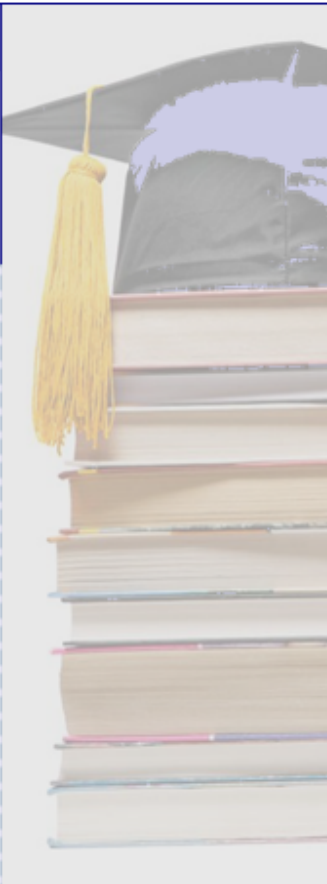
Template

The Nevada GEAR UP central office has developed a newsletter template using Microsoft Publisher that you are encouraged to use for your newsletter. (Template will be provided in Publisher)

Approval Process

Please send a copy of your newsletter to the NDE GEAR UP office at least one week prior to printing or finalizing.

**If you need help with the newsletter design or suggestions for content, please contact NDE GEAR UP staff.*

<div data-bbox="240 346 453 371">Nevada State GEAR UP</div> <div data-bbox="482 237 738 451"></div> <div data-bbox="826 346 984 396">Newsletter Date Volume 1, Issue 1</div>															
<h1 data-bbox="243 567 833 714">GEAR UP in Your School</h1> <h2 data-bbox="243 758 631 791">LEAD STORY HEADLINE</h2> <p data-bbox="243 808 547 831">(Enter GEAR UP success story here)</p> <p data-bbox="243 848 516 871">This story can fit 175-225 words.</p> <p data-bbox="243 888 967 982">The purpose of a newsletter is to provide specialized information to a targeted audience. Newsletters can be a great way to market your product or service, and also create credibility and build your organization's identity among peers, members, employees, or vendors.</p> <p data-bbox="243 999 971 1073">First, determine the audience of the newsletter. This could be anyone who might benefit from the information it contains, for example, employees or people interested in purchasing a product or requesting your service.</p> <p data-bbox="243 1089 958 1161">You can compile a mailing list from business reply cards, customer information sheets, business cards collected at trade shows, or membership lists. You might consider purchasing a mailing list from a company.</p> <p data-bbox="243 1178 972 1224">If you explore the Publisher catalog, you will find many publications that match the style of your newsletter.</p> <p data-bbox="243 1241 977 1360">Next, establish how much time and money you can spend on your newsletter. These factors will help determine how frequently you publish the newsletter and its length. It's recommended that you publish your newsletter at least quarterly so that it's considered a consistent source of information. Your customers or employees will look forward to its arrival.</p> <h2 data-bbox="243 1404 742 1438">SECONDARY STORY HEADLINE</h2> <p data-bbox="243 1455 706 1478">(Enter details about an upcoming GEAR UP event here)</p> <p data-bbox="243 1495 503 1518">This story can fit 75-125 words.</p> <p data-bbox="243 1535 967 1558">Your headline is an important part of the newsletter and should be considered carefully.</p> <p data-bbox="243 1575 982 1644">In a few words, it should accurately represent the contents of the story and draw readers into the story. Develop the headline before you write the story. This way, the headline will help you keep the story focused.</p> <p data-bbox="243 1661 972 1707">Examples of possible headlines include Product Wins Industry Award, New Product Can Save You Time!, Membership Drive Exceeds Goals, and New Office Opens Near You.</p>	<h3 data-bbox="1060 1159 1248 1180">INSIDE THIS ISSUE</h3> <table border="0"><tr><td data-bbox="1060 1199 1187 1220">Inside Story.....</td><td data-bbox="1300 1199 1328 1220">2</td></tr><tr><td data-bbox="1060 1230 1187 1251">Inside Story.....</td><td data-bbox="1300 1230 1328 1251">2</td></tr><tr><td data-bbox="1060 1262 1187 1283">Inside Story.....</td><td data-bbox="1300 1262 1328 1283">3</td></tr><tr><td data-bbox="1060 1293 1187 1314">Inside Story.....</td><td data-bbox="1300 1293 1328 1314">3</td></tr><tr><td data-bbox="1060 1325 1187 1346">Inside Story.....</td><td data-bbox="1300 1325 1328 1346">4</td></tr><tr><td data-bbox="1060 1356 1187 1377">Inside Story.....</td><td data-bbox="1300 1356 1328 1377">4</td></tr><tr><td data-bbox="1060 1388 1187 1409">Inside Story.....</td><td data-bbox="1300 1388 1328 1409">4</td></tr></table> <h3 data-bbox="1060 1451 1252 1493">SPECIAL POINTS OF INTEREST</h3> <ul style="list-style-type: none"><li data-bbox="1060 1514 1317 1560">• Briefly highlight your point of interest here.<li data-bbox="1060 1577 1317 1623">• Briefly highlight your point of interest here.<li data-bbox="1060 1640 1317 1686">• Briefly highlight your point of interest here.<li data-bbox="1060 1703 1317 1749">• Briefly highlight your point of interest here.	Inside Story.....	2	Inside Story.....	2	Inside Story.....	3	Inside Story.....	3	Inside Story.....	4	Inside Story.....	4	Inside Story.....	4
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INSIDE STORY HEADLINE

(Enter details about GEARUP services at your school here)

This story can fit 150-200 words.

One benefit of using your newsletter as a promotional tool is that you can reuse content from other marketing materials, such as press releases, market studies, and reports.

While your main goal of distributing a newsletter might be to sell your product or service, the key to a successful newsletter is making it useful to your readers.

A great way to add useful content to your newsletter is to develop and write your

own articles, or include a calendar of upcoming events or a special offer that promotes a new product.

You can also research articles or find "filler" articles by accessing the World Wide Web. You can write about a variety of topics but try to keep your articles short.

Much of the content you put in your newsletter can also be used for your Web site. Microsoft Publisher offers a simple way to convert your newsletter to a Web publication. So, when you're finished writing your newsletter, convert it to a Web site and post it.

"To catch the reader's attention, place an interesting sentence or quote from the story here." (Insert quote from GEAR UP student)

INSIDE STORY HEADLINE

(Enter Tutoring Office location & hours here)

This story can fit 75-125 words.

Selecting pictures or graphics is an important part of adding content to your newsletter.

Think about your article and ask yourself if the picture supports or enhances the message you're trying to convey. Avoid selecting images that appear to be out of context.

Microsoft Publisher includes thousands of clip art images from which you can choose and import into your newsletter. There are also several tools you can use to draw shapes and symbols.

Once you have chosen an image, place it close to the article. Be sure to place the caption of the image near the image.

2

INSIDE STORY HEADLINE

(Enter Tutoring Success story here)

This story can fit 100-150 words.

The subject matter that appears in newsletters is virtually endless. You can include stories that focus on current technologies or innovations in your field.

You may also want to note business or economic trends, or make predictions for your customers or clients.

If the newsletter is distributed internally, you might comment upon new procedures or improvements to the business. Sales figures or earnings will show how your business is growing.

Some newsletters include a column that is updated every issue, for instance, an advice column, a book review, a letter from the president, or an editorial. You can also profile new employees or top customers or vendors.

This story can fit 100-150 words.

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Caption describing picture or graphic

INSIDE STORY HEADLINE

(Enter College prep story here)

This story can fit 150-200 words.

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A great way to add useful content to your newsletter is to develop and write your own articles, or include a calendar of upcoming events or a special offer that promotes a new product.

You can also research articles or find "filler" articles by accessing the World Wide Web. You can write about a variety of topics but try to keep your articles short.

Much of the content you put in your newsletter can also be used for your Web site. Microsoft Publisher offers a simple way to convert your newsletter to a Web publication. So, when you're finished writing your newsletter, convert it to a Web site and post it.

This story can fit 100-150 words.

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INSIDE STORY HEADLINE

(Enter info on Featured NSHE Institution here)

This story can fit 150-200 words.

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INSIDE STORY HEADLINE

(Enter info about Featured Business Network Partner here)

This story can fit 75-125 words.

Selecting pictures or graphics is an important part of adding content to your newsletter.

Think about your article and ask yourself if the picture supports or enhances the message you're trying to convey. Avoid selecting images that appear to be out of context.

Microsoft Publisher includes thousands of clip art images from which you can choose and import into your newsletter. There are also several tools you can use to draw shapes and symbols.

Once you have chosen an image, place it close to the article. Be sure to place the caption of the image near the image.

INSIDE STORY HEADLINE

(Enter Summary/story of Business Network Event here)

This story can fit 150-200 words.

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Caption describing picture or graphic

INSIDE STORY HEADLINE

(Enter details about STEM upcoming event here)

This story can fit 75-125 words.

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Once you have chosen an image, place it close to the article. Be sure to place the caption of the image near the image.

INSIDE STORY HEADLINE

(Enter relatable "Did you Know" fact here)

This story can fit 100-150 words.

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You may also want to note business or economic trends, or make predictions for your customers or clients.

If the newsletter is distributed internally, you might comment upon new procedures or improvements to the business. Sales figures or earnings will show how your business is growing.

Some newsletters include a column that is updated every issue, for instance, an advice column, a book review, a letter from the president, or an editorial. You can also profile new employees or top customers or vendors.

INSIDE STORY HEADLINE

(Enter details about more GEAR UP services available at this school here)

This story can fit 100-150 words.

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“To catch the reader's attention, place an interesting sentence or quote from the story here.” (Insert quote from GEAR UP student)

INSIDE STORY HEADLINE

(Enter Student Success Agency story here)

This story can fit 150-200 words.

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NEVADA STATE GEAR UP
NEVADA DEPARTMENT OF
EDUCATION

700 EAST FIFTH ST., SUITE
113

CARSON CITY, NV. 89701

PHONE:

FAX:

EMAIL:

The Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) Grant is a statewide grant program at the Nevada Department of Education (NDE) and is funded by the United States Department of Education (USDE). The three GEAR UP program goals are:

- Increase the number of Nevada GEAR UP students who are prepared to enter and succeed in postsecondary education.
- Increase Nevada GEAR UP students' and families' knowledge of postsecondary education options, preparation, and financing.
- Increase the rate of high school graduation and enrollment in postsecondary education for Nevada GEAR UP students.

GEAR UP works in conjunction with Nevada school districts, the Nevada System of Higher Education, local businesses and non-profit organizations to create partnerships committed to achieving these goals.

GEAR UP provides supportive services such as tutoring, mentoring, academic advising, career counseling, as well as other services aimed at increasing the number of students graduating from Nevada high schools. GEAR UP also provides college preparatory services to middle and high school students such as college visits, financial literacy/financial aid counseling, summer bridge programs and educational field trips.

BACK PAGE STORY HEADLINE

(Enter story on GEARUP State-wide here)

This story can fit 175-225 words.

If your newsletter is folded and mailed, this story will appear on the back. So, it's a good idea to make it easy to read at a glance.

A question and answer session is a good way to quickly capture the attention of readers. You can either compile questions that you've received since the last edition or you can summarize some generic questions that are frequently asked about your organization.

A listing of names and titles of managers in your organization is a good way to give your newsletter a personal touch. If your organization is small, you may want to list the names of all employees.

If you have any prices of standard products or services, you can include a listing of those here. You may want to refer your readers to any other forms of communication that you've created for your organization.

You can also use this space to remind readers to mark their calendars for a regular event, such as a breakfast meeting for vendors every third Tuesday of the month, or a biannual charity auction.

If space is available, this is a good place to insert a clip art image or some other graphic.

School Name

School Address

Your Address Line 2

Your Address Line 3

Your Address Line 4

Phone: 555-555-5555

Fax: 555-555-5555

E-mail: someone@example.com



SOCIAL MEDIA 101

General Guidelines

- Each Nevada GEAR UP school/institution is expected to have at least 2 social media accounts specific to Nevada GEAR UP at that location.
- Use common sense and good judgement. If you have reservations about posting something, you are don't post it.
- Don't post information or news that you know is false, or unreliable, or information that you can't verify.
- Must receive signed photo release for all persons pictured before posting any and all pictures.
- "Like" and/or "Follow" important social media pages that are relevant to GEAR UP.
- Actively share and retweet information from reputable sources, not fake accounts.
 - **Good Examples:** NCCEP Twitter, Nevada State GEAR UP social media, the verified Nevada GEAR UP accounts
 - **Bad Examples:** The Twitter account "Common White Girl" or any informational Twitter that does not have the verified blue check mark.
- Always refer inquiries and questions that stem from social media posts to the NDE GEAR UP staff, or NVGU Communication's GU Specialist, College Coordinator, and/or FYCAs.
- Please forward all photos and videos of your events to the NVGU Communications Specialist, College Coordinator, and/or FYCAs to post on the Nevada GEAR UP state social media pages.
 - Facebook: [Nevada GEAR UP on Facebook](#)
 - Twitter: [Nevada GEAR UP on Twitter](#)
 - Instagram: [Nevada GEAR UP on Instagram](#)
 - YouTube: [Nevada GEAR UP on YouTube](#)
 - Pinterest: [Nevada GEAR UP on Pinterest](#)
 - TikTok: [Nevada GEAR UP on TikTok](#)

When building out a GEAR UP specific profile, it is helpful to include these:

- Your grant logo as your profile photo
- An engaging or fun photo as the background photo
- A profile name that is uniform across your community and somewhat easy to identify your location and grant affiliation (i.e. using @gearupnv and ensuring you describe in the bio that you are affiliated with the Nevada GEAR UP grant @gearupnv)
- Include your location (general like city and state) and a link to your website
- In the bio include your grant affiliation, one sentence on the GEAR UP mission, and a disclaimer that the views are those of the user and not of the grant

Tips for Social Media

- Use #GEARUPworks in any GEAR UP related posts, that's how anyone in our community can see your posts, and how NCCEP interacts with our community online.
- Use photos and emojis to tell the story
- Tag relevant handles/people (like @edpartnerships, local colleges, local politicians, and more!)

- Utilize social media planning tools like [Hootsuite](#) to ensure you are posting often (in today's overwhelming influx of social media, the only way to ensure you are noticed is to post a lot – at least once per day)
- Participate in any social media initiatives NCCEP publishes (i.e. the GEAR UP Digest subscriber sweepstakes, National GEAR UP Week, etc.)
- Have fun with Instagram stories (@GEARUP4LA does a lot of fun stuff on their Instagram Stories)
- A few accounts to follow for great examples of social media impact (specifically in the GEAR UP world):
 - Emily Jeffries with NCCEP @GUALAEmily on Twitter
 - The NCCEP accounts @edpartnerships on Twitter and Instagram
 - Michelle Obama's college access initiatives: @ReachHigher and @BetterMakeRoom on Twitter and Instagram
 - Capacity Building Workshop (CBW) seminar presenters: @GEARUP_Iowa, (Capacity-Building Workshop in Orlando)
 - @GEARUpRiders1, @EducateMegan, @wvgearup, @GEARUP_SMCISD on Twitter
 - CBW Affinity Group who are facilitating the event @ColoradoGEARUP and @WichitaUp on
 - @GEARUPTopeka has presented on social media at many of our conferences
 - Search #GEARUPworks and follow any of those accounts for ideas on what to post.
 - Or look at NCCEP's followers and follow any of those accounts

Appropriate Platforms for GEAR UP Schools





Facebook

The recommendation for Facebook posts is once per (week) day.

The more static nature of Facebook versus the constantly flowing nature of Twitter allows for NVGU-specific posts to be found more easily by users.

It's a great place to post infographics, videos, memes, etc.

Each school site should have the same information on their platforms. For example:

- Pahrump Valley High School GEAR UP
- URL or username: [Pahrump Valley High School GEAR UP on Facebook](#)
- In your short descriptions, or “About Me”, please distinguish the page from Nevada State GEAR UP.
- The profile picture should be the official Nevada GEAR UP logo.
- The cover photo should be set as a logo of your school or GEAR UP students.



Twitter

Twitter is an effective way of reaching students, Parent/Guardians, educators, and educational voices. Below are guidelines to follow when using Twitter at your school.

- Suggested postings for twitter include 5-8 tweets per week
- These tweets fall into the following categories
 - Retweets or connections to relevant tweets about educational issues, financial aid, scholarship information
 - News related to Nevada education or GEAR UP activities
 - Tweets highlighting other Nevada GEAR UP social media postings
 - Aspirational/inspirational tweets that apply to GEAR UP topics

Each school should have the same information on their platforms. For example:

- [Name of School GEAR UP] as the title
- URL or username should be similar to the title name
- In your short descriptions or “About Me”, please distinguish the page from Nevada State GEAR UP
- The profile picture should be the official Nevada GEAR UP logo
- The cover photo should be the logo of your school or your GEAR UP students
- Be aware of the sizing and quality of your profile and cover photo

Nevada State GEAR UP
@GearUpNV

Federally funded grant that is designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education.

Nevada
GearUpNV.org
Joined January 2013
54 Photos and videos

Tweets | Tweets & replies | Media

Pinned Tweet
Nevada State GEAR UP @GearUpNV · Aug 26
Don't forget to follow/like us on all of our social media pages!

STAY CONNECTED WITH US!
@gearupnv

You Retweeted
Federal Student Aid @FAFSA · 18h
There are scholarships out there for just about everything! Apply for as many as you can: bit.ly/2cpareY

Who to follow · Refresh · View all

- One Nevada @OneNevada
Followed by Emily and others
Follow Promoted
- Politics K-12 @PoliticsK12
Follow
- US Labor Department
Follow

Trends · Change

- #MakeAMovieMoreCanadian
19.4K Tweets
- CCSD
- #FridayFeeling
@NevadaState and @GEARUPSioxCity are Tweeting about this
- #boycottNFL
115K Tweets
- #VVS2016
3,458 Tweets
- Dakota Access
39.6K Tweets

Posting Tips for Twitter

- Always use correct grammar and spelling
- Always have your tweets proofread before submitting
- Make your posts short and sweet
- Try to make your posts visually appealing
- Respond to comments or messages in a timely manner
- Be sure to tag local politicians, partners (like NCCEP) and stakeholders

Know the art of the Hashtag and its importance! Important hashtags to know:

#GEARUPWorks
#NevadaGEARUP
#NCCEP
#NevadaReady

WHAT TO POST	Vs.	WHAT NOT TO POST
		Your own personal opinions
		Content that is not your own or your program's creation, unless you give credit for your source.
		Personal conversations or inappropriate language.
On Twitter: only retweet information from verified university Twitter accounts, NCCEP, Nevada State GEAR UP, or other reputable GEAR UP accounts, or accounts with positive support for GEAR UP and college access.		Classified, confidential, or nonpublic information (i.e. personal contact info, student info).
Before posting about students (i.e. pictures), verify that they have a signed Photo Release. All GEAR UP school staff must keep signed Photo Releases on site and indicate in the database that the student has one on file.		Information that may compromise the safety or security of students, or the general public.
		Content that promotes discrimination of any sort.
		Disparaging or threatening content.
		Profane language, illegal content, or encouragement of illegal activities.
		Brand or product promotion, copy right violations
		Any information that is not related to GEAR UP.

GENERAL SOCIAL MEDIA TIPS

- What is written is ultimately the responsibility of the author. Participation in social networking on behalf of GEAR UP needs to be taken seriously and with respect.
- Beware of phishing, schemes, and other dangerous cyber-crimes.
- Posting from a GEAR UP social media platforms can influence public opinion about GEAR UP. Be sure that everything you post aligns with Nevada GEAR UP's mission and goals.
- Include a disclaimer that "GEAR UP reserves the right to remove any inappropriate comments" and that "GEAR UP does not endorse any other organizations or products".
- Report any fake accounts to Twitter or Facebook
- Postings should be thought provoking, informational, and should build a sense of community.

SECTION 9:

ADDITIONAL FORMS & RESOURCES

IN THIS SECTION

- ☐ NVGU Program Goals, Objectives, and Outcomes
- ☐ Activity Sign-in Sheets
- ☐ Nevada GEAR UP Successes & Best Practices
- ☐ Nevada GEAR UP Parent/Guardian Consent Form
- ☐ Nevada GEAR UP Student Media Release
- ☐ NDE & NSHE Photo Release(s)
- ☐ Activity Evaluation Sheets
- ☐ All Additional Nevada GEAR UP Forms & Resources
- ☐ Summary of Nevada GEAR UP Forms



NEVADA GEAR UP PROGRAM GOALS, OBJECTIVES, AND OUTCOMES

Goal	Objective	Outcomes	Progress Assessed
GOAL 1: Increase the number of Nevada GEAR UP students who are prepared to enter and succeed in postsecondary education.	Increase student academic performance in mathematics	75% of students will pass Pre-Algebra by the end of grade 8	Grade 8
		75% of students will pass Algebra I by the end of grade 9	Grade 9
		50% of students will show proficiency on Smarter Balanced Assessments in math and English	Grades 6-8
	Increase enrollment rates of NVGU students in postsecondary education	90% of students will matriculate to the next grade level	Grades 6-12
		60% of students will complete college preparation curriculum (AP, IB and Dual Enrollment)	Grade 11
		60% of students will take and pass more than two years of high school science	Grades 9-12
		55% of students will place into college math & English without the need for remediation	Grade 12
GOAL 2: Increase NVGU students' and families' knowledge of postsecondary education options, preparation, and financing	Increase student and parent/family expectations and knowledge of postsecondary preparation and financial aid options and procedures	90% of students will participate in career exploration activities by 10 th grade	Grade 10
		80% of students will participate in one college campus visit by the end of 11 th grade	Grade 11
		92% of students will declare an intent to obtain postsecondary education	Grades 8, 10, 12
		92% of parents/families will expect their child to obtain postsecondary education	Grades 8, 10, 12
		65% of students will apply for a minimum of one scholarship	Grades 10-12
		70% of students will complete a minimum of one application to college	Grades 11-12
		A score of 3.5 or higher on a 5-point scale from students/parents who will improve their knowledge of postsecondary preparation, academic requirements, and financial literacy	Grades 8, 10, 12
GOAL 3: Increase the rate of high school graduation and enrollment in postsecondary education for Nevada GEAR UP students	Increase graduation rates of NVGU students from high school	55% of students will meet the ACT College & Career Readiness benchmarks	Grades 11-12
		NVGU students will reach a chronic absenteeism rate of 15% or below by their third year in Nevada GEAR UP	Grades 9-12
	Increase enrollment rates of NVGU students in postsecondary education	70% of students will complete the FAFSA	Grade 12
		60% of students will enroll in postsecondary education	Grade 13
		70% of postsecondary students will progress to sophomore year	Grade 13

NEVADA GEAR UP STUDENT AND PARENT/GUARDIAN ACTIVITY SIGN-IN SHEET

Instructions

Use this sheet to record activity details and participation. Please note there are several different sign-in sheets. Be sure to choose the correct sign-in form based on the type of activity and the type of participants. Check the notations located at the top of each form to be sure you are using the correct sign-in form for each activity. For example, some forms are designed for activities where only Parent/Guardians are present. Others are designed for only educators. Some are designed for both Parent/Guardians and students (etc.).

Use one sheet indicating total hours per day if you are hosting a non-recurring activity (such as a welcome back event) and ALL of your information (participants, time, and activity) remains consistent through that day.

Use a new sheet if you host different activities or if different students attend a recurring event each day.

Please attach any supporting material to this sheet, including lesson plan, agenda, promotional materials, student activity evaluations, and parent/guardian activity evaluations.



NEVADA GEAR UP

Service/Activity Sign-in Sheet

☐ Nevada GEAR UP funding source ☐ Other funding source

School: _____	Start Time: _____
Activity: _____ (Limit One per Sign-in Sheet)	End Time: _____
Provider of Service: _____	Total Hours: _____
Student Service Category: _____	Date: _____
Parent Service Category: _____	Notes: _____

WRITE FULL NAME AND GRADE *Nevada GEAR UP students AND Parent/Guardians must sign in.*

Student Name	Parent/Guardian Name	Student Grade

GEAR UP Staff: _____

GEARS Data Entry Date: _____

NEVADA GEAR UP SUCCESSES & BEST PRACTICES



<p>Nevada GEAR UP Success Story</p>	<p>Example: John Smith is a Parent/Guardian of one of our students and based on some literature his daughter brought home from a GEAR UP event regarding how education level can increase earning potential, John has successfully completed the GED exam! When Parent/Guardians get involved, it only serves to improve the college-going culture of our community.</p>	
<p>Nevada GEAR UP Best Practice</p>	<p>Example: We gave out career interest inventories to our students during their most recent Homeroom meeting. This was a very eye-opening experience for many of our students who had never considered certain careers that they are well-suited for.</p>	
<p>Share Your Photos!</p>		

*Must have signed waiver/media permission slips for all photos taken and/or shared.



Agreement between:
Nevada Department of Education GEAR UP, Nevada GEAR UP Schools,
Nevada GEAR UP Students and Nevada GEAR UP Parents/Guardians

2019-2026

The Nevada GEAR UP Program is a combined effort among many individuals and organizations. The following Agreement reflects the commitment of these individuals and organizations as we work together to ensure the success of every Nevada GEAR UP Student.

A. The Nevada Department of Education (NDE), in partnership with the Nevada System of Higher Education (NSHE), GEAR UP partners, school districts and schools agree to:

- Provide early intervention services and activities at each GEAR UP school, contingent on funding, to help the student excel academically and graduate high school prepared to enter postsecondary education.
- Ensure the Student and their families gain knowledge of postsecondary options, requirements, and preparation.
- Assist the Student and their families by providing financial aid information in order for the student to secure available resources to attend postsecondary institutions.
- Comply with all FERPA student privacy requirements. All reporting data, to individuals or groups other than GEAR UP personnel and the Nevada Department of Education GEAR UP office, will be completely anonymous and de-identified.

A handwritten signature in black ink, appearing to read "Maxine Alex", is written over a horizontal line.

Maxine Alex, Director, Nevada GEAR UP

3/16/2022

Date

B. The GEAR UP School Districts and Schools, with the support and assistance from NDE and NSHE, agrees to:

- Permit Nevada GEAR UP to provide a year-round program designed to help the student develop academic and interpersonal skills. This program will provide:
 - An Individual Learning Plan.
 - Ongoing academic enrichment and tutoring.
 - Comprehensive mentoring.
 - Career development, advising, and counseling.
 - Information sessions and workshops on financial literacy, college admissions, student financial aid, higher education opportunities, student success strategies, and other college and career readiness topics.
 - College visits to NSHE institutions and other educational campuses.
 - Opportunities for parents and family members to learn about higher education.
 - Comply with FERPA student privacy requirements.

GEAR UP Student's School or District

Date

Student Name: _____ School ID Number: _____

School Name: _____

C. The PARENT/GUARDIAN agrees to:

- **Support** the Student's goals to complete high school and attend college.
- **Learn** more about higher education and student financial aid programs.
- **Participate in GEAR UP activities** throughout the school year. Program activities **MAY** include:
 - Attending information sessions and/or workshops.
 - Volunteering for program activities.
 - Accompanying Students on field trips and college visits.
 - Reading information packets provided by the GEAR UP Specialists.
- **Participate in studies** of the effectiveness of GEAR UP by:
 - During the school day, completing questionnaires, participating in focus groups, and surveys about the student and family participation in school and GEAR UP. Responses to questionnaires, interviews and surveys will be kept strictly confidential by all GEAR UP personnel.
 - Allowing the GEAR UP school staff to regularly monitor the student's school performance, including grades, attendance, course completion, and attendance records, to support academic achievement and future planning. Students and parent/family personal information will be kept strictly confidential by All GEAR UP personnel. All reporting data, to individuals or groups other than GEAR UP personnel and the Nevada Department of Education GEAR UP office, will be completely anonymous and de-identified.
- **Media Release:** Nevada GEAR UP will occasionally use a student's image/likeness, and/or voice, in our social media posts, website, and YouTube channel. Should you prefer that we not use your child in these posts/videos, please let us know by checking the box below:
 - ☐ I prefer that you not use my child's image/likeness, and/or voice, in your social media posts, on your website, or in any videos posted on the YouTube channel controlled by Nevada GEAR UP.
- **Release Confidential Student Information.** Pursuant to the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 C.F.R. part 99), the written consent of a parent or eligible student is required before the education records of a student, or personally identifiable information contained therein, may be disclosed to a third party, unless an exception applies. If a student is age 18 years or older, or is enrolled in an institution of postsecondary education, they are an "eligible student" and must provide written consent for the disclosure of education records or personally identifiable information contained therein. I hereby allow my child's school and the School District to disclose the following education records and information to GEAR UP personnel and the Nevada Department of Education GEAR UP office for purposes of the GEAR UP program:

Name; School ID; State ID; Gender; Race; Ethnicity; Date of Birth; Enrollment Date; Grade; School Name; Student Email; Student Mailing Address; Number of Unexcused Absences; Individualized Education Plan (IEP); English Language Learner (ELL) or Limited English Proficient (LEP); Homeless and/or Foster Care; Unweighted GPA; Graduation Date; Type of Diploma; Course Enrollment/Completion including Pre-Algebra,

Algebra I, Geometry, Algebra II, Pre-Calculus, Calculus, Physics, English, Advanced Placement, Foreign Language, and Dual Enrollment Credit.

This consent will be valid until August 22, 2026. You may withdraw your consent to share this information at any time. A request to withdraw your consent should be submitted in writing and signed.

I have read the above information and agree to participate in the Nevada GEAR UP Program and release confidential student records and information as outlined.

Parent/Guardian Printed Name

Parent/Guardian Signature

Date

Student Success Agency Services

Nevada GEAR UP offers Digital On-Demand Student Mentoring and Support Services for Nevada GEAR UP students. In order for your student to be able to use these services, please [click here](#) to begin signing of the Student Success Agency Parent Consent Form.



Student Name: _____ School ID Number: _____
School Name: _____

D. The GEAR UP STUDENT agrees to:

- Stay in school until high school graduation.
- Progress to a new grade level each academic year.
- Achieve and maintain a grade point average of at least 2.5 on a 4.0 scale, or its equivalent.
- Demonstrate good behavior with no NRS 392.466 offenses during school activities.
- Attend tutoring, information sessions, and workshops when necessary to support student and GEAR UP goals.
- Participate in community service, leadership activities, or service-learning activities.
- Participate in program services, activities, and events regularly during the year.
- Assist in the evaluation of the GEAR UP program by completing questionnaires and surveys and participating in program interviews. Questionnaire and survey responses and interviews will be kept confidential.

I have read the above information and agree to participate in the Nevada GEAR UP Program as outlined.

GEAR UP Student Printed Name

GEAR UP Student Signature

Date

NEVADA GEAR UP STUDENT MEDIA RELEASE



I, _____ hereby grant and authorize Nevada GEAR UP the right to take, edit, alter, copy, exhibit, publish, distribute and make use of any and all photographs, digital images, or video/film of me (and/or my products or property) and to use them in and/or for any lawful promotional materials including, but not limited to, newsletters, flyers, brochures, posters, advertisements, fundraising letters, annual reports, press kits and submissions to journalists, websites, social networking sites and other printed or digital communications, without payment or consideration.

This authorization extends to all languages, media, formats, and markets now known or later discovered.

This authorization shall continue indefinitely unless I otherwise revoke this authorization in writing.

I waive the right to inspect or approve any finished product in which my likeness appears, including written or electronic copy.

I agree to this release without being compensated. I waive any right to royalties or other compensation arising or related to the use of my images in the abovementioned formats.

I understand and agree that these materials shall become the property of Nevada GEAR UP and will not be returned.

Student Name: _____
(Please print)

Parent/Guardian Name: _____
(Please print)

Parent/Guardian Signature: _____

(Parent or guardian signature is required for those students under age 18)



Nevada GEAR UP

Gaining Early Awareness and Readiness for Undergraduate Programs

PHOTO RELEASE

As a participant in the Nevada GEAR UP program, I am aware that photographs may be taken of GEAR UP participants, events and activities by GEAR UP staff members, professional photographers and members of the news media. **I also understand that my child is not required to have his/her picture taken,**

By signing this form:

- I give the Nevada Department of Education and its GEAR UP contractors permission to use photographs that include my child in any and all media products for promotion, art, advertising, editorial or other purpose. This may include but is not limited to pamphlets, posters, brochures and social media.
- I waive the right to see or approve any publications that contain photographs of my child.
- I release the Nevada Department of Education and its GEAR UP schools/districts from responsibility for any harm or invasion of privacy that may occur or be produced by taking photographs of my child.

I certify that I have read the above authorization, release and agreement, and fully understand what this document says.

Name of Student (please print)

Name of Parent or Legal Guardian (please print)

Date

Signature of Parent or Legal Guardian

Name of School

Name of School District

Nevada System of Higher Education

<NSHE institution>



<NSHE institution logo>

PHOTO RELEASE FORM

For consideration, which I acknowledge, I irrevocably grant to the Nevada System of Higher Education (NSHE) and <NSHE institution> the right to use photographs and/or video of me taken at official GEAR UP events in publications, social media, news releases, online formats, and other communications related to the GEAR UP mission.

I hereby release NSHE and NSHE's assigns, licensees, and successors, as well as <NSHE institution's> assigns, licensees, and successors, from any claims that may arise regarding the use of my image, including any claims of defamation, invasion of privacy, or infringement or moral rights, rights of publicity, or copyright. NSHE is permitted but not obligated to include my name as a credit in connection with the image. I have read and understood this release, which expresses the complete understanding of the parties.

(Signature of Adult, or Guardian of Children under age 18)

Name _____

Address _____

Phone (day)_____ (evening)_____

Email Address (optional) _____

Thank you!

STUDENT ACTIVITY EVALUATION



Purpose: Nevada GEAR UP collects student and Parent/Guardian service data on a regular basis to help us understand how the program is working, and to help us improve our efforts. Please answer the following questions so we may learn how to better serve our Nevada students and families.

Event: _____

Date: _____ **Location:** _____

Type of Service/Activity/Event: (Circle all that apply)

Mentoring Counseling/Advising College Visit Job Site Visit Field Trip Family Activities/Events

College Planning Financial Aid/Literacy Cultural Activities Other: _____

How would you rate this event? (Circle one)

Very helpful Somewhat helpful Average Barely Helpful Not Helpful at all

What did you enjoy about the Service/Activity/Event? _____

How can we improve the Service/Activity/Event in the future? _____

Please answer ALL of the following questions:

1. What is your current grade level? (Circle one)

Grade 6 Grade 10

Grade 7 Grade 11

Grade 8 Grade 12

Grade 9 Other

2. Has anyone from your school or Nevada GEAR UP ever spoken to you about college entrance requirements? (Circle one)

Yes No

3. Has anyone from your school or Nevada GEAR UP ever spoken to you about the availability of financial aid to help you pay for college? (Circle one)

Yes No

4. What is the highest level of education that you expect to obtain? (Circle one)

High school or less

Some college but less than a 4-year degree

4-year college or higher

5. Do you think you could afford to attend a public 4-year college using financial aid, scholarships, and your family's resources? (Circle one)

Definitely Definitely Not

Probably Probably Not

Not Sure

PARENT/GUARDIAN SERVICE/ACTIVITY EVALUATION



Purpose: Nevada GEAR UP collects student and Parent/Guardian service data on a regular basis to help us understand how the program is working, and to help us improve our efforts. Please answer the following questions so we may learn how to better serve our Nevada students and families.

Event: _____

Date: _____ **Location:** _____

Type of Service/Activity/Event: (Circle all that apply)

Counseling/Advising College Visit Job Site Visit Field Trip Family Activities/Events

College Planning Financial Aid/Literacy Other: _____

How would you rate this event? (Circle one)

Very helpful Somewhat helpful Average Barely Helpful Not Helpful at all

What did you enjoy about the Service/Activity/Event? _____

How can we improve the Service/Activity/Event in the future? _____

Please answer ALL of the following questions:

1. Has anyone from your student's school or Nevada GEAR UP ever spoken to you about college entrance requirements? (Circle one)

Yes No

2. Has anyone from your student's school or Nevada GEAR UP ever spoken to you about the availability of financial aid to help your student pay for college? (Circle one)

Yes No

3. Have you talked to your student about attending college? (Circle one)

Yes No

4. What is the highest level of education that you think your student will achieve? (Circle one)

High school or less

Some college but less than a 4-year degree

4-year college or higher

5. Do you think your student could afford to attend a public 4-year college using financial aid, scholarships, and your family's resources? (Circle one)

Definitely

Definitely Not

Probably

Probably Not

Not Sure

PURCHASE REQUEST FOR \$1,000 OR ABOVE



Nevada GEAR UP schools must receive prior approval for any purchase of \$1,000 or more. All \$1,000 or Above Purchase Requests must be submitted for approval 60 days prior to the proposed purchase date. Upon approval, NDE GEAR UP will send a signed copy of the form to your District Grant's Office.

School and/or District: _____

Item	Detailed Description of Item	Qty.	Price	Total
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
Grand Total				\$ -

Purpose: Include 1) Purpose of purchase, and 2) Nevada GEAR UP Goal & Objective addressed

Contract Budget Line Item: (supplies, equipment, etc.) _____

Approvals:

Nevada GEAR UP Specialist

Nevada GEAR UP Specialist

Date

District Grants Officer

District Grants Officer Signature

Date

Nevada GEAR UP Director

Nevada GEAR UP Director Signature

Date

School: _____

Date

NEVADA GEAR UP

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)

In-Kind/Match Contribution of Goods and Services Statement – School Year:



District or University: _____ School: _____

Name/Organization:		Activity Name:		Hours	
Representative Name:		Title:			
Address:		City, State, Zip:			
Phone Number:		Email:			

GOODS	SERVICES	Occupational Group Rates per Hour (includes benefits)	
<input type="checkbox"/> Educational Materials	<input type="checkbox"/> Personnel Time	<input type="checkbox"/> Professional – Senior Executive	\$50.00
<input type="checkbox"/> Computer	<input type="checkbox"/> Fee Waivers	<input type="checkbox"/> Sales – Managerial – Administrative	\$40.00
<input type="checkbox"/> Meals	<input type="checkbox"/> Travel	<input type="checkbox"/> Skilled Employee	\$30.00
<input type="checkbox"/> Supplies	<input type="checkbox"/> Mileage	<input type="checkbox"/> Tutor – Parent/Guardian – Volunteer	\$20.00
<input type="checkbox"/> Other	<input type="checkbox"/> Other	<input type="checkbox"/> Other (describe)	

DATE	TIME – GOODS – SERVICES CONTRIBUTED	VALUE

NOTES:	Total Value of Time (Salary):
	Total Value of Supplies (Materials):
	Total Value of Mileage* (Travel):
	Total Value of Lodging (Travel):
*Mileage is figured at .575 per mile x total number of miles	TOTAL CONTRIBUTION:

I certify that the information provided in this form is an accurate estimate of the goods and/or services I have provided to the Nevada GEAR UP Program.

Contributor's Signature: _____ GEAR UP Specialist: _____

Nevada Department of Education • 700 E. Fifth Street, Suite 113 • Carson City, NV 89701 • (775) 687-9243 or FAX (775) 687-9250



NEVADA GEAR UP

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)

Teacher – Counselor – Staff Contribution – School Year:

Name:		School:		Month/Year:	
GOODS		SERVICES		OCCUPATIONAL GROUP	
<input type="checkbox"/> Educational Preparation Materials		<input type="checkbox"/> Personnel Preparation Time		<input type="checkbox"/> Counselor	
<input type="checkbox"/> Computer Training & Data Analysis		<input type="checkbox"/> Data Analysis <input type="checkbox"/> Tutoring		<input type="checkbox"/> Advisor - Teacher	
<input type="checkbox"/> Supplies <input type="checkbox"/> Other		<input type="checkbox"/> Travel <input type="checkbox"/> Other		<input type="checkbox"/> Tutor – Parent/Guardian - Volunteer	
				RATES PER HOUR (includes benefits)	
				<input type="checkbox"/> Teacher - Counselor \$40.00	
				<input type="checkbox"/> Paraprofessional \$30.00	
				<input type="checkbox"/> Volunteer \$20.00	
DATE(S)	ACTIVITY				HOURS
	Designing GEAR UP activities.				
	Participating in staff meetings to discuss 6 th and 7 th grade students in conjunction with GEAR UP goals.				
	Preparing and/or presenting workshops or professional development activities regarding academic preparation, career and college access, study and critical thinking skills, and the importance of academic rigor for all student populations.				
	Improve classroom curriculum for better high school/college preparation; web-based research or internet training to improve curriculum or instruction.				
	Preparing homework or classwork assignments.				
	Tutoring, mentoring, or providing after-school interventions; identifying and referring students to appropriate services.				
	Student data analysis.				
	Communicating with students/Parent/Guardians by email, phone, and meetings to discuss student academic progress and/or provide GEAR UP services.				
	Professional Development activities which support GEAR UP goals.				
	Career fairs, college fairs, and/or campus tours including planning, participating in, and/or overseeing				
	Counseling interventions including planning/implementation				
	Activities that provide alternatives to peer pressure, drug and alcohol issues, personal relations, etc. including planning/implementation				
	Identify barriers to ensure that gender, race, national origin, color, disability, and/or age do not restrict access or participation in GEAR UP activities and services				
	Community service projects that involve GEAR UP cohort members				
	Other:				
TOTAL HOURS:					
Total Value of Time (Hours x Rate):					
Travel (Mileage is computed as .575 per mile x total number of miles):					
Supplies and Materials:					
TOTAL CONTRIBUTION:					

I certify that I have volunteered _____ hours toward the GEAR UP program that is time spent outside the classroom and beyond the contract day. I cannot count hours that are paid for with GEAR UP funds.

Contributor Signature:	Date:	Administrator Signature:	District Reviewer Initials:
Data Entry Name/Initials:	Date:	Notes:	NDE Reviewer Initials:



NEVADA GEAR UP FOOD COST REQUEST FORM

When requesting approval for food costs associated with GEAR UP student/Parent/Guardian activities, complete the form prior to the event. Please return the completed form to Javier Smith at Javier.smith@doe.nv.gov for approval.

School Name:	
Responsible Party:	
Name of Event:	
Date:	
Event Hours:	
Purpose:	
Number of Students/Parent/Guardian s Attending the Event:	
Cost per Meal or Snack (see chart below):	
TOTAL Food Cost:	

NOTE: All Food Cost Requests must be approved by the Nevada Department of Education and the GEAR UP Program Officer at the US Department of Education.

T-SHIRT APPROVAL FORM



School Name	
GEAR UP Specialist, College Coordinator, and/or FYCAs Name	
T-Shirt Quantity	
Price per T-Shirt	
Total Other Costs (design, shipping, etc.)	
Total Cost (Quantity x Price + Other Costs)	
Purpose	
Benefit to NVGU Students	

Approvals:

Nevada GEAR UP Specialist

Nevada GEAR UP Specialist

Date

District Grants Officer

District Grants Officer Signature

Date

Nevada GEAR UP Director

Nevada GEAR UP Director Signature

Date

NOTE: All T-Shirt Requests must be approved by the Nevada Department of Education and the GEAR UP Program Officer at the US Department of Education.

NEVADA GEAR UP



GRADE-LEVEL COLLEGE CAMPUS VISIT BENCHMARKS

	7	8	9	10	11	12
Student Focus	Build College-Going Identity	Build College-Going Identity	Build College-Going Identity	College Exploration, Fit & Match	College Exploration, Fit & Match	College Selection/Enrollment
GOAL	<p><i>Visit one vocational program, one 2-year, and one 4-year school by the end of the 9th grade.</i></p> <ul style="list-style-type: none"> ▪ Introduction to college campuses. ▪ Demystify college. ▪ Make welcoming. ▪ Allow students to see themselves as college material. ▪ Introduction and exposure to different types of colleges for students and families. 	<p><i>Visit one vocational program, one 2-year, and one 4-year school by the end of the 9th grade.</i></p> <ul style="list-style-type: none"> ▪ Introduction to college campuses. ▪ Refine knowledge about college campuses. ▪ Debunk misconceptions. ▪ Introduction and exposure to different types of colleges for students and families. 	<p><i>Visit one vocational program, one 2-year, and one 4-year school by the end of the 9th grade.</i></p> <ul style="list-style-type: none"> ▪ Exposure to different types of colleges. ▪ Expand understanding of college culture. ▪ Explore clubs, organizations, and student life. ▪ Introduction and exposure to different types of colleges for students and families. 	<p><i>Visit one postsecondary program or campus that is aligned with career interests.</i></p> <ul style="list-style-type: none"> ▪ Understand the relationship between college majors and careers. ▪ Exposure to different types of colleges for students and families. 	<p><i>Visit one postsecondary program or campus that is aligned with career interests.</i></p> <ul style="list-style-type: none"> ▪ Selection for best match and fit. ▪ Preparation for transitions. ▪ Understanding of entrance requirements and institutional aid. ▪ Encourage families to participate to help in college selection. 	<p><i>Visit the postsecondary program or campus aligned with applications and intentions.</i></p> <ul style="list-style-type: none"> ▪ Preparation for transitions. ▪ Learn how to apply for college. ▪ Determine which schools best suit needs.
VISITS COULD INCLUDE:	<ul style="list-style-type: none"> ▪ Tour with College Coordinator. ▪ Interactive, perhaps connected to STEM careers and curriculum. ▪ Focus on college life: Dining hall, social aspects, etc. ▪ Visit arenas and stadiums. ▪ Scavenger hunt, trivia games, or other fun activities. ▪ A typical college tour for a group of 7th grade students. 	<ul style="list-style-type: none"> ▪ Information workshops on difference between high school and college. ▪ Q&A with a college professor, staff members, and/or other campus representatives. ▪ Connect tour with student interests. ▪ Student panel. ▪ Multicultural affairs presentation on diversity in campus life. ▪ Use this opportunity to debunk common stereotypes. 	<ul style="list-style-type: none"> ▪ Admissions presentation. ▪ Ideal time to visit “reach” colleges and universities. ▪ Student life (clubs, organizations, etc.). ▪ Interview with faculty member(s). ▪ When setting up your visit, ask the campus how you can set up a panel of student leaders from the Student Government Association or fraternity or sorority executive boards, athletic teams or clubs, religious clubs, and other social groups. The college students can present to the group, and your students can ask questions about leadership in college. 	<ul style="list-style-type: none"> ▪ A focus on majors and careers. ▪ Visit with an Academic Advisor or to the Career Center. ▪ Mock classroom experience with professor. ▪ A presentation from the staff about connecting majors to jobs. ▪ Students investigate whether or not the college has the major needed for the five careers they previously selected. ▪ If the college doesn’t cover a career on a student’s list, encourage him or her to ask the recruitment officer about available majors for that career cluster. 	<ul style="list-style-type: none"> ▪ Ask for the admissions office to provide a complete walk-through tour of campus, an information session about the college program, and an overview of entrance requirements and academic requirements for securing scholarships offered by the college. ▪ Ask the admissions office to explain the concept of remedial education and provide strategies for students to avoid taking remedial classes. ▪ Provide information on transferring. 	<ul style="list-style-type: none"> ▪ Ask for the admissions office to provide a complete walk-through tour of campus, an information session about the college or program, and an overview of financial aid. ▪ Ask the college (in advance) if they offer an “apply on-the-spot” workshop, allowing students to submit applications to the college while on site. ▪ Ask the admissions office to provide a step-by-step overview of what students need to do after applying to college. ▪ Ask for a tour of the residence halls if the institution offers them.
Family Focus	Introduction and exposure to different types of colleges.			College selection – encourage families to participate to help students finalize plans.		

Adapted from the College Foundation of West Virginia



COLLEGE APPLICATION FEE ASSISTANCE INSTRUCTIONS

To provide GEAR UP students applying for college who may not be able to financially afford the college application fees, GEAR UP can offer limited support.

For GEAR UP schools to pay for a portion of the fees, please follow these instructions:

1. First, you must designate a portion of your GEAR UP budget to pay for college application fees.
2. If you have the budget capacity, you may up to three college application fees per student.
3. Districts must determine a process for paying application fees on behalf of the student. Typically, the options are 1) the district to pay the fee using a district credit card, 2) the family paying for the fee and asking for reimbursement, and 3) or any other person paying the fee and asking for reimbursement.
4. Students must ask the college they are applying to for an application fee waiver. This information is not always readily available on the college's website, so work with your school counselor to apply for a waiver. Students who had waivers for the SAT/ACT automatically qualify for the waiver. Information is available here:
 - a. Using SAT waiver for college application fee waivers: [College Board - SAT Fee Waivers](#)
 - b. Using the ACT waiver for college application fee waivers: [Request for Waiver Form](#)
5. If the student is denied an application fee waiver from the college, the student may complete the College Application Fee Assistance Form and submit to GEAR UP staff to request payment for a portion of the fee.
6. This is intended to provide financial assistance to eligible students in need only. If families have the financial resources to pay the application fees, GEAR UP may not provide assistance.
7. The student is asked to pay the first \$15 of the application fee for each college application. However, if a student cannot pay this share, the GEAR UP Specialist, College Coordinator, and/or FYCAs may use professional discretion to approve full payment of the fee.
8. Other costs such as deposits for housing or admissions are not an allowable GEAR UP expense.
9. **IMPORTANT – Do not miss this step!** When the student applies online and the application fee is paid, they must print the receipt. You usually cannot go back and get a receipt later. You must submit a receipt with your request to be reimbursed.

NOTE: You must submit the College Application Fee Assistance Request along with the receipt for the application fee for reimbursement. Failure to submit these documents may result in the district not being reimbursed for the expenditure.



FORM: COLLEGE APPLICATION FEE ASSISTANCE

Student Name: _____ High School: _____

		(A)	(B)	(A) - (B)
Name of College Where I am Applying	By checking this box, I verify that I have asked about the application fee waiver for the college	College Application Fee	Student Share	Amount Requested
	Y	\$	\$	\$
	Y	\$	\$	\$
	Y	\$	\$	\$
Total Requested: \$				

Comments:

1. GEAR UP students may be eligible for college application fee waivers if they had a waiver for the SAT or ACT. You are required to contact the institution to determine waiver eligibility before paying the fee.
2. If it is deemed a hardship for the family/student to pay the \$15 shared cost, the GEAR UP Specialist, College Coordinator, and/or FYCAs may waive this fee and pay the application fee in full.
3. Documentation of payment is required. This may include an email confirmation of payment or an invoice receipt from the institution. The documentation must show the student's name, the amount of the fee, and the date of the payment.

Student Signature: _____ Date: _____

GEAR UP Specialist: _____ Date: _____

Instructions:

Submit this form, along with the receipt or invoice from the college(s) for reimbursement.

NEVADA GEAR UP FORMS SUMMARY



Form	Purpose	Submit To...	How to Submit	How Often	Page
NVGU Agreement	To ensure Parent/Guardians provide permission for students to participate in NVGU Program and for students to agree to the commitment	GU Specialist, College Coordinator, and/or FYCAs Keep hard copies on file	GEARS	One time per student	P. 218-222
Monthly In-Kind / Match Summary	To document your total monthly in-kind/match	NDE GEAR UP Assistant Director	Email	By the 5 th of each month for the prior month's match	P. 229
In-Kind / Match Goods & Services Form	To provide documentation of donations that count as in-kind/match	NDE GEAR UP Assistant Director	Email	By the 5 th of each month for the prior month's match	P. 230
In-Kind / Match Staff Form	To provide documentation of teacher, counselor, or staff in-kind/match	NDE GEAR UP Assistant Director	Email	By the 5 th of each month for the prior month's match	P. 231
Facilities Use Letter	To certify facilities in-kind/match for use of school site facilities	NDE GEAR UP Assistant Director	Email	No later than Feb. 15th	P. 142
Facilities Use In-Kind/Match Form	To certify other facilities in-kind/match	NDE GEAR UP Assistant Director	Email	No later than Feb. 15th	P. 143
NVGU Media Release	To ensure Parent/Guardians and students provide permission for student images to be used on NVGU publications, online, and communications material	GU Specialist, College Coordinator, and/or FYCAs Keep hard copies on file	GEARS	One time per student	P. 223
GEAR UP Service/Activity Sign-In Sheet	To track student, Parent/Guardian, and staff attendance	Keep hard copies on file	GEARS	Services / Activities must be entered as they occur	P. 216
T-Shirt Approval Form	For all design and spending approval for T-shirts with the Nevada GEAR UP logo, using NVGU funds	NDE GEAR UP Director	Email	As needed	P. 233
Food Request	For all food/refreshment purchases for NVGU events	NDE GEAR UP Director	Email	As needed	P. 232
Nevada GEAR UP Successes & Best Practices	To highlight your program's successes and share best practices	NDE GEAR UP Director	Email	Once per semester at minimum	P. 217
Sample Press Release	To publicize a NVGU event at your school	NDE GEAR UP Director	Email	One month prior to event, minimum	P. 195
Sample Media Advisory	To publicize a NVGU event at your school	NDE GEAR UP Director	Email	One month prior to event, minimum	P. 196
NVGU Invitation	To invite guests to your NVGU events	Invited Guests	Email, U.S. mail, in person	One month prior to event, minimum	P. 198
Student Activity Evaluation Form	To get student feedback for services they attended, and for program improvement	GU Specialist, College Coordinator, and/or FYCAs Keep hard copies on file	GEARS	After each student service/activity/event (other than recurring services such as tutoring, mentoring, etc.)	P. 226
Parent Activity Evaluation Form	To get Parent/Guardian feedback for services they attended, and for program improvement	GU Specialist, College Coordinator, and/or FYCAs – Keep hard copies on file	GEARS	After each Parent/Guardian service/activity/event other than recurring services such as tutoring & mentoring	P. 227
Purchase Request for Items over \$1,000	To get NDE GEAR UP approval for purchases over \$1,000	NDE GEAR UP Director/Assistant Director	Email	Prior to ANY purchase over \$1,000	P. 228