BEST PRACTICES IN COLLEGE ACCESS AND SUCCESS PROGRAM IMPLEMENTATION FOR GEAR UP SITE COORDINATORS
OBJECTIVE 1 – STUDENT SUCCESS

Supply attendees with templates, best practices, strategies, techniques, and approaches that have been used to successfully overcome these common barriers and provide each school and student the greatest opportunity to thrive.

- Student/Teachers/Administrators
  - Classroom activities
  - PD opportunities

- Site Coordinators
  - Steering Committees
  - Faculty meetings
  - Time management tips
  - Parental engagement tips
OBJECTIVE 2 - SITE COORDINATORS

Program implementation - Provide participants with a list of the common barriers and challenges that frequently prevent effective implementation of GEAR UP programming.
Gallery Walk: Student Barriers to Success
5-10 minutes
Student Preparedness

BARRIERS TO STUDENT SUCCESS AND THE PRACTICES THAT ADDRESS THEM
The Prep work:

- **Recent surveys** of colleges, technical schools, employers, and the military have consistently shown that many of our high school graduates in Tennessee lack the life or non-academic skills to be successful in their transition after high school.

- Although these students are often prepared academically and have received significant assistance and support to complete the steps required to transition to postsecondary such as completing college applications, their FAFSA, and meeting with college, career, and military recruiters; these students often lack adequate life skills in areas such as decision making, time management, communications, problem solving, and self-advocacy.
Common Student Barriers to College and Career Success

- Time Management
- Attendance
- Communications and Relationships
- Problem Solving
- Managing Stress
- Study Skills/Learning Strategies/Taking Notes
- College Culture Analysis/Student Support Services/Self-advocacy
- Individual Responsibility/Decision-making/Work Ethic
- Financial Literacy
- Goal Setting/Relevance/Values
- Exam Preparation
- Academic Rigor
- Teamwork/Working Independently
- Technology
GEAR UP TN has established a framework that rests upon current college access and success research, experience in implementing successful GU programs, and replication of effective practice gleaned from the state and nation.

• The GU framework is organized around six focus areas: Rigor, Reach Higher, Relevance, Relationship, Raise Awareness, and Reinforce Action. This framework provides a strong theory of change designed to drive program activities at the state and direct-service levels.

• The six focus areas and corresponding program activities are tied to clearly specified and measurable program goals, objectives, and measurable outcomes.
Addressing Barriers within the R’s

- **Rigor** – Academically prepare all students for postsecondary education through rigorous curriculum and academic support
- **Reach** higher – Create school and community environment characterized by expectation, policies and initiatives that support all students’ pursuit of postsecondary education
- **Relevance** – Increase GU students’ ability to connect career goals with educational requirements
- **Relationships** – Increase the number of GU students who have meaningful relationships that foster academic and postsecondary success
- **Raise Awareness** – Promote early awareness of the steps necessary to prepare, apply, pay for and succeed in postsecondary education
- **Reinforce Action** – Assist students in completing critical steps of college-going process
Rigor – academically prepare all students for postsecondary education through rigorous curriculum and academic support

- Time Management
- Attendance
- Academic Rigor
- Study Skills/Learning Strategies/Taking Notes
- Exam Preparation
Time Management

This topic includes time management techniques and the use of hidden time.

“How you use time can determine your success or failure in college. If you use time wisely, you’ll prosper. If you use it poorly, you’ll fail in the job you came to do. That’s why the management of time is the number-one skill to master in college”

Time Management continued

Time Management Strategies

• Set small deadlines or big tasks. Reward yourself with small activities (take a walk or text a friend)
• Let the alarm clock win – resist the temptation to hit snooze.
• Limit time traps – Avoiding e-mail that will require a long response time or lead to miscellaneous internet searches
• Schedule breaks in your day to recharge (5 minute breaks every 30 minutes or 10 minute breaks every hour)
• Schedule time to review your class notes in the evening
• Know your most productive time of the day and use that time to complete your important task
• Learn how to set a schedule...
A schedule is a written plan that details how you will spend your time and when. A good plan:
• Identifies free or hidden time
• Helps make plans more manageable
• Decreases the stress of wondering “what do I need to do next”

Scheduling options:
**Time Schedules** Traditional and break down your day into small sections of time (example: [Time schedule](#))

**Task schedules**
Nontraditional and focuses on what deadlines are due and when (example: [Task schedule](#))
Time Management

Time management study tip – Use hidden time

Hidden Time:
Hidden time are the small pockets of time that you have but often ignore. Examples of hidden time include: commercial breaks of your favorite shows, waiting in line, at a doctors appointment or for your food to warm up.

How to make use of pocket time:
(1) carry notecards with study terms, key concepts or math formulas for review during the small time breaks,
(2) Listen to recorded lectures or recommended articles referenced by your professors

Teacher question: Is there an opportunity in your lessons for students to make use of pocket time? Do many of your lessons contain new vocabulary or formulas? How do believe students will respond to this idea?
Attendance
Also Known As Showing Up

Attendance is a simple concept that can produce big gains. It is the act of consistently showing up.

Its significance is documented in numerous studies across varied academic areas. It is important to note that most studies found positive correlations between academic success and attendance. (Additional reading for teachers and administrators)

**Attendance tips for students**
- Have an accountability partner in your classes
- Prepare for classes the night before
  - Pack your backpack
  - Determine your outfit for the next day
  - Secure transportation

Teacher question: How can we support your work to increase attendance?

**Additional reading**
Academic Rigor

• Many Tennessee colleges, TCATS, and universities that participated in the survey stated that incoming students are often overwhelmed by the academic rigor, pacing, and general requirements and expectations for their courses.

• Students that lack a solid understanding of key principals and concepts in core areas such as math, writing, reading comprehension, and science often struggle and get behind very quickly.

• College students need to take advantage of writing and math labs, tutoring, and campus support services at the beginning of each semester rather than waiting until it is too late.

• Students regularly struggle with reading comprehension. They are not able to take the information from their textbook or the instructor and apply it to their work in the lab, field, or shop.
Academic Rigor

• Students that have poor writing skills will have difficulty in almost every class because of the papers, research projects, and written assignments that are due. They must understand the importance of basic spelling and grammar, organization and readability of a paper, using sources and applying research and data, developing paragraphs and transitions, providing depth and understanding to the paper, and properly citing and listing references as appropriate.

• Students that use equipment, technology, and resources in high school that are most similar to the ones that they will use in postsecondary will usually perform much better in those courses.

What activities, lessons, or curriculum can you use in your classroom that will add relevance to these points and reinforce their importance in life to each student?
Study Skills/Learning Strategies/Taking Notes

• This topic will include study skill basics, learning strategies to guide subject mastery and note taking techniques.
• Resource: Study skill tip video

The basics: What is studying?
• According to Merriam Webster it is **1**: a state of contemplation: **REVERIE**
  **2a**: application of the mental faculties to the acquisition of knowledge
  **2b**: such application in a particular field or to a specific subject
  **2c**: the study of Latin
  **2d (1)**: a careful examination or analysis of a phenomenon, development, or question
  **2d (2)**: the published report of such a study

In essence, studying is the process of learning new material by reviewing small pieces of information over time. For a student, the new information is typically presented as a lecture or in textbook that the student will take notes on for future review or study.
Study Skills/Learning Strategies/Taking Notes
How to study in College - Chapter 10

How to take lecture notes
1. Record – capture the professors points and board writings
2. Remember – After the lecture, make time to think about the lecture from beginning to end
3. Refine – Clean up your notes and add any specific information that you missed during the lecture. (Tip: Refinement can be done with a study partner and you can compare each other’s notes.)

How to take textbook notes
1. Focus – Use the headings and subheading as questions that encourage reflection
2. Read – break the chapter down into paragraphs and seek to understand what you are reading.
3. Question – literally ask yourself, what is the author speaking to in this passage?
4. Recite – say the answer to #3 out loud
5. Record – highlight or underline material that support your recited answers or jot your answers down in your Cornell notes.
Study Skills/Learning Strategies/Taking Notes

Cornell Notes

• A highly regarded and often referenced method of note taking is the Cornell Note taking system.

• According to Pauk, W. & Owens, R (2008), the Cornell Note taking system is a process of recording lecture notes or textbooks notes. There are two columns (key points and details) and a summary section to record an overview of the new information.
Exam Preparation

Steps to Reducing Test-taking Anxiety

1. If the anxiety is specifically with math and you can use your calculator on tests, get to know your calculator and master all of the programs and applications that will be useful to you on the tests.
2. Focus on comprehension rather than memorization.
4. Focus while studying and focus while taking the test.
5. Preview the exam as much as possible.
6. Read directions and questions carefully.
7. Always start with what you know.
8. Ask the instructor for clarification when you need it.
9. Save time for a quick review at the end.
10. Never cheat on an exam. This can automatically get you dismissed from a class or an F for the test or entire course, placed on suspension at the institution, or fired from the workplace.

What activities, lessons, or curriculum can you use in your classroom that will add relevance to these points and reinforce their importance in life to each student?
Exam Preparation

Students often struggle with major exams during college such as midterms and final exams even when they actually know the material. Sometimes this is due to how they studied or test anxiety.

• Can you help them understand the different ways that learning takes place in the classroom and what is the difference between learning and memorization? **Memorization without understanding is short-lived.**

• How does a student’s learning style impact their memory and test-taking? Can you use an online assessment to help them understand their learning style?

• We all remember things that we understand, use frequently, and can easily apply to our life.

• The steps to memorization and understanding include recording, retaining, and retrieving. What are tricks that they can use for each of these?
Exam Preparation

• Twenty Steps to Mastering your Memory

1. Rehearse 11. Overlearn
2. Space it out 12. Separate it
3. Mind the middle 13. Feel
5. Spell 15. Locate
6. Narrate 16. Peg
7. Mark it up 17. Mark it down
8. Organize 18. Picture
10. Test 20. Mock it

Exam Preparation

Here are some general test taking strategies that your students might find helpful in high school, college, and the work place.

• Good test-taking strategies and skills are important life skills. These same skills are necessary to succeed in the workplace.
• Testing is an opportunity for students to demonstrate what they know and to identify what they still need to learn.
• Nothing is more important to proper test-taking than adequate preparation. The earlier that you start preparing the better that you will do.
• Prepare for tests well in advance.
• Identify and record the days and times of all of your tests, papers, and projects due at the beginning of each semester.
• Find out exactly what the test will cover. (Book chapters, articles, handouts, topics, class notes, etc.)
• Find out about the format for the test and what is permissible to use during the test to assist you? Open book, open notes, calculators, multiple choice, short answer, essay, true or false.
• Plan to study with others and study alone.
Exam Preparation

Test-taking Anxiety

• Students can take online surveys to determine if they have test anxiety at https://www.how-to-study.com/test-anxiety-assessment/ or http://www.psych.uncc.edu/pagoolka/Testanxiety.html

TN Dept. of Education’s Test Anxiety Toolkit
https://www.tn.gov/assets/entities/education/attachments/ccte_sc_test_anxiety_toolkit.pdf

What is the source of test anxiety? The four aspects of test anxiety:

1. **Cognitive** – These are nonproductive thoughts that may run through your head. Overcome these thoughts by understanding your testing strengths and weaknesses based upon your learning style and by stopping yourself from engaging in negative self-talk.

2. **Emotional** – These are negative feelings you experience such as disappointment, frustration, and sadness. These feelings can often be overcome by carefully monitoring your mood, getting plenty of rest, exercising regularly, maintaining a healthy diet, and focusing on the test and not the other distractions.

3. **Behavioral** – Behavioral aspects of test anxiety are those observable indications of stress such as fidgeting, drumming on a desk, or constant moving. The behavioral aspects of test anxiety can be overcome by physical activity, spending time outdoors, yoga, and other stress relieving activities.

4. **Psychological** – These aspects of test anxiety are shown through physiological reactions such as a dry mouth, pounding chest, and an upset stomach. These aspects can be overcome by relaxation training such as breathing exercises and yoga. There are also counselors on campus that will diagnose and help students overcome the fear and anxiety from test-taking.
Addressing Barriers within the R’s

**Reach** higher – Create school and community environment characterized by expectation, policies and initiatives that support all students’ pursuit of postsecondary education

**Relevance** – Increase GU students’ ability to connect career goals with educational requirements

**Relationships** – Increase the number of GU students who have meaningful relationships that foster academic and postsecondary success

**Raise** Awareness – Promote early awareness of the steps necessary to prepare, apply, pay for and succeed in postsecondary education

**Reinforce** Action – Assist students in completing critical steps of college-going process

**Common Barriers**

- Communications and Relationships
- Problem Solving
- Managing Stress
- College Culture Analysis/Student Support Services/Self-advocacy
- Individual Responsibility/Decision-making/Work Ethic
- Financial Literacy
- Goal Setting/Relevance/Values
- Teamwork/Working Independently
- Technology
Communication & Relationships

- This topic includes helping students present themselves on Paper, Online, and in Person, Interacting with Instructors and Classes - The Social World of College (diversity)

Benefits according to research:
- Proficiency in oral communication is an imperative for student success (Mahmud, M., 2014)
- Communication competence encourages roommate rapport and grade point average (Hawking, L., Duran, R. & Kelly, L., 2009)

Tools for discussion: Forbes article, Branson, Buffett Agree: This Skill Is Your Ticket To Career Success & Dept. of Labor - Communications Video
Communication & Relationships

Presentation of Self

• Often students have the opportunity to present themselves in 3 ways on Paper (via resumes, written assignments, letters of recommendation), Online (via Social Media, emails and video technologies) and in Person (Interviews, class interactions and social events)

• Giving consideration to the 3 areas above is the first step in auditing your brand. Your brand is the way the world around you, perceives you.

• Let’s discuss and practice!
1) Think of the good that you do

2) Think of the opportunities you have to let others know of the good work that you do on paper, online or in person. This becomes your brand.

3) Activity: Review the chart and discuss how you believe you are perceived on Paper, Online and in Person. Do you portray the same traits in each of the listed areas?

Communication and relationships

*Presentation of self activity*

adapted from Joan Kuhl’s *Why Millennials Matter* presentation
Communication & Relationships

Significance of understanding - Our ability to present ourselves in a positive light helps to foster positive relationships with our professors and peers. Our positive relationships build support systems that help us stay in school when times get tough!

Additional cornerstones of relationship building include: Respect (activity sheet to follow) and gratitude.
Problem Solving

Described by Davidson and Sternberg as a non-sequential but cyclic process that involves the following seven components:

1. Recognize or identify the problem,
2. Define and represent the problem mentally,
3. Develop a solution strategy,
4. Organize information about the problem,
5. Allocate mental and physical resources for solving the problem,
6. Monitor progress towards the goal,
7. Evaluate the accuracy of the solution

Problem solving tip: Seek progress not perfection...

Note: This list is non-sequential in that not all problems require every step and that there is not a prescribed order to the presented steps. These components are considered cyclic in that the resolve of one concern, often presents a new concern that causes leaders to revisit the components of problem solving. Please see the photo...

Photo retrieved from: The Business Power Trio
Problem Solving Resources

Discussion starter - Department of Labor Student video

• Vanderbilt (Harvard) Teacher resource
  – Suggestions to incorporate problem solving skills into curriculum
Managing Stress

Life is hard…and Not Always Fair. – Hal Urban

The struggle:
Life can be stressful for high school students and researchers are taking notice. New York University (2015) recently found, “that many subgroups of youth experience high levels of chronic stress, to the extent that it impedes their abilities to succeed academically, compromises their mental health functioning, and fosters risk behavior.”

The authors also found this stressful trend follows students into their college years and may encourage withdrawal and mental health challenges.

How to cope:
The findings of the study identify 3 areas of “adaptive coping strategies”. These include “sports and exercise, preventive activities such as good planning skills, and maintaining a balanced perspective on school and grades”.

THEC TSAC
Managing Stress video and tip sheet!

Daily maintenance and preventive care can produce big rewards.

- Care for the body & the mind
  - **Physical fitness** - 60 minutes (1 hour) or more of physical activity daily
  - **Dietary needs** – A colorful plate full of vegetables and lean protein is always a great idea!
Stress Management Tips from UTK

Enjoy Yourself. It has been shown that happier people tend to live longer, have less physical problems, and are more productive. Look for the humor in life when things don’t make sense. Remember, you are very special and deserve only the best treatment from yourself.

- Organize Yourself. Take better control of the way you’re spending your time and energy so you can handle stress more effectively.
- Control Your Environment by controlling who and what is surrounding you. In this way, you can either get rid of stress or get support for yourself.
- Love Yourself by giving yourself positive feedback. Remember, you are a unique individual who is doing the best you can.
- Reward Yourself by planning leisure activities into your life. It really helps to have something to look forward to.
- Exercise Your Body since your health and productivity depend upon your body’s ability to bring oxygen and food to its cells. Therefore, exercise your heart and lungs regularly, a minimum of three days per week for 15-30 minutes. This includes such activities as walking, jogging, cycling, swimming, aerobics, etc.
- Relax Yourself by taking your mind off your stress and concentrating on breathing and positive thoughts. Dreaming counts, along with meditation, progressive relaxation, exercise, listening to relaxing music, communicating with friends and loved ones, etc.
- Rest Yourself as regularly as possible. Sleep 7-8 hours a night. Take study breaks. There is only so much your mind can absorb at one time. It needs time to process and integrate information. A general rule of thumb: take a ten minute break every hour. Rest your eyes as well as your mind.
- Be Aware of Yourself. Be aware of distress signals such as insomnia, headaches, anxiety, upset stomach, lack of concentration, colds/flu, excessive tiredness, etc. Remember, these can be signs of potentially more serious disorders (i.e., ulcers, hypertension, heart disease).
- Feed Yourself / Do Not Poison Your Body. Eat a balanced diet. Avoid high calorie foods that are high in fats and sugar. Don’t depend on drugs and/or alcohol. Caffeine will keep you awake, but it also makes it harder for some to concentrate. Remember, a twenty minute walk has been proven to be a better tranquilizer than some prescription drugs.
Managing Stress – In case of an Emergency

• Identify and use the resources available to you
  – Parent, Guardian or caring adult
  – School – Teacher, Counselor, or Administrator (Principal)

• If concerns become intolerable and harm to self or others is a thought, contact 911.
Individual Responsibility

• This topic includes decision-making, work ethic, and accepting consequences for one’s own action.
• What is more important to success: ability or effort?
• Successful individuals, in school and at work, value effort, seek challenges, love learning, and persevere even when it is difficult. They demonstrate both ability and effort (Staley & Staley, 2015).
• If students made a top ten list of characteristics that would make them successful in college, their chosen career, and later in life; how many of those characteristics are things that they can control?
Individual Responsibility

• Decision-making is a step in the problem solving process where the best solution is chosen.

• Decision-making Styles:
  
  **Directive** – This style uses practical data to make decisions. It is best used for speed, efficiency, and results, and it is focused on short term results.

  **Analytical** – This style emphasizes a logical approach, and it is often used to find the best solution between multiple options. This process often includes overanalyzing data and carefully studying the problem.

  **Conceptual** – This decision-making style emphasizes the big picture. This decision-making process requires someone to be very creative, flexible, adaptable, insightful, and risk-taking.

  **Behavioral** – Behavioral decision-making emphasizes people. Individuals who use this style enjoy people and the social aspect of life. They use their feelings to assess situations, are supportive of others, and they are usually good communicators. (Staley & Staley, 2015)
Individual Responsibility

• **Five ways to adjust your attitude:**
  - Know that you always have choices
  - Take responsibility for your own outcomes.
  - Turn down your negativity meter.
  - Turn learning points into turning points.
  - Acknowledge your blessings.

(Staley & Staley, 2015, p. 40)

A 2016 survey of employers in Tennessee showed that the two top challenges to hiring and retaining employees are finding employees that are dependable (showing up for work and showing up on time) and drug-free. Attendance is also a major barrier to students’ success in college.

What activities, lessons, or curriculum can you use in your classroom that will add relevance to these points and reinforce their importance in life to each student?
Financial Literacy

- How much will college cost, what are the different ways to pay for it, and what are the sources for those funds? Grants, Scholarships, and Loans.
- How much will it cost for students to live on their own after they graduate from high school in this area?
- What are the dangers of credit cards and borrowing money? How do credit cards work? Interest, Fees, and Credit Reports.
- Should students work during college? What are the advantages and disadvantages of working while in college? Where are some good options and how many hours per week are optimal? Work Study
- Budgeting 101. What are the most common budgeting categories? Is there an app or website that I can use to help with this?

https://www.everydollar.com
https://www.mint.com
Financial Literacy

Who should students seek for help regarding the financial aid items below at our high school this year? How can everyone help and support this effort?

• FAFSA – Free Application for Federal Student Aid
• Tennessee Promise
• Important dates and deadlines for financial aid!!
• Federal Aid, State Aid, Institutional Assistance, and community .
• What activities, reminders, lessons, or curriculum can you use in your classroom that will add relevance to these points and reinforce their importance in life to each student?
Goal Setting and Values

*Goal setting* is a process that starts with careful consideration of what you want to achieve, and ends with a lot of hard work to actually do it. In between there are some very well defined steps that transcend the specifics of each *goal*.

Here are some questions that you may ask your students to think about this year.

- What is their primary motivation to succeed after high school? What do they want to do with their life?

- What is most important to them in life? What do they value and how does that relate to their college and career goals?

- Will this motivation help them to overcome obstacles that they will face in college and later in life?

- How do they define success for themselves? Is their definition realistic? What steps do they need to take to achieve that goal? Do they believe that they can accomplish that, and do they have a plan in place to do that?
Goal Setting and Values

• What are the specific skills, interests, and abilities that they have and how can that relate to their college major, program of study, or career?
• What does each student value the most? You may want to consider giving them a core values assessment to help them determine what is most important to them.

Career services are available at most institutions to help college students transition from college to the workforce, explore career and job opportunities related to their major, and to identify the careers that will best utilize their knowledge, skills, abilities, and interests.

What activities, lessons, or curriculum can you use in your classroom that will add relevance to these points and reinforce their importance in life to each student?
Teamwork and Working Independently

• Both young employees and college students often struggle to work and communicate effectively with others as well as working independently without the support of other people.
• Students need to be effective at forming study groups with other students that are serious about learning. They also need to learn how to lead the group, so that everyone stays on task.
• What skills are necessary for students and employees to work well in teams?
• Some people struggle with staying focused and on-task when they do not have anyone else holding them accountable. How can we help students work effectively and efficiently when they are working alone on projects and assignments?

What activities, lessons, or curriculum can you use in your classroom that will add relevance to these points and reinforce their importance in life to each student?
Technology

• Regardless of the program of study, major, field, career, or workplace, technology is everywhere and each student must learn to efficiently and effectively use the technology at their school and workplace.

• College students must learn to access their college portal during the spring of their senior year and begin to check it regularly for messages about their classes, financial aid, registration, fees, and orientation.

• Colleges will usually assign each student a college email address, and students must learn to frequently check their email and use proper email etiquette in their correspondence.

• Learning Online – Many college students are now taking at least a portion of their classes online. What are the advantages and disadvantages of online learning?

• Are your students prepared to use technology for academic research, writing, making presentations, and working with the technical equipment and computer programs required for their particular major or workplace?

What activities, lessons, or curriculum can you use in your classroom that will add relevance to these points and reinforce their importance in life to each student?
References


SITE COORDINATOR — COMMON BARRIERS TO SUCCESSFUL IMPLEMENTATION
Gallery Walk: Site Coordinator Barriers
5-10 minutes
Common site coordinator challenges

- Sustainability
- Buy-in and support
- Funding limitations
- Access to students and impact on instructional time
- Parental support and engagement
- New ideas for student and parent activities
- After school programs
- Changing the culture in the school
- College readiness
- Finding mentors for the students
- Time constraints
- Serving more students
- Collection of timely, accurate, and complete data
Common Barriers

Time Management
- Collection of timely, accurate and complete data

Buy-In & Engagement
- School level
  - Changing the culture in the school
  - College Readiness
  - Sustainability
  - Access to students and its impact on instructional time
  - New activities for students and parents
  - After school programs
  - Creating a college going culture
  - College Readiness
  - Finding Mentors

- Community
  - Sustainability/ Funding limitation
  - After school programs
  - Finding Mentors

Parental Engagement
- School level
- Community
- New ideas for parent and student activities
- Changing the culture in the school
- College readiness
Implementation Roles: Project Director, Principal and Site Coordinator
Research: The Importance of Recognizing Roles in a Team – Chirantan Basu
Taken from: http://smallbusiness.chron.com/importance-recognizing-roles-team-31499.html

Basics
• Belbin's research found that the difference between team failure and success depends on the behavior of team members.

Matched Skills
• Recognizing various team roles allows a small-business owner or the human resource manager in a large company to match job requirements with the appropriate employee skills. This creates balanced teams.

Cohesiveness
• Teams tend to work more cohesively if the members recognize their individual roles.

Achieving Objectives
• Recognizing team roles is important for achieving stated objectives.
GEAR UP TN Site Roles

The Project Director:
• Guides the coordinator on school and district policy and procedures
• Serves as the direct supervisor for the site coordinator and an accountability partner to the Regional Coordinator
• Monitors the outcomes and performance of the site coordinator,
• Advises the coordinator on community partnerships, school climate and culture, data interpretation and school level interventions or professional development.

Frequently, this person is the high school principal, secondary schools supervisor, or CTE supervisor.
• Required commitments
  – NCCEP National Convention (July)
  – Completion of Required Services
  – GEAR UP TN Kick-off (August)
• Typically involved in:
  – Annual work plan development process
  – Budgeting and finance, steering committee meetings
  – Ensuring data collection at the district level
  – School level teams
GEAR UP TN Site Roles

Principal

• Instrumental in imbedding GEAR UP within the school community
• Serves as the direct supervisor for the site coordinator and an accountability partner to the Regional Coordinator
• Monitors the outcomes and performance of the site coordinator,
• Advises the coordinator on community partnerships, school climate and culture, data interpretation and school level interventions or professional development.
• College going culture
• School, teacher, counselor buy-in
• Developing school level teams

• Optional Commitments
  – NCCEP National Convention (July)
• Required commitments
  – GEAR UP TN Kick-off (August)
• Typical involved in:
  – Annual work plan development process
  – Budgeting and finance, steering committee meetings
  – Coordinator inclusion with faculty, staff and administrative team
  – Communicating expectations
  – School teams
GEAR UP TN Site Roles

Site Coordinator

Responsible for the implementation of required services through coordinated efforts of team building and relationships. The coordinator also gathers and analyzes data for interventions and faculty/staff trainings/discussions.

- Optional Commitments
  - NCCEP Capacity Building Workshop (February)
- Required commitments
  - GEAR UP TN Kick-off (August)
  - Completion of Required Services
  - NCCEP National Convention (July)
- Typically involved in:
  - Annual work plan development process
  - Budgeting and finance, steering committee meetings
  - Coordinator inclusion with faculty, staff and administrative team
  - Communications between the GEAR UP Central Office and the GEAR UP Collaborative
Time Management
Discussion and Activity

MANAGE
1
Short-Term Crises & Problems
IMPORTANT & URGENT

FOCUS
2
On Long-Term Strategic Goals
IMPORTANT BUT NOT URGENT

AVOID
3
Distractions & Interruptions
URGENT BUT NOT IMPORTANT

LIMIT
4
Time-Wasting Activities
NOT IMPORTANT & NOT URGENT
Time Management

• Our system
  – Work Plans MAPs/CARs
  – Regional Coordinators
    • Mind maps
    • Parking lot – Program planning
    • Tough conversations (Practice or handling)

• Site Coordinator Best Practices
  – Office Space
  – Car Space
  – Flexible scheduling
  – Comp Time and Vacations

• Use regional and national workshops
  – Build community with other sites
  – Learn best practices
  – Network with others and find out what systems are working well for them
  – Learn the Ask
Organization styles

TO DO LIST

1. SO
2. MANY
3. THINGS

MIND MAPPING

- Benefits
- Planning
- Creativity
- Project ideas

- Overview
- Easy to memorize
- Simple, fast & fun
- Collaboration

- Teamwork
- Sharing colleagues
- Productivity
- More efficient
- Negative

THOUGHTS

IDEAS

THEC TSAC
Buy-in and Engagement

- Creating a college-going culture: Work closely with the administrators and teachers in order to create and/or expand a college-going culture
- Create and develop school-level college access teams and community-wide steering committees
Buy-in and Engagement

• Use a competitive process for selecting GEAR UP schools and choose schools and school systems where the administration is completely committed to GEAR UP

• Have school principals and directors of schools provide input, approve, and sign off on annual work plans
Buy-in and Engagement

Teamwork is simply just a team collaborating with each other to reach a common goal.

- How are the goals of your schools, principals, counselors, and teachers aligned with your GEAR UP goals and objectives, and how can you help them achieve “their” goals?
- Where are the areas that you can support teachers, counselors, and administrators in your school? (Classroom supplies, professional development, a classroom break, technology, externships, helping them with their events and activities.)
- Relationships Matter
Group activity – Who’s at the table?

An exercise to brainstorm who you need on your team

• Pick a one of the following service requirement: Data Driven Academic Tutoring, College Visits, Career Exploration, Mentoring, College Planning Sessions, Academic Progress Monitoring

• You have 30 seconds to put down as many positions as you can think of that would be needed or would contribute to ‘Solving the Problem’

• Your table has 3 mins to consolidate and develop the ideal ‘Solving the Problem’ team

• Share out
Parent Engagement Framework and Research

[Image of the Parent Engagement Framework and Research diagram]
Parental Engagement

Parental engagement concepts to notes:

• Acknowledge current engagement
• Value the relationship and effort
• Make the first move

Family engagement can happen anywhere; it’s not just participation in the PTA, fundraisers, and helping with homework. That’s a very narrow definition that doesn’t apply to all families. – Dr. Karen Mapp
Parental Engagement

Parental engagement:

• Go to the parents rather than having them come to the school. Hold an event in the community where the parents will be or near where they work.
• Hold monthly parent lunches.
• Know which community events will welcome GEAR UP participation

  *(Tailgate, Festivals, and Churches oh my!)*

• Parents attend 3 events to gain knowledge about the college-going process and the student receives a voucher for their cap and gown
• Parent focused campus tours
DISCUSSION