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## Appendix A: Required Technical Assistance

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| **Technical Assistance** | **Activities**  | **Provider Responsibilities** | **LEA Responsibilities** | **TEA pays**  | **LEA pays** |
| Professional Development for Core Content Teachers and Vertical Teams | 1.2-1.4 | Needs assessment at grantee campuses; collaboration with grantees to design PD; PD delivery; annual report | Participation in needs assessment and program design; instructor assignment; participation in vendor evaluation | All  | n/a |
| Facilitation of Near Peer Advising | 3.1-3.3, 3.5 | Recruitment, training and ongoing support of Near Peer Advisors who serve on LEA campuses; PD for LEA counselors on college and career advising and working with NPAs | Maintain ratio of 1:250 advisorsAllow and support required Advisor activities;participation in vendor evaluation | All state level costs  | Advisor salary; local program costs (Allowable use of grant funds) |
| Development and Implementation of Technology Tools | 4.1-4.2 | Create tools to support advisor work, including student, parent, counselor and admin-facing resources; Provide training to advisors and LEA stakeholders | Adopt and implement tools with fidelity Participation in evaluation of tools and vendor | All | n/a |
| Performance Management and Program Evaluation | All | Determine data collection needs, set up collection systems, train local GEAR UP staff on collection methods and develop capacity in performance management. Facilitate tracking of all required activities and metrics listed in Appendix A | Collect and submit data and all required reporting with fidelity and timeliness | All state level costs | Local staff time for data collection and management (allowable use of grant funds) |
| Middle School Career Exploration Course | 2.1 | Develop courseTrain instructors | Adopt curriculum and course materials; participation in evaluation of materials and vendor | All | n/a |
| Statewide GEAR UP Professional Events | All | Coordinate and promote activities for all Texas GEAR UP grantees to convene and explore best practices | Attend and participate in required events | All except travel | Travel (allowable use of grant funds) |

## Appendix B: Detailed Review of Program Activities and Metrics

**Strategy 1:** **Increase Academic Rigor** - Facilitate an increase in access to, perceived value of, and student success in academically rigorous courses through extensive professional development for teachers, counselors, and administrators, and targeted tutoring for students.

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| **Required Activity Description** | **Who/What** | **YR 1** | **YR 2** | **YR 3** | **YR 4** | **YR 5** | **YR 6** | **YR 7** |
| **1.1** Provide professional development to core content teachers |
| **1.1.1** Teachers will participate in professional development that supports a rigorous curriculum (project-based learning, advanced instructional strategies, teacher externships, student engagement, etc.) | Core Content Teachers | ≥50%  | ≥50%  | ≥50%  | ≥50% | ≥50%  | ≥50%  | ≥50%  |
| **1.1.2** Teachers will participate in at least three individualized educator coaching and/or mentoring sessions. | Primary Cohort Core Content Teachers | ≥20%  | ≥20%  | ≥20%  | ≥20%  | ≥20%  | ≥20% | ≥20%  |
| **1.2** Provide professional development to vertical teams |
| **1.2.1** Educators and administrators (middle school, high school and institutions of higher education) will meet as vertical teams to align curriculum and reduce the need for remediation at the postsecondary level. | Days of Vertical Teaming | ≥5 days  | ≥5 days  | ≥5 days  | ≥5 days  | ≥5 days  | ≥5 days  | ≥5 days  |
| **1.3** Provide college and career advising trainings to counselors |
| **1.3.1** High school counselors will complete training in college and career advising. | Counselors |  | 100% Trained | Maintain | Maintain | Maintain | Maintain | Maintain |
| **1.4** Provide targeted tutoring to primary cohort students with failing grades |
| **1.4.1** Primary cohort students who receive a failing grade on a progress report will receive targeted academic tutoring. | Primary Cohort | ≥90%  | ≥90%  | ≥90%  | ≥90%  | ≥90%  | ≥90%  | ≥90%  |
| **1.5** Increase timely participation in Algebra I |
| **1.5.1** Ensure availability of Algebra I at feeder Middle Schools | Middle Schools | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| **1.5.2** Students will complete Algebra I in 8th or 9th grade | Primary Cohort |  | ≥30%  | ≥85%  |  |  |  |  |
| **Strategy 1 - Cumulative Impact Success Metrics** |
| **1.6** On-time promotion rate will exceed the baseline state average promotion rate. | Primary Cohort |  | Exceed baseline |  |  |  |  |  |
| **1.7** Students will complete a Pre-AP, Pre-IB, AP or IB course by 11th grade. | Primary Cohort Students |  |  |  |  | ≥60%  |  |  |
| **1.8** Students will be eligible to earn college credit through achievement of a passing score on the AP exam, IB exam, or completion of a rigorous dual credit course. | Primary Cohort Students |  |  |  |  |  | ≥60%  |  |
| **1.9** Students who graduate on the Foundation High School Program with an Endorsement and/or receive the Distinguished Level of Achievement will exceed the baseline state average. | Primary Cohort Students |  |  |  |  |  | Exceed baseline state average |  |
| **1.10** Students will meet the college readiness criterion on the SAT, ACT, or the Texas Success Initiative (TSI) Assessment. | Primary Cohort Students |  |  |  |  |  | ≥50%  |  |
| **1.11** Students who enroll in postsecondary education will place into college level courses without the need for remediation. | Primary Cohort Students who Enroll |  |  |  |  |  | ≥60 %  |  |

**Strategy 2:** **Prepare Middle School Students** - Empower students with pathway information early, though individualized college and career advising in middle school, and adoption of a high-quality, TEKS-aligned career exploration course.

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| **Required Activity Description** | **Who/What** | **YR 1** | **YR 2** | **YR 3** | **YR 4** | **YR 5** | **YR 6** | **YR 7** |
| **2.1** Pilot middle school college and career exploration course using open source materials created by TEA |
| **2.1.1** Through adoption and implementation of state course materials, district ensures that middle school students receive information about the district’s high-quality pathways and programs of study that align to postsecondary programs and high-demand careers available to them. | All (Primary Cohort and Priority Students) | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| **2.1.2** Students will demonstrate competencies in career exploration, measured by middle school career course end-of course exam.  | All (Primary and Priority Cohort Students) Pass Rates | ≥80% | ≥80% | ≥80% | ≥80% | ≥80% | ≥80% | ≥80% |
| **2.2** Provide postsecondary and career information through multiple mediums to students and parents |
| **2.2.1** Each year, students and parents will receive information about postsecondary and career options, preparation and financing. Multiple outreach techniques are required, including but not limited to community events, web-based and print communications. | Students and Parent Access to Information | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| **2.2.2** Each year, parent attendance at Texas GU events and services will increase. | Parent Attendance |  | Increase | Increase | Increase | Increase | Increase | Increase |
| **2.3** Provide at least one individualized college and career counseling session to students each year. |
| **2.3.1** In middle school, students will receive at least one comprehensive, individualized college and career counseling session. | Primary Cohort Students | ≥90% | ≥90% |  |  |  |  |  |
| **2.4** Facilitate at least one college visit for students per year. |
| **2.4.1** In middle school, students will attend at least one college visit. | Primary CohortStudents | ≥75% | ≥75% |  |  |  |  |  |
| **2.5** Facilitate enrollment of students in summer program |
| **2.5.1** In middle school, students will attend a summer program (academic acceleration, enrichment, college exploration, etc.). | Primary Cohort Students | ≥30% | ≥30% |  |  |  |  |  |
| **Strategy 2****Cumulative Impact Success Metrics** |
| **2.6** On-time promotion rate will exceed the baseline state average promotion rate. | Primary Cohort |  | Exceed baseline |  |  |  |  |  |

**Strategy 3:** **Expand Advising for High School Students** - Mitigate the effects of high student-to-counselor ratios and provide robust, individualized college and career advising through the adoption of a Near Peer Advising model in GEAR UP high schools.

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| **Required Activity Description** | **Who/What** | **YR 1** | **YR 2** | **YR 3** | **YR 4** | **YR 5** | **YR 6** | **YR 7** |
| **3.1** Collaborate with advising provider to develop a Memorandum of Understanding (MOU), to be approved by TEA, outlining the parameters of Near Peer Advisor management, support, and required and permissible activities. | LEA and NPA Provider | Execute |  |  |  |  |  |  |
| **3.2-3.4** Adopt, pilot and refine MOU to continually enhance partnership with advisor provider, with direction from TEA. | LEA and NPA Provider |  | Adopt,Pilot &Refine | Adopt,Pilot &Refine | Adopt,Pilot &Refine | Adopt,Pilot &Refine | Adopt,Pilot &Refine | Adopt,Pilot &Refine |
| **3.5** Allow and support all required Near Peer Advisor activities supporting college and career readiness, in the manner agreed upon in the Memorandum of Understanding.  |
| **3.5.1** Students will receive at least one comprehensive, individualized college and career counseling session | Primary Cohort Priority Students |  | n/a75% | 90%75% | 90%75% | 90%75% | 90%75% | n/a75% |
| **3.5.2** Students will attend at least one college visit | Primary Cohort Priority Students |  | n/a50% | 75%50% | 75%50% | 75%50% | 75%50% | n/a50% |
| **3.5.3** Students will attend a summer program (academic acceleration, enrichment, college exploration, etc.). | Primary Cohort Priority Students |  | n/a15% | 30%15% | 30%15% | 30%15% | 30%15% | n/a15% |
| **3.5.4** Parents will receive at least one individualized college and career counseling session. | Primary Cohort Priority Students |  | n/a25% | 50%25% | 50%25% | 50%25% | 50%25% | n/a25% |
| **3.5.5** Each year, primary cohort parent attendance at Texas GU events and services will increase. | All Parents |  |  | Increase | Increase | Increase | Increase |  |
| **3.6** Provide financial support to cover Near Peer Advisor salary as well as associated program costs assessed at the school level, such as events and materials. Grant funds may be used in the early years of the grant, but grantee must ensure sustainability by covering an increasing proportion of funds from local funds over the course of the grant. More information provided in Section 5 of this document. | LEA pays |  | 100% grant funds | 75% grant funds | 50% grant funds | 25% grant funds | No grant funds used | No grant funds used |
| **Strategy 3** **Cumulative Impact Success Metrics** |
| **3.7** Each year, 85% of tenth graders will take the PSAT or ACT Aspire exam. Each year, 85% of eleventh graders will take the SAT or ACT exam. | All 10th and 11th Graders | ≥85% | ≥85% | ≥85% | ≥85% | ≥85% | ≥85% | ≥85% |
| **3.8** By the end of the primary cohort’s sixth year (grade 12), 85% of primary cohort students will complete at least two college applications. | Primary Cohort Students |  |  |  |  |  | ≥85% |  |
| **3.9** By the end of the primary cohort’s sixth year (grade 12), 85% of primary cohort students will complete the Federal Application for Federal Student Aid (FAFSA). | Primary Cohort Students |  |  |  |  |  | ≥85% |  |
| **3.10** The primary cohort completion rate will meet or exceed the baseline state average completion rate. | Primary Cohort Students |  |  |  |  |  | Exceed baseline State Average |  |
| **3.11** At least 60% of primary cohort students will enroll in postsecondary education in the fall after high school graduation. | Primary Cohort Students |  |  |  |  |  |  | ≥60% |
| **3.12** The percentage of primary cohort students who complete the first year of college will meet or exceed the baseline district average. | Primary Cohort Students |  |  |  |  |  |  | Exceed baseline State Average |

**Strategy 4:** **Leverage Technology** - Expand advisor capacity and amplify high-quality resources through the adoption of targeted, user-centered technology tools for advisors, counselors, students and parents.

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| **Required Activity Description** | **Who/What** | **YR 1** | **YR 2** | **YR 3** | **YR 4** | **YR 5** | **YR 6** | **YR 7** |
| **4.1** Pilot and implement technology tools developed by TEA to support the work of Near Peer Advisors, including resources for parents, students, counselors and administrators. | All Campuses with Required Technical Assistance | Pilot | Pilot | Adopt | Adopt | Adopt | Adopt | Adopt |

**Strategy 5: Develop Local Alliances -** Establish or expand existing alliances with business, higher education, and community partners that support student achievement and offer opportunities for career exploration.

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| **Required Activity Description** | **Who/What** | **YR 1** | **YR 2** | **YR 3** | **YR 4** | **YR 5** | **YR 6** | **YR 7** |
| **5.1** Form a local Beyond Grad advisory council, including public and higher education personnel, parents, and business and community members to meet quarterly and advise the LEA’s implementation, review progress toward LEA goals and build external community support. | LEA with local Partners | Form | Maintain | Maintain | Maintain | Maintain | Maintain | Maintain |
| **5.2** Facilitate work-based learning opportunities for students through local partnerships. |
| **5.2.1** Each year, 30% of the primary cohort students will participate in a work-based learning opportunity. | Primary Cohort Students | ≥30% | ≥30% | ≥30% | ≥30% | ≥30% | ≥30% |  |

## Appendix C: Summary of District Activities Required in Year 1

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| **Strategy 1: Increase Academic Rigor** | **Means** |
| Engage ≥50% of high school core content teachers in professional development that supports a rigorous curriculum | Required Technical Assistance |
| Provide ≥20% of high school primary cohort core content teachers with at least three individualized educator coaching and/or mentoring sessions. | Required Technical Assistance |
| Complete at least five days of vertical teaming in order to align curriculum and reduce the need for remediation at the postsecondary level. | Required Technical Assistance |
| Provide targeted academic tutoring to ≥90% of primary cohort students who receive a failing grade on a progress report will receive targeted academic tutoring. | LEA Provides |
| Ensure availability of Algebra I at feeder Middle Schools | LEA Provides |
| **Strategy 2: Prepare Middle School Students** | Means |
| Provide all middle school students and parents with information about postsecondary and career options, preparation and financing.  | LEA Provides |
| Pilot preliminary modules of middle school college and career exploration course using open source materials created by TEA. | Required Technical Assistance |
| Provide ≥90% of primary cohort students with at least one comprehensive, individualized college and career counseling session. | LEA Provides |
| Ensure ≥75% of primary cohort students attend at least one college visit. | LEA Provides |
| Ensure ≥30% of primary cohort students attend a summer program (academic acceleration, enrichment, college exploration, etc.). | LEA Provides |
| Ensure ≥30% of primary and priority cohort students will participate in a work-based learning opportunity. | LEA Provides with local partners |
| **Strategy 3:** **Expand Advising for High School Students** | **Means** |
| Collaborate with advising provider to develop a Memorandum of Understanding (MOU), to be approved by TEA, outlining the parameters of Near Peer Advisor management, support, and required and permissible activities. | LEA with Technical Assistance Provider |
| Ensure 85% of tenth graders take the PSAT or ACT Aspire exam. Ensure 85% of eleventh graders take the SAT or ACT exam. | LEA Complies |
| **Strategy 4: Leverage Technology** | **Means** |
| Participate in technology testing, focus groups, surveys or other research as requested by TEA. | TEA coordinates |
| **Strategy 5: Develop Local Alliances** | **Means** |
| Form a local GEAR UP advisory council, including public and higher education personnel, parents, and business and community members to meet quarterly and advise the district’s implementation, review progress toward district goals and build external community support. | LEA Coordinates with Local Partners |
| **Grant Management and Reporting** | **Means** |
| Designate a district-level project leader as the GEAR UP coordinator. Direct grant funds may be used to pay for up to 50% of the salary for a grant coordinator. | District Provides |
| Collect and monitor program participation and performance data and maintain sufficient and appropriate records. | District Provides w/ Required Technical Assistance |
| Complete and submit all state and federal project evaluation and reporting requirements to appropriate personnel in the format requested and by the stated deadline. | District Provides |
| Send sufficient and appropriate personnel to two national GEAR UP conferences, the Texas GEAR UP State Conference, and all grant-related meetings.  | District Participates |