LOUISIANA GEAR UP EXPLORERS' CLUB MANUAL

2022-2023

LOUISIANA GEAR UP
powered by LOSFA
A Program of the Board of Regents

REGENTS

Roles and Responsibilities of the Explorers' Club Sponsors

Explorers' Club Sponsors must sign a contract agreeing to perform all required activities to implement the Louisiana GEAR UP Explorers' Club.

Explorers' Club Sponsors are expected to:

1. Manage the Explorers' Club program on the school level according to the Explorers' Club Manual and the LFOS/Louisiana GEAR UP Manual in collaboration with the On-Site School Coordinator, Parent Liaison, Trailblazer, LOSFA Near Peer Mentors and other LFOS/Louisiana GEAR UP staff, as required.

2. Establish a calendar of associated events and activities with the OSSC and Parent Liaison.

3. Document and complete at least one meeting with principals, administrators, and Louisiana GEAR UP school team per quarter.

4. Attend mandatory quarterly meetings with the Youth Advocacy Specialist to ensure effective Club implementation.

5. Prepare and submit an annual Explorers' Club Action Plan with accompanying activity or event each quarter.

6. Facilitate Explorers' Club meetings that promote the goals and objectives of GEAR UP, with an emphasis on club members' grade specific college/career match and fit, that must occur at least twice each quarter per cohort/grade level. College and Career Club lessons should be used as outlined per the Youth Advocacy Specialist and NCCEP personnel. Use of alternate lessons must be approved by Youth Advocacy Specialist and/or NCCEP personnel. No more than one alternate lesson per quarter can be implemented.

7. Work with Louisiana GEAR UP staff to facilitate tutoring and/or mentoring sessions according to respective School Improvement Plan.

8. Ensure the Explorers' Club hosts events during the course of the school year.

9. Work with OSSC and Parent Liaison to know if students attending events do/do not have a media disclosure form on file and seat them accordingly.

10. Facilitate the election of Club officers and ensure they are trained to facilitate Club activities.

11. Demonstrate that an average of 20% or more of the school's Louisiana GEAR UP cohort participates in Club activities (lessons, events, projects, etc.).

12. Attend required Louisiana GEAR UP conferences and trainings, and recruit and register student participants for Louisiana GEAR UP conferences and trainings, including the annual Youth Leadership Summit.

13. Work with Louisiana GEAR UP staff to ensure that club activities are promoted to local, state and federal lawmakers and education leaders.

14. Submit sign-in sheets, photos and copies of completed lesson documents as part of the quarterly report for each meeting, activity, or event.

15. Report the completion of Explorers' Club scheduled activities.

16. Assist with collecting data, including data required for submission of the Louisiana GEAR UP Annual Performance Report (APR), which is due in April of 2023.

17. Complete other duties as necessary to fulfill program goals and objectives.

18. When completing virtual initiatives, at least two LOSFA supported staff must be in the online platform with students at all times. LOSFA supported staff includes LFOS staff members, LFOS stipend positions (OSSCs, Sponsors, Parent Liaisons), and/or postsecondary partner staff paid via contract with LOSFA.

GETTING STARTED

⮱ Step One- Develop the Strategic Plan

The Louisiana GEAR UP Explorers' Club mission is to:

"Encourage all Louisiana GEAR UP students to develop positive behaviors and achieve academic success through the enhancement of various opportunities of exploration; nurturing their pursuit of lifelong learning and improvements to themselves, their schools, and their community."

Create a clear written plan that defines how your Club will achieve this mission. As you develop a strategic plan please keep the following requirements in mind:

- ⮞ Sponsors are required to facilitate two lessons per quarter.
- ⮞ Each Club will elect officers.
- ⮞ Sponsors are required to demonstrate that an average of 20% or more of the school's GEAR UP cohorts participate in Club activities.
- ⮞ Sponsors will submit sign-in sheets and photos after each meeting, lesson, activity, or event as appropriate.
- ⮞ Sponsors are required to submit an Action Plan to Louisiana GEAR UP.

Your written plan should describe how you intend to accomplish these requirements with measurable targets and deadlines.

⮱ Step Two- Attend the Summer Boot Camp

A head start in elevating an existing Explorers' Club or starting a new Explorers' Club for the fall semester is to attend the Spring Leadership Conference and Summer Boot Camp. If you are unable to attend, you will have the resources and support needed to run an excellent Club, however attendance is strongly recommended. At the Summer Boot Camp you will:

- ⮞ Develop a strategic plan for your Club
- ⮞ Learn how to build support for your Club
- ⮞ Share best practices with other Sponsors and stakeholders
- ⮞ Learn how to use new Club lessons and tutorials
- ⮞ Learn how to use Egnyte to upload club documents and download information and Cayen to track student participation

⮱ Step Three- Build Support, Promote, Recruit

It is important for Sponsors to remember that they are not alone in the pursuit of student achievement. The Louisiana GEAR UP staff, parents and coworkers are here to assist you with providing intentional and enriching experiences focused on preparing students for college and careers. Please feel free to use the Contact Information Sheet for any additional support you may need throughout the school year.

Here are some suggestions to help you build excitement and buy-in for your Club:

- ⮞ Officers prepare and deliver a presentation to the school board about Club efforts
- ⮞ Invite parents to a meeting when a lesson is being delivered
- ⮞ Post pictures of an Explorers' Club event on Facebook or your school's website
- ⮞ Send a press release to local media inviting them to cover your next event

One way to draw in potential members is to make daily or weekly announcements over the PA or television system in your school. These announcements should be upbeat, enthusiastic, and direct the students to additional information on what being an Explorer involves. These announcements should also provide information on when and where an informational meeting is going to be held, what details will be covered, and where information will be available.

Another way to bring in potential Explorers is to contact teachers and the advisors of student organizations within your school and ask them to suggest students to be recruited. These staff members have a unique perspective on the students they work with on an academic level, but also in relation to how the student interacts with others on a team. Once identified, these students can then be given an invitation to the information session.

Other approaches to promoting your Club include:

- Post flyers around the school highlighting the benefits of Club membership
- Get past members to encourage their friends to join (in person, on social media)
- Include Club flyers in a parent mailing

➲ Step Four- Start Your Club

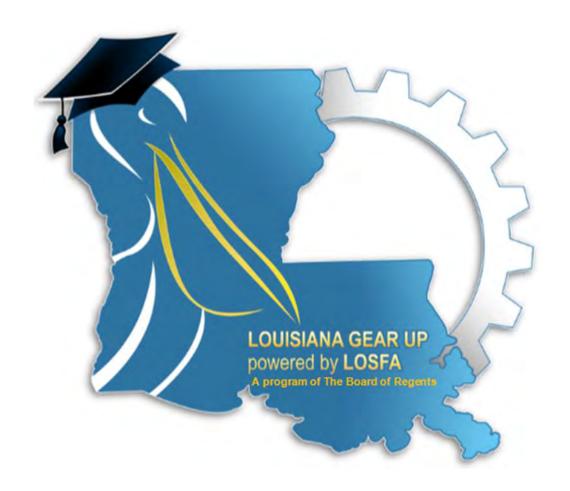Below you will find the process for a establishing a Club at your school:

- Identify administrators that understand and support the mission and operations of the Club. Involve them in what you do from the start. Be sure to check with your administrators on the process for starting student organizations at your school if you do not have a current Explorers' Club.
- Gain the support of other educational professionals such as guidance counselors, teachers, teaching aids, custodians, etc.
- Identify students eligible for membership.
- Invite the eligible students and parents to an information session on the benefits of being part of the Explorers' Club. At least 20% of the GEAR UP cohorts is required to establish a Club.
- Once you have registered your organization with the school and recruited your first members, complete your tracking information in Cayen and submit sign-in sheets to Egnyte.

➲ Step Five- Hold Your First Meeting

The first meeting of the year is a chance to welcome back active members, orient new members to the Club activities, and get everyone excited for a great year! This meeting will be largely informational, so don't worry about incorporating a lesson or activities this time. If possible, provide snacks and play music.

The first meeting agenda should include:

- Welcome all members with an opening energizer (see activity guide sample)
- Overview the purpose of the Explorers' Club
- Lead a brainstorm session about expectations (What do members want to achieve? What expectations should members live up to?)
- Explain the officer roles and procedures for nomination
- Define meeting times and dates
- Register new members

Louisiana GEAR UP Explorers' Club Action Plan

School: _____

DOMAIN: Academics			
Suggested Activities	Tutoring sessions, guidance counseling (courses, etc.), homework assistance, LEAP and GEE preparation		
Goal 1	**Activities (list activities that will accomplish this goal)**	**Equipment, Personnel, or other support needed**	**Evaluation (how will you know when this goal has been accomplished?)**
Goal 2	**Activities (list activities that will accomplish this goal)**	**Equipment, Personnel, or other support needed**	**Evaluation (how will you know when this goal has been accomplished?)**

School: _____

DOMAIN: Advocacy			
Suggested Activities	Social media outreach, meetings with elected officials, supporting Calls to Action, etc.		
Goal 1	**Activities (list activities that will accomplish this goal)**	**Equipment, Personnel, or other support needed**	**Evaluation (how will you know when this goal has been accomplished?)**
Goal 2	**Activities (list activities that will accomplish this goal)**	**Equipment, Personnel, or other support needed**	**Evaluation (how will you know when this goal has been accomplished?)**

School: _____

DOMAIN: Behavior and Leadership			
Suggested Activities	Group sessions, behavior modification planning, leadership and team building activities, mentoring, etc		
Goal 1	**Activities (list activities that will accomplish this goal)**	**Equipment, Personnel, or other support needed**	**Evaluation (how will you know when this goal has been accomplished?)**
Goal 2	**Activities (list activities that will accomplish this goal)**	**Equipment, Personnel, or other support needed**	**Evaluation (how will you know when this goal has been accomplished?)**

School: _____

DOMAIN: College Preparation and Career Exploration			
Suggested Activities	ACT Test Preparation, college tours, career planning, financial literacy, Louisiana GEAR UP speakers, LOSFA speakers, college admissions visits, etc		
Goal 1	**Activities (list activities that will accomplish this goal)**	**Equipment, Personnel, or other support needed**	**Evaluation (how will you know when this goal has been accomplished?)**
Goal 2	**Activities (list activities that will accomplish this goal)**	**Equipment, Personnel, or other support needed**	**Evaluation (how will you know when this goal has been accomplished?)**

ELECTING LOCAL CLUB OFFICERS

Officer roles are a good way to recognize your top performers and give them an opportunity to support and lead their fellow Explorers.

It is important to develop a clear vision for how you would like to elect officers so that you can promote this process right when school is in session - potentially at your first Explorers' Club meeting. Utilize school announcements, host an information session, or have members nominated by staff and peers to fill these positions.

Promote this opportunity to serve as soon as school resumes. The sooner officers are in place and trained, the more time they will have to help take the program to the next level. When electing officers, we encourage you do so by your third meeting.

Each Club should have five officers that will help ensure the success of the program. The titles of these officers may vary, however the following are recommended:

- President - Plan and preside over meetings with sponsor, lead the creation of team goals in the Action Plan, serve as the primary student ambassador for the Explorers' Club, and motivate the entire team.

- Vice President of Club Development - Recruit new members and ensure involvement of active members, coordinate and plan meetings and competitive events activities and involvement.

- Vice President of Communications - Lead the effort for all communications activity, update members on upcoming events and opportunities, track attendance and compile records forms, use social media and in-school methods to promote the Explorers' Clubs activities and successes.

- Vice President of Community Outreach and Advocacy - Connect the various stakeholders of service effort prepare, implement and track community service and school improvement efforts, serve as the liaison to the administration, school board and parents of members.

- Vice President of College Readiness - Prepare the plan for college visits and tours throughout the year, coordinate Unlock My Future time for members and connect members to other resources for this effort such as school counselors, college prep advisors, guest speakers, etc.

We recommend that you elect five officers without specific titles in mind. This will become your officer team. Once the team has been identified students can select specific offices based on interest and skills. While each officer may focus on a particular area of effort, the team should work collaboratively to accomplish their goals. The primary responsibilities of the officer team are:

- Serve as a communication link between the sponsor and the club members

- Take work off the task lists of sponsors (requires proactive delegation)

- Represent the Explorers' Club positively and with pride

- Offer support to other Explorers in pursuit of committee goals

- Motivate and inspire Explorers' Club members to fulfill their mission

⊃ Expectations of Officers

Officers must be the example for other Explorers' Club members in behavior, academics, and leadership. Below are some suggested expectations for Explorers' Club officers. It is important to communicate expectations clearly from the start and hold officers accountable for their behavior.

- ▸ Attendance at all meetings is required for Explorers' Club officers
- ▸ Officers must set the behavioral example in school
- ▸ Officers must have a minimum GPA of 2.50
- ▸ A positive attitude is required as an Explorers' Club officer

⊃ Tasks for Officers

While roles and responsibilities will vary for officers, below are several examples of tasks officers can and should help complete.

- ▸ Helping complete meeting achievement and attendance information for all Club meetings
- ▸ Planning events or projects and compiling records after each activity is implemented
- ▸ Recruiting members to join Explorers' Club
- ▸ Promoting the accomplishments of Explorers' Club members
- ▸ Supporting advocacy efforts to build and sustain Louisiana GEAR UP programs

⊃ Selection

Officer candidates can be nominated or can self-nominate at your first few meetings. A more in- depth selection process may yield the best officers, but if you are forming a new club and want to make it easy for students to nominate themselves, that is also possible.

If you are planning to use nominations, teachers, administrators, or fellow Explorers can nominate potential officers for a leadership position. These nominations should be submitted by the second Explorers' Club meeting of the school year so that a ballot can be created and candidates can be screened if necessary.

It is recommended that elections be held in a meeting where all members would vote, but officers can be selected by the sponsor. Be sure to clearly define expectations and responsibilities during the selection process.

CLUB CONSTITUTION AND BYLAWS

ARTICLE I: NAME & PURPOSE

Section A: Name – The name of this club shall be the Louisiana GEAR UP Explorers' Club.

Section B: Purpose – The purpose of this club shall be to continue LOSFA's mission of Promoting, Preparing for, and Providing College Access through student engagement and outreach.

Explorers' Club is a student-run organization that provides peer leadership opportunities and extends the benefits of summer programs throughout the academic year. Explorers' Club charges members to make wise academic and behavioral decisions leading to success in postsecondary education.

1. Promote and increase postsecondary education awareness and advocacy within the school environment and community

   a. **Objective:** Explorers will aid in fostering a college-going culture among students by participating in LOSFA-sponsored and school based events

      i. **Strategies:**

         1. Develop and implement school-appropriate college access projects

         2. Participate in web-based hangouts, chats, and communication via mobile text

   b. **Objective:** Explorers will aid in increasing awareness and support of stakeholders

      i. **Strategies:**

         1. Develop and implement at least one advocacy campaign per semester

         2. Partner with local school district and governmental board to participate in community-based events

2. Promote and increase college application completion within the school

   a. **Objective:** Explorers will play an important role in supporting and/or maintaining college application completion status at their school during Louisiana College Application and Access Month

      i. **Strategies:**

         1. Promote Lil' CAAM and LCAAM with fliers and other promotional items during the month of October

         2. Gather postsecondary items and paraphernalia to promote various colleges

         3. Participate in web-based hangouts, chats, and communication via mobile text

3. Promote and increase FAFSA completion within the school and community

   a. **Objective:** Explorers will play an important role in increasing financial aid awareness and access during Financial Aid Awareness Month

      i. **Strategies:**

         1. Learn and understand the Free Application for Federal Student Aid (FAFSA)

         2. Become familiar with various options for financial aid (i.e. scholarships, grants, and loans)

         3. Participate in web-based hangouts, chats, and communication via mobile text

ARTICLE II: MEMBERSHIP

Section A: Membership - Membership shall be open to all Louisiana middle and high school GEAR UP students as appropriately determined by LOSFA and Louisiana GEAR UP.

Section B: Eligibility - An active member must be able to meet the attendance requirements for club meetings and to perform any committee or club assignments.

1. The Explorers' Club charges members to make wise academic and behavioral decisions leading to success in postsecondary education.

Section C: Etiquette – An active member must maintain sound representation of the Club and his/her school.

1. Communication shall remain timely and frequent between LOSFA, Explorers' Club members, and Officers. A response window of 48 hours shall be given for feedback.

2. Members must be identified during all LOSFA-sponsored and school-based college access events by donning LOSFA paraphernalia and/or business casual attire as appropriate. Other school-based professional wear may be approved by LOSFA.

ARTICLE III: OFFICERS

Section A: Officers – Club officers, where appropriate, shall be President, Vice-President of Club Development, Vice-President of Communications, Vice-President of College Readiness, and Vice- President of Community Outreach and Advocacy.

1. State Officers, where appropriate, will be selected among collective chapters.

    State Officers shall be as follows

        a. Governor

        b. Lieutenant Governor

        c. Secretary of State

        d. Attorney General

        e. Treasurer

        f. Senate President

        g. Speaker of the House

Section B: Election – The officers shall be elected by ballot at the first meeting of the fall semester by a majority of the vote cast for office.

Section C: Term – The officers shall serve for one year and their term of office shall begin at the commencement of the fall semester.

Section D: Vacancy – Vacancies shall be filled by a special election.

ARTICLE IV: DUTIES OF OFFICERS

Section A: President – It shall be the duty of the President to:

- Preside at meetings
- Vote only in case of a tie
- Represent the club
- Appoint committee chairpersons subject to the approval of the Executive Committee
- Serve as an ex-officio member of all committees except the nominating committee
- Perform such other duties as ordinarily pertain to this office

Section B: Vice-President of Club Development – It shall be the duty of the Vice- President of Club Development to:

- Oversee active participation of all members
- Maintain a current roster of membership
- Recruit New Members
- Update Club on upcoming events and opportunities
- Assist Guests

Section C: Vice-President of Communications – It shall be the duty of the Vice-President of Communication to:

- Record the minutes of all meetings
- Publicize the Club
- Issue notices of meetings and conduct the general correspondence of the club

Section D: Vice-President of College Readiness – It shall be the duty of the Vice-President of Education to:

- Prepare and plan for college visits and tours
- Coordinate Unlock My Future time for members
- Ensure accountability of wise academic and behavioral decisions

Section E: Vice-President of Community Outreach and Advocacy – It shall be the duty of the Vice-President of Community Outreach to:

- Connect the various stakeholders of service efforts
- Prepare, implement, and track community service
- Serve as the liaison to administration, school board, and parents of members

Section F: Governor – It shall be the duty of the Governor to:

- Plan and preside over State Officer meetings and the Spring Leadership Conference
- Deliver an address to the General Assembly on the State of the Program

Section G: Lieutenant Governor – It shall be the duty of the Lieutenant Governor to:

- Serve as Governor in the event of vacancy or if the Governor is unable to act as Governor
- Updates clubs on upcoming events and opportunities

Section H: Secretary of State – It shall be the duty of the Secretary of State to:

- Prepare the update on Explorers' Club membership and student involvement status
- Oversees spring officer election process

Section I: Attorney General – It shall be the duty of the Attorney General to:

▸ Protect the rights and interests of Louisiana GEAR UP students

▸ Grant advisory opinions on subject matters pertaining to the wellbeing of Louisiana GEAR UP students

Section J: Treasurer – It shall be the duty of the Treasurer to:

▸ Oversee disbursement of Explorers' Club funds

▸ Provide updates on the condition of the program (Louisiana GEAR UP) and its finances, and on approved Louisiana GEAR UP expenditures

Section K: Senate President – It shall be the duty of the Senate President to:

▸ Control the flow of debate

▸ Decide questions of order during Officer meetings

Section L: Speaker of the House – It shall be the duty of the Speaker of the House to:

▸ Serve as chief negotiator

▸ Preserve order and decorum

▸ Rule on points of order during meetings and special sessions

ARTICLE V: MEETINGS

Section A: Meetings – Regular meetings shall be held monthly during the regular school year.

Section B: Special Meetings – Special meetings may be called by the President or Advisor with the approval of the Executive Committee.

Section C: Quorum – A quorum shall consist of two-thirds (2/3) of the membership.

ARTICLE VI: EXECUTIVE COMMITTEE

Section A: Responsibility – Management of this club shall be vested in an Executive Committee responsible to the entire membership to uphold these bylaws.

Section B: Membership – This committee shall consist of the state officers as listed in Article III:A:1 and the appointed LOSFA representative.

Section C: Meetings – This committee shall meet at least once between regular meetings of the club to organize and plan future activities.

ARTICLE VII: ADVISOR

Section A: Selection – There shall be a faculty/staff Sponsor who shall be selected each year.

Section B: Duties – The responsibilities of the faculty Sponsor shall be to:

- Maintain an awareness of the activities and programs sponsored by the student club.
- Meet on a regular basis with the leader of the student club to discuss upcoming meetings, long range plans, goals, and problems of the club.
- Attend regular meetings, executive board meetings as often as schedule allows.
- Assist in the orientation of new officers.
- Explain and clarify school and organization policy and procedures that apply to the club.
- Maintain contact with LOSFA and Louisiana GEAR UP.
- Provide direction in the area of parliamentary procedure, meeting facilitation, group- building, goal setting, and program planning.
- Inform club members of those factors that constitute unacceptable behavior on the part of the club members, and the possible consequence of said behaviors.

ARTICLE VIII: INITIATIVES

Section A: Mentoring Sessions with officers and LOSFA Staff – The College Mentoring Sessions allow students to meet individually or in small groups with their Explorers' Club Sponsor and members of the LOSFA staff. Officers are able to provide mentoring to their fellow peers while members of the LOSFA staff are able to mentor in a more traditional manner (adult to students). Students are able to connect with and be surrounded by adults and peers who build and support their college-going aspirations.

- Responsible for co-leading mentoring sessions with peers and LOSFA Staff by researching and suggesting topics and implementing discussions and/or activities as appropriate
- Collaboration with Aspire to Inspire Comprehensive Mentoring Program

Section B: Louisiana College Application and Access Month (LCAAM)/Lil' CAAM –

The purpose of this effort is to assist students with navigating the complex college admissions process and to ensure that they apply to at least one post-secondary institution of interest. Schools have the opportunity to invite families to attend and to take advantage of completing and submitting college applications with their students.

- Assist OSSC with planning and implementing college application completion workshops
- Collect sign-in sheets and ensure completion of at least one college application by each student
- Promote event(s) via fliers, electronic communication, etc.

Section C: FAFSA Completion Workshop – LFOS/Louisiana GEAR UP school staff should promote financial aid events and encourage all cohort families to sign-up and complete a Free Application for Federal Student Aid (FAFSA) application. LOSFA representatives can assist students and parents with registering for FSA IDs and FAFSA completion.

- Responsible for manning sign-in/registration, ensuring availability of informational material, and distributing and collecting surveys.

Section D: FLY Tour (Financial Literacy for You) – The FLY Tour is a theatrical presentation that will provide college access information and resources in an effort to increase financial awareness, academic performance and participation in college preparatory events. The FLY Tour is a one-week long event that will take place in the fall semester, and two-week long event that will take place in the spring semester of the academic year on various college campuses.

- ▸▸ Promote FLY Tour beginning in the Fall and Spring semesters via fliers, electronic communication, etc.
- ▸▸ Assist OSSC with securing students to attend FLY Tour at preferred location
- ▸▸ Gather sign-in sheets and/or permission slips for students attending event

Section E: Louisiana GEAR UP Conference – The Explorers' Club Conference is an interactive one- or multi-day event where students are able to participate in leadership, college preparatory and team building activities.

- ▸▸ Assist Sponsor with securing students to attend the Louisiana GEAR UP Conference
- ▸▸ Manage registration and/or sign-in as appropriate prior to and during event
- ▸▸ Assist LOSFA Staff as needed with distribution of promotional and informational items to students

Section F: College Acceptance/Award Recognition Day – As a follow-up to Louisiana College Application and Access Month, students who have been accepted to a college will be formally recognized by LFOS and Louisiana GEAR UP in existing school award ceremonies.

- ▸▸ Assist Sponsor with planning and implementation by leading advertising projects (i.e. via flyers, electronic communication, etc.), managing class participation, and ensuring completion through collection of deliverables

ARTICLE IX: AMENDMENTS

Section A: Selection – These bylaws may be amended by a two-thirds (2/3) majority vote of the chapter membership and/or by the Executive Committee.

Section B: Notice – All members shall receive advance notice of the proposed amendment at least five days before the meeting.

CLUB CONSTITUTION AND BYLAWS

When you think about promotion of your Explorers' Club, social media outlets are probably at the top of your mind, and for good reason! Social media is an easy, fast and FREE way to get the word out to your students, parents, school and community about your Club. Connect with LOSFA via any of the following ways!

@LOSFA (http://facebook.com/LOSFA)

@LOSFA (http://twitter.com/LOSFA)

@LOSFA001 (http://instagram.com/LOSFA001)

@LOSFA1000 (http://youtube.com/LOSFA1000)

▶▶ The general LOSFA hashtag across all social media platforms is #LAprospers, #GeauxToCollege.

@Louisiana GEAR UP (https://www.facebook.com/lagearup1/)

@LAGEARUP (https://twitter.com/LAGEARUP)

@LA_GEARUP (https://www.instagram.com/la_gearup)

▶▶ The general hashtags for GEAR UP are #LAGEARUP and #GEARUPWORKS.

PROMOTING EXPLORERS' CLUB IN YOUR COMMUNITY

One key to your Club's success is promoting the program effectively within your school and community. Getting the staff and students excited and involved is essential to beginning and maintaining the energy and success of Explorers' Clubs.

➲ Informing Parents

Supportive parents are powerful tools for impacting your Explorers. Parents want to be informed and involved with their children's education. Consider:

- ▸▸ Sending a letter of explanation and welcome to new student parents.
- ▸▸ Having a parents' night before school starts with a fun and informational session. This is a good time to showcase the work you have done at the institute and share your presentation.
- ▸▸ Hosting an event for parents only where information is distributed and they can meet and network with other parents.

➲ Informing Your School Community

Making connections with school board, administration, and other community organizations is important to making Explorers' Clubs a transformational experience in your school. Consider:

- ▸▸ Sending teams of well-prepared students to present at local school board meeting following the completion of each semester highlighting the program's success
- ▸▸ Having students stop in regularly to staff meetings to present to all teachers on happenings and progress of the program
- ▸▸ Sharing your team's mission statement and goals with the administration
- ▸▸ Writing an informational memo to all teachers and putting it in their mail boxes the first week of class with the Action Plan for Explorers' Club and what to expect
- ▸▸ Holding a welcome assembly the first month of school with welcome posters and banners highlighting creative ways to promote a college going culture

➲ Informing Your Community

The Explorers' Club is a great public relations opportunity for your school. Show your community that you are committed to progressive education and a college going school culture. Consider:

- ▸▸ Writing a press release and sending it to all local media before an Explorers' Club event and inviting them to film and report on the program (local human interest piece, "good news" story)
- ▸▸ Writing a follow up article and send it, along with photographs of the program to local media
- ▸▸ Presenting at local organizations such as: the Rotary, community board and organizations, other professional organizations

➲ Connecting to LOSFA

We are committed to the success of your Explorers' Club. Remember to utilize our team as resources throughout the year!

DATA TRACKING

Data will help Sponsors to make decisions about how to best spend their time. This data will allow you to make adjustments to the Action Plan and help the Club stay focused on the big goals set early in the year. Sponsors will be required to track:

- ▸▸ Participation in Explorers' Club activities
    - ▸▸ Meeting attendance
    - ▸▸ Lesson participation
    - ▸▸ Group project/event completion
    - ▸▸ Event participation
    - ▸▸ Use of Egnyte and Cayen

In addition, it would be valuable for Sponsors to gather the following data:

- ▸▸ Academic data
- ▸▸ School attendance data
- ▸▸ High school graduation
- ▸▸ College acceptance

Required reporting procedures in each quarter are as follows:

1. Complete a Meeting Sign-in sheet during each meeting.

2. Complete Career & College Club lessons and upload into Egnyte and Cayen on meetings and projects identifying which students participated and providing explanations.

3. Return all forms for the quarter to the Louisiana GEAR UP office one week following the close of the quarter via Egnyte and Cayen.

Tracking Virtual Participation/Meetings

Virtual participation/meetings are hosting of a meeting in a virtual environment. The top virtual participation/meeting platforms are Zoom, GoToMeeting, Google Classroom, Microsoft Teams and Tutor.com. Virtual participation/meetings allow groups of students/adults to collaborate or participate in an event/activity through an Internet connection. The virtual participation/meeting platforms generally have an audio and video component.

At the basic level, participants need the following equipment for virtual participation/meetings:
- An Internet connection
- Audio (computer speakers, microphone, or telephone)
- Webcam

For virtual events, all participation must be tracked in Cayen and deliverables uploaded into Egnyte. The participation/meeting can be tracked by providing one of the following deliverables:
- Snapshot/download the participants from the online platform and attached a LGU/LFOS sign in sheet with the event information completed at the top.
- Provide a list of the participants and attach a copy of the LGU/LFOS sign in sheet with the event information completed at the top.
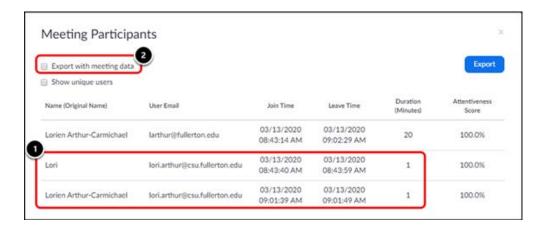
Directions for Downloading Participation from Zoom

1. Log in to Zoom on the web.
2. Click Reports and then choose Usage.
3. Check that the date range at the top includes the session for which you want to take attendance. Then click on the Participants link for the session.
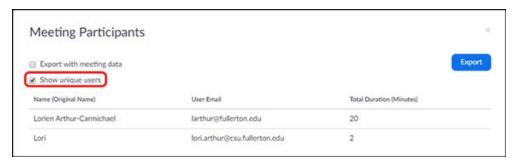

4. Check that the date range includes the date of the session for which you want to take attendance. If not, adjust the date range and click Search.
5. Then click the Participants link for the session.
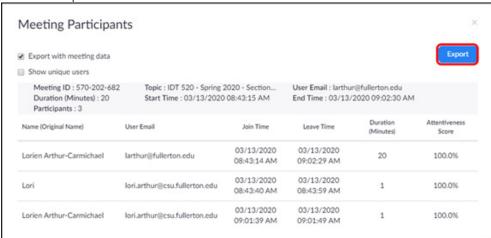6. Review the report. Check the Export with meeting data checkbox.

7. You can choose to export the report without the meeting data, but it's recommended that you include it to avoid confusion if you download multiple reports.

*Notice that the same student joined the meeting twice. This happens when a student leaves the meeting and re-joins it. You won't be able to tell if they left the meeting because of technical difficulties, but you can see how long they were in the meeting under Duration.

8. Click Export with meeting data.
9. Click Show Unique users to see a collapsed list of each unique attendee and their total duration.
10. The Total Duration includes the total amount of time the student spent in the meeting even if they left/rejoined several times.

11. Click Export.

GoTo Meeting- Directions for Downloading Participation

Organizers can download an Excel (.xls) file of the attendee list after the meeting is over. Downloading is available in the Meeting Diagnostics Report.

1. Log in at https://global.gotomeeting.com
2. Click the **History** tab.
3. Select the desired meeting to view the attendee list with details (i.e., name, email address, and join & leave times).
4. To download the attendee list, click **Diagnostics** to open the Meeting Diagnostics Report and click **Download attendee list** at the bottom of the page.

Directions for Downloading Participation from Google Classroom

Open your report

1. Sign in to your Google Admin console.
   *Sign in using an administrator account, not your current Gmail account, if applicable.
2. From the Admin console Home page, go to **Reports**.
3. On the left, under Apps Reports, click **Classroom**.
4. Scroll and point to a graph to see date-specific statistics.
5. At the bottom of Posts created, check or uncheck a box to sort by teachers or students.
6. (Optional) To remove a graph or add one back:
7. At the top, click **Manage Reports**.
8. Click Remove X or Down arrow icon and then the graph.
9. Click Save.

Download a report

1. Open the report (instructions above).
2. In the top corner of a graph, click Download icon.
3. Choose a format and click Download.

Directions for Downloading Participation from Microsoft Teams

During the meeting
1. Select Show participants.
2. Choose Download attendee list.

Note: The report will download as a .CSV file that can be opened in Excel. The .CSV file contains the name, join time, and leave time of all meeting attendees. Only meeting organizers can download attendance reports. This option isn't available to other attendees.

How to access all reports
1. Go to the Microsoft Teams admin center in the left navigation.
2. Select Analytics & reports.
3. Go under Report; choose the report you want to run.

Recommendations for Documenting Virtual GEAR UP Services and Work

We have all entered a whole new era of how we work, interact with one another, and serve students and families. While we do not have all the answers on how to best work in this virtual space, the purpose of these recommendations is to provide some means of capturing your virtual work as it relates to two areas: 1) *Virtual GEAR UP Service Data Entry*, and 2) *Documenting Virtual Outgoing Work*. This work was developed by a small group of GEAR UP researchers who are actively seeking the best ways to navigate data entry in a remote learning and work from home environment, as well as taking feedback from our webinar on this topic. These recommendations should be considered in light of COVID-19, noting that the U.S. Department of Education (ED) may provide more or less latitude than what is provided here; we simply do not know yet. **The bottom line is this: Keep providing and documenting services as you would, just record them as virtual.**

The first section (*Virtual GEAR UP Service Data Entry*) provides recommendations on how to capture and code services provided to students and families, for those services that students and/or families actively participate in. The second section (*Documenting Virtual Outgoing Work*) provides recommendations on how to document your work that may not be counted as a student or family service, but includes permissible activities that you can document to demonstrate your work and/or outreach. These recommendations will not fit neatly into every data management system or work protocols, so feel free to adjust and/or customize them to best meet your needs. These are recommendations to help us navigate our work; we will update them as we gather more information and as our remote learning, virtual world evolves. There are three premises to take note of as it relates to these recommendations.

1. It is unlikely that ED will be issuing any guidance, and if they do, it could be some time before that happens, so our intent was to establish some community-developed recommendations which can help systematize how we collectively approach this work and provide a rationale in the event that ED were to question how and why specific documentation decisions were made.

2. These recommendations are designed to balance the need for data fidelity by creating common recommendations for GEAR UP staff to use as they implement and document their work.

3. These are "preliminary" recommendations, and will be updated, adjusted, and/or modified as we gather information and learn best practices from constituents.

Virtual GEAR UP Service Data Entry

This section includes recommendations for GEAR UP services that include interaction and/or engagement with students and families. This section refers to services that include *back-and-forth communication* between you and students and/or families.

Phone calls
- **Definition**: Audio-only communication that happens in real time. Can be individual or small group (e.g., conference call).
- **Details**:
    - Label: Virtual service type = Phone
    - Service Category = Individual or small group and coded based on type of activity

○ Time: Same as for in-person meetings

Live video chats
- **Definition**: Any exchange where you see and talk with a student/family member in real time. Includes Face Time, Zoom, Google Hangouts, etc. Can be individual or small group.
- **Details**:
  ○ Label: Virtual service type = Video
  ○ Service Category = Individual or small group and coded based on type of activity
  ○ Time: Same as for in-person meetings

Virtual instruction/synchronous learning activities
- **Definition**: Presentations or activities you deliver to students/family members in real time over the internet using Zoom, Google Classroom, Instagram Live, Facebook Live, etc. This includes instruction where students are active and engaged at the time of instruction.
- **Details**:
  ○ Label: Virtual service type = Video/Virtual Synchronous Learning
  ○ Service Category = Individual or small group and coded based on type of activity
  ○ Time: Same as for in-person activities
  ○ Note: Just as with in-person activities, some participants may arrive late or leave early and that is okay, just be accurate within reason.
- **Notes and Documentation:**
  ○ To count as a service, you need to be able to document that each student/family member is actually participating. One way to do this is to find a way to get participants to use the chat or comments feature of whatever platform you are using to document their attendance.
  ○ Some platforms also allow for participants to "Raise-a-Hand," participate in in-session Poll Questions and Surveys in real time, as well as have end-of-session surveys that can be set up to go out to registrants/participants. Some platforms even track all of the comments and responses by participant log-in and/or student name.
  ○ Some platforms will not record student's actual names, e.g., Instagram. You could conduct a survey of student's Instagram handles and/or have a staff member verify students.

Virtual instruction/asynchronous learning activities
- **Definition**: Activities/assignments delivered to student/family members asynchronously through a learning management system (e.g., Google Classrooms, Blackboard, etc.). This includes instruction where students can participate on their own time.
- **Details**:
  ○ Label: Virtual service type = Video/Virtual Asynchronous Learning
  ○ Service Category = Individual or small group and coded based on type of activity

- Time: Record the average time anticipated to complete the assignment and use that time for all students for the assignment
- **Notes and Documentation:**
  - To count as a service, you need to be able to document that each student/family member actually participated. It is important for you to create a system for documenting who participated. This could be a simple spreadsheet that you translate to your data system.

Text messages and instant messages
- **Definition**: Two-way communication with individual students via text or instant message.
- **Details**:
  - Label: Virtual service type = Text or instant message
  - Service Category = Individual and coded based on type of activity
- **Notes and Documentation:**
  - There has been an ongoing conversation about how to count text messages since many are using this service to advise students. One of the common issues is whether/how to assign time to the texts. There has been discussion, but little consistency.
  - Because outgoing texts cannot necessarily be confirmed as read, they can be considered similar to mailings, which are outreach/recruitment tools but not necessarily direct services. However, when a student responds and a one-on-one discussion takes place, then that clearly indicates an interaction, and active participation by students.
  - Taking this into account, a strategy is to count every two incoming texts (i.e., from a student) as 5 minutes of service, using the date of the first text as the service date.
  - Outgoing texts (from the GEAR UP staff) would not be counted as a service, but if you want to track those as outreach, it is recommended that they are included within your 'Other' services recorded as 1 minute per outgoing text. As noted, these would not be recorded as direct GEAR UP services and they would not map to an APR service category.
  - For those who use Signal Vine, Remind, or Student Success Agency, they are able to give clients a copy of every outgoing and incoming message by ID. This list is not exhaustive.

Emails
- **Definition**: Two-way communication with individual students via email.
- **Details**:
  - Label: Virtual service type = Email
  - Service Category = Individual and coded based on type of activity
- **Notes and Documentation:**
  - Following the same logic as text messages, a strategy is to count every incoming email from a student as 5 minutes of service, using the date of the email as the date of service.
  - Outgoing emails (from the GEAR UP staff) would not be counted among these, but if you want to track those as outreach, it is recommended that they are included within your 'Other' services recorded as 1 minute per outgoing text. As noted, these would not be recorded as direct GEAR UP services and they would not map to an APR service category.

Documenting Virtual Outgoing Work

This section includes recommendations for documenting permissible GEAR UP activities that do not have follow-up engagement from students and/or families. This includes activities that are allowable and permissible for GEAR UP that *do not necessarily qualify* as a GEAR UP service because there is not student/family member engagement. It may still be beneficial to document your time in these activities, especially as GEAR UP staff are being asked to demonstrate their remote work.

- **Rationale**: Now that we are all working remotely, we are learning how challenging it is to connect virtually with students/family members during this unprecedented time. Unfortunately, students/family members must actively participate for a service to count toward GEAR UP grant reporting. However, the work you are doing to reach out and offer information/support to students/family members is still incredibly important. Given that, you can track that information internally, but not count it as a GEAR UP service.

- **Definition**: Documents, notifications, and/or instruction that you share out to students/family members to give them information, offer support, or invite them to reach out to you. These could include asynchronous presentations that are not responded to, text or instant messages, emails, letters, or other communications you send out to students/parents. For these outgoing services, it does not matter whether you get a response (responses are tracked separately per the section above, *Virtual GEAR UP Service Data Entry*). This section provides guidance on how to document your outreach only.

- **Exception**: There are, however, allowable and permissible activities that you might provide to students/family members that can be counted as a service and do not require follow-up engagement. A primary example of that would be an email campaign or social media campaign on FAFSA completion, college choice, etc. that can be reported on the Annual Performance Report (APR) or Final Performance Report (FPR) in the Executive Summary or as a state-wide initiative (for state grantees), but you would <u>not</u> include this in the secondary school service table, unless you coded it as "Other" and denoted that it was outreach only.

- **Notes and Documentation:** You can keep your own records of outgoing contacts so that you can document your time offering and providing allowable and permissible GEAR UP activities that are not responded to by students/family members.

- The list below outlines some key items to document your work. Again, this could be done on a simple spreadsheet you create.
    - Date of the attempted contact
    - Method (phone, asynchronous learning, text, email, etc.)
    - Name(s) of the students/family members (and associated student) who received the message (even if they did not answer it)
    - Very brief description of the content (e.g., checking in/emotional support, video about college choice, information about remote learning strategies, class tutoring, etc.)