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September 28, 2017

Tim Flannery, Audit Manager
Department of Legislative Audit
427 S. Chappelle
Pierre, SD 57501

Dear Mr. Flannery,

Attached are responses to your follow-up questions, on behalf of Secretary Schopp and the South Dakota Department of Education.

I appreciate that these are good faith efforts to clarify earlier answers. It is my hope that these facts will help certain committee members who have been repeating untrue claims or conspiracy theories relating to this matter.

- No GEAR UP money was embezzled.
- There is not $62 million that is missing or was misspent.
- The U.S. Department of Education has been kept fully informed about this matter, including receiving copies of audits and reports.
- And, most egregiously, there is no evidence to support the offensive conspiracy theory that the deaths of the Westerhuis family were anything other than a murder-suicide, as professional criminal investigators have found.

Based upon my advice, no SD DOE staff will appear at the October GOAC hearing with regard to this matter. Furthermore, because of the pending civil litigation and upcoming criminal trials, I have advised SD DOE against answering any further questions at this time. I believe the committee has what it needs at this time to consider proposals for legislation relating to this matter, and I need to protect the state's interests in the civil proceedings.

1. Please explain the process used to apply for both the first and second GEAR UP grants.

The Secretary cannot address the process used during the first GEAR UP grant application. The application for the first GEAR UP grant would have been in 2005, when she was serving as the Director of Teacher Certification and Accountability and had no involvement with GEAR UP.

The second GEAR UP grant was submitted in July of 2011 – several months after Secretary Schopp was appointed to her current position. The Secretary recalls that Mid Central approached the South Dakota Department of Education (SD DOE) about the grant. As is common practice with certain competitive grants, SD DOE did not take the lead on writing the grant application, even though the agency would ultimately submit it. Mid Central developed the content of the grant; however, the listed contact person for matters involving the application was Roger Campbell. See Attachment 1. Mr. Campbell would have reviewed the grant application prior to it being submitted to the U.S. Department of Education. SD DOE fiscal staff would have reviewed the final application budget prior to it being submitted. Submissions are made online to US DOE.

2. How were these grants built into the State budget process?

Expenditure authority is required in order for SD DOE to expend federal grant money. The Department's budget, which includes notations for federal grants, is part of the yearly general appropriations bill. In the State's single audits conducted by the Department of Legislative Audit, GEAR UP funds are listed in the Schedule of Expenditures of Federal Awards by Federal Department. The Single Audit is then later listed on the GOAC agenda as a specific item.

DLA FY 2012 Single Audit – Gaining Early Awareness and Readiness for Undergraduate Programs - $1,614,270

GOAC agenda May 14, 2013 - Item 7

DLA FY 2013 Single Audit – Gaining Early Awareness and Readiness for Undergraduate Programs - $2,636,994

GOAC agenda May 7, 2014 - Item 4

DLA FY 2014 Single Audit – Gaining Early Awareness and Readiness for Undergraduate Programs - $3,375,364

GOAC agenda May 19, 2015 – Item 7

DLA FY 2015 Single Audit – Gaining Early Awareness and Readiness for Undergraduate Programs - $2,850,278

GOAC agenda May 17, 2016 – Item 4

3. The South Dakota Department of Education (SD DOE) made payments to BC Kuhn from July, 2008 to September, 2011. What were these payments to BC Kuhn for? If these payments were for contractual services, please provide copies of the related contracts.

The requested contracts are attached. Attachments 2-8. In general, they are for evaluative services as delineated in each contract. The only contract not related to evaluative services was for $6,500 for grant writing services. This contract was in relation to SD DOE's application for an Indian Land Tenure Grant. SD DOE ultimately was awarded this grant, which

helped to fund the development of the Oceti Sakowin Core Concepts. None of these contracts are in relation to the second GEAR UP grant.

4. Please provide the names of your supervisors from the first day of your employment with the SD DOE until the date of your appointment as Secretary in January, 2011.

- Deputy Secretary. Direct supervisor: Tom Oster.
- Director of Teacher Certification and Accountability. Direct supervisors (over the years): Ray Christensen, Tom Hawley, Karon Schaack, Rick Melmer.
- Technology Integrationist. Direct supervisor: Tammy Bauck.

5. Prior to being appointed as Secretary, you indicated your involvement with the GEAR UP program was minimal. Please explain what that means.

Secretary Schopp's exposure to the program was minimal. The program didn't exist while she was a teacher with the Lemmon School District for 23 years. Similarly, the program didn't exist when she was employed by the Department as a Technology Integrationist or as the Director of Teacher Certification and Accountability initially. Secretary Schopp was employed as the Deputy Secretary in 2008. She was generally aware of it but not involved with its administration or oversight. The use of the term "minimal" indicates that her involvement was nominal or paltry, and she had no decision-making authority over the activities of the grant.

6. In the Committee's letter to you, dated August 4, 2017, we asked for memos and emails in support of your decision to terminate the sub-award agreement with Mid Central. We are interested in the documentation as it relates to conflicts of interest and related parties. Did you report your concerns about conflicts of interest and related parties to the Governor or the Governor's Chief of Staff?

Communications with the Governor or his staff are privileged. Emails and memos are privileged. Documents prepared in anticipation of litigation or in response to litigation are privileged. Communications with legal counsel are privileged.

7. In April, 2012 you received an email from Roger Campbell of his concerns about the GEAR UP program. In your testimony to the Committee you indicated that in April, 2012 the SD DOE implemented an online system for submitting GEAR UP documentation and that invoices began to be reviewed on a random sampling basis. Was this done in response to Mr. Campbell's concerns?

I don't think this question can be fairly answered by simply stating that this was done solely in response to Mr. Campbell's concerns. Certainly, Mr. Campbell's concerns did lead to increased oversight of the GEAR UP grant, but oversight of the grant was important to the Secretary early on in the life of the grant.

If the crux of this question is to assess whether the Secretary took Mr. Campbell's concerns seriously, review Mr. Campbell's email of Aug. 1, 2012, when he wrote: "At no time has the intent of my actions ever been questioned by the Department. but rather have been

encouraged to continue to seek a level of accountability that has been non-existent since the inception of the first SD Gear Up Program."

In that same email, he also wrote: "It has been decided that the Department will move forward with increased diligence in the monitoring of both of these grants now that we have established an improved level of grant administration from MCEC ..."

8. Who appointed the GEAR UP Advisory Board for the second GEAR UP grant?

While this group is referred to as a "board," it appears to have functioned as a committee and was advisory in nature. Mid Central was responsible for the creation and operation of this group and Mid Central selected its members. The group was established to provide advice and promote collaboration on how to best serve students residing in Indian Country.

9. Please provide a list of those individuals serving on the GEAR UP Advisory Board for the second GEAR UP grant and how much each member was paid.

SD DOE reviewed Mid Central's requests for reimbursement related to this group. The following amounts were paid to the individuals listed below for work on this group:

- Keith Moore (chair): $36,000
    - August 2012 – May 2013
- Rick Melmer: $9,000
    - August 2012 – May 2013
- Rodney Bordeaux: $34,000
    - October 2012 – August 2015

These were the only three individuals paid specifically for work on this group. Dan Geuricke, Stacy Phelps, Scott Westerhuis, and various SD DOE and SD BOR staff attended some of these meetings as part of their regular employment.

10. In your testimony to the Committee on July 24, 2017 you indicated LuAnn Werdel was released from employment because of a change in administration. In your written response to Committee questions, dated August 22, 2017, you indicated you asked Ms. Werdel to resign for personnel issues. Please clarify the reason for Mr. Werdel's resignation and provide any documentation relating to her resignation.

These two answers are entirely consistent. When a new administration comes into office, it is routine for changes to be made in some high-level positions. Obviously, these decisions are based in part on a decision about the person currently holding the office. In this case, Secretary Schopp recommended, based on her knowledge of personnel issues, that Ms. Werdel not be retained in the new administration, and Ms. Werdel was asked to resign.

Any documentation relating to Ms. Werdel's resignation would be in her personnel file, which is not subject to disclosure.

11. In the Committee's letter to you, dated August 4, 2017, we asked for persons other than LuAnn Werdel and Roger Campbell that expressed concerns of improprieties or wrong doings of grants handled by Mid Central or any other related organizations. You did not answer this question in your response dated August 22, 2017. Please provide this information.

As previously stated, staff questioned items submitted under the grant and items were denied that were determined to be not allowable. This question was answered in the prior response wherein it was stated that "SD DOE's concerns with the grant were based on requests for reimbursement of expenditures. As payment requests came in, grants management staff reviewed the claims and would question those items and deny those that we determined to be not allowable. These concerns led to increased monitoring and ultimately to the decision to terminate the contract." Nothing further will be added to the answer previously given, besides the obvious response that the South Dakota Department of Legislative Audit conducted a thorough review of Mid Central. That review identified a number of deficiencies (improprieties/wrongdoings) with Mid Central to include:

1. Inadequate oversight of related parties and conflicts of interest.
2. Unauthorized withdrawals from MCEC's bank account - **$1,388,630 remained missing on September 30, 2015.**
3. Findings related to the GEAR UP grant program – MCEC failed to correctly identify the nature of its relationship with AIII for administration of the GEAR UP program. **Had MCEC correctly identified the relationship with AIII as a sub-recipient, MCEC would have been required to monitor AIII's compliance with certain federal regulations, including the requirement to obtain annual financial compliance audits in accordance with the Federal Single Audit Act.**
4. Findings related to the Teacher Quality grant program – this was a direct grant to MCEC and the findings determined there were **unsupported costs of $1,342,409.**
5. Findings related to the Wakan Gli grant program – this was a direct grant to MCEC and the findings determined there were **unsupported costs of $221,271.**
6. Indirect costs issue affecting all programs.

12. When asked how many Native American students went to college during the last 12 years of the program, you could only tell lawmakers that number was 285 for the most recent school year. How many of those 285 students went on to college specifically and primarily because of the GEAR UP program?

As previously stated, any answer to this question would be highly speculative. Many factors influence why a child chooses to pursue a college education, and it would be difficult to isolate one. That said, I would point you to the most recent evaluation of GEAR UP conducted through the Government Research Bureau at the University of South Dakota. The evaluation

uses both quantitative and qualitative data to provide a picture of the program's successes and challenges. Some highlights include:

- Schools implementing GEAR UP at a high level had significantly higher levels of ACT completion (indicating an interest in postsecondary education). (p. 9)

- GEAR UP schools averaged significantly higher percentages of students scoring proficient or advanced on the state science test, than at similar non-GEAR UP schools. In addition, GEAR UP schools also averaged higher percentages of students scoring proficient or advanced on the state math test. (p. 10)

- Focus group participants (including regional and site coordinators and Rapid City program staff) viewed GEAR UP programming as positive and significant, and the availability of resources as having a direct impact on students' perceptions of attending college. (p. 15). They also remarked on the positive correlation between participation in the Reading Plus and Think Through Math programs and performance on student assessments. Another strength they mentioned was the integration of cultural awareness and sensitivity. (p. 15)

- These same focus group participants identified challenges such as turnover of administration and staff in the participating schools; competing priorities for students which limits their participation in program activities; and financial barriers and transportation issues for parents. (p. 16)

13. Please provide the annual GEAR UP evaluation reports prepared by other parties over time.

See the following GEAR UP evaluations included as Attachments 9-11:

- 2012-13 Evaluation performed by Per Group
- 2011-14 Evaluation performed by BC Kuhn Evaluation
- 2014-15 Performed through the Government Research Bureau at the University of South Dakota

Sincerely,

Paul E. Bachand

Attachments

PEB:rh

OMB Number: 4040-0004
Expiration Date: 03/31/2012

Application for Federal Assistance SF-424

* 1. Type of Submission:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
☐ Preapplication	☒ New	
☒ Application	☐ Continuation	* Other (Specify):
☐ Changed/Corrected Application	☐ Revision	

* 3. Date Received:	4. Applicant Identifier:
07/13/2011	

5a. Federal Entity Identifier:	5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:	South Dakota Department of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
466000364	8097916920000

d. Address:

* Street1:	800 Governors Drive
Street2:	
* City:	Pierre
County/Parish:	
* State:	SD: South Dakota
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	57501-2291

e. Organizational Unit:

Department Name:	Division Name:
South Dakota Department of Edu	Office of Indian Education

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:	Mr.	* First Name:	Roger
Middle Name:			
* Last Name:	Campbell		
Suffix:			

Title:	Indian Education Coordinator

Organizational Affiliation:

* Telephone Number:	605-773-3783	Fax Number:	605-773-6139

* Email:	Roger.campbell@state.sd.us

Contract Number 2008C-434

DB-1200-445

State Auditor Number

DEPARTMENT OF EDUCATION
STATE OF SOUTH DAKOTA
CONSULTANT CONTRACT
FOR CONSULTANT SERVICES BETWEEN

(Brinda Kuhn (RR 1 Box 347 (Clarksburg, WV 26301 (	) AND	(Office of Secretary (700 Governors Drive (Pierre, SD 57501-2291 (
(Hereinafter referred to as Consultant)		(Hereinafter referred to as State)

The State hereby enters into an Agreement for Consultant Services with the Consultant.

I. THE CONSULTANT:

A. The Consultant services on this agreement commence January 1, 2008 and shall end December 31, 2008.

B. The Consultant has affirmed that he/she is not a full-time state employee as per SDCL 3-12-47.

C. The Consultant will not use state equipment, supplies, and facilities.

D. The Consultant agrees to:

1. Conduct an evaluation of the GEAR UP grant in order to gain direction for improving projects as they develop under this program, and to determine a project's effectiveness after the project has had time to produce results.

2. Assist in the review and updates to the following evaluation tools:

   - Literature Review
   - Logic Model
   - Overall Evaluation Plan
   - Additional Evaluation Questions
   - Data Collection Plan
   - Implementation Questions

3. Conduct a minimum of five (5) 2 week site visits (10 weeks) with a maximum of 26 weeks. Upon completion of each site visit, consultant will provide a report and/or minutes, documenting observations and impressions.

4. Conduct a formal evaluation of the program which will include implementation and process evaluation, will encompass monitoring the quality of, and progress on, project goals and objectives; quality of program services; program implementation; staffing variables; project administration and program resources.

5. Assemble the required Annual Performance Report in regards to demographic, performance, and service data collected at the school level and budget and matching information maintained by the State and Mid-Central Educational Cooperative.

Contract Number 2008C-434

State Auditor Number

DEPARTMENT OF EDUCATION
STATE OF SOUTH DAKOTA
CONSULTANT CONTRACT
FOR CONSULTANT SERVICES BETWEEN

(Brinda Kuhn	)	(Office of Secretary	)
(RR 1 Box 347	)	(700 Governors Drive	)
(Clarksburg, WV 26301	) AND	(Pierre, SD 57501-2291	)
(	)	(	)

6. Assist in the creation of survey tools and aggregation of survey results for the Annual Performance Report.

7. Perform all services as set forth in the attached Proposal.

E. The Consultant agrees to hold harmless and indemnify the State of South Dakota, its officers, agents and employees, from and against any and all actions, suits, damages, liability or other proceedings which may arise as a result of performing services hereunder. This section does not require the Consultant to be responsible for or defend against claims or damages arising solely from acts or omissions of the State, its officers or employees.

F. The Consultant agrees to provide services in compliance with the Americans with Disabilities Act of 1990.

II. THE STATE:

A. The State will make a total payment upon satisfactory completion of the services on this contract not to exceed $65,000.00. Payment will be made based upon the attached budget. Payment will be made in monthly installments upon receipt of an itemized invoice submitted by Consultant and approved by the State.

B. The State will not pay Consultant expenses as a separate item.

C. The State does not agree to perform any special provisions.

III. SUPERCESSION PROVISION: All other prior discussions, communications and representations concerning the subject matter of this Agreement are superseded by the terms of this Agreement, and except as specifically provided herein, this Agreement constitutes the entire agreement with respect to the subject matter hereof.

IV. AMENDMENT PROVISION: This contract contains the entire agreement between the parties, and is subject to and will be construed under the laws of the State of South Dakota, and may be amended only in writing signed by both parties.

V. TERMINATION PROVISION: This agreement can be terminated upon thirty (30) days written notice by either party and may be terminated for cause by the State at any time with or without notice.

Contract Number 2008C-434

State Auditor Number

DEPARTMENT OF EDUCATION
STATE OF SOUTH DAKOTA
CONSULTANT CONTRACT
FOR CONSULTANT SERVICES BETWEEN

(Brinda Kuhn	)	(Office of Secretary)
(RR 1 Box 347	)	(700 Governors Drive)
(Clarksburg, WV 26301	) AND	(Pierre, SD 57501-2291)
(	)	( )

VI. INSURANCE PROVISION: The Consultant agrees, at its sole cost and expense, to maintain the appropriate insurance required by the State during the period of this agreement.

VII. CONTROLLING LAW PROVISION: This Agreement shall be governed by and construed in accordance with the laws of the State of South Dakota. Any lawsuit pertaining to or affecting this Agreement shall be venued in Circuit Court, Sixth Judicial Circuit, Hughes County, South Dakota.

VIII. COMPLIANCE PROVISION: Consultant will comply with all federal, state and local laws, regulations, ordinances, guidelines, permits and requirements applicable to providing services pursuant to this Agreement, and will be solely responsible for obtaining current information on such requirements.

IX. DEFAULT PROVISION: This agreement depends upon the continued availability of appropriated funds and expenditure authority from the Legislature for this purpose. This agreement will be terminated by the State if the Legislature fails to appropriate funds or grant expenditure authority. Termination for this reason is not a default by the State nor does it give rise to a claim against the State.

X. EQUAL EMPLOYMENT OPPORTUNITY CLAUSE: Consultant is required to comply with E.O. 11246, "Equal Employment Opportunity", as amended by E.O. 11375, "Amending Executive Order 11246 Relating to Equal Employment Opportunity," and as supplemented by regulations at 41 CFR Part 60, "Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor."

XI. NONDISCRIMINATION CLAUSE: Consultant agrees to comply with all Federal statutes relating to non-discrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683 and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) Sections 523 and 527 of the Public Health Services Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee3), as amended, relating to confidentiality

Contract Number 2008C-434

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DEPARTMENT OF EDUCATION
STATE OF SOUTH DAKOTA
CONSULTANT CONTRACT
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(RR 1 Box 347	)	(700 Governors Drive)
(Clarksburg, WV 26301	) AND	(Pierre, SD 57501-2291)
(	)	( )

of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply.

XII. DEBARMENT, SUSPENSION INELIGIBILITY, AND VOLUNTARY EXCLUSION PROVISION: Consultant certifies, by signing this agreement, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by a Federal department or agency; have not, within a three (3) year period preceding the awarding of this grant, been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsifications, or destruction of records, making false statements, or receiving stolen property, or have not within a three (3) year period preceding this contract had one or more public transactions (federal, state, or local) terminated for cause or default.

In witness hereto the parties signify their agreement by signature affixed below:

B Kuhn 6 Dec 2007 — Consultant Signature (Date)

Authorized State Representative (Date)
Department of Education

State Agency Coding: (Center/Company/Account) 1232519366A0/1000/520413008
1201190366A0/2024/520413008
State Agency contact who can provide additional information regarding this contract: Keith Moore (605) 773-6118

Proposal 2007 – 2008
GEAR UP South Dakota

Evaluation, Data Collection, Performance Reporting, and Technical Assistance

Submitted to:
Keith Moore, Director of Indian Education and GEAR UP, SD Dept of Ed.

Written and Submitted by:
Brinda Kuhn
PO Box 26
Martin, SD 57551

(304) 669-0435
brinda.kuhn@gmail.com

In collaboration with:

The Center for American Indian Research and Native Studies
28649 226th Ave., P.O. Box 484
Martin, SD 57551

(605) 685-6484
craig@nativecairns.org

6 August 2007

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Resume – Brinda Kuhn 11

Brinda Kuhn in collaboration with the Center for American Indian Research and Native Studies (CAIRNS) located near Martin, SD, submits this proposal to the GEAR UP South Dakota (GUSD) Director, Keith Moore, to provide evaluation, data collection, Annual Performance Reporting (APR), and technical assistance to the GUSD grant.

For the last seven years, Ms. Kuhn has evaluated federal grant programs. From February 20, 2006 to January 19, 2007, she served as the lead evaluator for the (GUSD) grant as a consultant and employee of the Academy for Educational Development (AED). A copy of Ms. Kuhn's resume is included in Appendix A.

CAIRNS is an Indian-controlled non-profit research and education center committed to advancing knowledge and understanding of American Indian communities and issues important to them by developing quality educational resources and innovative projects that acknowledge and incorporate tribal perspectives. Incorporated in South Dakota in 2004, the founding members and board of directors are enrolled members of the Oglala Sioux Tribe and residents of South Dakota.

Dr. Craig Howe, Director of CAIRNS, has an accomplished record of developing and teaching successful seminars and institutes. During his tenure as director of the D'Arcy McNickle Center for American Indian History at the Newberry Library in Chicago, Howe organized and taught a number of national and international seminars and institutes dealing with American Indian histories, cultures, and literatures. A second staff member, Emile Osborn, honed his research skills and used his digital graphic design abilities to produce concept booklets, research reports and exhibit graphics at the National Museum of the American Indian in Washington D.C.. In addition to these human resources, CAIRNS has a strong collection of books, articles and archival materials related to American Indians in general, with a specific emphasis on Lakota history and culture.

There are two simple reasons for conducting an evaluation:

1. To gain direction for improving projects as they develop, and
2. To determine a project's effectiveness after it has had time to produce results.

Evaluation Tools

In addition to providing evaluation and assessment as stated in the approved GUSD work plan, Ms. Kuhn will work with the project management team to review and amend the following evaluation tools:

- Literature Review
- Logic Model
- Overall Evaluation Plan
- Additional Evaluation Questions
- Data Collection Plan
- Implementation Questions

Although the development of these documents occurred in year 1 of the grant, they are organic, requiring revisions during the course of the project as implementation, data driven decision-making, and new knowledge by the project management team take effect.

Literature Review

A revision of the current literature review will include culturally relevant articles specific to the intended outcomes of the GUSD program. CAIRNS will perform the necessary research and provide the final revised literature review.

Logic Model

The project logic model shows gaps at the beginning of the program, the interventions needed to close the gaps, and the intended outcomes of those interventions. The logic model presents the overall project design, based on the funded GUSD work plan, requirements of the U.S. Department of Education, and discussions with the project management team.

Overall Evaluation Plan

The overall project evaluation plan will incorporate all elements of the approved and funded work plan and additional implementation and outcome elements as identified by the evaluator and project management team.

Additional Evaluation Questions

Evaluation questions will be reviewed on a regular basis to ensure all aspects of the project are being assessed. Additional questions and data elements will be added as needed.

Data Collection Plan

Ms. Kuhn will work with the project management team to identify data elements to be collected, the source of each element, and the frequency of collection. Data collection will consist of qualitative and quantitative data and be specific to the Annual Performance Report (APR) and evaluation needs. Ms. Kuhn will also assist with the development of basic data collection tools and online surveys.

Implementation Questions

Implementation questions will focus on the activities related to each project objective and to project management. These questions will focuses on assessing progress on the middle "Interventions" column of the logic model. The implementation evaluation provides information for the following purposes:

- To monitor current activities in order to identify problems in program implementation, and thereby improve service delivery
- To measure variability in program delivery for later analyses of program impacts
- To help understand why delivery is or is not carried out as intended

Reports

Reports for the GUSD project will include:

- Site Visit Report(s)
- Annual Formative Evaluation Report
- Annual Performance Report (APR)
- Interim Report
- Final Summative Evaluation Report (year 6 of the GUSD grant – 2011-2012)

Site Visit Report

A minimum of five 2-week site visits (10-weeks) with a maximum of 26 weeks will occur each year. The dates of each visit will be determined by Ms. Kuhn and the project management team. After each site visit, Ms. Kuhn will provide the GUSD management team with a brief site visit report and/or meeting minutes, documenting observations and impressions.

Formative Evaluation (Annual)

The formative evaluation, which includes implementation and process evaluation, will encompass monitoring the quality of, and progress on, project goals and objectives; quality of program services; program implementation; staffing variables; project administration; and program resources. In addition, CAIRNS will review the evaluation for cultural relevance in alignment with goal 5B of the Governors 2010e initiative. The formative evaluation will help inform project management and stakeholders of needed mid-course changes that project management may wish to pursue. At the end of each project year, the Project Director will receive a formative evaluation that describes implementation of major activities, project outcomes for each objective, and makes recommendations for project management consideration. Formative evaluation questions may include:

- To what extent are activities implemented?
- Are interventions being developed rationally for the highest impact and quality for stakeholders?
- What adjustments, if any, are recommended?

Annual Performance Report

GEAR UP State projects are required to submit an Annual Performance Report (APR) to the U.S. Department of Education on an annual basis. This report is typically due mid-April of each year. The U.S. Department of Education uses the APR to justify continued funding of the project by determining the status of progress toward meeting approved GUSD objectives.

In addition to determining substantial progress for a specific grant, the APR is required by the Government Performance and Results Act (GPRA) of 1993, and is used to collect data addressing the performance of the GEAR UP program on a national level.

Ms. Kuhn will assemble this report from demographic, performance, and service data collected at the school level and budget and matching information maintained by the State and Mid-Central Education Cooperative. In addition, the narrative sections will be completed from information gathered in the formative evaluation, interim report, and interviews with the project management team.

The ARP requires reporting on five mandatory parent and student survey questions. Ms. Kuhn will aid in the creation of survey tools and aggregation of survey results for APR reporting and inclusion in the formative evaluation.

Interim Report

The reporting time-period for the APR spans two academic years (April 1 – March 31) and includes activities that occur in the summer. As the GUSD program provides the majority of services during the summer (after APR submittal in April), the U.S. Department of Education has requested GUSD provide them with an interim report at the end of each grant year (August). This report details project successes and obstacles. Ms. Kuhn will aid the GUSD management team in the preparation and submission of this report.

Summative Evaluation (Final Project Year)

The summative evaluation, which assesses project outcomes and/or impact, will look at what a project has actually accomplished in terms of its stated goals. The summative evaluation will be completed at the end of the GUSD project (2011 – 2012). Summative evaluation questions may include:

- To what extent did the project meet its overall goals?
- Was the project equally effective for all participants?
- What components were the most effective?
- What significant unintended impacts did the project have?
- Is the project sustainable?

Technical Assistance

Ms. Kuhn has over seven years experience in the GEAR UP community and will provide on the ground technical assistance in the areas of national GEAR UP best practices, match, data collection, and the writing of project change justifications.

Deliverables and Timeframes

The following work plan includes deliverables and completion dates. The period of performance is from 1 December 2007 to 30 November 2008. Each year the Project Director will be provided with an updated work plan including deliverables and timeframes for the upcoming project year.

GEAR UP South Dakota 2007 - 2008

Proposed Contract Dates: 1 December 2007 - 30 November 2008

Proposed Start Date: 12/1/07

TASKS TO BE COMPLETED	METHODS INVOLVED	DELIVERABLES	COMPLETION DATES
Task 1: Literature Review			
Subtask 1.1: Revise Literature Review	A revision of the current literature review will include culturally relevant articles specific to the intended outcomes of the GUSD program. CAIRNS will perform the necessary research and provide the draft revised Literature Review.	Draft Revised Literature Review	**10/1/08**
	GUSD reviews Literature Review.		**10/11/08**
	CAIRNS finalizes revised Literature Review.	Final Revised Literature Review	**10/25/08**
Task 2: Evaluation Plan			
Subtask 2.1: Revise Evaluation Plan	Working with GUSD, Brinda Kuhn will revise the Evaluation Plan, tailoring it to the needs of the GUSD program. The evaluation plan will include a Logic Model, Evaluation & Implementation Questions.	Draft Revised Evaluation Plan Draft Revised Logic Model Draft Revised Evaluation Questions Draft Revised Implementation Questions	**1/15/08**
	GUSD reviews Evaluation Plan, Logic Model, Evaluation & Implementation Questions.		**1/22/08**
	Brinda Kuhn finalizes Evaluation Plan, Logic Model, Evaluation & Implementation Questions.	Final Revised Evaluation Plan Final Revised Logic Model Final Revised Evaluation Questions Final Revised Implementation Questions	**1/29/08**
Task 3: Data Collection			
Subtask 3.1:Revise Data Collection Plan based on APR and evaluation needs	Brinda Kuhn and GUSD determine data elements to be collected in accordance with APR and project evaluation needs.	Draft Revised Data Collection Plan	**1/15/08**
	GUSD reviews revised Data Collection Plan.		**1/22/08**
	Brinda Kuhn finalizes revised Data Collection Plan.	Final Revised Data Collection Plan	**1/29/08**
Subtask 3.2:Develop Access database for interim data collection	Develop an MS Access database as a temporary repository for collected data until project management identifies an online database solution.	Access Database	**Completed in 2007**

TASKS TO BE COMPLETED	METHODS INVOLVED	DELIVERABLES	COMPLETION DATES
Subtask 3.3: Demographic, Performance, and Activity Data Collection	Brinda Kuhn works with Regional coordinator, South Dakota DOE, and Mid-Central to collect data for the APR and Evaluation Purposes.	Data for APR	**3/15/08**
		Data for Formative Evaluation	**9/15/08**
Subtask 3.4: Student and Parent Mandatory APR Surveys	The ARP requires reporting on five mandatory parent and student survey questions. Brinda Kuhn will aid in the creation of survey tools and aggregation of survey results for APR reporting and inclusion in the formative evaluation.	Aggregation of Student & Parent Surveys for APR Reporting	**3/15/08**
Task 4: Site Visit			
Subtask 4.1: Site Visit Schedule	GUSD & Brinda Kuhn establish Site Visit Schedule.	Site Visit Schedule	**12/31/07**
	A minimum of five 2-week site visits (10-weeks) with a maximum of 26 weeks will occur each year. The dates of each visit will be determined by Ms. Kuhn and the project management team.		
Subtask 4.2: Conduct site visits of selected GUSD sites.	Brinda Kuhn tours selected GUSD project schools to observe program activities and meet with stakeholders. Brinda Kuhn synthesizes data and writes brief site visit report.	TBD - See Site Visit Schedule created in Task 4.1	**On Going**
Task 5: Reporting			
Subtask 5.1: Write formative evaluation report	Brinda Kuhn analyzes data and writes Formative Evaluation report.	Draft Formative Report	**10/30/08**
	GUSD reviews report.		**11/6/08**
	Brinda Kuhn finalizes report.	Final Formative Report	**11/13/08**
Subtask 5.2: Presentation of Formative Evaluation Report	Brinda Kuhn presents report to GUSD at Lakota Nation Invitational Conference.	Presentation	**12/21/08**
Subtask 5.3: Annual Performance Report (APR)	Brinda Kuhn will assemble this report from demographic, performance, and service data collected at the school level and budget and matching information maintained by the State and Mid-Central Education Cooperative. In addition, the narrative sections will be completed from information gathered in the formative evaluation, interim report, and interviews with project management.	Draft APR	**3/15/08**
	GUSD reviews report.		**3/22/08**
	Brinda Kuhn finalizes report.	Final APR for Upload	**4/1/08**
	APR Uploaded to US DOE system.		**4/15/08**

TASKS TO BE COMPLETED	METHODS INVOLVED	DELIVERABLES	COMPLETION DATES
Subtask 5.4: Interim Report	Ms. Kuhn will aid the GUSD management team in the preparation and submission of the interim report.	Draft Interim Report	**on-going**
Task 6: Project Management & Technical Assistance			
Subtask 6.1: Attend meetings, conduct ad-hoc conference calls and/or video conference calls and email communication with GUSD program management team.	Brinda Kuhn participates in ad-hoc meetings and conference calls with GUSD .	Meeting Minutes	**11/20/08**
Subtask 6.2: Technical Assistance	Brinda Kuhn provides technical assistance in the areas of national GEAR UP best practices, matc'ı, data collection, and the writing of project change justifications.		**11/30/08**

Appendix A

Resume – Brinda Kuhn

Brinda Kuhn - Resume

education

Mountain State University
2006 + M.S. in Interdisciplinary Studies with a Concentration in Geocultural Education

Fairmont State University
2003 B.A. in Liberal Arts
2002 A.A. in General Studies

Southern California Regional Occupational Center, Torrance, California
1980 Technical Certification in Computer Operations and Programming

professional experience:

Lead Evaluator.
2007 + Evaluation, Data Collection, Performance Reporting, and Technical Assistance
Current clients include:

- Tribal Ventures, Cheyenne River Reservation 10-year Poverty Reduction Plan, Northwest Area Foundation Grant
- South Dakota GEAR UP State Grant
- Fairmont State University GEAR UP Partnership Grant
- Oglala Lakota College, The Wayawawicakiya Waste (Good Teacher), NSF Grant
- Oglala Lakota College, Magakata Woslolye Oaye (Cultivating Science into the Future), NSF Grant
- Oglala Lakota College & Hopa Mountain, Native Science Field Center, NSF & Bush Foundation Grant

Senior Program Officer. Academy for Educational Development (AED) Washington, DC
2006-2007 Duties included

- Provide project management for data collection and program evaluation on fourteen Federal Department of Education State and Partnership GEAR UP grants located throughout the United States.
- Direct software development life cycle (SDLC) of the GEAR UP Online Evaluation System (GOES) web application from strategic planning to maintenance.
- Design and develop database applications and other web applications and tools to collect, and manipulate reporting data required by the Federal Government for GEAR-UP grant accountability purposes.
- Prepare and write site visit reports, formative and summative evaluations, proposals, technical documents and training materials, white papers, conference materials and federal reports.
- Maintain up-to-date knowledge base on the latest products and services for the evaluation of educational programs.
- Provide presentations, demos, and user training of the GOES product via WebEx.
- On-site evaluation of GEAR UP programs for Federal reporting purposes.

Published Reports
2006 South Dakota GEAR UP Year 1 Formative Evaluation
2006 Fairmont State GEAR UP (2006 Grant) Year 1 Measurable Objective Evaluation

2006 Fairmont State GEAR UP (1999 Grant) Summative Sustainability Evaluation

Accomplishments

Received two AED Innovation Awards:

- AED Innovation award for successful funding of three GEAR UP grants awarded in August 2006. Of the seven GEAR UP proposals written, three (43%) were funded (compared to the national funding rate of 13% for the 2006 cycle). These awards lead to $3.2 million in new multiyear GEAR UP contracts for AED.
- AED Innovation award for 2006-2007 evaluation contract renewals for $780,000.00.

Data & Accountability Specialist. Fairmont State University, GEAR UP Partnership, Fairmont, WV

2000-2006 Duties included

- Management and coordination of data collection, program evaluation, and federal reporting for the $26 million FSU GEAR UP grant serving over 16,550 students in 34 middle and high schools located in nine north-central West Virginia counties.
- Manage FSU GEAR UP Data & Technology center including budgeting and procurement, in addition to supervision and evaluation of data collection and web development staff and contractors.
- Design, develop, and maintain GEAR UP Web Site. Includes graphic design work and ADA (508) compliance.
- Provide web development and graphic design for various college pages such as Community Education, Student Resources, Career Services, and Parents Resources.
- Design and develop database applications and on-line tools to collect and manipulate reporting data required by the Federal Government and Fairmont State for GEAR UP grant accountability purposes.
- Prepare and write formative and summative evaluations, proposals, technical documents, training materials, white papers, conference materials, and federal reports.
- Provide beginning, intermediate and advanced classes and workshops to GEAR UP teachers, administrators and staff in Microsoft Word, Excel, PowerPoint, Access and Outlook.
- Responsible for planning and coordination of annual computer scholarship parent training and computer delivery.
- Coordination of WVNet Helpdesk for over 2,500 users.
- Coordinate and manage GEAR UP computer lab.
- Evaluate, recommend, and provide training on various hardware and software components for inclusion into the classroom, GEAR UP office, and lab.

Published Reports

2000-2005 Fairmont State GEAR UP (1999 Grant) Annual Measurable Objective Evaluations.

2005 Fairmont State GEAR UP (1999 Grant) GEAR UP High School Seniors: Are You College Ready, Summative Evaluation

Accomplishments

GEAR UP Web Site awards include; 2003-2004 Golden Web Award and "Site of the Month" award from the State of West Virginia October 2001.

Organizations:

2004-2005 Member, Planning Committee, GEAR UP Leadership Conference
2003-2005 Member, Epsilon Pi Tau (International Honor Society for Professions in Technology)
2003-2005 President, Bridgeport High School Academic Boosters
2001-2004 Member, West Virginia State Web Developers Committee
2000-2005 Chair, Computer Scholarship Training and Distribution Committee
2000-2003 Chair, Fox46 / FSU GEAR UP Community Awareness Committee

Director of Information Systems. Zuckerman Spaeder, L.L.P., Washington, DC
1997-1999 Duties included

- Provided leadership, planning and management of Information Technology (IT) Services to all six Zuckerman Spaeder offices located in New York, Maryland, Virginia, Florida and Washington D.C., serving 200+ users.
- Advised senior management, partners, and managing partners on technology trends and user needs.
- Researched, planned, and provided project management for Y2K, disaster recovery, and custom application development.
- Negotiated network support (LAN / WAN), critical component, telecommunications, hardware/printer maintenance, and engineering support contracts.
- Maintained firm Intranet and the development and customization of applications.
- Managed business critical system operation in a multi-platform environment including Netware, UNIX, and Windows NT.

Accomplishments

Led the effort that assessed and resolved the firm's Y2K compliance issues. Led technology upgrade project that replaced NetWare infrastructure supporting Windows 3.x desktops running WordPerfect and cc:Mail with Windows NT (Exchange and SMS - System Management Server) supporting Windows 98 desktops running Office 97 and Outlook 98. Within the same project, replaced a dial-up electronic mail, wide area network with an integrated frame relay solution supporting electronic mail, document exchange, accounting, and file system access. Project completed ahead of schedule, within budget and with no major impact on mission critical applications or user productivity. Restructured and staffed headquarters IT function to establish support capabilities for all six offices.

Organizations:

1996-1999 Member, Cyber-ethics Committee
1996-1999 Member, ALISM (Association of Legal Information Systems Managers).
1996-1999 Non-member participant, ALA (Association of Legal Administrators).
1998-1999 Member, NPW (Network of Professional Women).
1997-1999 Member, Y2K Committee.

Customer Service Manager. Business Equipment Center, Ltd., Washington, DC
1996-1997 Duties included

- Management and coordination of customer support contracts
- Leadership and management of technical staff
- Customer consulting
- Project management
- Staff scheduling
- Budgeting

- Development and implementation of Customer Support Policy and Procedures
- Development and implementation of in-house self-paced training and mentoring program

Network Administrator. Business Equipment Center, Ltd., Washington, DC
1996 Duties Included

- Maintenance, administration, and support of a 110 user LAN running Novell NetWare 3.12
- Network Security
- Manage the acquisition, installation, integration and support of new hardware and software
- System administration and user support for all network applications
- Advise firm management on status of network, user needs, and new technologies
- Site facilitator for UNIX based accounting system (light UNIX administration)
- Supervision of MIS support staff

adjunct experience

Adjunct Instructor. Fairmont State University, Fairmont, WV
2002 + Curriculum design and course instruction

- 16-week semester courses include GRAP-1100: Introduction to Computers and Graphics, GRAP-2225: Basic B & W Photography in the darkroom, and GRAP-2245: Advanced Digital Photography using Photoshop. All courses utilize WebCT / Vista.
- Community Education courses include HTML (hand coding), Word, Excel, PowerPoint, FrontPage, Access, Introduction to Windows and the Internet, Dreamweaver, Adobe Illustrator, PageMaker, Technology and Web Camps, Study Skill Strategies, ACT Prep, Integrating Web Resources into the Classroom, and e-Portfolios.
- Designed and/or enhanced courses in WebCT / Vista for other faculty member use. Courses included GRAP-1150: Graphic Communication Processes and TECH-4499: (Special Topics) Adobe Illustrator.
- Provided training to faculty members on WebCT / Vista including how to design courses, create and upload content, design and administer quizzes, and how to use the gradebook. Training also included suggestions for incorporating WebCT / Vista into the classroom.

National Technology Faculty Member. Council for Opportunity in Education, Washington, DC
2004-2005 Develop and present one to three hour workshops and/or two-day training session on various technologies such as: Integrating Web Resources into the Classroom, Federal Annual Performance Reporting using Access Databases, e-Portfolios, the Art of Data Collection and Federal Grant Writing, Using the Web as an Advising Tool, and Federal Project Budgeting using Excel.

Adjunct Instructor / Computer Lab Coordinator. Nash Community College, Rocky Mount, NC
1990-1994 Curriculum design and course instruction.

- Lab management and maintenance including installation and support of hardware and software.
- Coordinated Microsoft Solution Provider Program.

professional development

PPI International, Washington, DC
1999 Course included Outlook Advanced, MS Project, Word Programming with VBA, Access Macros, Access Introduction to Programming using VBA, Excel Macros, Excel Introduction to Programming using VBA, MCSD (1298) Mastering Distributed Application Design Using Visual Studio, MCSD (1017) Mastering Web Development with Visual InterDev 6.0

current computer skills

Web Design: Macromedia: Dreamweaver, Flash, Fireworks; Microsoft: FrontPage, Visual InterDev

Graphic Design: Adobe: Photoshop, Illustrator, Image Ready, InDesign, and Acrobat

Web Development: HTML, DHTML, SHTLM, XML, CSS, CGI Scripts, JavaScript, ASP, VBScript, Visual Basic, Payment Gateways and e-Commerce, DNS, FTP, TELNET

Web Server: IIS

Applications Taught: HTML (hand coding), Word, Excel, PowerPoint, FrontPage, Access, Windows and the Internet, Dreamweaver, Adobe Illustrator, and Adobe PageMaker

Distance Education Tools: WebCT / Vista, WebEx, and Blackboard
Operating Platforms: Windows, Mac, Windows NT, NetWare, UNIX / Linux, AS400

ATTACHMENT 3

Contract Number 2009C-499

09-1200-631
State Auditor Number

DEPARTMENT OF EDUCATION
STATE OF SOUTH DAKOTA
CONSULTANT CONTRACT
FOR CONSULTANT SERVICES BETWEEN

(Brinda Kuhn PO Box 26)		(Office of Indian Education)
(~~RR 1 Box 347~~)	AND	(700 Governors Drive)
(~~Clarksburg, WV 26301~~ Martin, SD 57551)		(Pierre, SD 57501-2291)
(Hereinafter referred to as Consultant)		(Hereinafter referred to as State)

The State hereby enters into an Agreement for Consultant Services with the Consultant.

I. THE CONSULTANT:

A. The Consultant services on this agreement commence September 1, 2008 and shall end August 31, 2009.

B. The Consultant has affirmed that he/she is not a full-time state employee as per SDCL 3-12-47.

C. The Consultant will not use state equipment, supplies, and facilities.

D. The Consultant agrees to:

1. Provide a formative and summative evaluation to:

a) Gain direction for improving projects as they develop.
b) Determine the project's effectiveness after it has had time to produce results.

The formative evaluation will include implementation and process evaluation and shall include:

a) Observations regarding the quality of:
- Quality of services
- Program implementation
- Staffing variables
- Project administration
- Program resources

b) Provide a detailed formative report each year to the SDCAC Director describing the implementation of major activities and project outcomes for each object and make recommendations for consideration by project management.

The summative evaluation will be submitted at the end of the project and shall include:

a) The extent to which the project met it overall goals.
b) Detail as to whether the project was equally effective to all participants.
c) Which components were most effective?
d) What significant unanticipated impact did the project have?

DEPARTMENT OF EDUCATION
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(Brinda Kuhn PO Box 26 ~~RR 1 Box 347~~ ~~Clarksburg, WV 26301~~ Martin, SD 57551)	AND	(Office of Indian Education 700 Governors Drive Pierre, SD 57501-2291)

e) If the project is sustainable.
f) An Assessment of systemic change and program sustainability.
g) The incremental impact of specific program activities and the cumulative impact of program components.

2. Performance feedback and periodic assessment. The Consultant will collect data via:

   a) Online data collection tools to assemble qualitative and quantitative information to be used for evaluation, federal reporting and to support periodic program assessment.

   b) An integrated research approach to combine qualitative and quantitative data.

   The quantitative data will include:

   - Student demographics
   - Test scores
   - Course enrollment
   - Course completion
   - Student and parent survey responses

   The qualitative data will provide additional documentation on:

   - Program activities
   - Staffing
   - Delivery
   - Program Management

   The collection of data will be accomplished through:

   - Interviews
   - Focus group questions
   - Direct observation

3. Evaluation timeline: A formative evaluation will be completed and presented at the end of the project. The evaluation activities during the first year will include:

   a) Establishing the evaluation plan.
   b) Identifying key research questions.
   c) Developing data collection instruments.
   d) Collecting baseline information on performance indicators.

DEPARTMENT OF EDUCATION
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(Clarksburg, WV 26301) (Pierre, SD 57501-2291)
Martin, SD 57551

4. Provide site visit reports. The Consultant and the project management team will determine the date of the site visits.

5. Provide an annual performance report. The Consultant will assemble the annual performance report from demographic, performance, and service data collected at the school level and budget and matching information maintained by the State Department of Education and the Mid-Central Education Cooperative.

6. Provide ground technical assistance in the areas of national best practices, match, data collection, and the writing of project change justifications.

7. Deliverables and timeframes:

Evaluation Budget, Deliverables and Due Dates	**Completion Date**
Evaluation Plan:	
Draft Evaluation Plan	February 23, 2009
Draft Logic Model	February 23, 2009
Draft Evaluation Questions	February 23, 2009
Final Evaluation Plan	March 22, 2009
Final Logic Model	March 22, 2009
Final Evaluation Questions	March 22, 2009

Data Collection Plan:	
Draft Data Collection Plan	February 23, 2009
Final Data Collection Plan	March 22, 2009
Site Visit	
Draft Discussion Guides	February 23, 2009
Draft Interview Protocols	February 23, 2009
Final Discussion Guides	March 22, 2009
Final Interview Protocols	March 22, 2009
Spring Site Visit	April 28, 2009
Summer/Fall Site Visit	July 2, 2009
Reporting	
Draft Formative Evaluation	August 16, 2009
Final Formative Evaluation	August 31, 2009

Contract Number 2009C-499

State Auditor Number

DEPARTMENT OF EDUCATION
STATE OF SOUTH DAKOTA
CONSULTANT CONTRACT
FOR CONSULTANT SERVICES BETWEEN

(Brinda Kuhn (~~RR 1 Box 347~~ PO Box 240 (Clarksburg, ~~WV 26301~~ Martin, SD 57551	) AND)	(Office of Indian Education (700 Governors Drive (Pierre, SD 57501-2291

8. Budget:

Item	Budgeted Amount	Matching
Salaries	$ 25,000	$25,000
Travel	$ 5,000	0
Total	$ 30,000	$25,000

E. The Consultant agrees to hold harmless and indemnify the State of South Dakota, its officers, agents and employees, from and against any and all actions, suits, damages, liability or other proceedings which may arise as a result of performing services hereunder. This section does not require the Consultant to be responsible for or defend against claims or damages arising solely from acts or omissions of the State, its officers or employees.

F. The Consultant agrees to provide services in compliance with the Americans with Disabilities Act of 1990.

II. THE STATE:

A. The State will make a total payment upon satisfactory completion of the services indicated in I.D. of this contract not to exceed $30,000.00. Payment will be made based upon the attached budget. Payment will be made in monthly installments upon receipt of an itemized invoice submitted by the Consultant and approved by the State.

B. The State will not pay Consultant expenses as a separate item.

C. The State does not agree to perform any special provisions.

III. SUPERCESSION PROVISION: All other prior discussions, communications and representations concerning the subject matter of this Agreement are superseded by the terms of this Agreement, and except as specifically provided herein, this Agreement constitutes the entire agreement with respect to the subject matter hereof.

IV. AMENDMENT PROVISION: This contract contains the entire agreement between the parties, and is subject to and will be construed under the laws of the State of South Dakota, and may be amended only in writing signed by both parties.

V. TERMINATION PROVISION: This agreement can be terminated upon thirty (30) days written notice by either party and may be terminated for cause by the State at any time with or without notice.

VI. INSURANCE PROVISION: The Consultant agrees, at its sole cost and expense, to maintain the appropriate insurance required by the State during the period of this agreement.

Contract Number 2009C-499

State Auditor Number

DEPARTMENT OF EDUCATION
STATE OF SOUTH DAKOTA
CONSULTANT CONTRACT
FOR CONSULTANT SERVICES BETWEEN

(Brinda Kuhn (~~RR 1 Box 347~~ PO Box 26 (~~Clarksburg, WV 26301~~ Martin SD 57551	) AND)	(Office of Indian Education (700 Governors Drive (Pierre, SD 57501-2291

VII. CONTROLLING LAW PROVISION: This Agreement shall be governed by and construed in accordance with the laws of the State of South Dakota. Any lawsuit pertaining to or affecting this Agreement shall be venued in Circuit Court, Sixth Judicial Circuit, Hughes County, South Dakota.

VIII. COMPLIANCE PROVISION: Consultant will comply with all federal, state and local laws, regulations, ordinances, guidelines, permits and requirements applicable to providing services pursuant to this Agreement, and will be solely responsible for obtaining current information on such requirements.

IX. DEFAULT PROVISION: This agreement depends upon the continued availability of appropriated funds and expenditure authority from the Legislature for this purpose. This agreement will be terminated by the State if the Legislature fails to appropriate funds or grant expenditure authority. Termination for this reason is not a default by the State nor does it give rise to a claim against the State.

X. EQUAL EMPLOYMENT OPPORTUNITY CLAUSE: Consultant is required to comply with E.O. 11246, "Equal Employment Opportunity", as amended by E.O. 11375, "Amending Executive Order 11246 Relating to Equal Employment Opportunity," and as supplemented by regulations at 41 CFR Part 60, "Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor."

XI. NONDISCRIMINATION CLAUSE: Consultant agrees to comply with all Federal statutes relating to non-discrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683 and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) Sections 523 and 527 of the Public Health Services Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply.

Contract Number 2009C-499

State Auditor Number

DEPARTMENT OF EDUCATION
STATE OF SOUTH DAKOTA
CONSULTANT CONTRACT
FOR CONSULTANT SERVICES BETWEEN

(Brinda Kuhn ~~(RR 1 Box 347~~ PO Box 26 ~~(Clarksburg, WV 26301~~ Martin, SD 57551	) AND)	(Office of Indian Education (700 Governors Drive (Pierre, SD 57501-2291

XII. DEBARMENT, SUSPENSION INELIGIBILITY, AND VOLUNTARY EXCLUSION PROVISION: Consultant certifies, by signing this agreement, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by a Federal department or agency; have not, within a three (3) year period preceding the awarding of this grant, been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsifications, or destruction of records, making false statements, or receiving stolen property, or have not within a three (3) year period preceding this contract had one or more public transactions (federal, state, or local) terminated for cause or default.

In witness hereto the parties signify their agreement by signature affixed below:

BKuhn 16 Dec 2008
Consultant Signature (Date)

12/29/08
Authorized State Representative (Date)
Department of Education

State Agency Coding: (Center/Company/Account) 1201190350A0/1000/520413009
State Agency contact who can provide additional information regarding this contract: 1201190350A0/2024/520413009
Keith Moore (605) 773-6118

Contract Number 2009C-636

09-1200-726
State Auditor Number

DEPARTMENT OF EDUCATION
STATE OF SOUTH DAKOTA
CONSULTANT CONTRACT
FOR CONSULTANT SERVICES BETWEEN

(Brinda Kuhn)		(Office of Secretary)
(PO Box 26)		(700 Governors Drive)
(Martin SD 57551)	AND	(Pierre, SD 57501-2291)
( )		( )
(Hereinafter referred to as Consultant)		(Hereinafter referred to as State)

The State hereby enters into an Agreement for Consultant Services with the Consultant.

I. THE CONSULTANT:

A. The Consultant services on this agreement commence January 1, 2009 and shall end December 31, 2009.

B. The Consultant has affirmed that he/she is not a full-time state employee as per SDCL 3-12-47.

C. The Consultant will not use state equipment, supplies, and facilities.

D. The Consultant agrees to:

1. Conduct an evaluation of the GEAR UP grant in order to gain direction for improving projects as they develop under this program, and to determine a project's effectiveness after the project has had time to produce results.

2. Assist in the review and updates to the following evaluation tools:

- Literature Review
- Logic Model
- Overall Evaluation Plan
- Additional Evaluation Questions
- Data Collection Plan
- Implementation Questions

3. Conduct a minimum of five (5) 2 week site visits (10 weeks) with a maximum of 26 weeks. Upon completion of each site visit, consultant will provide a report and/or minutes, documenting observations and impressions.

4. Conduct a formal evaluation of the program which will include implementation and process evaluation, will encompass monitoring the quality of, and progress on, project goals and objectives; quality of program services; program implementation; staffing variables; project administration and program resources.

5. Assemble the required Annual Performance Report in regards to demographic, performance, and service data collected at the school level and budget and matching information maintained by the State and Mid-Central Educational Cooperative.

DEPARTMENT OF EDUCATION
STATE OF SOUTH DAKOTA
CONSULTANT CONTRACT
FOR CONSULTANT SERVICES BETWEEN

(Brinda Kuhn	)	(Office of Secretary)
(P O Box 26	)	(700 Governors Drive)
(Martin SD 57551	) AND	(Pierre, SD 57501-2291)
(	)	( )

6. Assist in the creation of survey tools and aggregation of survey results for the Annual Performance Report.

7. Perform all services as set forth in the attached Proposal.

E. The Consultant agrees to hold harmless and indemnify the State of South Dakota, its officers, agents and employees, from and against any and all actions, suits, damages, liability or other proceedings which may arise as a result of performing services hereunder. This section does not require the Consultant to be responsible for or defend against claims or damages arising solely from acts or omissions of the State, its officers or employees.

F. The Consultant agrees to provide services in compliance with the Americans with Disabilities Act of 1990.

II. THE STATE:

A. The State will make a total payment upon satisfactory completion of the services on this contract not to exceed $65,000.00. Payment will be made based upon the attached budget (Attachment A). Payment will be made in monthly installments upon receipt of an itemized invoice submitted by Consultant and approved by the State.

B. The State will not pay Consultant expenses as a separate item.

C. The State does not agree to perform any special provisions.

III. SUPERCESSION PROVISION: All other prior discussions, communications and representations concerning the subject matter of this Agreement are superseded by the terms of this Agreement, and except as specifically provided herein, this Agreement constitutes the entire agreement with respect to the subject matter hereof.

IV. AMENDMENT PROVISION: This contract contains the entire agreement between the parties, and is subject to and will be construed under the laws of the State of South Dakota, and may be amended only in writing signed by both parties.

V. TERMINATION PROVISION: This agreement can be terminated upon thirty (30) days written notice by either party and may be terminated for cause by the State at any time with or without notice.

DEPARTMENT OF EDUCATION
STATE OF SOUTH DAKOTA
CONSULTANT CONTRACT
FOR CONSULTANT SERVICES BETWEEN

(Brinda Kuhn	)	(Office of Secretary	)
(PO Box 26	)	(700 Governors Drive	)
(Martin SD 57551	) AND	(Pierre, SD 57501-2291	)
(	)	(	)

VI. INSURANCE PROVISION: The Consultant agrees, at its sole cost and expense, to maintain the appropriate insurance required by the State during the period of this agreement.

VII. CONTROLLING LAW PROVISION: This Agreement shall be governed by and construed in accordance with the laws of the State of South Dakota. Any lawsuit pertaining to or affecting this Agreement shall be venued in Circuit Court, Sixth Judicial Circuit, Hughes County, South Dakota.

VIII. COMPLIANCE PROVISION: Consultant will comply with all federal, state and local laws, regulations, ordinances, guidelines, permits and requirements applicable to providing services pursuant to this Agreement, and will be solely responsible for obtaining current information on such requirements.

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X. EQUAL EMPLOYMENT OPPORTUNITY CLAUSE: Consultant is required to comply with E.O. 11246, "Equal Employment Opportunity", as amended by E.O. 11375, "Amending Executive Order 11246 Relating to Equal Employment Opportunity," and as supplemented by regulations at 41 CFR Part 60, "Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor."

XI. NONDISCRIMINATION CLAUSE: Consultant agrees to comply with all Federal statutes relating to non-discrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683 and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) Sections 523 and 527 of the Public Health Services Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee3), as amended, relating to confidentiality

DEPARTMENT OF EDUCATION
STATE OF SOUTH DAKOTA
CONSULTANT CONTRACT
FOR CONSULTANT SERVICES BETWEEN

(Brinda Kuhn	)	(Office of Secretary	)
(PO Box 26	)	(700 Governors Drive	)
(Martin SD 57551	) AND	(Pierre, SD 57501-2291	)
(	)	(	)

of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply.

XII. DEBARMENT, SUSPENSION INELIGIBILITY, AND VOLUNTARY EXCLUSION PROVISION: Consultant certifies, by signing this agreement, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by a Federal department or agency; have not, within a three (3) year period preceding the awarding of this grant, been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsifications, or destruction of records, making false statements, or receiving stolen property, or have not within a three (3) year period preceding this contract had one or more public transactions (federal, state, or local) terminated for cause or default.

In witness hereto the parties signify their agreement by signature affixed below:

B Kuhn 2/21/09
Consultant Signature (Date)

2/24/09
Authorized State Representative (Date)
Department of Education

State Agency Coding: (Center/Company/Account) 1201190366A0/2024/520413009
State Agency contact who can provide additional information regarding this contract: Keith Moore (605) 773-6118

Contract Number

BUDGET – Attachment A

January 1, 2009 – December 31, 2010
Gear Up – South Dakota

CONTRACT AMOUNT		**MATCHING CONTRIBUTION**	
Salaries	$54,000	Salaries	$54,000
Travel	$11,000	Travel	0
Total	**$65,000**	**Total Match**	**$54,000**

Contract Number 2009C-780

09-1200-87

State Auditor Number

DEPARTMENT OF EDUCATION
STATE OF SOUTH DAKOTA
CONSULTANT CONTRACT
FOR CONSULTANT SERVICES BETWEEN

(Brinda Kuhn (BC Kuhn Evaluation, LLC (PO Box 26 (Martin, SD 57551	)	(Office of Secretary (700 Governors Drive AND (Pierre, SD 57501-2291 (
(Hereinafter referred to as Consultant	)	(Hereinafter referred to as State)

The State hereby enters into an Agreement for Consultant Services with the Consultant.

I. THE CONSULTANT:

A. The Consultant services on this agreement commence February 1, 2009 and shall end September 30, 2010.

B. The Consultant has affirmed that he/she is not a full-time state employee as per SDCL 3-12-47.

C. The Consultant will not use state equipment, supplies, and facilities.

D. The Consultant agrees to:

1. Be the technical writer for our Indian Land Tenure Grant.

2. Be responsible for putting our work into technical language to meet our grant guidelines.

3. Develop our core concepts into coherent and useable language and all reporting that needs to be sent to the Indian Land Tenure Foundation in order to meet the grant proposal.

4. Attend all meetings in order to collect the necessary language for the technical writing portion of our work.

E. Consultant agrees to hold harmless and indemnify the State of South Dakota, its officers, agents and employees, from and against any and all actions, suits, damages, liability or other proceedings which may arise as a result of performing services hereunder. This section does not require the Consultant to be responsible for or defend against claims or damages arising solely from acts or omissions of the State, its officers or employees.

F. The Consultant agrees to provide services in compliance with the Americans with Disabilities Act of 1990.

II. THE STATE:

A. The State will make a total payment not to exceed $6,500.00 upon satisfactory completion of the services indicated in I.D. Payment will be made upon receipt of a detailed invoice, submitted by the Consultant and approved by the State.

DEPARTMENT OF EDUCATION
STATE OF SOUTH DAKOTA
CONSULTANT CONTRACT
FOR CONSULTANT SERVICES BETWEEN

(Brinda Kuhn (BC Kuhn Evaluation, LLC (PO Box 26 (Martin, SD 57551	)	(Office of Secretary (700 Governors Drive AND (Pierre, SD 57501-2291 (

B. The State will pay Consultant expenses as a separate item not to exceed $1,500.00. This payment will be included in the total payment listed in section II.A. above. Meal and mileage expenses will be paid at State rates. Lodging expenses will be paid at actual rates not to exceed $100.00 per night, if State rates are not available and receipts will be required.

C. The State does not agree to perform any special provisions.

III. SUPERCESSION PROVISION: All other prior discussions, communications and representations concerning the subject matter of this Agreement are superseded by the terms of this Agreement, and except as specifically provided herein, this Agreement constitutes the entire agreement with respect to the subject matter hereof.

IV. AMENDMENT PROVISION: This contract contains the entire agreement between the parties, and is subject to and will be construed under the laws of the State of South Dakota, and may be amended only in writing signed by both parties.

V. TERMINATION PROVISION: This agreement can be terminated upon thirty (30) days written notice by either party and may be terminated for cause by the State at any time with or without notice.

VI. INSURANCE PROVISION: The Consultant agrees, at its sole cost and expense, to maintain the appropriate insurance required by the State during the period of this agreement.

VII. CONTROLLING LAW PROVISION: This Agreement shall be governed by and construed in accordance with the laws of the State of South Dakota. Any lawsuit pertaining to or affecting this Agreement shall be venued in Circuit Court, Sixth Judicial Circuit, Hughes County, South Dakota.

VIII. COMPLIANCE PROVISION: Consultant will comply with all federal, state and local laws, regulations, ordinances, guidelines, permits and requirements applicable to providing services pursuant to this Agreement, and will be solely responsible for obtaining current information on such requirements.

IX. DEFAULT PROVISION: This agreement depends upon the continued availability of appropriated funds and expenditure authority from the Legislature for this purpose. This agreement will be terminated by the State if the Legislature fails to appropriate funds or grant expenditure authority. Termination for this reason is not a default by the State nor does it give rise to a claim against the State.

Contract Number 2009C-780

State Auditor Number

DEPARTMENT OF EDUCATION
STATE OF SOUTH DAKOTA
CONSULTANT CONTRACT
FOR CONSULTANT SERVICES BETWEEN

(Brinda Kuhn (BC Kuhn Evaluation, LLC (PO Box 26 (Martin, SD 57551	) AND	(Office of Secretary (700 Governors Drive (Pierre, SD 57501-2291 (

X. EQUAL EMPLOYMENT OPPORTUNITY CLAUSE: Consultant is required to comply with E.O. 11246, "Equal Employment Opportunity", as amended by E.O. 11375, "Amending Executive Order 11246 Relating to Equal Employment Opportunity," and as supplemented by regulations at 41 CFR Part 60, "Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor."

XI. NONDISCRIMINATION CLAUSE: Consultant agrees to comply with all Federal statutes relating to non-discrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683 and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) Sections 523 and 527 of the Public Health Services Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply.

XII. DEBARMENT, SUSPENSION INELIGIBILITY, AND VOLUNTARY EXCLUSION PROVISION: Consultant certifies, by signing this agreement, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by a Federal department or agency; have not, within a three (3) year period preceding the awarding of this grant, been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsifications, or destruction of records, making false statements, or receiving stolen property, or have not within a three (3) year period preceding this contract had one or more public transactions (federal, state, or local) terminated for cause or default.

Contract Number 2009C-780

State Auditor Number

DEPARTMENT OF EDUCATION
STATE OF SOUTH DAKOTA
CONSULTANT CONTRACT
FOR CONSULTANT SERVICES BETWEEN

(Brinda Kuhn (BC Kuhn Evaluation, LLC (PO Box 26 (Martin, SD 57551	)	(Office of Secretary (700 Governors Drive (Pierre, SD 57501-2291 (

In witness hereto the parties signify their agreement by signature affixed below:

BKuhn 28 May 09
Consultant Signature (Date)

Authorized State Representative 6/3/09
Department of Education (Date)

State Agency Coding: (Center/Company/Account) 1201190881SA/3138/520413009

State Agency contact who can provide additional information regarding this contract: Keith Moore (605) 773-6118

Contract Number 2010C-489
10-1200-428
State Auditor Number

DEPARTMENT OF EDUCATION
STATE OF SOUTH DAKOTA
CONSULTANT CONTRACT
FOR CONSULTANT SERVICES BETWEEN

(Brinda Kuhn	)		(Office of Secretary	)
(BC Kuhn Evaluation, LLC	)		(700 Governors Drive	)
(PO Box 26	)	AND	(Pierre, SD 57501-2291	)
(Martin, SD 57551 |)		(	)
(Hereinafter referred to as Consultant	)		(Hereinafter referred to as State	)

The State hereby enters into an Agreement for Consultant Services with the Consultant.

I. THE CONSULTANT:

A. The Consultant services on this agreement commence September 1, 2009 and shall end August 31, 2010.

B. The Consultant has affirmed that he/she is not a full-time state employee as per SDCL 3-12-47.

C. The Consultant will not use state equipment, supplies, and facilities.

D. The Consultant agrees to:

1. Provide a formative and summative evaluation to:

a) Gain direction for improving projects as they develop.
b) Determine the project's effectiveness after it has had time to produce results.

The formative evaluation will include implementation and process evaluation and shall include:

a) Observations regarding the quality of:
- Quality of services
- Program implementation
- Staffing variables
- Project administration
- Program resources

b) Provide a detailed formative report each year to the SDCAC Director describing the implementation of major activities and project outcomes for each object and make recommendations for consideration by project management.

The summative evaluation will be submitted at the end of the project and shall include:

a) The extent to which the project met it overall goals.
b) Detail as to whether the project was equally effective to all participants.
c) Which components were most effective?
d) What significant unanticipated impact did the project have?

DEPARTMENT OF EDUCATION
STATE OF SOUTH DAKOTA
CONSULTANT CONTRACT
FOR CONSULTANT SERVICES BETWEEN

(Brinda Kuhn)		(Office of Secretary)
(BC Kuhn Evaluation, LLC)		(700 Governors Drive)
(PO Box 26)	AND	(Pierre, SD 57501-2291)
(Martin, SD 57551)		( )

e) If the project is sustainable.
f) An Assessment of systemic change and program sustainability.
g) The incremental impact of specific program activities and the cumulative impact of program components.

2. Performance feedback and periodic assessment. The Consultant will collect data via:

a) Online data collection tools to assemble qualitative and quantitative information to be used for evaluation, federal reporting and to support periodic program assessment.

b) An integrated research approach to combine qualitative and quantitative data.

The quantitative data will include:

- Student demographics
- Test scores
- Course enrollment
- Course completion
- Student and parent survey responses

The qualitative data will provide additional documentation on:

- Program activities
- Staffing
- Delivery
- Program Management

The collection of data will be accomplished through:

- Interviews
- Focus group questions
- Direct observation

3. Evaluation timeline: A formative evaluation will be completed and presented at the end of the project. The evaluation activities during the first year will include:

a) Establishing the evaluation plan.
b) Identifying key research questions.
c) Developing data collection instruments.
d) Collecting baseline information on performance indicators.

DEPARTMENT OF EDUCATION
STATE OF SOUTH DAKOTA
CONSULTANT CONTRACT
FOR CONSULTANT SERVICES BETWEEN

(Brinda Kuhn	)	(Office of Secretary	)
(BC Kuhn Evaluation, LLC	)	(700 Governors Drive	)
(PO Box 26	) AND	(Pierre, SD 57501-2291	)
(Martin, SD 57551	)	(	)

4. Provide site visit reports. The Consultant and the project management team will determine the date of the site visits.

5. Provide an annual performance report. The Consultant will assemble the annual performance report from demographic, performance, and service data collected at the school level and budget and matching information maintained by the State Department of Education and the Mid-Central Education Cooperative.

6. Provide ground technical assistance in the areas of national best practices, match, data collection, and the writing of project change justifications.

7. Perform all services as set forth in the attached proposal.

8. Deliverables and timeframes:

Evaluation, Deliverables, and Due Dates for SDCAC	**1 September 2009-31 August 2010**
Projected Labor by Task Worksheet	**Completion Date**
Task 1. Evaluation Plan	
Review Evaluation Plan	February 1, 2010
Task 2. Data Collection Plan	
Review Data Collection Plan	February 1, 2010
Task 3. Site Visit	
Fall Site Visit Spring/ Summer Site Visist	November 30, 2009 June 30,2010
Task 4. Reporting	
Draft Formative Evaluation Final Formative Evaluation	August 16, 2010 August 31, 2010

9. Budget:

	Contract Amount	**Matching Contribution**	
Salaries	$25,000.00	$25,000.00	
Travel	$5,000.00		**Monthly Match**
Total	$30,000.00	$25,000.00	$2,272.73

Contract Number 2010C-489

State Auditor Number

DEPARTMENT OF EDUCATION
STATE OF SOUTH DAKOTA
CONSULTANT CONTRACT
FOR CONSULTANT SERVICES BETWEEN

(Brinda Kuhn	)	(Office of Secretary	)
(BC Kuhn Evaluation, LLC	)	(700 Governors Drive	)
(PO Box 26	) AND	(Pierre, SD 57501-2291	)
(Martin, SD 57551	)	(	)

E. Consultant agrees to hold harmless and indemnify the State of South Dakota, its officers, agents and employees, from and against any and all actions, suits, damages, liability or other proceedings which may arise as a result of performing services hereunder. This section does not require the Consultant to be responsible for or defend against claims or damages arising solely from acts or omissions of the State, its officers or employees.

F. The Consultant agrees to provide services in compliance with the Americans with Disabilities Act of 1990.

II. THE STATE:

A. The State will make a total payment upon satisfactory completion of the services indicated in I.D. of this contract not to exceed $30,000.00. Payment will be made based upon the attached budget. Payment will be made in monthly installments upon receipt of an itemized invoice submitted by the Consultant and approved by the State.

B. The State will not pay Consultant expenses as a separate item.

C. The State does not agree to perform any special provisions.

III. SUPERCESSION PROVISION: All other prior discussions, communications and representations concerning the subject matter of this Agreement are superseded by the terms of this Agreement, and except as specifically provided herein, this Agreement constitutes the entire agreement with respect to the subject matter hereof.

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Contract Number 2010C-489

State Auditor Number

DEPARTMENT OF EDUCATION
STATE OF SOUTH DAKOTA
CONSULTANT CONTRACT
FOR CONSULTANT SERVICES BETWEEN

(Brinda Kuhn (BC Kuhn Evaluation, LLC (PO Box 26 (Martin, SD 57551	) AND)	(Office of Secretary (700 Governors Drive (Pierre, SD 57501-2291 (

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XII. DEBARMENT, SUSPENSION INELIGIBILITY, AND VOLUNTARY EXCLUSION PROVISION: Consultant certifies, by signing this agreement, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by a Federal department or agency; have not, within a three (3) year

Contract Number 2010C-489

State Auditor Number

DEPARTMENT OF EDUCATION
STATE OF SOUTH DAKOTA
CONSULTANT CONTRACT
FOR CONSULTANT SERVICES BETWEEN

(Brinda Kuhn (BC Kuhn Evaluation, LLC (PO Box 26 (Martin, SD 57551	)	(Office of Secretary (700 Governors Drive AND (Pierre, SD 57501-2291 (

period preceding the awarding of this grant, been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsifications, or destruction of records, making false statements, or receiving stolen property, or have not within a three (3) year period preceding this contract had one or more public transactions (federal, state, or local) terminated for cause or default.

In witness hereto the parties signify their agreement by signature affixed below:

BKuhn 9/23/09
Consultant Signature (Date)

9/24/09
Authorized State Representative (Date)
Department of Education

State Agency Coding: (Center/Company/Account) 120119035A0/2024/52041300Z
State Agency contact who can provide additional information regarding this contract: Deb Barnett (605) 773-8194

Proposal 2009-2010
South Dakota College Access Challenge Grant

Evaluation, Data Collection, Performance Reporting, and Technical Assistance

Submitted to:
Keith Moore, Director of Indian Education
South Dakota Department of Education

Written and Submitted by:
Brinda Kuhn
BC Kuhn Evaluation, LLC
PO Box 26
Martin, SD 57551

(605) 454-6313
brinda.kuhn@gmail.com

6 July 2009

Brinda Kuhn submits this proposal to Keith Moore, Director of Indian Education, South Dakota Department of Education, to provide evaluation, data collection, annual performance reporting (APR), and technical assistance to the South Dakota College Access Challenge grant (SDCAC).

Formative and summative evaluation. There are two simple reasons for conducting an evaluation: 1) to gain direction for improving projects as they develop and 2) to determine a project's effectiveness after it has had time to produce results.

The formative evaluation tracks the project's progress from the beginning; its purpose is to give on-going feedback that informs project management of midcourse changes they may wish to pursue. This on-going assessment provides project management with a heuristic to evaluate whether the activities are appropriate for the needs and intended outcomes.

The formative evaluation includes implementation and process evaluation, which encompasses monitoring the quality of, and progress on, the project goal and objectives. Observations regarding the quality of program services, program implementation, staffing variables, as well as project administration and program resources will be included. At the end of each project year, the SDCAC director will receive a detailed report describing implementation of major activities and project outcomes for each objective in addition to recommendations for consideration by project management. The formative evaluation will examine pertinent issues: To what extent are activities implemented? Are interventions developed rationally for the highest impact and quality? What adjustments, if any, are recommended? The evaluation will focus on

the key performance indicators listed in SDCAC approved work plan, although other indicators may be identified during the course of the project.

The summative evaluation, which assesses project outcomes and/or impact, will address whether the project has actually accomplished its stated goals.

A summative evaluation will be submitted at the end of the project and will examine reflective questions: To what extent did the project meet its overall goals? Was the project equally effective for all participants? What components were the most effective? What significant unanticipated impacts did the project have? Is the project sustainable? This review will provide stakeholders with the necessary information to assess the overall impact of the program regarding student, parent, and teacher outcomes. In addition, the summative evaluation will assess systemic change and program sustainability as well as the incremental impact of specific program activities and the cumulative impact of program components.

Evaluation Tools. In addition to providing evaluation and assessment as stated in the approved SDCAC work plan, Ms. Kuhn will work with the project management team to review and amend the following evaluation tools:

- Overall Evaluation Plan
- Additional Evaluation Questions
- Data Collection Plan
- Implementation Questions

Although the development of these documents occurred in year 1 of the grant, they are organic, requiring revisions during the course of the project as implementation,

data driven decision-making, and new knowledge by the project management team take effect.

Data collection. The project will utilize online data collection tools such as surveys and electronic versions of the Partner Performance Report to assemble qualitative and quantitative information, which will be used for evaluation and federal reporting

Evaluation timeline. Evaluation activities during year two (2009-2010) will include reviewing the evaluation and data collection plan, and visiting partner institutions. A formative evaluation will be completed and presented at the end of the project year.

Reporting. In addition to a formative evaluation, Ms. Kuhn will provide the following report:

- Annual performance report

Annual Performance Report. The U.S. Department of Education requires all projects to submit an annual performance report. The U.S. Department of Education uses the APR to justify continued funding of the project by determining the status of progress toward meeting approved SDCAC objectives.

Ms. Kuhn will assemble this report from demographic, performance, and service data collected at the school level and budget and matching information maintained by the State and Mid-Central Education Cooperative. In addition, the narrative sections will be completed from information gathered in the formative evaluation and interviews with the project management team.

Technical Assistance. Ms. Kuhn has over ten years experience with federal grants and will provide on the ground technical assistance in the areas of national best practices, match, data collection, and policy research.

Project budget.

SDCAC
Budget **9/1/2009 - 8/31/2010**

	Contract Amount	Matching Contribution	
Salaries	$ 25,000.00	$ 25,000.00	
Travel	$ 5,000.00		
			monthly match
Total	$ 30,000.00	$ 25,000.00	$ 2,272.73

Deliverables and timeframes. The following work plan includes deliverables and completion dates. The period of performance is from 1 September 2009 to 31 August 2010.

Evaluation Deliverables, and Due Dates for SDCAC	**1 September 2009 – 31 August 2010**
Projected Labor by Task Worksheet	**Completion Date**
Task 1 Evaluation Plan	
Review Evaluation Plan	**February 1, 2010**
Task 2 Data Collection Plan	
Review Data Collection Plan	**February 1, 2010**
Task 3 Site Visit	
Fall Site Visit	**November, 30 2009**
Spring/ Summer Site Visit	**June 30, 2010**
Task 4 Reporting	
Draft Formative Evaluation	**August 16, 2010**
Final Formative Evaluation	**August 31, 2010**

ATTACHMENT 7

Contract Number 2010C-536
10-1200-476
State Auditor Number

DEPARTMENT OF EDUCATION
STATE OF SOUTH DAKOTA
CONSULTANT CONTRACT
FOR CONSULTANT SERVICES BETWEEN

(Brinda Kuhn (BC Kuhn Evaluation, LLC (PO Box 26 (Martin, SD 57551	) AND	(Office of Secretary (700 Governors Drive (Pierre, SD 57501-2291 (
(Hereinafter referred to as Consultant)		(Hereinafter referred to as State)

The State hereby enters into an Agreement for Consultant Services with the Consultant.

I. THE CONSULTANT:

A. The Consultant services on this agreement commence January 1, 2010 and shall end December 31, 2010, with an option to renew for two additional twelve (12) month periods upon mutual agreement of both parties.

B. The Consultant has affirmed that he/she is not a full-time state employee as per SDCL 3-12-47.

C. The Consultant will not use state equipment, supplies, and facilities.

D. The Consultant agrees to:

1. Conduct an evaluation of the GEAR UP grant in order to gain direction for improving projects as they develop under this program, and to determine a project's effectiveness after the project has had time to produce results.

2. Assist in the review and updates to the following evaluation tools:

- Literature Review
- Logic Model
- Overall Evaluation Plan
- Additional Evaluation Questions
- Data Collection Plan
- Implementation Questions

3. Conduct a minimum of five (5) 2 week site visits (10 weeks) with a maximum of 26 weeks. Upon completion of each site visit, Consultant will provide a report and/or minutes, documenting observations and impressions.

4. Conduct a formal evaluation of the program which will include implementation and process evaluation, will encompass monitoring the quality of, and progress on, project goals and objectives; quality of program services; program implementation; staffing variables; project administration and program resources.

5. Assemble the required Annual Performance Report in regards to demographic, performance, and service data collected at the school level and budget and matching information maintained by the State and Mid-Central Educational Cooperative.

DEPARTMENT OF EDUCATION
STATE OF SOUTH DAKOTA
CONSULTANT CONTRACT
FOR CONSULTANT SERVICES BETWEEN

(Brinda Kuhn	)	(Office of Secretary	)
(BC Kuhn Evaluation, LLC	)	(700 Governors Drive	)
(PO Box 26	) AND	(Pierre, SD 57501-2291	)
(Martin, SD 57551	)	(	)

6. Assist in the creation of survey tools and aggregation of survey results for the Annual Performance Report.

7. Perform all services as set forth in the Request for Proposal.

E. Consultant agrees to hold harmless and indemnify the State of South Dakota, its officers, agents and employees, from and against any and all actions, suits, damages, liability or other proceedings which may arise as a result of performing services hereunder. This section does not require the Consultant to be responsible for or defend against claims or damages arising solely from acts or omissions of the State, its officers or employees.

F. The Consultant agrees to provide services in compliance with the Americans with Disabilities Act of 1990.

II. THE STATE:

A. The State will make a total payment upon satisfactory completion of the services on this contract not to exceed $65,000.00. Payment will be made based upon the attached budget (Attachment A). Payment will be made in monthly installments upon receipt of an itemized invoice submitted by Consultant and approved by the State.

B. The State will not pay Consultant expenses as a separate item.

C. The State does not agree to perform any special provisions.

III. SUPERCESSION PROVISION: All other prior discussions, communications and representations concerning the subject matter of this Agreement are superseded by the terms of this Agreement, and except as specifically provided herein, this Agreement constitutes the entire agreement with respect to the subject matter hereof.

IV. AMENDMENT PROVISION: This contract contains the entire agreement between the parties, and is subject to and will be construed under the laws of the State of South Dakota, and may be amended only in writing signed by both parties.

V. TERMINATION PROVISION: This agreement can be terminated upon thirty (30) days written notice by either party and may be terminated for cause by the State at any time with or without notice.

VI. INSURANCE PROVISION: The Consultant agrees, at its sole cost and expense, to maintain the appropriate insurance required by the State during the period of this agreement.

Contract Number 2010C-536

State Auditor Number

DEPARTMENT OF EDUCATION
STATE OF SOUTH DAKOTA
CONSULTANT CONTRACT
FOR CONSULTANT SERVICES BETWEEN

(Brinda Kuhn	)	(Office of Secretary)
(BC Kuhn Evaluation, LLC	)	(700 Governors Drive)
(PO Box 26	) AND	(Pierre, SD 57501-2291)
(Martin, SD 57551	)	( )

VII. CONTROLLING LAW PROVISION: This Agreement shall be governed by and construed in accordance with the laws of the State of South Dakota. Any lawsuit pertaining to or affecting this Agreement shall be venued in Circuit Court, Sixth Judicial Circuit, Hughes County, South Dakota.

VIII. COMPLIANCE PROVISION: Consultant will comply with all federal, state and local laws, regulations, ordinances, guidelines, permits and requirements applicable to providing services pursuant to this Agreement, and will be solely responsible for obtaining current information on such requirements.

IX. DEFAULT PROVISION: This agreement depends upon the continued availability of appropriated funds and expenditure authority from the Legislature for this purpose. This agreement will be terminated by the State if the Legislature fails to appropriate funds or grant expenditure authority. Termination for this reason is not a default by the State nor does it give rise to a claim against the State.

X. EQUAL EMPLOYMENT OPPORTUNITY CLAUSE: Consultant is required to comply with E.O. 11246, "Equal Employment Opportunity", as amended by E.O. 11375, "Amending Executive Order 11246 Relating to Equal Employment Opportunity," and as supplemented by regulations at 41 CFR Part 60, "Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor."

XI. NONDISCRIMINATION CLAUSE: Consultant agrees to comply with all Federal statutes relating to non-discrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683 and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) Sections 523 and 527 of the Public Health Services Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply.

Contract Number 2010C-536

State Auditor Number

DEPARTMENT OF EDUCATION
STATE OF SOUTH DAKOTA
CONSULTANT CONTRACT
FOR CONSULTANT SERVICES BETWEEN

(Brinda Kuhn (BC Kuhn Evaluation, LLC (PO Box 26 (Martin, SD 57551	) AND	(Office of Secretary (700 Governors Drive (Pierre, SD 57501-2291 (

XII. DEBARMENT, SUSPENSION INELIGIBILITY, AND VOLUNTARY EXCLUSION PROVISION: Consultant certifies, by signing this agreement, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by a Federal department or agency; have not, within a three (3) year period preceding the awarding of this grant, been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsifications, or destruction of records, making false statements, or receiving stolen property, or have not within a three (3) year period preceding this contract had one or more public transactions (federal, state, or local) terminated for cause or default.

In witness hereto the parties signify their agreement by signature affixed below:

B Kuhn 11/14/09
Consultant Signature (Date)

11/24/09
Authorized State Representative (Date)
Department of Education

State Agency Coding: (Center/Company/Account) 1201190366A0/2024/52041300Z
State Agency contact who can provide additional information regarding this contract: Tami Darnall (605) 773-6231

GEAR UP EVALUATOR PROPOSAL
Response to RFP #24817

Submitted to:

Rochelle Kenzy
South Dakota Department of Education

Written and Submitted by:

Brinda Kuhn
BC Kuhn Evaluation, LLC
PO Box 26
Martin, SD 57551

(605) 454-6313
brinda.kuhn@gmail.com

October 16, 2009

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STATE OF SOUTH DAKOTA
DEPARTMENT OF EDUCATION
700 GOVERNORS DRIVE
PIERRE, SOUTH DAKOTA 57501-3182

GEAR UP EVALUATOR
PROPOSALS ARE DUE NO LATER THAN 10/23/09

RFP #: 24817 BUYER: Rochelle Kenzy PHONE: (605) 773-5475

READ CAREFULLY

FIRM NAME:	BC Kuhn Evaluation, LLC	AUTHORIZED SIGNATURE:	
ADDRESS:	PO Box 26	TYPE OR PRINT NAME:	Brinda Kuhn
CITY/STATE:	Martin, SD	TELEPHONE NO:	(605) 454-6313
ZIP (9 DIGIT):	57551	FAX NO:	(605) 593-9472
FEDERAL TAX ID#:	26-4473389	E-MAIL:	Brinda.kuhn@gmail.com

VENDOR PRIMARY CONTACT INFORMATION

CONTACT NAME:	Brinda Kuhn	TELEPHONE NO:	(605) 454-6313
FAX NO:	(605) 593-9472	E-MAIL:	Brinda.kuhn@gmail.com

EXECUTIVE SUMMARY

BC Kuhn Evaluation, LLC (BC Kuhn) respectfully submits this proposal to the South Dakota Department of Education to provide evaluation services, Annual Performance Reporting (APR), and technical assistance to the GEAR UP South Dakota (GUSD) grant. BC Kuhn is a small woman owned business located in an Empowerment Zone in Bennett County, SD. BC Kuhn's Chief Executive Officer, Ms. Brinda Kuhn, will provide the proposed services for this project. Ms. Kuhn has over twenty-eight years of experience in education and technology, and ten years experience as a GEAR UP evaluator. Ms. Kuhn has served as the lead external evaluator for the South Dakota State GEAR UP grant and the Fairmont State University GEAR UP grant since 2007. Prior to these positions, Ms. Kuhn acted as a Senior Program Officer at the Academy for Educational Development (AED) in Washington, DC. At AED, her responsibilities included data collection, evaluation, and reporting services for fourteen GEAR UP state and partnership grants. Ms. Kuhn's extensive experience with the South Dakota and Fairmont State GEAR UP programs, as well as the 12 additional GEAR UP state and partnership grants she served at AED, will ensure she has the knowledge and skills necessary to provide the required services to the GUSD program, thus fulfilling the purpose of the Request for Proposal #24817, "to provide the State of South Dakota with an evaluator who is knowledgeable on the GEAR UP grant."

Evaluation Services

There are two simple reasons for conducting an evaluation: 1) to gain direction for improving projects as they develop, and 2) to determine a project's effectiveness after it has had time to produce results. Toward these ends, BC Kuhn will provide an annual formative evaluation for the GUSD program. BC Kuhn will also work with the project management team to review and amend evaluation tools.

Formative Evaluation

The formative evaluation will track the program's progress from the beginning; its purpose is to give on-going feedback that informs program management of midcourse changes they may wish to pursue. This on-going assessment provides program management with a heuristic to evaluate whether the services are appropriate for the needs and intended outcomes. At the end of each project year, the program director will receive a detailed report describing the

implementation of major activities and program outcomes for each objective, as well as recommendations for project management to consider.

Review of Evaluation Tools

In addition to providing evaluation and assessment as stated in the approved GUSD work plan, BC Kuhn will work with the project management team to review and amend the following evaluation tools: literature review, logic model, overall evaluation plan, additional evaluation questions, data collection plan, and implementation questions.

Data Collection

Qualitative data will be gathered during site visits that occur at a minimum of five (5) 2-week visits (10 weeks) with a maximum of 26 weeks. After each site visit, BC Kuhn will provide a site visit report and/ or minutes, documenting observations and impressions. This data will be incorporated into the formative evaluation and the Annual Performance Report.

Annual Performance Reporting

BC Kuhn will assemble the required Annual Performance Report (APR) using demographic, performance, and service data collected at the school level, along with budget and matching information maintained by the State and Mid Central Educational Cooperative. The APR requires reporting on five mandatory parent and student survey questions. BC Kuhn will aid in the creation of survey tools and aggregation of survey results for APR reporting and inclusion in the formative evaluation.

Technical Assistance

Ms. Kuhn has ten years of experience in the GEAR UP community and will provide on the ground technical assistance in the areas of national GEAR UP best practices, match, data collection, and policy research.

In sum, BC Kuhn's provision of evaluation services, Annual Performance Reporting (APR), and technical assistance to the GUSD program will ensure accurate reporting of grant services, and will provide program management and staff with the information and tools necessary to improve upon these services.

INTRODUCTION

GEAR UP

The Gaining Early Awareness and Readiness for Undergraduate Programs, or GEAR UP, is a federal discretionary grant program designed to "increase the number of low-income students who are prepared to enter and succeed in postsecondary education."[1] GEAR UP awards six-year grants to states and partnerships, and grantees serve students in high-poverty middle and high schools from 7th through 12th grades (*Ibid.*). The program is federally funded, and authorized under Title IV – Higher Education Act of 1965, as amended in 1998 (P.L. 105-244, Chapter 2 - Gaining Early Awareness & Readiness for Undergraduate Programs, Section 404A-404H). GEAR UP received its first appropriation of 120 million dollars in 1999, and began by establishing 164 partnerships in 21 states during this year.[2]

The GEAR UP program requires that states provide GEAR UP early intervention services to either priority students in preschool through 12th grade, or a cohort of students beginning no later than 7th grade. Priority students must qualify for free or reduced-price meals under the National School Lunch Act, or for assistance under Temporary Assistance for Needy Families (TANF), authorized by Title I of the Personal Responsibility and Work Opportunity. The cohort approach requires that at least 50 percent of the students enrolled are eligible for free or reduced price lunch under the National School Lunch Act. The grant also requires states to match the federal contribution dollar-for-dollar. In other words, the non-federal contribution must equal 100 percent of the total project cost.

GEAR UP South Dakota

In 2005, the South Dakota State Department of Education received one of the 27 State GEAR UP grants awarded nationally. The total federal award for the six-year grant period is approximately 6.9 million dollars. The governor of South Dakota, M. Michael Rounds, designated the State Department of Education as the administrator of the grant. While all 7th, 8th, 9th, and 10th grade students at GEAR UP South Dakota (GUSD) schools are served by the program, GUSD is applying a blended approach to their grant so that Native American students within the cohort are given priority.

---

[1] US Department of Education. (2009). *Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP): Purpose.* Retrieved September, 2009, from http://www.ed.gov/programs/gearup/index.html

[2] US Department of Education. (2009). *Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP): Funding.* Retrieved September, 2009, from http://www.ed.gov/programs/gearup/funding.html

BC Kuhn Evaluation, LLC

BC Kuhn Evaluation, LLC (BC Kuhn) respectfully submits this proposal to the South Dakota Department of Education to provide evaluation services, Annual Performance Reporting (APR), and technical assistance to the GEAR UP South Dakota (GUSD) grant. BC Kuhn is a small woman owned business located in an Empowerment Zone in Bennett County, SD. BC Kuhn's Chief Executive Officer, Ms. Brinda Kuhn, will provide the proposed services for this project.

Ms. Kuhn has over twenty-eight years of experience in education and technology, and ten years experience as a GEAR UP evaluator. Ms. Kuhn also holds a Master of Science degree in Interdisciplinary Studies with a concentration in Geo-cultural education. Ms. Kuhn has served as the lead external evaluator for the South Dakota State GEAR UP grant and the Fairmont State University GEAR UP grant since 2007. Prior to these positions, she acted as a Senior Program Officer at the Academy for Educational Development (AED) in Washington, DC (2006-2007). At AED, her responsibilities included data collection, evaluation, and reporting services for fourteen GEAR UP state and partnership grants. Previous to her work with AED, Ms. Kuhn served as data and accountability specialist for the Fairmont State GEAR UP program (2000-2006). Over this period, Fairmont State University was awarded two GEAR UP Partnership grants, the first a six-year, 25 million dollar award in 1999 that served over 16,550 students, and the second a six-year, 32 million dollar award in 2005 that currently serves over 7,000 students. As data and accountability specialist, Ms. Kuhn oversaw all aspects of data collection, evaluation, baseline data coordination, and federal and local performance reporting. She acted as a liaison between the US Department of Education and more than fifty local education partners regarding issues of data collection, program documentation, and federal reporting.

Through her professional and academic experience, Ms. Kuhn has developed an objective and thorough evaluation strategy, as well as a well-respected reputation in South Dakota Native and non-Native educational communities – invaluable assets for the GUSD program. Ms. Kuhn's data collection and evaluation approach is based on effective and successful strategies currently being used to evaluate Native American programs in South Dakota. This is especially important when dealing with Native American education, as a lack of cultural understanding can

limit the effectiveness of evaluation efforts.[3] Part of Ms. Kuhn's MS studies were conducted on the Pine Ridge Reservation in South Dakota, giving her additional experience with the special educational and data collection needs of students served by the GUSD program. The "Current and Previous Evaluation Contracts" section of this proposal will demonstrate Ms. Kuhn's extensive experience providing evaluation and reporting services, including work completed for multiple programs in South Dakota serving Native American students. Ms. Kuhn's experience in the GEAR UP community and development of successful data collection tools and data-driven decision-making strategies for the program further qualify her to provide the proposed services. Ms. Kuhn's resume is located in Appendix A.

Three additional BC Kuhn staff members, Angela Sam, Christopher Peters, and Melita York, will support Ms. Kuhn in providing the proposed services.

Angela Sam will assist Ms. Kuhn with evaluation services, including assisting with and participating in site visits and meetings, conducting field research, and ensuring data collection techniques are relevant and appropriate to participating GUSD students, schools, and communities. Ms. Sam is an enrolled member of the Oglala Sioux Tribe, holds a Bachelor of Science degree in Human Services, and is currently pursuing a Master of Business Administration in Healthcare Administration. Most recently, Ms. Sam served as professional research assistant and field office director for the University of Colorado at Denver's Center for American Indian and Alaska Native Health Programs (CAIANH, formerly American Indian and Alaska Native Programs, AIANP). Ms. Sam was responsible for day-to-day coordination of general field office operations, coordinated hiring and supervision of employees, and facilitated the process of Oglala Sioux Tribal approvals and resolutions for the CAIANH program, the latter of which included soliciting letters of support from local groups, service providers, or individuals for project needs; organizing and facilitating community oversight or advisory groups; representing the CAIANH program at Tribal functions or community gatherings; and presenting findings of CAIANH projects to local groups and appropriate communities. Ms. Sam has also served as adjunct faculty member at Oglala Lakota College, where she provided instruction to college level and early entry students to improve their reading comprehension, writing, study, communication, and time management skills–all requisite for student success in college. Ms.

[3] National Science Foundation (NSF). (2003). [Proceedings from a two-day workshop, sponsored by the National Science Foundation (NSF) Directorate for Education and Human Resources (EHR), that discussed issues of culturally responsive educational evaluation as they pertain to Native Americans, April 25-26, 2002, Holiday Inn, Arlington, Virginia]. Retrieved September, 2009, from http://www.nsf.gov/pubs/2003/nsf03032/nsf03032.pdf

Sam also brings experience with early childhood education programs, having served as the district manager for the Oglala Sioux Tribe's (OST) Early Childhood Component (ECC). In this position, Ms. Sam provided direct supervision over the ECC Center staff of Headstart and Early Headstart centers designated in each OST district. Ms. Sam conducted regular staff meetings to share information and monitor progress towards program goals, conducted staff performance evaluations, and facilitated and promoted effective conflict resolution skills and methods among staff. Ms. Sam also promoted and encouraged language preservation efforts among staff and throughout the curriculum experiences, and modeled the Lakota values of Wisdom, Courage, Respect, and Generosity throughout job related activities. Ms. Sam established and maintained collaborations via meetings, regular contacts, and program interagency agreements to ensure quality services were delivered to children and families; worked with parents, community, and staff in a positive manner and promoted the goals of the program and Tribe; and assisted with annual self-assessment activities, community assessment, and grant application development. Currently, Ms. Sam is an Oglala Sioux Tribe Research Review Board Member and is on the HIV/ STD Native American Advisory Committee to the State of South Dakota's Department of Health. Taken together, Ms. Sam has a proven commitment to working with Native American students and youth, as demonstrated by her professional experience at both a Tribal College and Tribally run early childhood program. Ms. Sam also has a strong track record in personnel management (including staff and program assessment), working with Tribal government, and building collaborative relationships with community members on the Pine Ridge Reservation. Her skills will be an invaluable asset to BC Kuhn in providing effective evaluation services to the GUSD program. Ms. Sam's resume is located in Appendix A.

A second staff member, Christopher Peters, will assist Ms. Kuhn with research and writing services. Mr. Peters holds a Master of Arts degree in American Cultural History and a Bachelor of Arts degree in History, and has provided research, writing, and editing services for a number of current grant programs operating both in South Dakota and West Virginia. These programs include the *Magakata Woslolye Oaye* (Cultivating Science into the Future) TCUP II grant and the *Wayawawicakiya Waste* (Good Teacher) STEM Teachers of Excellence Educational Program (STEEP), both at Oglala Lakota College, and the Fairmont State University GEAR UP Partnership Grant. Mr. Peters has primarily worked on evaluation documents for these programs, including the annual formative evaluations for each as well as an in-depth data trend analysis for the Fairmont State GEAR UP program. As such, Mr. Peters is knowledgeable

in, and has experience with, evaluation methodology. Mr. Peters has also provided research and writing services, at BC Kuhn, for applications to national grant programs. The applications proposed programs to primarily serve Native American students in South Dakota, and include the South Dakota Child and Youth Safety Program (SDCYS) application for the Office of Juvenile Justice and Delinquency Prevention (OJJDP), the South Dakota Partnership for Teacher Quality (SDPTQ) application for the US Department of Education, and the Native American Post-Secondary Retention Program (NAPSR) application for the Institute of Education Sciences (IES).[4] Speaking to the high caliber of both Mr. Peter's and Ms. Kuhn's work, out of a pool of 173 applicants from throughout the United States, the SDPTQ program was 1 out of only 28 programs awarded funds. For these grant applications, Mr. Peters performed extensive reviews of scholarly literature, synthesizing large amounts of academic and oftentimes theoretical material into a succinct and accessible form. Mr. Peters also met with and collected information from stakeholders. All in all, Mr. Peter's skills will ensure the preparation of high quality and accurate GUSD formative evaluations, annual performance reports, literature reviews, and additional materials. Mr. Peter's resume is located in Appendix A.

A third staff member, Melita York, will assist Ms. Kuhn with the collection of data from GUSD schools. Ms. York is an enrolled member of the Oglala Sioux Tribe, and holds an Associate of Arts degree in Accounting, an Associate of Arts degree in Business, and an Associate of Arts degree in Tribal Management. Ms. York brings strong and diverse experience from the public sector in financial management, case management, and administrative support. Ms. York has served as Finance Officer for the City of Martin, SD, where she oversaw an extensive number of services, including payroll, financial statements, insurance policies for all City owned properties and interests, payroll deductions, building permits, malt beverage and liquor licenses, billing for services incurred, and billing for leased property. Ms. York also prepared the City's annual budget; supervised employees of the municipal liquor store, the City office, and the municipal swimming pool; and provided orientation and training services for new employees. Ms. York's ability to successfully manage personnel, serve a culturally diverse clientele, and responsibly and accurately handle the City's finances and data will be strong assets for working with GUSD schools and data. Ms. York also brings experience in the social services field, having served as Secretary for the State of South Dakota Department of Social Services in Martin, SD. In this capacity, Ms. York was responsible for sending out monthly Economic

[4] The SDPTQ program received funding while the SDCYS and NAPSR applications are still pending.

Assistance reviews, assisting clients with paperwork and EBT cards for both Bennett and Jackson Counties, and submitting monthly EBT reports to the State of South Dakota. Ms. York also screened Child Protection Services referrals and transferred case files to other offices within the State of South Dakota. In sum, Ms. York's aforementioned skills, as well as her background and local cultural knowledge, will bolster the data collection quality and capacity of BC Kuhn. Ms. York's resume is located in Appendix A.

DETAILED RESPONSE

Scope of Work [RFP 3.0]

Evaluation Philosophy

All communities have a unique perspective that is built on the foundation of shared knowledge and experience and includes the social norms and values that are distinctive to a specific people, place, and time. This perspective can include language, geographic location, spirituality, and the kinship and political relationships between members of a community.

Following this philosophy, BC Kuhn Evaluation, LLC will provide a creditable evaluation while collecting qualitative and quantitative data in a way that is sensitive and respectful to the communities and students served by the GUSD program.

Evaluation Approach

BC Kuhn employs mixed methods evaluation in which quantitative and qualitative data are collected and weighed against expected outcomes to determine the effectiveness of the GEAR UP program. Quantitative methods include primary and secondary data collection. Primary data collection is based on questions, originating from the GEAR UP project management, that are presented to participants in the form of a questionnaire. Secondary data collection includes current demographic and past and present assessment data. This data is available through the South Dakota Department of Education, Board of Regents, and GEAR UP schools. Qualitative data is generally collected during site visits and meetings with project management. Qualitative methods include, but are not limited to, 1) observations, 2) interviews, and 3) focus groups. This approach is based on effective and successful strategies currently being used to evaluate Native American programs in South Dakota.

With a robust pool of data to pull from, BC Kuhn is then equipped to prepare formative and summative evaluations. Formative evaluations track the program's progress from the beginning; their purpose is to give on-going feedback that informs program management of midcourse changes they may wish to pursue. Formative evaluations are typically completed annually. Summative evaluations are then provided after the final year of the project, and are used to assess the overall performance of the program, identifying larger performance patterns or trends, determining long-term intervention outcomes and impacts, and reexamining data over the program's life to address any new questions or propose methods not previously employed.

The external evaluation services provided by BC Kuhn will ensure that GEAR UP grant management will have the information and tools necessary to 1) gain direction for improving projects as they develop, and 2) determine a project's effectiveness after it has had time to produce results.

Project Management Techniques

Clear lines of communication are essential to ensure effective implementation of activities and measurable progress toward program goals and objectives. Ms. Kuhn will attend regularly scheduled meetings with project stakeholders to share current progress toward program objectives, and provide information on national GEAR UP best practices currently in use to overcome obstacles.

Evaluation Tools

As part of the external evaluation, BC Kuhn will work with the project management team to review and amend the following evaluation tools:

- Literature Review
- Logic Model
- Overall Evaluation Plan
- Additional Evaluation Questions
- Data Collection Plan
- Implementation Questions

Although the development of these documents occurred in year 1 of the grant, they are organic components that should be assessed and revised accordingly over the course of the project as implementation, data driven decision-making, and new knowledge by the project management team take effect.

Literature Review

A literature review is a selective presentation of scholarly articles, books, and other sources that are relevant to a particular topic. It provides a description, context if necessary, and critically evaluates the strengths and weaknesses of each work. Its purpose is to offer an overview of significant literature available on a specific topic.

BC Kuhn will revise the current literature review, and include the most current pedagogically relevant scholarly sources specific to the intended outcomes of the GUSD program.

Logic Model

Logic models gained distinction in response to the US Government Performance and Results Act (GPRA), passed in 1993. This act requires federally funded agencies to develop and implement an accountability-based system for performance measurement. This must include setting goals and objectives, and measuring progress toward their achievement. A logic model is a roadmap or picture of a program that shows the logical relationships between resources or inputs (what an organization invests); activities or outputs (what an organization gets done); and outcome-impacts (what results or benefits happen as a consequence). It lays out the project's basic design in simple terms, clearly demonstrating what will be done, how it will be accomplished, and what the results will be. The Logic Model is now a widely accepted management tool in the public and nonprofit sectors, both nationally and internationally.

BC Kuhn will work with project management to refine and revise the current GUSD logic model.

Overall Evaluation Plan

The overall project evaluation plan will incorporate all elements of the approved and funded work plan and additional implementation and outcome elements as identified by the evaluator and project management team.

Additional Evaluation Questions

Evaluation questions will be reviewed on a regular basis to ensure all aspects of the project are being assessed. Additional questions and data elements will be added as needed.

Data Collection Plan

BC Kuhn will work with the project management team to identify data elements to be collected, the source of each element, and the frequency of collection. Data collection will consist of qualitative and quantitative data and be specific to annual performance reporting (APR) and evaluation needs. BC Kuhn will also assist with the development of basic data collection tools and online surveys.

Implementation Questions

Implementation questions will focus on the activities related to each project objective and to project management. These questions will focus on assessing progress on the middle "Interventions" column of the logic model. The implementation evaluation provides information for the following purposes:

- To monitor current activities in order to identify problems in program implementation, and thereby improve service delivery.
- To measure variability in program delivery for later analyses of program impacts.
- To help understand why delivery is or is not carried out as intended.

Site Visits

A minimum of five 2-week site visits (10-weeks) with a maximum of 26 weeks will occur each year. The dates of each visit will be determined by BC Kuhn and the project management team. After each site visit, BC Kuhn will provide the project management team with a brief site visit report and/ or meeting minutes, documenting observations and impressions.

Formative Evaluation

The formative evaluation tracks the program's progress from the beginning; its purpose is to give on-going feedback that informs program management of midcourse changes they may wish to pursue. This on-going assessment provides program management with a heuristic to evaluate whether the services are appropriate for the needs and intended outcomes.

The formative evaluation includes implementation and process evaluation, which encompasses monitoring the quality of, and progress on, the program goal and objectives. Observations regarding the quality of program services, program implementation, staffing variables, as well as program administration and program resources will be included. At the end of each project year, the program director will receive a detailed report describing implementation of major activities and program outcomes for each objective in addition to recommendations for consideration by program management. The formative evaluation will examine pertinent issues: To what extent are services implemented? Are activities developed rationally for the highest impact and quality? What adjustments, if any, are recommended? The evaluation will focus on the key performance indicators listed in the approved GUSD work plan, although other indicators may be identified during the course of the project.

Annual Performance Report (APR)

GEAR UP State grant programs are required by the Government Performance and Results Act (GPRA) of 1993 to submit an APR to the US Department of Education on an annual basis. This report is typically due mid-April of each year. The US Department of Education uses the APR to justify continued funding of the project by determining the status of progress toward meeting approved program objectives. In addition to determining substantial progress for a specific grant, the APR is used to collect data addressing the performance of the GEAR UP program on a national level.

The APR supplies the Department of Education with the most current available quantitative data for the program's performance indicators and participants, as well as qualitative data provided through surveys and by project management. For performance indicators, progress is quantified through a comparison of target to actual data. Additional qualitative data is collected through APR questions, such as:

1) Describe the extent to which you have implemented all program activities and components planned for this reporting period. Highlight your major outcomes, successes, and concerns.
2) Briefly describe how your project is furthering the mission of the GEAR UP program.
3) What aspects of your program do you think are most successful (have the greatest impact)? Why?
4) What barriers or problems have you encountered in administering your grant, and how have you addressed these problems?
5) Describe briefly the progress that you have made in implementing your evaluation plan as described in your application for GEAR UP funding.
6) Describe how your project's activities and outcomes are likely to be sustained over time. What systemic changes have occurred in your school(s)?
7) Describe the progress that your project has made towards accomplishing the objectives of your project for this reporting period as outlined in your grant application or work plan.

BC Kuhn will assemble this report from demographic, performance, and service data collected at the school level, and budget and matching information maintained by the State and

Mid Central Education Cooperative. In addition, the narrative sections will be completed from information gathered for the formative evaluation, and interviews conducted with the project management team.

The ARP requires reporting on five mandatory parent and student survey questions. BC Kuhn will aid in the creation of survey tools and aggregation of survey results for both APR reporting and the formative evaluation.

Reports

Reports for the GUSD project will include:

- Site Visit Report(s)
- Annual Formative Evaluation
- Annual Performance Report

Match

BC Kuhn Evaluation, LLC will provide a 100% match on salaries.

Resources

BC Kuhn Evaluation, LLC will provide services to the GEAR UP South Dakota program from its office located in Martin, SD, and is committed to providing additional and necessary resources at no additional cost. These resources include, but are not limited to, research materials, office space, furniture, office supplies, equipment, and the time and effort of BC Kuhn personnel other than Ms. Kuhn.

Statement of Non-discrimination

BC Kuhn is committed to the objectives of affirmative action, equal opportunity, and non-discrimination in accordance with state and federal law and offers equal employment opportunities to qualified applicants regardless of race, tribal affiliation, color, creed, national origin, citizenship, gender, ancestry, religion, age, or disability.

Locality

BC Kuhn is located in Martin, SD and is within one-hour of driving time from the majority (63%) of GUSD schools.

Current and Previous Evaluation Contracts [RFP 4.3]

South Dakota GEAR UP
State Department of Education
Keith Moore, Director
1805 Augusta Dr.
Vermillion SD 57069
605-677-9342

2007, 2008, & 2009 External Evaluator

BC Kuhn has provided the South Dakota GEAR UP (GUSD) program with evaluation and reporting services since 2007. Services include delivery of formative evaluations of the program, Annual Performance Reporting, data collection, site visits and provision of site visit reports, and revision of evaluation tools. Prior to 2007, Ms. Kuhn provided evaluation services to GUSD through her employment with AED.

The formative evaluations provided to GUSD management include implementation and process evaluation, and monitoring the quality of, and progress on, project goals and objectives; quality of program services; program implementation; staffing variables; project administration; and program resources. BC Kuhn also assembles the required Annual Performance Report (APR) using demographic, performance, and service data collected at the school level, and budget and matching information maintained by the State and Mid Central Educational Cooperative. BC Kuhn assists in the creation of survey tools and aggregation of survey results for the Annual Performance Report.

Qualitative data for the formative evaluation and APR is gathered during site visits that occur at a minimum of five (5) 2-week visits (10 weeks) with a maximum of 26 weeks. After each site visit, BC Kuhn provides a site visit report and/ or minutes, documenting observations and impressions.

Additional services provided include initial development and annual refinement of the following evaluation tools:

- Literature Review
- Logic Model
- Overall Evaluation Plan
- Additional Evaluation Questions
- Data Collection Plan

- Implementation Questions

BC Kuhn has also provided the following services at no additional cost to GUSD:

- 2007-08 – Monthly Interim APR Reporting to the US Department of Education
- 2007-08 – Monthly Data Collection of Student and Parent Activities
- 2007 – Biennial Implementation Evaluation
- 2007-present – Formative Evaluation Presentations at the Indian Education Summit and Lakota Nation Invitational

Fairmont State University GEAR UP
Amie Fazalare, Director
1201 Locust Ave
Fairmont, WV 26554
(304) 367-0436

2007, 2008, & 2009 External Evaluator

BC Kuhn has provided the Fairmont State GEAR UP (FSUGU) program with evaluation and reporting services since 2007. Services include delivery of formative evaluations of the program, Annual Performance Reporting assistance, data collection assistance, site visits and provision of site visit reports, and revision of evaluation tools. Although BC Kuhn has provided evaluation services to FSUGU since 2007, Ms. Kuhn has worked with this client since 2000.

The formative evaluations provided to FSUGU management include implementation and process evaluation, and monitoring the quality of, and progress on, project goals and objectives; quality of program services; program implementation; staffing variables; project administration; and program resources. In addition, BC Kuhn assists in assembling the required Annual Performance Report (APR) using demographic, performance, and service data collected at the school level. BC Kuhn assists in the collection of additional data by creating survey tools and aggregating the survey results.

Qualitative data for the formative evaluation and APR is gathered during site visits. After each site visit, BC Kuhn provides a site visit report and/ or minutes, documenting observations and impressions.

Additional services provided include initial development and annual refinement of the following evaluation tools:

- Literature Review

- Logic Model
- Overall Evaluation Plan
- Additional Evaluation Questions
- Data Collection Plan
- Implementation Questions

South Dakota College Access Challenge Grant (SDCAC)
State Department of Education
Keith Moore, Director
1805 Augusta Dr.
Vermillion SD 57069
605-677-9342

2008-2009 & 2009-2010 External Evaluator

The US Department of Education funded the South Dakota College Access Challenge Grant (SDCAC) in 2008. The SDCAC program strives to meet two goals, 1) increase students' and parents' knowledge of post-secondary education options, preparation, and financing, and 2) increase the number of students who enroll in post-secondary education within one year of high school graduation.

SDCAC works with Western Dakota Technical Institute, Mitchell Technical Institute, Southeast Technical Institute, Lake Area Technical Institute, Sinte Gleska University, and Sitting Bull College to provide authorized activities to students and families across the state of South Dakota living below the poverty line. These activities include college and career counseling; advising and mentoring; college visits; and workshops on post-secondary options, preparation, and financing.

The SDCAC program includes a need-based scholarship component. In addition to federal funds, SDCAC partners provide scholarships as match.

BC Kuhn has provided the SDCAC program with evaluation and reporting services since 2008. Services include delivery of formative evaluations of the program, Annual Performance Reporting, data collection, site visits and provision of site visit reports, and revision of evaluation tools.

The formative evaluation provided to SDCAC management includes implementation and process evaluation, and monitoring the quality of, and progress on, project goals and objectives; quality of program services; program implementation; staffing variables; project administration;

and program resources. BC Kuhn also assembles the required Annual Performance Report (APR) using demographic, performance, and service data collected at the school level, and budget, scholarship, and matching information maintained by the State and Mid Central Educational Cooperative. BC Kuhn creates survey tools for the SDCAC program and aggregates survey results for the Annual Performance Report.

Qualitative data for the formative evaluation and APR is gathered during site visits. After each site visit, BC Kuhn provides a site visit report and/ or minutes, documenting observations and impressions.

Additional services provided include initial development and annual refinement of the following evaluation tools:

- Overall Evaluation Plan
- Additional Evaluation Questions
- Data Collection Plan
- Implementation Questions

Oglala Lakota College (OLC)
Science, Technology, Engineering, and Math (STEM) Teachers of Excellence Education Program (STEEP)
Jason Tinant, Math & Science Co-Chair
490 Piya Wiconi Rd.
Kyle, SD 57751
(605) 455-6000

2007-2008, 2008-2009, & 2009-2010 External Evaluator

In 2005, OLC received a 5-year National Science Foundation grant for the Science, Technology, Engineering, and Math Teachers of Excellence Education Program (STEEP). The primary goal of the STEEP program is to significantly increase the number of qualified, high quality STEM secondary teachers for rural schools. The program trains secondary teachers in effective teaching methodologies and provides additional support in the form of teaching tools, software, and post-graduate professional development opportunities. In addition, the program includes a K-12 outreach initiative and strives to collaborate with schools across the reservations of South Dakota. Over time, the program will impact more than 14,000 school children in its partner schools. The ultimate goal of the STEEP program is to eliminate the gap between the SAT9 scores of Native American schoolchildren and their South Dakota counterparts.

BC Kuhn has provided the STEEP program with evaluation services since 2007. Services include delivery of formative evaluations of the program, data collection, site visits and provision of site visit reports, and revision of evaluation tools.

The formative evaluations provided to STEEP management include implementation and process evaluation, and monitoring the quality of, and progress on, project goals and objectives; quality of program services; program implementation; staffing variables; project administration; and program resources. BC Kuhn creates survey tools for the STEEP program and aggregates survey results.

Qualitative data for the formative evaluation is gathered during site visits. After each site visit, BC Kuhn provides a site visit report and/ or minutes, documenting observations and impressions.

Additional services provided include initial development and annual refinement of the following evaluation tools:

- Logic Model
- Overall Evaluation Plan
- Additional Evaluation Questions
- Data Collection Plan
- Implementation Questions

Oglala Lakota College (OLC)
Tribal Colleges and Universities Program Phase II (TCUP II)
Jason Tinant, Math & Science Co-Chair
490 Piya Wiconi Rd.
Kyle, SD 57751
(605) 455-6000

2007-2008, 2008-2009, & 2009-2010 External Evaluator

In 2006, OLC received a 3-year Tribal Colleges and Universities Program Phase II (TCUP II) grant for the Cultivating Science into the Future program. The TCUP II grant builds on the success of OLC's previous TCUP Phase I grant (TCUP I) by advancing and training Science, Technology, Engineering, and Math (STEM) faculty to act as principal investigators on original research projects. TCUP II also targets students and provides them with an opportunity to increase their knowledge in research design, implementation, and dissemination of findings.

BC Kuhn has provided the TCUP II grant program with evaluation services since 2007. Services include delivery of formative evaluations of the program, data collection, site visits and provision of site visit reports, and revision of evaluation tools.

The formative evaluations provided to TCUP II management include implementation and process evaluation, and monitoring the quality of, and progress on, project goals and objectives; quality of program services; program implementation; staffing variables; project administration; and program resources. BC Kuhn creates survey tools for the TCUP II program and aggregates survey results.

Qualitative data for the formative evaluation is gathered during site visits. After each site visit, BC Kuhn provides a site visit report and/ or minutes, documenting observations and impressions.

Additional services provided include initial development and annual refinement of the following evaluation tools:

- Logic Model
- Overall Evaluation Plan
- Additional Evaluation Questions
- Data Collection Plan
- Implementation Questions

Additional Services

Technical Assistance

Ms. Kuhn has ten years of experience in the GEAR UP community and will provide on the ground technical assistance in the areas of national GEAR UP best practices, match, data collection, and policy research.

Deliverables and Timeframes

The work plan provided on the following pages includes tasks, deliverables, and completion dates. The period of performance is for one (1) year and assumes a start date of January 1, 2010. Should an additional option year be awarded, a work plan for that year with updated tasks, deliverables, and timeframes will be provided.

GEAR UP South Dakota 2010 Work Plan

Proposed Contract Dates: 1 January 2010 - 31 December 2010
Proposed Start Date: 1/1/10

TASKS TO BE COMPLETED	METHODS INVOLVED	DELIVERABLES	COMPLETION DATES
Task 1: Evaluation Tools			
Subtask 1.1: Revise Evaluation Tools	Working with GUSD, BC Kuhn will revise the following documents, tailoring them to the needs of the GUSD program. • Logic Model • Overall Evaluation Plan • Additional Evaluation Questions • Data Collection Plan • Implementation Questions	Revised Draft of the following documents: • Logic Model • Overall Evaluation Plan • Additional Evaluation Questions • Data Collection Plan • Implementation Questions	**1/29/10**
	GUSD reviews the following documents. • Logic Model • Overall Evaluation Plan • Additional Evaluation Questions • Data Collection Plan • Implementation Questions		**2/12/10**
	BC Kuhn finalizes evaluation tools.	Final revisions of the following documents: • Logic Model • Overall Evaluation Plan • Additional Evaluation Questions • Data Collection Plan • Implementation Questions	**2/26/10**
Subtask 1.2: Revise Literature Review	BC Kuhn drafts Literature Review	Draft Literature Review	**10/29/10**
	GUSD reviews Literature Review		**11/12/10**
	BC Kuhn finalizes Literature Review	Final Literature Review	**12/17/10**
Task 2: Site Visits			
Subtask 2.1: Site Visit Schedule	GUSD & BC Kuhn establish Site Visit Schedule. A minimum of five 2-week site visits (10-weeks) with a maximum of 26 weeks will occur each year.	Site Visit Schedule	**2/1/10**
Subtask 2.2: Conduct site visits of selected GUSD sites.	Brinda Kuhn tours selected GUSD project schools to observe program activities and meet with stakeholders.	Site visit report and/or meeting minutes, documenting observations and impressions.	TBD - See Site Visit Schedule created in Task 2.1

TASKS TO BE COMPLETED	METHODS INVOLVED	DELIVERABLES	COMPLETION DATES
Task 3: Formative Evaluation & APR			
Subtask 3.1: Write formative evaluation report	BC Kuhn analyzes data and writes Formative Evaluation report.	Draft Formative Evaluation	**7/1/10**
	GUSD reviews report.		**7/8/10**
	BC Kuhn finalizes report.	Final Formative Evaluation	**7/15/10**
Subtask 3.2: Presentation of Formative Evaluation Report	BC Kuhn presents report to GUSD stakeholders.	Presentation	**TDB**
Subtask 3.3: Annual Performance Report (APR)	BC Kuhn will assemble this report from demographic, performance, and service data collected at the school level and budget, and matching information maintained by the State and Mid Central Education Cooperative.	Draft APR	**4/1/10**
	GUSD reviews APR.		**4/8/10**
	BC Kuhn finalizes APR.	Final APR for Upload	**4/13/10**
	APR Uploaded to US DOE system.		**4/15/10**
Task 4: Project Management & Technical Assistance			
Subtask 4.1: Attend meetings, conduct ad-hoc conference calls and/ or video conference calls and email communication with GUSD program management team.	BC Kuhn participates in ad-hoc meetings and conference calls with GUSD.		**On-going**
Subtask 4.2: Technical Assistance	BC Kuhn provides technical assistance in the areas of national GEAR UP best practices, match, data collection, and the writing of project change justifications.		**On-going**

APPENDIX A

Resumes

Brinda Kuhn

Angela Sam

Christopher Peters

Melita York

Brinda Kuhn
PO Box 26 ~ Martin, SD ~ 57551
(605) 454-6313 ~ brinda.kuhn@gmail.com

Education

Mountain State University, Beckley, WV
2008 M.S. in Interdisciplinary Studies with a Concentration in Geo-cultural Education

Fairmont State University, Fairmont, WV
2004 B.A. in Liberal Arts
2002 A.A. in General Studies

Southern California Regional Occupational Center, Torrance, CA
1980 Technical Certification in Computer Operations and Programming

Professional Experience

Owner and CEO of BC Kuhn Evaluation, LLC
Lead Evaluator.
2009

- Bramble Park Zoo and Pine Ridge Indian Reservation Roots & Shoots programs.
- Bramble Park Zoo educational programs.

2008+

- South Dakota College Access Challenge Grant – Funded by the US Department of Education.
- South Dakota Core Concepts Planning Grant – Funded by the Indian Land Tenure Foundation.

2007+

- South Dakota GEAR UP State Grant - Funded by the US Department of Education.
- Fairmont State University GEAR UP Partnership Grant - Funded by the US Department of Education.
- Oglala Lakota College, The *Wayawawicakiya Waste* (STEEP) - Funded by National Science Foundation.
- Oglala Lakota College, *Magakata Woslolye Oaye* (TCUP II) - Funded by National Science Foundation.

2007

- Tribal Ventures, Cheyenne River Reservation 10-year Poverty Reduction Plan – Funded by Northwest Area Foundation.
- Oglala Lakota College & Hopa Mountain, Native Science Field Center – Funded by the National Science Foundation and Bush Foundation.

Published Reports

2007 South Dakota GEAR UP Year 2 Formative Evaluation.
2008 South Dakota GEAR UP Year 3 Formative Evaluation.
2008 Oglala Lakota College TCUP Year 2 Formative Evaluation.
2008 Oglala Lakota College STEEP Year 2 Formative Evaluation.
2008 Oglala Lakota College NSFC Year 1 Formative Evaluation.
2009 South Dakota GEAR UP Year 4 Formative Evaluation.
2009 South Dakota College Access Challenge Year 1 Formative Evaluation.
2009 Oglala Lakota College TCUP Year 3 Formative Evaluation.
2009 Oglala Lakota College STEEP Year 3 Formative Evaluation.

Senior Program Officer. Academy for Educational Development (AED) Washington, DC
2006-2007 Duties included

- Provide project management for data collection and program evaluation on fourteen Federal Department of Education State and Partnership GEAR UP grants located throughout the United States.
- Direct software development life cycle (SDLC) of the GEAR UP Online Evaluation System (GOES) web application from strategic planning to maintenance.
- Design and develop database applications and other web applications and tools to collect, and manipulate reporting data required by the Federal Government for GEAR-UP grant accountability purposes.
- Prepare and write site visit reports, formative and summative evaluations, proposals, technical documents and training materials, white papers, literature reviews, conference materials, and federal reports.
- Maintain up-to-date knowledge base on the latest products and services for the evaluation of educational programs.
- Provide presentations, demos, and user training of the GOES product via WebEx.
- On-site evaluation of GEAR UP programs for Federal reporting purposes.

Published Reports

2006 South Dakota GEAR UP Year 1 Formative Evaluation.
2006 Fairmont State GEAR UP (2006 Grant) Year 1 Measurable Objective Evaluation.
2006 Fairmont State GEAR UP (1999 Grant) Summative Sustainability Evaluation.

Accomplishments

Received two AED Innovation Awards:

- AED Innovation award for successful funding of three GEAR UP grants awarded in August 2006. Of the seven GEAR UP proposals written, three (43%) were funded (compared to the national funding rate of 13% for the 2006 cycle). These awards lead to $3.2 million in new multiyear GEAR UP contracts for AED.
- AED Innovation award for 2006-2007 evaluation contract renewals for $780,000.00.

Data & Accountability Specialist. Fairmont State University, GEAR UP Partnership, Fairmont, WV

2000-2006 Duties included

- Management and coordination of data collection, program evaluation, and federal reporting for the $26 million FSU GEAR UP grant serving over 16,550 students in 34 middle and high schools located in nine north-central West Virginia counties.
- Manage FSU GEAR UP Data & Technology center including budgeting and procurement, in addition to supervision and evaluation of data collection and web development staff and contractors.
- Design, develop, and maintain GEAR UP Web Site. Includes graphic design work and ADA (508) compliance.
- Provide web development and graphic design for various college pages such as Community Education, Student Resources, Career Services, and Parents Resources.
- Design and develop database applications and on-line tools to collect and manipulate reporting data required by the Federal Government and Fairmont State for GEAR UP grant accountability purposes.
- Prepare and write formative and summative evaluations, proposals, technical documents, training materials, white papers, conference materials, and federal reports.
- Provide beginning, intermediate, and advanced classes and workshops to GEAR UP teachers, administrators, and staff in Microsoft Word, Excel, PowerPoint, Access, and Outlook.
- Responsible for planning and coordination of annual computer scholarship parent training and computer delivery.
- Coordination of WVNet Helpdesk for over 2,500 users.
- Coordinate and manage GEAR UP computer lab.
- Evaluate, recommend, and provide training on various hardware and software components for inclusion into the classroom, GEAR UP office, and lab.

Published Reports

2000–2005 Fairmont State GEAR UP (1999 Grant) Annual Measurable Objective Evaluations.

2005 Fairmont State GEAR UP (1999 Grant) GEAR UP High School Seniors: Are You College Ready, Summative Evaluation.

Accomplishments

GEAR UP Web Site awards include; 2003-2004 Golden Web Award and "Site of the Month" award from the State of West Virginia October 2001.

Organizations:

2004–2005 Member, Planning Committee, GEAR UP Leadership Conference.
2003–2005 Member, Epsilon Pi Tau (International Honor Society for Professions in Technology).
2003–2005 President, Bridgeport High School Academic Boosters.
2001–2004 Member, West Virginia State Web Developers Committee.

2000–2005 Chair, Computer Scholarship Training and Distribution Committee.
2000–2003 Chair, Fox46 / FSU GEAR UP Community Awareness Committee.

Director of Information Systems. Zuckerman Spaeder, L.L.P., Washington, DC
1997-1999 Duties included

- Provided leadership, planning and management of Information Technology (IT) Services to all six Zuckerman Spaeder offices located in New York, Maryland, Virginia, Florida and Washington DC, serving 200+ users.
- Advised senior management, partners, and managing partners on technology trends and user needs.
- Researched, planned, and provided project management for Y2K, disaster recovery, and custom application development.
- Negotiated network support (LAN / WAN), critical component, telecommunications, hardware/printer maintenance, and engineering support contracts.
- Maintained firm Intranet and the development and customization of applications.
- Managed business critical system operation in a multi-platform environment including Netware, UNIX, and Windows NT.

Accomplishments

Led the effort that assessed and resolved the firm's Y2K compliance issues. Led technology upgrade project that replaced NetWare infrastructure supporting Windows 3.x desktops running WordPerfect and cc:Mail with Windows NT (Exchange and SMS - System Management Server) supporting Windows 98 desktops running Office 97 and Outlook 98. Within the same project, replaced a dial-up electronic mail, wide area network with an integrated frame relay solution supporting electronic mail, document exchange, accounting, and file system access. Project completed ahead of schedule, within budget and with no major impact on mission critical applications or user productivity. Restructured and staffed headquarters IT function to establish support capabilities for all six offices.

Organizations:

1996-1999 Member, Cyber-ethics Committee.
1996-1999 Member, ALISM (Association of Legal Information Systems Managers).
1996-1999 Non-member participant, ALA (Association of Legal Administrators).
1998-1999 Member, NPW (Network of Professional Women).
1997-1999 Member, Y2K Committee.

Customer Service Manager. Business Equipment Center, Ltd., Washington, DC
1996-1997 Duties included

- Management and coordination of customer support contracts.
- Leadership and management of technical staff.
- Customer consulting.
- Project management.
- Staff scheduling.
- Budgeting.

- Development and implementation of Customer Support Policy and Procedures.
- Development and implementation of in-house self-paced training and mentoring program.

Network Administrator. Business Equipment Center, Ltd., Washington, DC
1996 Duties Included

- Maintenance, administration, and support of a 110 user LAN running Novell NetWare 3.12.
- Network Security.
- Manage the acquisition, installation, integration, and support of new hardware and software.
- System administration and user support for all network applications.
- Advise firm management on status of network, user needs, and new technologies.
- Site facilitator for UNIX based accounting system (light UNIX administration).
- Supervision of MIS support staff.

Adjunct Experience

Adjunct Instructor. Oglala Lakota College, Kyle, SD
2009+ Managed Information Systems MIS-113.

Adjunct Instructor. Fairmont State University, Fairmont, WV
2002+ Curriculum design and course instruction

- 16-week semester courses include GRAP-1100: Introduction to Computers and Graphics, GRAP-2225: Basic B & W Photography in the darkroom, and GRAP-2245: Advanced Digital Photography using Photoshop. All courses utilize WebCT/ Vista.
- Community Education courses include HTML (hand coding), Word, Excel, PowerPoint, FrontPage, Access, Introduction to Windows and the Internet, Dreamweaver, Adobe Illustrator, PageMaker, Technology and Web Camps, Study Skill Strategies, ACT Prep, Integrating Web Resources into the Classroom, and e-Portfolios.
- Designed and/or enhanced courses in WebCT/ Vista for other faculty member use. Courses included GRAP-1150: Graphic Communication Processes and TECH-4499: (Special Topics) Adobe Illustrator.
- Provided training to faculty members on WebCT/ Vista including how to design courses, create and upload content, design and administer quizzes, and how to use the gradebook. Training also included suggestions for incorporating WebCT/ Vista into the classroom.

National Technology Faculty Member. Council for Opportunity in Education, Washington, DC
2004-2005 Develop and present one to three hour workshops and/ or two-day training session on various technologies such as: Integrating Web Resources into the Classroom, Federal Annual Performance Reporting using Access Databases, e-Portfolios, the

Art of Data Collection and Federal Grant Writing, Using the Web as an Advising Tool, and Federal Project Budgeting using Excel.

Adjunct Instructor/ Computer Lab Coordinator. Nash Community College, Rocky Mount, NC
1990-1994 Curriculum design and course instruction.

- Lab management and maintenance including installation and support of hardware and software.
- Coordinated Microsoft Solution Provider Program.

PO Box 28
Martin, SD 57551

Phone (605) 685-6073
E-mail angela_sam@rocketmail.com

Angela Sam

Education

2009 - Present | Ashford University | Clinton, IA

M.B.A. Healthcare Administration

1993 - 1998 | Oglala Lakota College | Kyle, SD

B.S. Human Services

1. Minor, Social Services and Counseling.
2. Graduated *summa cum laude.*
3. Student of the Year 1996 and 1997.

Professional experience

2005-present | University of Colorado | Pine Ridge, SD

Professional Research Assistant-Field Office Director

- Day-to-day coordination of general field office operations: orientation of new employees, monitor and record all transfers of respondent compensation to the interviewers and conduct monthly audits, coordinate office staffing, project activities, compile office supply orders, and review manuscripts to be submitted for tribal approval.
- Coordinate hiring and supervision of employees: advise applicants of hiring process, coordinate with chair of the search committee regarding advertising/posting options, securing quotes and initiating postings, assist in obtaining authorization for background checks from position finalists, assist in obtaining information and/or documentation required for hiring paperwork, comply with the evaluation timelines established by the University in coordination with the appropriate supervisor(s).
- Coordinate with Admin-Denver on physical structure of offices: provide information on the condition of the physical structure of offices including space limitations or possible shortcomings for project-specific needs, lease conditions, including lease renewals, modifications, disagreements, or violations, notify LAN-Denver of computer requirements, monitor use of Polycom and coordination of Polycom requests, and complete computer updates, virus scans, and first-line troubleshooting.
- Facilitate the process of tribal approvals and resolutions: oversee obtaining Tribal approvals and resolutions for AIANP projects, solicit letters of support from local groups, service providers, or individuals for project needs, organize and facilitate community oversight or advisory groups, represent AIANP at Tribal functions or community gatherings, and present findings of AIANP projects to local groups and appropriate communities.

2005 | Oglala Sioux Tribe | Pine Ridge, SD

Early Childhood Component-District Manager *Woitancan*

- Oversee the daily operations of the OST ECC Center in the assigned district in accordance with all tribal, state, and federal regulations.

- Provide direct supervision over the ECC Center staff of Headstart and Early Headstart centers designated in each district. Conduct regular staff meetings to share information and monitor progress towards program goals. Conduct staff performance evaluations. Facilitate and promote effective conflict resolution skills and methods among staff.
- Assist the OST ECC director in development and management of budgets; develop and maintain a cuff account system for district expenditures.
- Promote and encourage language preservation efforts among staff and throughout the curriculum experiences.
- Model the four Lakota values of Wisdom, Courage, Respect, and Generosity throughout job related activities.
- Responsible for child and family referrals, ensuring follow up services are met in a timely and appropriate manner.
- Establish and maintain collaborations via meetings, regular contacts, and program interagency agreements with local agencies and partners to ensure quality services are delivered to children and families.
- Work with parents, community, and staff in a positive manner and promote the goals of the program and Tribe in a positive way. Assist with the annual self-assessment activities, community assessment, and grant application development.
- Set up regular parent trainings in accordance with their needs and requirements of the Head Start Performance Standards.

2000 - Present Oglala Lakota College Kyle, SD

Adjunct Faculty Member

- Provided instruction to college level and early entry students to increase their reading comprehension, writing skills, and study skills and personal development needed for success in college e.g., time management, budgeting, test taking strategies (R&W 083/093); improve their oral communication skills (SpCm 103); develop or review basic computational skills (Mth 083/093); and provide an introduction to algebra (Mth 103).

2005 Oglala Sioux Tribe Pine Ridge, SD

Enforcement Officer

- Assisted the Executive Director in carrying out the administrative and management directives of the President, Executive Committee and Tribal Council, as they relate to the programs or Indirect Cost/General Fund employees.
- Assist the implementation and coordination of the tribe's existing management system.
- Provided subordinate supervision of the tribal Program Directors on behalf of the Executive Director.
- Assist the Executive Director in assessing and evaluating the management and performance of Program Directors on a quarterly basis.
- Provided technical assistance to individual Program Directors as requested.

2004 TREC-Badlands Headstart Vale, SD

Home Visitor

- Provided educational, social and emotional services to children aged 3

and 4 and their families in a home-based program.

- Developed and implemented individualized lesson plans on a consistent weekly basis and group socialization lesson plans on a scheduled bi-monthly basis.
- Established an effective working relationship with parents empowering them in their child's educational process.
- Conducted developmental, physical and emotional/behavioral screening assessments utilizing the Acuscreen and Preschool Developmental Profile.

2002-2003 Oglala Lakota College Kyle, SD

Center Director for Pejuta Haka College Center

- Supervise all full-time college staff specifically assigned to the college center, in cooperation with appropriate program directors.
- Implementation of college services, policies, and procedures as they relate to the district college center program.
- Development and implementation of program and staff goals and objectives as they relate to the district college center programs.
- Assisting in the development and implementation of planning and organizational procedures as they relate to the Community Services/Student Development division.
- Managing and accounting for District College Center Budget.

1997-2002 University of Colorado Pine Ridge, SD

Field Office Director

- Supervision of staff of 20 involving the following administrative and management duties: conducting weekly staff meetings, issuance of checks for participant compensation, issuance of participant information to staff, providing feedback regarding quality of interview and location of participants, limited counseling of staff regarding information gathered during the interview process that was disturbing or upsetting, and quarterly/yearly staff evaluation and assessment.
- Implemented and coordinated the University's management system.
- Maintained participant compensation budget and office expenditure budget using Microsoft Excel.
- Maintained confidential information regarding participants and staff.
- Maintained current information regarding federal, state, and tribal services for the referral of staff or participants.
- Conducted interviews in the absence of an interviewer for the Cante Waste Oyate Project and SEED Project.
- Conducted assessments with toddlers utilizing the Bailey, NCAST, and Ages and Stages questionnaire.
- Provided presentations and information to interested community members, tribal, state, and federal employees and programs using Microsoft PowerPoint and Word.
- Provided technical assistance to tribal programs.
- Served as a liaison between the field staff, Denver staff, community members, the Oglala Sioux Tribe, and tribal programs.

Other

2006-current *Oglala Sioux Tribe Research Review Board Member*

2007-current *HIV/STD Native American Advisory Committee to the State of South Dakota, Department of Health*

2002 *SAMHSA-Safe Schools/Healthy Students Reviewer*

2000 *SAMHSA-Safe Schools/Healthy Students Reviewer*

RESUME Christopher J. Peters

EDUCATION

Master of Arts – American Cultural History
Temple University, Philadelphia, PA
September 2006 - December 2008
Concentration: Twentieth Century American Cultural history. GPA 3.63
Completed an eighty-page thesis, including original research and analysis.

Bachelor of Arts – History
Penn State University, State College, PA
September 2000 - May 2004
Major: History. Minor: English. GPA 3.32

EXPERIENCE

Researcher, BC Kuhn Evaluation, LLC
Private grant writing and evaluation company, Martin, SD
January 2008 - July 2008, April 2009 - Present

-Provided research, writing, and editing services for a number of grant programs, including:

- The *Magakata Woslolye Oaye* (Cultivating Science into the Future) TCUP II grant at Oglala Lakota College, funded by the National Science Foundation.
- The *Wayawawicakiya Waste* (Good Teacher) STEM Teachers of Excellence Educational Program (STEEP) at Oglala Lakota College, funded by the National Science Foundation.
- Fairmont State University GEAR UP Partnership Grant, at Fairmont State, WV, funded by the US Department of Education.

-Provided research and writing services for a number of grant applications, including:

- The South Dakota Child and Youth Safety Program (SDCYS) application for the Office of Juvenile Justice and Delinquency Prevention (OJJDP) FY 2009 Promoting Child And Youth Safety: Community Initiatives and Public Awareness grant (Pending).
- The South Dakota Partnership for Teacher Quality (SDPTQ) application for the US Department of Education, Office of Innovation and Improvement, FY 2009 Teacher Quality Partnership grant (Funded 10/09).
- The Native American Post-Secondary Retention Program (NAPSR) application for the Institute of Education Sciences (IES) Education Research Grant (Pending).

-Navigated US government grant information sites to keep track of available grants.

IT management, Peters Heat Treating
Industrial hardening and tempering of metals, Meadville, PA
November 2005 - April 2009

-Oversaw a sizable database in Microsoft Access.
-Corrected and troubleshot database issues and errors.
-Collected and processed information from the database for various applications using Access reports.
-Consulted with programmers regarding the creation of new database utilities and functions.

-Debugged developmental database software.
-Set-up and maintained network computers, hardware and software.

Administrative Assistant/Office Clerk, Peters Heat Treating
Industrial hardening and tempering of metals, Meadville, PA
June 2005 – April 2009

-Gained proficiency with Microsoft Word, Outlook, Excel, PowerPoint, and Peachtree.
-Filed paperwork: bills, internal processing records, A/P, A/R, etcetera.
-Planned and managed meetings with outside services.
-Answered phones and provided service to customers and contractors.
-Managed and ordered supplies.
-Gathered information, wrote reports, ran errands, and performed other tasks for company management.

Archivist, Horsham Preservation & Historical Association
Internship, Horsham, PA
October 2007 - March 2008

-Sorted and identified unknown documents.
-Read, deciphered, and summarized texts.
-Filed documents and summaries with cross-referencing keys.

Floor Help, Peters Heat Treating
Industrial hardening and tempering of metals, Meadville, PA
June 1998 - June 2005

-Entered jobs into a central database including: processing information, pictures, scanning, etcetera.
-Worked receiving desk and handled customer drop-off and pick-up of jobs.
-Managed shipping: incoming and outgoing. Various carriers, including international shipping.
-Set-up and tore-down furnace loads of steel.

ACTIVITIES

Managed a non-profit business through NERO International and The Boy Scouts of America, 1998-2002.

REFERENCES

David Farber
Professor of History at Temple University
Thesis advisor during MA program
Philadelphia, PA
Phone (215) 908-0100

Brinda Kuhn
Independent Grant Writer
Employer
Pine Ridge, SD
Phone (605) 454-6313

Linda Stallsmith
Office staff at Peters Heat Treat, 25-year employee
Co-worker
Meadville, PA

Phone (814) 573-2889

CONTACT INFORMATION

Christopher J Peters
Address: 27 Saint Joseph Street, Apartment 20, Rapid City, SD 57701
Cell: (814) 795-6644
Email: chrispy8534@hotmail.com

Melita D. York

P.O. Box 635
Martin, SD 57551
605-685-1497

EDUCATION

Oglala Lakota College, Kyle, SD
2007 Associates of Arts – Accounting

Oglala Lakota College, Kyle, SD
2007 Associates of Arts – Business

Oglala Lakota College, Kyle, SD
2007 Associates of Arts – Tribal Management

Bennett County High School, Martin, SD
Graduated 1998

WORK EXPERIENCE

Finance Officer
City of Martin, PO Box 687 Martin, SD 57551
June 2007 - Present

- Oversee the City's monthly water billing, payroll, financial statements, all checking accounts, savings accounts, CD's, insurance policies for all City owned properties and interests, payroll deductions, W2's, 1099's, pre-employment packets, workmen's comp forms and yearly reports, building permits, malt beverage and liquor licenses, billing for services incurred, billing of business owned video lottery machines, billing for hanger rental at the airport, and billing for leased property. Also track employee benefits, issue pawn and peddlers licenses, prepare and disburse monthly sales tax forms, and publish requests for proposals for work to be performed.
- Prepare the City's annual budget.
- Facilitate public hearings for the city, which includes advertisements, meeting minutes, and agendas.
- Facilitate council and chamber of commerce meetings, which includes agendas, preparation of meeting materials, advertisement, and meeting minutes.
- Supervise employees of the municipal liquor store, the City office, and the municipal swimming pool.
- Provide orientation and training services for new employees and attend professional development activities.
- Answer phone calls, address public issues, and provide public outreach and awareness services.
- Work with the City Attorney, City Foreman, and Chief of Police as needed.
- Organize the City office, including ordering supplies for all pertinent entities affiliated with the City.

Secretary
State of South Dakota Department of Social Services, 401 Third Avenue, Martin, SD 57551
February 2002 - June 2007.

- Responsible for sending out monthly Economic Assistance reviews, assisting clients with paperwork and EBT cards for both Bennett and Jackson Counties, and submitting monthly EBT reports to the State of South Dakota's main office in Pierre.
- Screened Child Protection Services referrals and sent out letters to appropriate agencies.
- Transferred case files to other offices within the State of South Dakota.
- Responsible for the purging of Economic Assistance and Child Protection files.
- Responsible for answering phones, greeting clients, and managing incoming and outgoing mail.
- Proficient in Microsoft Word, Microsoft Excel, Microsoft Access, Microsoft PowerPoint, Microsoft Publisher, and EBT browser. Experience with, and responsible for maintenance of, standard office equipment, including fax machines, copiers, printers, and typewriters.
- Responsible for car maintenance on the Department of Social Services' State cars.

BACKGROUND

Enrolled member of the Oglala Sioux Tribe. Born in Pine Ridge, SD and raised in Bennett County, SD.

REFERENCES

References, Transcripts, and Degree of Indian Blood available upon request.

BC Kuhn Evaluation, LLC
PO Box 26
Martin, SD 57551
(605) 454-6313

South Dakota GEAR UP RFP #24817 Cost Proposal

1 January 2010 - 31 December 2010

	Contract Amount	**Matching Contribution (100%)**	
Salaries	$54,000.00	$54,000.00	
Travel	$11,000.00		
			Monthly match
Total	**$65,000.00**	**$54,000.00**	**$4,500.00**

ATTACHMENT 8

Contract Number 2011C-498
11-1200-431
State Auditor Number

DEPARTMENT OF EDUCATION
STATE OF SOUTH DAKOTA
CONSULTANT CONTRACT
FOR CONSULTANT SERVICES BETWEEN

(BC Kuhn Evaluation, LLC)		(Office of the Indian Education)
(PO Box 226)	AND	(800 Governors Drive)
(Martin, SD 57551)		(Pierre, SD 57501-2294)
(Hereinafter referred to as Consultant)		(Hereinafter referred to as State)

The State hereby enters into an Agreement for Consultant Services with the Consultant.

I. THE CONSULTANT:

A. The Consultant services on this agreement commence January 1, 2011 and shall end September 30, 2011. (9 months—Jan, Feb, March, April, May, June, July, August, September)

B. The Consultant has affirmed that he/she is not a full-time state employee as per SDCL 3-12-47.

C. The Consultant will not use state equipment, supplies, and facilities.

D. The Consultant agrees to:

1. Conduct an evaluation of the GEAR UP grant in order to gain direction for improving projects as they develop under this program, and to determine a project's effectiveness after the project has had time to produce results.

2. Assist in the review and updates to the following evaluation tools:

- Literature Review
- Logic Model
- Overall Evaluation Plan
- Additional Evaluation Questions
- Implementation Questions

3. Conduct a minimum of five (5) 2 week site visits (10 weeks) with a maximum of 26 weeks. Upon completion of each site visit, Consultant will provide a report and/or minutes, documenting observations and impressions.

4. Conduct a formal evaluation of the program which will include implementation and process evaluation, will encompass monitoring the quality of, and progress on, project goals and objectives; quality of program services; program implementation; staffing variables; project administration and program resources.

5. Assemble the required Annual Performance Report in regards to demographic, performance, and service data collected at the school level and budget and matching information maintained by the State and Mid-Central Educational Cooperative.

6. Assist in the creation of survey tools and aggregation of survey results for the Annual Performance Report.

Contract Number 2011C-498

State Auditor Number

DEPARTMENT OF EDUCATION
STATE OF SOUTH DAKOTA
CONSULTANT CONTRACT
FOR CONSULTANT SERVICES BETWEEN

(BC Kuhn Evaluation, LLC	)	(Office of the Indian Education)
(PO Box 226	) AND	(800 Governors Drive)
(Martin, SD 57551	)	(Pierre, SD 57501-2294)

7. Provide the South Dakota Department of Education – Office of Indian Education – Director with monthly reports on above deliverables. Monthly reports are due by the 10th of the month. BC Kuhn will also attend monthly conference calls facilitated by Director, Project Coordinator, OSEC Budget office, and GEAR UP staff.

E. Consultant agrees to hold harmless and indemnify the State of South Dakota, its officers, agents and employees, from and against any and all actions, suits, damages, liability or other proceedings which may arise as a result of performing services hereunder. This section does not require the Consultant to be responsible for or defend against claims or damages arising solely from acts or omissions of the State, its officers or employees.

F. The Consultant agrees to provide services in compliance with the Americans with Disabilities Act of 1990.

II. THE STATE:

A. The State will make a total payment upon satisfactory completion of the services on this contract not to exceed $65,000.00. Payment will be made based upon the attached budget (Attachment A). Payment will be made in monthly installments upon receipt of an itemized invoice submitted by Consultant and approved by the State.

B. The State will not pay Consultant expenses as a separate item.

C. The State does not agree to perform any special provisions.

III. SUPERCESSION PROVISION: All other prior discussions, communications and representations concerning the subject matter of this Agreement are superseded by the terms of this Agreement, and except as specifically provided herein, this Agreement constitutes the entire agreement with respect to the subject matter hereof.

IV. AMENDMENT PROVISION: This contract contains the entire agreement between the parties, and is subject to and will be construed under the laws of the State of South Dakota, and may be amended only in writing signed by both parties.

V. TERMINATION PROVISION: This agreement can be terminated upon thirty (30) days written notice by either party and may be terminated for cause by the State at any time with or without notice.

VI. INSURANCE PROVISION: The Consultant agrees, at its sole cost and expense, to maintain the appropriate insurance required by the State during the period of this agreement.

Contract Number 2011C-498

State Auditor Number

DEPARTMENT OF EDUCATION
STATE OF SOUTH DAKOTA
CONSULTANT CONTRACT
FOR CONSULTANT SERVICES BETWEEN

(BC Kuhn Evaluation, LLC	)	(Office of the Indian Education)
(PO Box 226	) AND	(800 Governors Drive)
(Martin, SD 57551	)	(Pierre, SD 57501-2294)

VII. CONTROLLING LAW PROVISION: This Agreement shall be governed by and construed in accordance with the laws of the State of South Dakota. Any lawsuit pertaining to or affecting this Agreement shall be venued in Circuit Court, Sixth Judicial Circuit, Hughes County, South Dakota.

VIII. COMPLIANCE PROVISION: Consultant will comply with all federal, state and local laws, regulations, ordinances, guidelines, permits and requirements applicable to providing services pursuant to this Agreement, and will be solely responsible for obtaining current information on such requirements.

IX. DEFAULT PROVISION: This agreement depends upon the continued availability of appropriated funds and expenditure authority from the Legislature for this purpose. This agreement will be terminated by the State if the Legislature fails to appropriate funds or grant expenditure authority. Termination for this reason is not a default by the State nor does it give rise to a claim against the State.

X. EQUAL EMPLOYMENT OPPORTUNITY CLAUSE: Consultant is required to comply with E.O. 11246, "Equal Employment Opportunity", as amended by E.O. 11375, "Amending Executive Order 11246 Relating to Equal Employment Opportunity," and as supplemented by regulations at 41 CFR Part 60, "Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor."

XI. NONDISCRIMINATION CLAUSE: Consultant agrees to comply with all Federal statutes relating to non-discrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683 and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) Sections 523 and 527 of the Public Health Services Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply.

Contract Number 2011C-498

State Auditor Number

DEPARTMENT OF EDUCATION
STATE OF SOUTH DAKOTA
CONSULTANT CONTRACT
FOR CONSULTANT SERVICES BETWEEN

(BC Kuhn Evaluation, LLC	)	(Office of the Indian Education)
(PO Box 226	) AND	(800 Governors Drive)
(Martin, SD 57551	)	(Pierre, SD 57501-2294)

XII. DEBARMENT, SUSPENSION INELIGIBILITY, AND VOLUNTARY EXCLUSION PROVISION: Consultant certifies, by signing this agreement, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by a Federal department or agency; have not, within a three (3) year period preceding the awarding of this grant, been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsifications, or destruction of records, making false statements, or receiving stolen property, or have not within a three (3) year period preceding this contract had one or more public transactions (federal, state, or local) terminated for cause or default.

In witness hereto the parties signify their agreement by signature affixed below:

BKuhn 1/14/2011
Consultant Signature (Date)

1/28/11
Authorized State Representative (Date)
Department of Education

State Agency Coding: (Center/Company/Account) 1201190366A0/2024/52041300Z
State Agency contact who can provide additional information regarding this contract: LuAnn Werdel (605) 773-3783

SOUTH DAKOTA
Gaining Early Awareness and Readiness for Undergraduate Program - GEAR UP

FORMATIVE EVALUTION REPORT

Reporting Period: 2012-2013

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Introduction

The Gaining Early Awareness and Readiness for Undergraduate Program referred to in the education ranks as GEAR UP is a discretionary grant program funded by the US Department of Education. The primary purpose and design is to increase the number of low income students entering postsecondary institutions. This program which is now known nationally in the education community has gained recognition by its support by Congress with increases in funding from its inception.

South Dakota received approval for its plan in 2011 and in fact is celebrating its second grant award which was originally received in 2005. Total funding for South Dakota's program including match is estimated to exceed $50 million at the closure of this cycle. Funding for a program of this nature and size is unprecedented and we wish to congratulate the State's efforts with this accomplishment.

South Dakota's GEAR UP program goals as mentioned above are to significantly increase the number of low-income students entering postsecondary institutions. The specific objectives of South Dakota's program are to:

1) Increase the academic performance and preparation for postsecondary education of GEAR UP students;
2) Increase the rate of high school graduation and participation in postsecondary education for GEAR UP students; and,
3) Increase the educational expectations of GEAR UP students, and increase student and family knowledge of postsecondary education options, preparation and financing.

South Dakota's program is aligned with that of the national mission; however, what sets its goals apart from other programs in this country is its focus on the Native American population. As data has suggested there exists a significant achievement disparity between Native American and non-Native students in South Dakota. Below you will find a detailed story of the issues faced with educational leaders in South Dakota. Again, as evaluators, we applaud the State with its recognition of this problem and its decision to directly address this issue.

South Dakota Department of Education
Division of Assessment and Accountability
2013 Dakota Step Data Results
24-Jul-13

Reading Public Schools	All Students	Non American Indian	American Indian
Grade 6	75.4	79.3	48.6
Grade 7	69.8	73.8	39.3
Grade 8	72.0	75.9	43.6
Grade 11	68.7	72.2	46.4

Reading All Schools	All Students	Non American Indian	American Indian
Grade 6	74.4	80.1	42.5
Grade 7	68.8	74.5	34.1
Grade 8	71.4	71.5	39.1
Grade 11	78.0	71.5	39.8

Math Public	All Students	Non American Indian	American Indian
Grade 6	73.4	73.8	44.4
Grade 7	72.7	76.8	39.0
Grade 8	73.6	78.4	38.5
Grade 11	69.1	72.2	35.1

Math All Schools	All Students	Non American Indian	American Indian
Grade 6	72.0	78.4	37.1
Grade 7	71.2	77.4	34.1
Grade 8	72.3	72.6	33.2
Grade 11	67.7	72.7	27.4

South Dakota Department of Education
Division of Assessment and Accountability
2013 Dakota Step Data Results
GEAR UP Student D-Step Data Analysis - % at or above Proficient
17-Jul-13

Gear Up Schools	Grade 6	Grade 7	Grade 8	Grade 11
Math	22.5%	18.3%	20.4%	13.4%
Read	29.2%	22.4%	28.7%	38.0%

Non Gear Up Schools	Grade 6	Grade 7	Grade 8	Grade 11
Math	75.8%	74.1%	76.0%	70.4%
Read	77.7%	71.3%	74.2%	70.0%

In addition, what we've recognized as a strength of this program is the State's decision for its administration and partnership approach. With the focus on Native

American students the State placed the responsibility for administering this program in the Department of Education's Office of Indian Education. This fits well with this Offices' mission and objectives. The State's partnership approach is also commended and insightful. The Office of Indian Education with its relationship and mission with Tribes in the State of South Dakota has partnered with key organizations to accomplish this endeavor. Organizations such as Oceti Sakowin Education Consortium, American Institute for Innovation, Mid-Central Cooperative, SD Board of Regents, Lakota Funds, Wells Fargo and others appear to be an integral part of this partnership.

SD GEAR UP Work Plan

The work plan spells out the direction or road map South Dakota has indicated it will take to achieve its goals. It also identifies the activities and services it will utilize to accomplish the objectives as well as the management structure it will utilize.

The plan also identifies 38 schools it will focus its attention and resources on under this program. However, through our analysis of the Honors program we have discovered any student in South Dakota has the opportunity to participate in this program. Thus this program is not just limited to the schools mentioned above.

It is evident that the data provided above is a compelling record of the condition of the Native American student achievement in South Dakota. Many areas particularly in Math for example show an achievement gap in excess of 57%. As educators this data is extremely disheartening and leaders should take special attention to this issue.

Management under this program unfortunately has been a struggle for the State. As with any organization, turnover is always going to be an issue. When this occurs it can lead to communication problems, lack of direction and sense of purpose. The State experienced a change in the Project Director position as well as a turnover in the Project Coordinator and other positions during the 2012-2013 period.

Due to these issues the State made a decision in the Fall of 2012 to construct an "Advisory Committee" that would steer this program back on course. This effort consisted of hiring former State Indian Education Director, Mr. Keith Moore, and other key individuals to accomplish this task. Such key individuals include Dr. Rick Melmer, formerly with the University of South Dakota, Mr. Sam Gingrich, SD Board of Regents, Mr. Rodney Bordeaux, former President Rosebud Sioux Tribe. In addition, the State felt it was necessary for this committee to assist with another significant program, "College Access". Since components of this program were similar to that of the Gear Up program this appears to have made sense.

Recently, the State has hired Mr. Moore as Interim Director for the Office of Indian Education. This position, as in the past, serves as the SD Gear Up Director. With this assignment, Mr. Moore, has turned over the chair position of the steering committee to Dr. Rick Melmer. Dr. Melmer is a well-respected educational leader in South Dakota and was formerly with the University of South Dakota as well as serving former Governor Rounds as cabinet Secretary for the State Department of Education.

Under the direction of the Steering Committee the State Plan has changed its scope regarding the Evaluation of the Gear Up program. An amendment earlier in this contract period changed requirements for this project. However, working with this steering committee has been a positive experience. As mentioned above, due to management turnover we began to experience a lack of direction. With the advent of this committee our purpose and direction was restored. A solid set of terms and tasks were provided for completion of our work. Such tasks are specified in the following section.

EVALUATION

According to GEAR-UP program requirements, each eligible entity receiving a GEAR-UP grant shall evaluate the effectiveness of the activities of the grant and track eligible student progress during the grant period.

As identified in the 2011 Gear Up South Dakota (GUSD) proposal (37:45), the two main reasons for conducting an evaluation are:

1) To gain direction for improving programs as they develop, and

2) To determine a program's effectiveness after it has had time to produce results.

This evaluation includes an analysis of the data available as it pertains to the progress in meeting the program's goals and objectives. The fundamental premise of the SDGU program is to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education. To this end, SDGU identified the following three objectives:

1) Objective 1: increase the academic performance and preparation for postsecondary education of GEAR UP students;
2) Objective 2: increase the rate of high school graduation and participation in postsecondary education for GEAR UP students; and,
3) Objective 3: increase the educational expectations of GEAR UP students and increase student and family knowledge of postsecondary education options, preparation and financing.

This formative evaluation concentrates on the primary goals as addressed above and includes an analysis of the established 26 program objectives that accompany the goals for the first year of the implementation of this grant. Questions regarding the analysis of this data that will be considered are:

1) Are the proposed activities being implemented as scheduled?
2) Is progress being made towards the goals and objectives of the project?
3) What changes or recommendations need to be considered for increased impact or success of the overall project?

As indicated in the initial evaluation proposal, additional questions to be considered at the conclusion of the 5-year project include, but are not limited to:

1) How many of the GEAR up students participated in their school-based project from the beginning of their eligibility through graduation?
2) How many GEAR UP students enrolled in postsecondary institutes upon graduation?
3) What is the continued enrollment and attendance rate of GEAR UP students at postsecondary institutes each year?
4) What is the matriculation and retention rate of GEAR UP students from 8th to 9th grade and 12th grade to postsecondary enrollment?
5) What professional development opportunities are specifically aligned with the goals of the project and provided to site coordinators?

6) Did the students who attended GEAR UP summer programs have better attendance and higher grade point averages than their non-participant counterparts?
7) Are students who attend state or school-based GEAR UP programs more likely to be on track for high school graduation than non-GEAR UP participants?
8) Does the GEAR UP-developed curriculum for middle school students significantly impact the participant's academic success the following year?

The following chart identifies the SDGU goals and objectives:

MEARSUREMENT OF PROPOSED GOALS AND OBJECTIVES

GOAL 1: INCREASE THE ACADEMIC PERFORMANCE AND PREPARATION FOR POSTSECONDARY EDUCATION OF GEAR UP STUDENTS

OBJECTIVES	PROPOSED ACTIVITIES AND SERVICES	PROPOSED OUTCOMES	ACTUAL OUTCOMES, RECOMMENDATIONS, OR CONCERNS
1.1: Average daily attendance of SDGU students will exceed that of non-SDGU students each year, starting in 2013	Foundational services for grades 6-12 A1. Advanced curriculum for grades A2. Tutoring and homework assistance A3. Mentoring and advising A4. Prescriptive catch-up services Grade-specific Enhancements, Middle School B1. Counseling, advising, academic and career planning (8th grade) Middle to High School Transition Enhancement C1. Middle to high school transition program (9th grade) High School Enhancements D1. Graduation Coaches	Baseline 2012: 63% of SDGU students had less than 5 or more unexcused absences during the first 2 quarters of the school year Target 2012-13: SDGU>non-SDGU It is anticipated this indicator will be fully reported in 2013, once comparison data can be collected from representative non-SDGU	Due to the fact that the SCRIBE data base collection program was never implemented, it is determined this data cannot be gathered by the DOE. Recommendation is to adjust this objective to adjust this activity to identify a measurement that shows a percentage of growth or improvement (10%?) in attendance each year at the SDGU sites instead of comparison of SDGU vs. non-SDGU sites.

		schools.	
1.2: 85% of SDGU students will be promoted to the next grade level on time each year starting in 2013	A. Foundational services for grades 6-12 A1. Advanced curriculum for grades A2. Tutoring and homework assistance A3. Mentoring and advising A4. Prescriptive catch-up services Grade-specific Enhancements, Middle School B1. Counseling, advising, academic and career planning (8th grade) Middle to High School Transition Enhancement C1. Middle to high school transition program (9th grade) High School Enhancements D1. Graduation Coaches	Baseline 2012-13: This indicator will be reported on in 2013, as APR data regarding student promotion is collected for students from the end of the prior school year. Target: 85% 2013-14	Data not required to be collected until 2013-14;
1.3: Percentage of SDGU students who pass pre-algebra by the end of the 8th grade will increase by 10% over the baseline each year starting in 2013	A. Foundational services for grades 6-12 A1. Advanced curriculum for grades A2. Tutoring and homework assistance A3. Mentoring and advising A4. Prescriptive catch-up services Grade-specific Enhancements, Middle School B1. Counseling, advising, academic and career planning (8th grade) B2. Two week middle school summer program (6-8 grade)	Baseline 2012-13: The baseline for this indicator will be reported in 2013, once course completion data is available for year 1 students; Target: 2013-14: +10%	Objective cannot be analyzed or measured until 2013-14 data compiled.
1.4: Percentage of SDGU students who pass Alegbra 1 by the end of 9th grade will increase by 10% over the baseline starting in 2014	A. Foundational services for grades 6-12 A1. Advanced curriculum for grades A2. Tutoring and homework assistance A3. Mentoring and advising A4. Prescriptive catch-up services B.Grade-specific Enhancements, Middle School B1. Counseling, advising, academic and career planning (8th grade) B2. Two week middle school summer program (6-8 grade) Middle to High School Transition	Baseline 2012-13: The baseline for this indicator will be reported in 2013, once course completion data is available for year 1 students; Target: 2013-14: +10%	Objective cannot be analyzed or measured until 2013-14 data compiled.

	Enhancement C1. Middle to high school transition program (9th grade) High School Enhancements D1. Graduation Coaches		
1.5: Percentage of SDGU students who complete the PLAN of PSAT by the end of 10th grade will increase by 10% over the baseline starting 2015;	A. Foundational services for grades 6-12 A1. Advanced curriculum for grades A2. Tutoring and homework assistance A3. Mentoring and advising A4. Prescriptive catch-up services B. Grade-specific Enhancements, Middle School B1. Counseling, advising, academic and career planning (8th grade) B2. Two week middle school summer program (6-8 grade) Middle to High School Transition Enhancement C1. Middle to high school transition program (9th grade) High School Enhancements D1. Graduation Coaches D2. Six week high school residential summer program (9-12 grade) D3. ACT/SAT preparation (9-12 grade) D4. Career exploration and planning (9-12 grade) D5. College planning (9-12 grade)	This indicator will be reported on in 2013. In 2011-12, no SDGU students had taken the PSAT or PLAN. Target: 2014-15:+10%	Objective cannot be analyzed or measured until 2013-14 and 2014-15 data compiled for comparison purposes to determine progress;
1.6: Percentage of SDGU students who complete the SAT or ACT by the end of 11th grade will increase by 10% over the baseline starting in 2016;	A. Foundational services for grades 6-12 A1. Advanced curriculum for grades A2. Tutoring and homework assistance A3. Mentoring and advising A4. Prescriptive catch-up services	Baseline 2011-12: 30% Benchmark 2012-13:TBD Benchmark 2013-14:TBD Benchmark 2014-15:TBD	Due to the fact that the SCRIBE data base collection program was never implemented, it is determined this data cannot be gathered by the DOE. Recommendation: 1) A system of appropriate and

	B. Grade-specific Enhancements, Middle School B1. Counseling, advising, academic and career planning (8th grade) B2. Two week middle school summer program (6-8 grade) Middle to High School Transition Enhancement C1. Middle to high school transition program (9th grade) High School Enhancements D1. Graduation Coaches D2. Six week high school residential summer program (9-12 grade) D3. ACT/SAT preparation (9-12 grade) D4. Career exploration and planning (9-12 grade) D5. College planning (9-12 grade)	Target 2015-2016: +10%	comprehensive data collection should be implemented; 2) This objective should be monitored by the appropriate entities to assure steady growth each year so the 10% goal is attainable in 2016; If yearly growth not occurring, activities for this objective should be adjusted or revised to ensure success. i.e. tutoring, ACT study groups, summer school, etc.
1.7: Percentage of SDGU students who have an un-weighted GPA of at least 3.0 on a 4.0 scale by the end of 11th grade will increase by 10% over the baseline starting in 2016;	A. Foundational services for grades 6-12 A1. Advanced curriculum for grades A2. Tutoring and homework assistance A3. Mentoring and advising A4. Prescriptive catch-up services B. Grade-specific Enhancements, Middle School B1. Counseling, advising, academic and career planning (8th grade) B2. Two week middle school summer program (6-8 grade) Middle to High School Transition Enhancement C1. Middle to high school transition program (9th grade) High School Enhancements D1. Graduation Coaches D2. Six week high school residential summer program (9-12 grade) D3. ACT/SAT preparation (9-12 grade) D4. Career exploration and planning (9-12 grade)	Baseline 2011-12: 9% Benchmark 2012-13:TBD Benchmark 2013-14:TBD Benchmark 2014-15:TBD Target 2015-2016: +10%	Due to the fact that the SCRIBE program was never implemented, it is determined this data cannot be gathered by the DOE. Recommendation: 1) A system of appropriate and comprehensive data collection should implemented; 2) This objective should be monitored by the appropriate entities to assure steady growth each year so the 10% goal is attainable in 2016; If yearly growth not occurring, activities for this objective should be adjusted or revised to ensure success. i.e. tutoring, ACT study groups, summer school, etc.

	D5. College planning (9-12 grade)		
1.8: Percentage of SDGU students who take two years of mathematics beyond Algebra 1 by 12th grade will increase over the baseline starting in 2017	A. Foundational services for grades 6-12 A1. Advanced curriculum for grades A2. Tutoring and homework assistance A3. Mentoring and advising A4. Prescriptive catch-up services B. Grade-specific Enhancements, Middle School B1. Counseling, advising, academic and career planning (8th grade) B2. Two week middle school summer program (6-8 grade) Middle to High School Transition Enhancement C1. Middle to high school transition program (9th grade) High School Enhancements D1. Graduation Coaches D2. Six week high school residential summer program (9-12 grade) D3. ACT/SAT preparation (9-12 grade) D4. Career exploration and planning (9-12 grade) D5. College planning (9-12 grade) Grade-specific Enhancements, High School to Post Secondary Transition E1. Dual/concurrent enrollment program	This indicator will be reported in 2015 Preliminary data will be available in 2013, per indicators 1.3 and 1.4. Benchmark 2015-16: TBD Target 2016-17: +10%	Due to the fact that the SCRIBE program was never implemented, it is determined this data cannot be gathered by the DOE. Recommendation: 1) A system of appropriate and comprehensive data collection should implemented; 2) Beginning with the 2013 data, appropriate entities monitor this objective to assure steady growth each year so 10% goal is attainable in 2016; If yearly growth not occurring, activities for this objective should be adjusted or revised to ensure success of by 2016-17.
1.9: Percentage of SDGU students in grades 6,7,8 & 11 performing at or above proficiency in math on the state assessment will increase by 10% each year;	A. Foundational services for grades 6-12 A1. Advanced curriculum for grades A2. Tutoring and homework assistance A3. Mentoring and advising A4. Prescriptive catch-up services B. Grade-specific Enhancements, Middle School B1. Counseling, advising, academic and career planning (8th grade)	Baseline 2011-2012: 6th-20% 7th-25% 8th-25% 11-22% Target 2012-13:+10%	There appears to be a slight discrepancy reported in this objective as information received by the evaluators from the DOE regarding the 2011-12 DSTEP scores for math indicate: GEAR UP Students: 6th-23% (Prof / Adv) 7th-23% 8th -24.8% 11th-13.8%;

	B2. Two week middle school summer program (6-8 grade) Middle to High School Transition Enhancement C1. Middle to high school transition program (9th grade) High School Enhancements D1. Graduation Coaches D2. Six week high school residential summer program (9-12 grade) D3. ACT/SAT preparation (9-12 grade) D4. Career exploration and planning (9-12 grade) D5. College planning (9-12 grade)		The 2012-13 DSTEP Math scores indicate: 6th-22.5% 7th-18.3% 8th-20.4% 11th-13.4% Of concern is that this data is showing a decrease in math scores at all levels with a significant decrease at the 7th and 8th grade levels. **The target of a 10% increase of students scoring proficient or advanced in Math in 2012-13 has not been met.** Recommendation: Appropriate entities review the data and determine if additional activities need to be implemented, including additional professional development, curriculum and common core standards training, more targeted tutoring, etc.
1.10 Percentage of SDGU students in grades 6,7,8,&11 performing at or above proficiency in reading on state assessment will increase by 10% each year;	A. Foundational services for grades 6-12 A1. Advanced curriculum for grades A2. Tutoring and homework assistance A3. Mentoring and advising A4. Prescriptive catch-up services B. Grade-specific Enhancements, Middle School B1. Counseling, advising, academic and career planning (8th grade) B2. Two week middle school summer program (6-8 grade) Middle to High School Transition Enhancement C1. Middle to high school transition program (9th grade) High School Enhancements D1. Graduation Coaches D2. Six week high school residential summer program (9-12 grade)	Baseline 2011-2012: 6th-20% 7th-25% 8th-25% 11-22% Target 2012-13:+10%	There appears to be a slight discrepancy reported in this objective as information received by the evaluators from the DOE regarding the 2011-12 DSTEP scores for Reading indicate: GEAR UP Students: 6th-30% (Prof / Adv) 7th-30% 8th -29.6% 11th-31.25%; The 2012-13 DSTEP Reading scores indicate: 6th-29.2% 7th-22.4% 8th-28.7% 11th-38% Of concern is that this data is showing a decrease in reading scores at 6,7, and 8th grade levels. There was a significant gain at the 11th

	D3. ACT/SAT preparation (9-12 grade) D4. Career exploration and planning (9-12 grade) D5. College planning (9-12 grade)		grade. However, **the target of a 10% increase of students scoring proficient or advanced in Reading in 2012-13 has not been met.** Recommendation: Appropriate entities review the data and determine if additional activities need to be implemented, including additional professional development, curriculum and common core standards training, more targeted tutoring, etc.
1.11: Percentage of SDGU parents who actively engage in activities associated with assisting students in their academic preparation for college will increase by 10% each year starting in 2013	G. Parents G1. Workshops, meetings and mailings (6-12 grade)	Baseline 2011-12: 773 Target 2012-13: +10%	Due to the fact that the SCRIBE program was never implemented, it is determined this data cannot be gathered by the DOE. Recommendation: 1) A system of appropriate and comprehensive data collection should implemented; 2) Beginning with the 2013 data, appropriate entities monitor this objective to assure steady growth each year so 10% goal is occurring; If growth not occurring, activities for this objective should be adjusted or revised to ensure the yearly targeted growth of 10%.

GOAL 2: INCREASE THE RATE OF HIGH SCHOOL GRADUATION AND PARTICIPATION IN POSTSECONDARY EDUCATION FOR GEAR UP STUDENTS

OBJECTIVE	ACTIVITIES AND SERVICES	PROPSOSED OUTCOMES	ACTUAL OUTCOMES, RECOMMENDATIONS, OR CONCERNS
2.1: Increase the percentage of SDGU students who graduate high school, compared to the state average by 2018.	A. Foundational services for grades 6-12 A1. Advanced curriculum for grades	Baseline 2011-2012 Benchmark 2012-13: 86%	In addition to the need of having more schools participate in this objective, a

	A2. Tutoring and homework assistance A3. Mentoring and advising A4. Prescriptive catch-up services B. Grade-specific Enhancements, Middle School B1. Counseling, advising, academic and career planning (8th grade) B2. Two week middle school summer program (6-8 grade) C. Middle to High School Transition Enhancement C1. Middle to high school transition program (9th grade) D.High School Enhancements D1. Graduation Coaches D2. Six week high school residential summer program (9-12 grade) D3. ACT/SAT preparation (9-12 grade) D4. Career exploration and planning (9-12 grade) D5. College planning (9-12 grade) D6. Financial aid workshops, opportunities for Federal financial aid (9-12) Grade-specific Enhancements, High School to Post Secondary Transition E1. Dual/concurrent enrollment program	From 2009-10 to 2010-11, the percentage of high school graduates at SDGU schools was 86% (161/186). The state public school average was 83.4% and the BIE system average was 59.1 in 2010-11. This baseline data was, however, only available from 3 schools: Crow Creek HS, St. Francis HS, and Takini HS (all tribally operated BIE Grant schools) A more representative baseline measurement will be made once data from a greater number of participating schools is available. Benchmark 2013-14: TBD Benchmark 2014-15: TBD Benchmark 2015-16: TBD Benchmark 2016-17: TBD Benchmark 2017-18: > state average	concern is that verification needs to be determined that the aforementioned high schools determine their graduation rate in the same manner that the graduation rate is determined per DOE guidelines with NCLB. Do these high schools determine the graduation rate based on who enters and graduates from the 12th grade or is the percentage calculated by the number of students who enter 9th grade and graduate 4 years later?
2.2: 50% of SDGU students will	A. Foundational services	Baseline 2011-	In addition to the

be enrolled in a postsecondary education institution by 2018	for grades 6-12 A1. Advanced curriculum for grades 6-12 A2. Tutoring and homework assistance A3. Mentoring and advising A4. Prescriptive catch-up services B. Grade-specific Enhancements, Middle School B1. Counseling, advising, academic and career planning (8th grade) B2. Two week middle school summer program (6-8 grade) C.Middle to High School Transition Enhancement C1. Middle to high school transition program (9th grade) D.High School Enhancements D1. Graduation Coaches D2. Six week high school residential summer program (9-12 grade) D3. ACT/SAT preparation (9-12 grade) D4. Career exploration and planning (9-12 grade) D5. College planning (9-12 grade) D6. Financial aid workshops, opportunities for Federal financial aid D7. College visits and student shadowing (11-12) Grade-specific Enhancements, High School to Post Secondary Transition E1. Dual/concurrent enrollment program	12: 26% From 2009-10 to 2010-11, 26% (48/186, from 3 high schools-see 2.1) of students at SDGU schools enrolled in post secondary educational institutions. As with indicator 2.1, a more representative percentage can be ascertained once data is available from a greater number of participating schools. Benchmark 2013-14: TBD Benchmark 2014-15: TBD Benchmark 2015-16: TBD Benchmark 2016-17: TBD Benchmark 2017-18: 50%	need of having more schools participate in this objective, recommendations include: 1) A system of appropriate and comprehensive data collection should implemented; 2) This objective should be monitored by the appropriate entities to assure steady growth each year so the 50% goal is attainable in 2018; If yearly growth is not occurring, activities for this objective should be adjusted or revised to ensure success. i.e. tutoring, ACT study groups, summer school, graduation coaches, career exploration, etc.

	E2. College orientation and transition (Pre-freshman year) E3. First year college services (Freshmen year)		
2.3: 50% of SDGU students who enroll in postsecondary education will place into college-level math without need for remediation by 2018	A. Foundational services for grades 6-12 A1. Advanced curriculum for grades A2. Tutoring and homework assistance A3. Mentoring and advising A4. Prescriptive catch-up services B. Grade-specific Enhancements, Middle School B1. Counseling, advising, academic and career planning (8th grade) B2. Two week middle school summer program (6-8 grade) C.Middle to High School Transition Enhancement C1. Middle to high school transition program (9th grade) D.High School Enhancements D1. Graduation Coaches D2. Six week high school residential summer program (9-12 grade) D3. ACT/SAT preparation (9-12 grade) D4. Career exploration and planning (9-12 grade) D5. College planning (9-12 grade) E.Grade-specific Enhancements, High School to Post Secondary Transition E1. Dual/concurrent	This indicator will be reported in 2014. Post secondary SDGU services will be offered in the upcoming year. Baseline 2012-13: TBD Benchmark 2014-15: TBD Benchmark 2015-16: TBD Benchmark 2016-17: TBD Benchmark 2017-18: 50%	This activity is not measured until 2014 so no data is available at this time. It will be imperative that the appropriate entities monitor this data closely to make sure students are on track to meet the 2017-18 goal with adjustments made in the program as necessary to ensure success.

	enrollment program E2. College orientation and transition (Pre-freshman year) E3. First year college services (Freshmen year)		
2.4: 50% of SDGU students who enroll in postsecondary education will place into college-level English without need for remediation by 2018	A. Foundational services for grades 6-12 A1. Advanced curriculum for grades A2. Tutoring and homework assistance A3. Mentoring and advising A4. Prescriptive catch-up services B. Grade-specific Enhancements, Middle School B1. Counseling, advising, academic and career planning (8th grade) B2. Two week middle school summer program (6-8 grade) Middle to High School Transition Enhancement C1. Middle to high school transition program (9th grade) High School Enhancements D1. Graduation Coaches D2. Six week high school residential summer program (9-12 grade) D3. ACT/SAT preparation (9-12 grade) D4. Career exploration and planning (9-12 grade) D5. College planning (9-12 grade) Grade-specific Enhancements, High School to Post Secondary Transition	This indicator will be reported in 2014. Post secondary SDGU services will be offered in the upcoming year. Baseline 2012-13: TBD Benchmark 2014-15: TBD Benchmark 2015-16: TBD Benchmark 2016-17: TBD Benchmark 2017-18: 50%	This activity is not measured until 2014 so no data is available at this time. It will be imperative that the appropriate entities monitor this data closely to make sure students are on track to meet the 2017-18 goal with adjustments made in the program as necessary to ensure success.

	E1. Dual/concurrent enrollment program E2. College orientation and transition (Pre-freshman year) E3. First year college services (Freshmen year)		
2.5: 50% of former SDGU students will be enrolled in postsecondary educational institutions by 2019	A. Foundational services for grades 6-12 A1. Advanced curriculum for grades A2. Tutoring and homework assistance A3. Mentoring and advising A4. Prescriptive catch-up services B. Grade-specific Enhancements, Middle School B1. Counseling, advising, academic and career planning (8th grade) B2. Two week middle school summer program (6-8 grade) Middle to High School Transition Enhancement C1. Middle to high school transition program (9th grade) High School Enhancements D1. Graduation Coaches D2. Six week high school residential summer program (9-12 grade) D3. ACT/SAT preparation (9-12 grade) D4. Career exploration and planning (9-12 grade) D5. College planning (9-12 grade) Grade-specific Enhancements, High School to Post Secondary	This indicator will be reported in 2015. It is anticipated that 2013-14 will be the first year that SDGU students could be former SDGU students. Benchmark 2014-15: TBD Benchmark 2015-16: TBD Benchmark 2016-17: TBD Benchmark 2017-18: TBD Target 2018-19: 50%	This activity is not measured until 2015 so no data is available at this time. It will be imperative that the appropriate entities monitor this data closely to make sure students are on track to meet the 2018-19 goal with adjustments made in the program as necessary to ensure success.

	Transition E1. Dual/concurrent enrollment program E2. College orientation and transition (Pre-freshman year) E3. First year college services (Freshmen year)		
2.6: 55% of SDGU students will have accumulated the expected number of credit hours for their chosen degree in their first year attending a postsecondary educational institution starting in 2019	A. Foundational services for grades 6-12 A1. Advanced curriculum for grades A2. Tutoring and homework assistance A3. Mentoring and advising A4. Prescriptive catch-up services B. Grade-specific Enhancements, Middle School B1. Counseling, advising, academic and career planning (8th grade) B2. Two week middle school summer program (6-8 grade) Middle to High School Transition Enhancement C1. Middle to high school transition program (9th grade) High School Enhancements D1. Graduation Coaches D2. Six week high school residential summer program (9-12 grade) D3. ACT/SAT preparation (9-12 grade) D4. Career exploration and planning (9-12 grade) D5. College planning (9-12 grade) Grade-specific Enhancements, High	This indicator will be reported in 2015. Post secondary SDGU services will be offered in the upcoming year. Baseline 2012-13: TBD Benchmark 2014-15: TBD Benchmark 2015-16: TBD Benchmark 2016-17: TBD Benchmark 2017-18: TBD Target 2018-19: 55%	This activity is not measured until 2015 so no data is available at this time. It will be imperative that SDGU staff monitor this data closely to make sure students are on track to meet the 2018-19 goal with adjustments made in the program as necessary to ensure success.

	School to Post Secondary Transition E1. Dual/concurrent enrollment program E2. College orientation and transition (Pre-freshman year) E3. First year college services (Freshmen year)		
2.7: 55% of former SDGU students will have accumulated the expected number of credit hours for their chosen degree each year starting in 2019	A. Foundational services for grades 6-12 A1. Advanced curriculum for grades A2. Tutoring and homework assistance E2. College orientation and transition (Pre-freshman year) A3. Mentoring and advising A4. Prescriptive catch-up services B. Grade-specific Enhancements, Middle School B1. Counseling, advising, academic and career planning (8th grade) B2. Two week middle school summer program (6-8 grade) Middle to High School Transition Enhancement C1. Middle to high school transition program (9th grade) High School Enhancements D1. Graduation Coaches D2. Six week high school residential summer program (9-12 grade) D3. ACT/SAT preparation (9-12 grade) D4. Career exploration and planning (9-12 grade)	This indicator will be reported in 2016. It is anticipated that 2013-14 will be the first year that SDGU students could be former SDGU students. Baseline 2012-13: TBD Benchmark 2014-15: TBD Benchmark 2015-16: TBD Benchmark 2016-17: TBD Benchmark 2017-18: TBD Target 2018-19: 55%	This activity is not measured until 2016 so no data is available at this time. It will be imperative that SDGU staff monitor this data closely to make sure students are on track to meet the 2018-19 goal with adjustments made in the program as necessary to ensure success.

	D5. College planning (9-12 grade) Grade-specific Enhancements, High School to Post Secondary Transition E1. Dual/concurrent enrollment program E2. College orientation and transition (Pre-freshman year) E3. First year college services (Freshmen year)		

GOAL 3: INCREASE THE EDUCATIONAL EXPECTATIONS OF GEAR UP STUDENTS AND INCREASE THE FAMILY KNOWLEDGE OF POSTSECONDARY EDUCATION OPTIONS, PREPARATION AND FINANCING

OBJECTIVE	ACTIVITIES AND SERVICES	PROPOSED OUTCOMES	ACTUAL OUTCOMES, RECOMMENDATIONS OR CONCERNS
3.1: Percentage of SDGU students who demonstrate knowledge on the benefits of pursuing a postsecondary education will increase by 10% each year starting in 2013	A. Foundational services for grades 6-12 A3. Mentoring and advising B. Grade-specific Enhancements, Middle School B1. Counseling, advising, academic and career planning (8th grade) D.High School Enhancements D2. Six week high school residential summer program (9-12 grade) D4. Career exploration and planning (9-12 grade) D5. College planning (9-12 grade) D7. College visits and student shadowing (11-12) Grade-specific Enhancements, High School to Post Secondary Transition E3. First year college services (Freshmen year) G.Parents G1. Workshops, meetings, and mailings (6-12)	This indicator will be reported in 2014. This question will be included in the 2012-13 student survey. Target 2012-13: +10%	This activity is not measured until 2014 so no comparative data is available at this time. A minor concern is that this proposed activity indicates a target of 10% growth is indicated for 2012-13 of 10%, yet the data not collected until 2014, so an adjustment should be made in the date. It will be imperative that appropriate entities monitor this data closely to make sure the program is on track to meet the yearly goal with adjustments made in the program as necessary to ensure success.

3.2: Percentage of SDGU students who demonstrate knowledge on the academic preparation necessary for postsecondary education will increase by 10% each year starting in 2013	A. Foundational services for grades 6-12 A3. Mentoring and advising B. Grade-specific Enhancements, Middle School B1. Counseling, advising, academic and career planning (8th grade) D.High School Enhancements D2. Six week high school residential summer program (9-12 grade) D4. Career exploration and planning (9-12 grade) D5. College planning (9-12 grade) D7. College visits and student shadowing (11-12) Grade-specific Enhancements, High School to Post Secondary Transition E3. First year college services (Freshmen year) G.Parents G1. Workshops, meetings, and mailings (6-12)	Baseline 2011-12: 83% Target 2012-13: +10%	Due to the fact that the SCRIBE program was never implemented, it is determined this data cannot be gathered by the DOE. Recommendation: 1) A system of appropriate and comprehensive data collection should implemented; 2) Beginning with the 2013 data, appropriate entities monitor this objective to assure steady growth each year so 10% goal is occurring each year; If growth not occurring, activities for this objective should be adjusted or revised to ensure the yearly targeted growth of 10%.
3.3a: Percentage of SDGU students who demonstrate knowledge on the costs of pursuing academic postsecondary education will increase by 10% each year starting in 2013	D.High School Enhancements D2. Six week high school residential summer program (9-12 grade) D4. Career exploration and planning (9-12 grade) D5. College planning (9-12 grade) D7. College visits and student shadowing (11-12)	Baseline 2011-12: 66% Target 2012-13: +10%	Due to the fact that the SCRIBES program was never implemented, it is determined this data cannot be gathered by the DOE. Recommendation: 1) A system of appropriate and comprehensive data collection should implemented; 2) Beginning with the 2013 data, appropriate entities monitor this objective to assure steady

			growth each year so 10% goal is occurring each year; If growth not occurring, activities for this objective should be adjusted or revised to ensure the yearly targeted growth of 10%.
3.3b: Percentage of SDGU students who demonstrate knowledge on the availability of financial aid will increase by 10% each year starting in 2013 (this includes FAFSA completion)	D.High School Enhancements D4. Career exploration and planning (9-12 grade) D5. College planning (9-12 grade) D7. College visits and student shadowing (11-12)	Baseline 2011-12: 78% Target 2012-13: +10%	Due to the fact that the SCRIBES program was never implemented, it is determined this data cannot be gathered by the DOE. Recommendation: 1) A system of appropriate and comprehensive data collection should implemented; 2) Beginning with the 2013 data, appropriate entities monitor this objective to assure steady growth each year so 10% goal is occurring each year; If growth not occurring, activities for this objective should be adjusted or revised to ensure the yearly targeted growth of 10%.
3.4: 65% of SDGU students will aspire to continue their education after high school each year starting in 2013	A. Foundational services for grades 6-12 A3. Mentoring and advising B. Grade-specific Enhancements, Middle School B1. Counseling, advising, academic and career planning (8th grade) D.High School Enhancements D2. Six week high school residential summer program (9-12	Baseline 2011-12: 91% Target 2012-13: 65%	Due to the fact that the SCRIBES program was never implemented, it is determined this data cannot be gathered by the DOE. Recommendation: 1) A system of appropriate and

	grade) D4. Career exploration and planning (9-12 grade) D5. College planning (9-12 grade) D7. College visits and student shadowing (11-12) G.Parents G1. Workshops, meetings, and mailings (6-12)		comprehensive data collection should implemented; 2) Beginning with the 2013 data, appropriate entities monitor this objective to assure steady growth each year so 10% goal is occurring each year; If growth not occurring, activities for this objective should be adjusted or revised to ensure the yearly targeted growth of 10%. A concern is that if the 2011-12 baseline is already at 91%, wouldn't a goal of increasing the prior year's percentage be more fitting and evidence of growth and success?
3.5: The percentage of SDGU parents who demonstrate knowledge on the benefits of pursuing a postsecondary education will increase by 10% each year starting in 2016.	G.Parents G1. Workshops, meetings, and mailings (6-12)	Baseline 2011-12: 61% Benchmark 2012-13: TBD Benchmark 2013-14: TBD Benchmark 2104-15: TBD Target 2015-16: +10%	This activity is not measured until 2016 so no data is available at this time. It will be imperative that appropriate entities monitor this data closely to make sure they are on track to meet the 2015-16 goal with adjustments made in the program as necessary to ensure success.
3.6a: The percentage of SDGU parents who demonstrate knowledge on the	G.Parents G1. Workshops, meetings, and mailings (6-12)	Baseline 2011-12: 63% Benchmark 2012-13: TBD Benchmark 2013-14: TBD	This activity is not measured until 2016 so no data is available at this time. It will be imperative

costs of pursuing postsecondary education will increase by 10% each year starting in 2016.		Benchmark 2104-15: TBD Target 2015-16: +10%	that appropriate entities monitor this data closely to make sure students are on track to meet the 2015-16 goal with adjustments made in the program as necessary to ensure success.
3.6b: The percentage of SDGU parents who demonstrate knowledge on the availability of financial aid will increase by 10% each year starting in 2016.	G.Parents G1. Workshops, meetings, and mailings (6-12)	Baseline 2011-12: 61% Benchmark 2012-13: TBD Benchmark 2013-14: TBD Benchmark 2104-15: TBD Target 2015-16: +10%	This activity is not measured until 2016 so no data is available at this time. It will be imperative that SDGU staff monitor this data closely to make sure students are on track to meet the 2015-16 goal with adjustments made in the program as necessary to ensure success.

On Site School Reviews

As part of the SDGU evaluation process, evaluators were to conduct on-site reviews of participating middle and high schools. Originally, a plan was developed to conduct on-site observations and interviews at all of the 28 participating schools. However, per a meeting with Mr. Glenn Drapeau on March 18, 2013, the evaluators were notified that the SDGU Advisory Committee had made the decision on-site evaluations needed only to be conducted at two schools and the Summer Honors Program held on the South Dakota School of Mines and Technology (SDSM&T) campus. In addition to the Summer Honors Program, sites identified by GUSD leadership to be visited were:

1. Little Wound High School and
2. American Horse Elementary School

Both of these schools are located on the Pine Ridge Reservation and are tribal contract schools. The evaluators conducted interviews and observed Little Wound High School and American Horse Elementary School on April 30 and May 1, 2013, respectively.

In order to measure SDGU's progress towards the goals of the program, evaluators developed the questions to align with the identified services to be provided to each site, as indicated in the GUSD work plan. Services to be provided are:

A. Foundational Services
B. Grade-specific Enhancements, Middle School
C. Middle to High School Transition Enhancements
D. High School Enhancements
E. Grade-specific Enhancements, High School to Post-secondary Transition
F. Professional Development
G. Parents

Interviews and classroom observations were conducted at each site. Staff interviewed were:

Little Wound High School

- Six teachers/graduation coaches,
- Student focus group consisting of seven high school students,
- GUSD Site Director and Site Coordinator/School Counselor
- Superintendent

American Horse Elementary School

- Superintendent
- Financial Officer
- Middle School Principal
- Student focus group consisting of eight middle school students
- Three teachers
- Site Coordinator

South Dakota School of Mines and Technology (SDSM&T) Summer Honors Program

- Summer Honors Program Director
- Four Teachers

- Three Student Focus Groups consisting of 25 high school students
- Parent telephone interviews

The chart on the following pages identifies the following information:

- The seven major proposed services,
- Activities or strategies SDGU offers to the sites to assist them in meeting SDGU's goal to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education,
- Responses from the interviewees regarding the provision of the services;
- Recommendations for follow-up or changes in order to help ensure accomplishment of the services; and,
- Status of the services being provided at this point in the project

Proposed SDGU Services

Proposed Service to be Provided	Interviewee Response	Recommendations	Service Status
A. Foundational Services			
1. Advanced curriculum (Grades 6-12)	Middle school and high school teachers did not feel advanced curriculum courses were provided as most of the students were working or struggling with their regular courses; Summer honors staff indicated their courses were aligned with the Common Core State Standards (CCSS) and were more rigorous than what is offered during the school year.	Review the courses being offered during the Summer Honors Programs to see what advanced courses can be offered to the students who have completed the summer program; Assure the courses being offered during the school year are aligned with the CCSS so students are better prepared to take advanced courses.	In progress
2. Tutoring and homework assistance	Middle school and high school teachers indicate tutoring and homework assistance is not	Monitor the participation of students in tutoring	Not being met consistently

(Grades 6-12)	offered consistently due to scheduling problems, shortage of after school staff, conflicting activities for students, students' unwillingness to stay after school, students' outside school obligations (home);	and homework assistance programs to see who is attending and if the delivery of these services is successful. Consider scheduling tutoring sessions within the school day or a Saturday School concept; Provide additional incentives to staff to serve as tutors; Make sure the tutoring and homework assistance is effective so students can see the value in participating;	
3. Mentoring and advising (Grades 6-12)	No middle school teachers indicated they conducted mentoring or advising sessions; Two graduation coaches indicated they provide limited mentoring and advising but it is not as structured as it should be and usually was in conjunction with another class or informal discussions; Three of the teachers indicated they did not know they were also designated as the Graduation Coach.	Develop a structured mentoring and advising program (6-12) that provides for appropriate professional development to staff;	Not being met consistently
4. Prescriptive catch-up services (Grades 6-12)	High school and middle school teachers indicated they were using additional math and reading programs this year provided by SDGU; (Think Through Math and Reading Plus)	Monitor the improvement of students using these programs to see if appropriate growth is occurring.	In progress
B. Grade-specific Enhancements, Middle School			
1. Counseling, advising, academic and career planning (Grade 8)	Middle school teachers indicated time is set aside occasionally for 8th graders to talk to them about high school;	Develop a career-based or developmental counseling program	Not being met consistently

		for middle school students in preparation for high school and college/career readiness;	
2. Two-week middle school summer program (Grades 6-8)	Middle school teachers indicated the 2 week summer program is very well attended by 6-8th graders and is geared toward improving math and reading skills with other hands-on activities provided.	Monitor the pre/post assessments for students participating in summer school to see if this an activity that should be continued;	Data not available to determine progress
C. Middle to High School Transition Enhancements			
1. Middle to high school transition program (Grade 9)	Middle school teachers indicated that transition services are limited because students go to a number of different high schools since this school does not have a high school as part of its system.	Implement a structured high school transition program that can serve students no matter where they decide to attend high school and includes a strong follow-up component;	Not being met consistently
D. High School Enhancements			
1. Six-week high school residential summer program (Grades 9-12)	Teachers and students indicated a number of their students attend the 6 week summer honors program; Students, staff and parents indicated this program is very beneficial to students;	Gather and analyze data of students who attend the Summer Honors Camp to make sure they continue to stay on track for graduation and enrollment in a higher education institute; Ensure coursework is rigorous and challenging;	In progress
2. Graduation Coaches (Grades 9-12)	Teachers and graduation coaches varied considerably on this area, from "service not offered to extensive service offered"; A formal procedure of having a structured graduation coaching plan in	Provide a more structured Graduation Coaches training to ensure they are aware of their roles and responsibilities in	Not being met consistently

	place is not evident.	these positions to increase the attendance and graduation rates as identified in the programs	
3. ACT/SAT preparation (Grades 9-12)	Limited ACT/SAT preparation was provided at the high school this year; One teacher indicated some students worked on this through a program provided by the state library but was not sure of its effectiveness. Two of the coaches were not aware of any courses being offered for ACT/SAT preparation;	Provide structured ACT/SAT preparation beginning in the students' sophomore year	Not being met consistently
4. Career exploration and planning (Grades 9-12)	Teachers/graduation coaches indicated a general awareness about career exploration and planning is held with some of the students but a structured course or plan to inform students of this area was not provided;	Provide structured program for career exploration and planning within the school day where students can receive an elective credit for participation. Provide training for staff in this area.	Not being met consistently
5. College planning (Grades 9-12)	Graduation coaches varied on their response to this topic from "Limited provision of service to extensive service provided" depending upon the services provided by the individual coaches and grade level they served	Provide structured program for college planning within the school day where students can receive an elective credit for participation. Provide training for staff in this area.	Not being met consistently
6. Financial aid workshops, opportunities for Federal financial aid (Grades 9-12)	Interviewees indicated this service varied from "No offering to extensive service provided".	Provide structured program regarding financial planning within the school day where students can receive an elective credit for	Not being met consistently

		participation. Provide training for staff in this area. (Items 4-6 could be included in one course offering for students)	
7. College visits/student shadowing (Grades 11-12)	Interviewees indicated students were given tours of area colleges but they were more like field trips instead of a true college experience. Interviewees also indicated some teachers took students on individual college visits, not in conjunction with the school, but just did so on their own time;	Provide fiscal resources to each high school site for students to participate in college visits and shadowing opportunities. Ensure that these visits truly incorporate a picture of college life (coursework, dorm life, rigor of curriculum, study skills, time management etc.) rather than simply a tour of various campuses	Not being met consistently
8. 21st Century Scholar Certificates (Grade 12)	Not measurable at the time of the interviews (Graduation hadn't occurred yet)	Monitor this activity	N/A
E. Grade-specific Enhancements, High School to Post-Secondary Transition			
1. Dual/concurrent enrollment program (Grade 12)	High school teachers were not aware of dual credit opportunities at the high school;	Have SDGU staff work with area public and tribal universities to incorporate a structured dual credit program for all participating SDGU high schools	Not being met consistently
2. College orientation and transition (Pre-Freshman year)	Teachers at the Summer Honors Program indicated students were taken on extensive campus visits the first week of the program; High school teachers indicated funding is an	Develop an intensive college orientation program that includes specific follow-up activities for students who are attending	Not being met consistently

	issue for campus visits and transition follow up;	higher education or technical institutions	
3. First-year college services (Freshmen year)	Not measured yet.	Monitor this activity for progress.	N/A
F. Professional Development			
1. Teachers (Grades 6-12)	Middle school teachers indicated they received professional development with the implementation of *Think Through Math* and *Reading Plus* programs. High school teachers indicated they received no professional development services this year.	Monitor the impact *Think Through Math* and *Reading Plus* have on student achievement. Survey middle school, high school and summer honors staff as to what professional development is needed.	Not being met consistently
2. Graduation Coaches (Grades 9-12)	Graduation coaches indicated they had no professional development services this year. Summer honors teachers indicated they have received professional development in the area of cultural awareness, new teacher orientation, classroom management, *Teacherese* computer program training,	Provide professional development opportunities for identified Graduation Coaches so they can provide effective coaching opportunities for the students they will be serving.	Not being met consistently
G. Parents			
1. Workshops, meetings, and mailings (Grades 6-12)	Middle school staff indicate booths are set up during parent-teacher conferences to explain GEAR UP; High school staff indicated booths are set up at each activity at the school to explain GEAR UP and that a financial aid workshop was offered but it was not very well attended; Summer honors program staff indicate parent orientations are held to prepare parents for their students being away from home for an extended period of time;	Provide effective parent awareness training for parents regarding the importance of students having good attendance, taking rigorous courses, college preparation activities, financial aid workshops etc. Provide these sessions throughout the year in a structured	Not being met consistently

		environment for parents (maybe provide stipends, day care, incentives for their students if they attend, etc.) Try not to include this as part of another activity (basketball game, parent teacher conference, etc.) as it tends to be an "add on" activity then and negates the importance of this event.	

Whenever programs of the magnitude of the SDGU are implemented, collecting data to make decisions for improvement are vital. Quantitative data provides the stakeholders with specific "black and white" information that is usually readily understood and can be used to show why or why not a program is successful. Quantitative data measures "how many, how much, how long" etc. The prior charts, Measurement of Proposed Goals and Objectives and Proposed SDGU Services, provide quantitative data---specific numbers that indicate a goal or objective has been met or a service has or has not occurred.

However, another form of data collection, Qualitative, has a role in analyzing if a program is successful by gathering data that provides a greater in depth understanding of the "human behavior" side of an evaluation. Recognizing that qualitative and quantitative data could provide SDGU leadership with valuable information, the evaluators further reviewed the responses of the persons interviewed through the on-site visits and the Summer Honors Program to get a better picture of the program as a whole. In addition, responses from interviews with the SDGU Advisory Chair and Project Director were also included in the analysis.

The following chart identifies the interview groups, their responses regarding the benefits of participating in the SDGU program, their areas of concern, and

comments or recommendations for changes based on the interviewee responses. Keep in mind, the comments or recommendations are simply suggestions for consideration to improve the program in the upcoming years of implementation.

INTERVIEW RESPONSE ANALYSIS

INTERVIEWEE GROUP	BENEFITS OF PARTICIPATING IN SDGU	AREAS OF CONCERN REGARDING SDGU	COMMENTS OR RECOMMENDATIONS
HONORS PROGRAM STUDENT FOCUS GROUPS	Preparation for classes next year; Preparation for college coursework; Help us get used to being gone from our families and communities; Opportunities for after school programs; Gives us a "jump start" for college; Help with completing the financial aid application; Assistance and practice in completing scholarship packets; Teaching self-discipline; Improved vocabulary; Learning to work in teams; Keeps my brain working over the summer; Director is readily available to us; Meeting people from all over;	Some of the courses aren't very hard; More cultural activities included in the curriculum; Other courses besides math, science and English—PE & Art; Graduation Pow Wow; Longer than 6 weeks since some of us only come 4 or 5 weeks; Better food; Didn't know we had graduation coaches at our schools that were supposed to help us; Some instructors so lenient they were annoying; So many students things get hectic and unorganized	Review the courses being offered to ensure rigor is established; Interview or survey students to see what other courses they would be interested to have during the summer. These courses could be voluntary and perhaps be taught in the evening if not enough time during the day; Establish a structured Graduation Coach training session that provides follow up and support for the coaches throughout the year. Make sure students know who their graduation are so they can utilize them effectively; Make sure classes start on time; Survey students about meals

		and then they run on "Indian time"; Orientation is boring;	
HONORS PROGRAM PARENT FOCUS GROUP	All of the parents indicated they were familiar or very familiar with the Honors Program; 100% of the parents strongly agreed or agreed that because of the Honors Program their child is: • on target to graduate; • planning to go to college or technical institute; • benefited from the experience; • improving skills to be successful Kids don't get in trouble during the summer; Classes help the kids for next year; Helps kids come "out of their shell"; College visits were helpful; Science was the best part; Dorm life was the best part; Being independent; Improved her math skills; Social environment that focuses on staying in school; Involved with something away from home;	100% of the parents indicated they were not aware of any graduation coaches at their school; 100% of the parents indicated there were no financial aid workshops or training or any other workshops to help their child prepare for college; 10 second fighting in dorms; Hire staff that have worked with kids before; Bad language used by RA's; RA's need to be friendlier; Communication needs to be improved between students and RA's. Include training on what credit scores are; Add Arts and	Provide professional training to staff to ensure appropriate language is used and professionalism practiced at all times; Make sure communication is open and honest between staff and administrative team; Conduct financial aid training for parents through sessions geared specifically for this reason and try not to "piggy back" onto another activity; Provide parent stipends for training or incentives for students whose parents participate; Survey students to ensure they feel safe in the dorms especially in regards to the 10 second fights that a parent indicated is occurring; Work with RA's to make sure expectations of behavior and responsibilities are clear and professional;

		Crafts; Remedial course in Grammar; Add an aeronautics; Expand the program to make more room for more kids; Better food;	
HONORS PROGRAMS STAFF	Classes all aligned with the Common Core State Standards; Mentorships; Learned so much from the kids and the Lakota culture; Shows kids positive role models; Teaches life skills and how to get ready for college; Gives students sense of responsibility; Revamped the curriculum from remedial to acceleration over the years; Kids can concentrate on coursework and not have to worry so much about issues at home;	Attendance—kids leaving the campus with their parents throughout the summer; More organization needed; Need to be notified when kids are going to be gone or schedule changes; Better communication between staff and leadership;	Revisit attendance policy of students and enforce it accordingly; Facilitate a staff retreat to make sure communication is open and clear, events and activities are organized and schedule changes are held to a minimum;
ON-SITE STUDENT FOCUS GROUPS	Summer programs because you get ahead of the kids at school; Learning study habits and test-taking skills; College visits give us a taste of what college will	Didn't know we had graduation coaches at our school; Not fair when an entire floor gets punished for the	Clarify roles and responsibilities of graduation coaches to make sure students are aware of them and how they can assist students; Interview prior students

	be like; I'm not so worried about leaving home now to go to school; Meet new kids during the summer; Tutoring that's provided; Learn how to take notes; Activities we get to do; Field trips;	actions of few at the summer program; Better food at the summer program; Too revealing of clothing on some of the instructors; Why don't some of the kids come back?	as to why they didn't return and if serious issues occurred and caused the student to not return, make sure they are addressed;
ON-SITE SCHOOL STAFF	Tutoring aligned with CCSS; SDGU students have better attendance; Math/reading Intervention programs; Honors program students have better attendance and grades than non-SDGU students; Exposure kids have to college opportunities; Summer sessions so kids don't lose skills over the summer; Students look forward to the Honors program;	Not many students take advantage of after school tutoring; Didn't know I was supposed to be a graduation coach; Limited professional development; Certain students targeted to participate—should give all a chance; Trouble getting parents to come to parent involvement activities; Limited SDGU resources; Not very much money so trips and activities are limited; Didn't receive the curriculum;	Visit with students as to why after school tutoring is so poorly attended. Perhaps create a "Saturday School" concept for tutoring instead of after school, when students and staff are tired or involved in other activities; Conduct graduation coach training; Work with sites to determine appropriate fiscal needs so activities that benefit students can be completed; Make sure curriculum is provided to all staff; Work with staff to develop a schedule of assistance from site coordinator and establish an effective communication process; Survey staff as to professional

		Counselor and site coordinator don't communicate what's going on; Too much paperwork for the limited amount of funds and services provided; Lack of structure from SDGU leadership; Not sure what I'm supposed to be doing—no training; No structured coursework or guidance; Limited ACT preparation during the school year; Hard to determine if success students are showing is due to SDGU activities or other initiatives the school is doing on their own; New hires are not as focused as in the past and not prepared in their area they teach; Wonder why some students didn't want to go back to Summer Honors class;	development needs and arrange for the quality and effective training accordingly; Create an effective data base to track student progress;

		Counselor and site coordinator don't communicate what's going on; Too much paperwork for the limited amount of funds and services provided; Lack of structure from SDGU leadership; Not sure what I'm supposed to be doing—no training; No structured coursework or guidance; Limited ACT preparation during the school year; Hard to determine if success students are showing is due to SDGU activities or other initiatives the school is doing on their own; New hires are not as focused as in the past and not prepared in their area they teach; Wonder why some students didn't want to go back to Summer Honors class;	development needs and arrange for the quality and effective training accordingly; Create an effective data base to track student progress;

effective. Preliminary numbers indicate the three objectives of SDGU were being met through the Summer Honors Program. Most students felt the coursework was rigorous enough and all of the students indicated they would use the skills they are acquiring to help them be successful.

Review of the data indicates that the major concerns are:

1. There is not a comprehensive data system in place to ensure data can be collected and effectively analyzed to determine further needs of the program;
2. Communication at all levels shows a need of improvement. The biggest breakdown of communication appears to be between the leadership of the program and the sites. Staff and students commented that they were not aware of the Graduation Coach positions, yet these positions are included in the project as a means to ensure success of students. Staff also indicated they do not have much connection with their designated site coordinator;
3. There appears to be issues with the in-school programs in regards to the rigor of the courses, the tutoring opportunities, lack of clarification of the role of the graduation coaches and limited funding available for activities such as campus visits, parent training and financial aid assistance.
4. There is no scholarship program in the SDGU program yet based on the socio-economic status of many of the students participating in SDGU, it would appear that many of the students could benefit from such a program;
5. In addition, on-site reviews of schools under this evaluation were limited to only 2 sites. There are a total of 38 school sites that have entered an official agreement to participate in this program. Therefore, our assessment does not fully capture the entire condition of the program under this activity. South Dakota's State Plan stipulates this function to be an integral part of their approach in meeting the goals and objectives. Significant financial resources have also been directed in this area. It would deem appropriate that further analysis and larger sample size of this areas is needed to fully understand the strengths and weaknesses of this activity. The State would benefit with a more in-depth review of this area in the future.

In closing, PerGroup would like to say it has been an honor to serve the State. Although we were restricted in our analysis of this program what is important in the outcome are the Native American children and others being served with this program. Opportunities such as this with the substantial resources dedicated from

the Federal Government must be taken advantage of by all those vested with this endeavor. With strong leadership and dedication revealed with our analysis we are optimist this project can be a continued success for the State of South Dakota.

Formative Evaluation

SOUTH DAKOTA GEAR UP: 2011-2014

Submitted to: **Keith Moore**
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South Dakota GEAR UP

Submitted by: BC Kuhn, LLC

24 July 2014

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I. INTRODUCTION

In 2011, the South Dakota State Department of Education received a seven-year state GEAR UP grant from the US Department of Education for the South Dakota GEAR UP program (SDGU). SDGU's goal is to significantly increase the number of low-income students who are prepared to enter and succeed in post-secondary education. The program offers an advanced curriculum, tutoring, mentoring, and other foundational services for all students; enhancements at the middle and high school levels; transition activities for middle to high school and high school to post-secondary matriculations; professional development; and services for parents and family members. SDGU is administered by the South Dakota State Department of Education's Office of Indian Education. Partners include the Mid-Central Education Cooperative, American Indian Institute for Innovation, South Dakota Board of Regents, South Dakota School of Mines & Technology, Lakota Funds, Wells Fargo, Microsoft, and participating schools. In year 3 (2013-2014), SDGU served over 4,500 priority 6th through 12th grade students, 3,600 parents, and 200 teachers.

There are two primary reasons for conducting an evaluation: 1) to gain direction for improving projects as they develop, and 2) to determine a project's effectiveness after it has had time to produce results. The BC Kuhn, LLC (BC Kuhn) evaluation team is providing the following formative evaluation report for the SDGU program, addressing implementation and outcomes from 2011 through the end of the 2013-2014 reporting period.[1] This report's purpose is primarily to offer project management a heuristic to evaluate whether activities are appropriate for the programs' needs and intended outcomes, and to give on-going feedback that informs management of midcourse changes they may wish to pursue.

[1] April 1, 2013 through March 30, 2014

II. BACKGROUND

A. Gaining Early Awareness and Readiness for Undergraduate Programs

The Gaining Early Awareness and Readiness for Undergraduate Programs, or GEAR UP, is a federal discretionary grant program designed to "increase the number of low-income students who are prepared to enter and succeed in postsecondary education" (USDoE, 2014d, para. 1). The program was signed into public law in 1998 (P.L. 105-244), with the first round of awards occurring the following year (NCCEP, 2013, p. 5; USDoE, 2014b, FY 1999).[2] GEAR UP awards six- or seven-year partnership and state grants to projects that serve students in high-poverty middle and high schools. Only one agency per state (designated by the governor) is allowed to apply for a state grant, while multiple partnership grants can operate in a single state.[3] With state grants, applicants may choose to serve a group of priority students or a cohort of students.[4] Services begin no later than 7th grade and extend through 12th grade; grantees have the option to serve students in their first year attending an institution of higher education (IHE) (USDoE, 2011, p. 53). Programs are required to provide mentoring, outreach, information on post-secondary financial aid, and support services that encourage enrollment in rigorous courses and improve high school graduation and post-secondary enrollment rates (pp. 76-77). Additional allowable activities include tutoring, dual enrollment programs, college visits, assistance with college admissions, etc. (p. 78). Unless waived by the US Secretary of Education, states must provide at least 50% of the program's cost as match (p. 76).

B. South Dakota GEAR UP

In 2005, the South Dakota Department of Education (SDDoE) received a six-year, 6.9 million dollar GEAR UP State grant for the GEAR UP South Dakota (GUSD) program. The governor of South Dakota at the time, M. Michael Rounds, designated the SDDoE's Office of

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[2] The program received its first appropriation of $120 million dollars in 1999 and began by establishing 164 partnerships in 21 states during that year (USDoE, 2014b, FY 1999). The program is currently funding over 200 state and partnership programs that reach nearly 750,000 students (CAGU, 2014, para. 1).

[3] For other differences between state and partnership grants (e.g., required services, students served, award limits, etc.) see *GEAR UP 101: The fundamentals of GEAR UP programs and services* at https://utahstars.usu.edu/educators/files/uploads/GEARUP101Handbook.pdf

[4] Priority students are those who are eligible to be counted under section 1124(c) of the Elementary and Secondary Education Act of 1965, for Temporary Assistance for Needy Families (TANF), and for the McKinney-Vento Homeless Assistance Act (USDoE, 2011, p. 77). To be eligible as a cohort, students must comprise an entire grade level at a school where at least 50% of the student body is eligible for free or reduced-price lunch under the Richard B. Russell National School Lunch Act (p. 77).

Indian Education (SDDoE-OIE) as the administrator of the grant. GUSD's goal was to increase the number of first generation, low-income American Indian students who were prepared to enter and succeed in post-secondary education. The program implemented a diverse array of activities that included academic enrichment, advising, college planning, career information and exploration, and information on college access and financial aid. Parents were given the opportunity to attend GEAR UP Family Nights, GEAR UP counseling and advising sessions, and parent-teacher conferences that provided information on financial aid, college planning, and college access. Teachers were offered training on career planning with Career Cruising and cultural competency, as well as on how to implement financial aid workshops for parents, the high school freshman success model, and a high school transition and retention program. In addition, teachers were trained on the GUSD accelerated summer curriculum. The program served over 5,300 students in 37 schools in its final year (2010-2011)(BC Kuhn, 2012, pp. 3, 5).

In 2011, the SDDoE received a second GEAR UP state grant that will continue the program's efforts through 2018.[5] The total federal award for the seven-year period is approximately $24 million dollars. The governor of South Dakota, Dennis Daugaard, designated the SDDoE-OIE as administrator of the grant.

1. Goal and Objectives

The goal of the South Dakota GEAR UP program (SDGU) is to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education. To achieve this goal, the program follows three objectives:

Objective 1: Increase the academic performance and preparation for post-secondary education of GEAR UP students.

Objective 2: Increase the rate of high school graduation and participation in post-secondary education for GEAR UP students.

Objective 3: Increase the educational expectations of GEAR UP students, and increase student and family knowledge of post-secondary education options, preparation, and financing.

[5] Nineteen new GEAR UP state grants awarded by the US Department of Education in 2011 (USDoE, 2014c, pp. 1-19)

2. Activities

SDGU is implementing a comprehensive set of services that includes foundational services for all students, enhancements at the middle and high school levels, transition activities for middle to high school and high school to post-secondary matriculations, professional development, and services for parents and family members. Foundational services are the framework on which the other services are built, and ensure that students are provided with an effective and advanced learning environment. They are offered to 6th through 12th grade students and include an advanced curriculum, tutoring and homework assistance, mentoring and advising, and prescriptive catch-up services. At the middle school level, SDGU enhances these services with counseling, advising, academic and career planning, and a two-week middle school summer program. Middle to high school transition activities are also offered. At the high school level, enhancements include a 6-week high school residential summer program, graduation coaches, ACT/SAT preparation, career exploration and planning, college planning, financial aid workshops, college visits, and student shadowing. To aid the high school to post-secondary transition, SDGU is currently developing a dual/concurrent enrollment program for 12th graders, college orientation and transition activities for graduates before they enter college, and first-year college services at IHEs. SDGU provides professional development to teachers and graduation coaches, hosts family/community oriented activities, and disseminates program information through a newspaper, e-mail campaign, radio shows, and special events.

3. Participating Students and Schools

SDGU serves economically disadvantaged students in South Dakota who primarily live in reservation-based communities. In order to participate and receive services, parents must complete an application form that verifies their child(ren) are eligible to be counted under section 1124(c) of the Elementary and Secondary Education Act of 1965. These forms are distributed and collected by SDGU site teams at students' schools.[6] A total of 4,591 students participated in SDGU in year 3; over 98% are American Indian.[7] Participation has increased each program year (year 1=2,926; year 2=4,119). Students attend 24 middle and 14 high schools located across the

[6] Teachers, counselors, and SDGU site teams recruit students who qualify for the program.

[7] The percentage of SDGU students who are American Indian, by year: Year 1=98.3% (2,875/2,926); year 2=98.3% (4,048/4,119); year 3=98.8% (4,536/4,591)(SDGU, 2014 & 2013 & 2012, Section IV).

state (see Table II.1 below). These include public, Tribal grant, Bureau of Indian Education (BIE) operated, and private schools.

Table II.1: SDGU schools, 2013-2014.

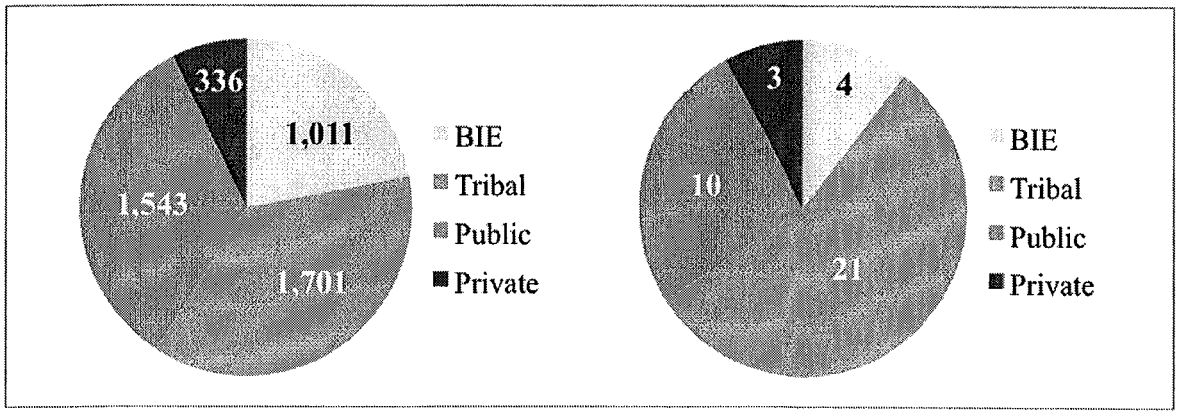
School (ES=Elementary school, MS=Middle school, HS=High school)	Grade levels offered	Grade levels served by SDGU	% students eligible FRPL	School location: Reservation (county)	School location: City/town
American Horse School	K-8	6-8	>90%	– (Bennett)	Allen
Batesland ES	PK-8	6-8	>90%	Pine Ridge (Shannon)	Batesland
Cheyenne Eagle Butte MS	7-8	7-8	>90%	Cheyenne River (Dewey)	Eagle Butte
Cheyenne Eagle Butte HS	9-12	9-12	>90%	Cheyenne River (Dewey)	Eagle Butte
Crazy Horse MS	K-8	6-8	>90%	Pine Ridge (Jackson)	Wanblee
Crazy Horse HS	9-12	9-12	>90%	Pine Ridge (Jackson)	Wanblee
Crow Creek MS	6-8	6-8	>90%	Crow Creek (Buffalo)	Stephan
Crow Creek HS	9-12	9-12	>90%	Crow Creek (Buffalo)	Stephan
Enemy Swim MS	6-8	6-8	>90%	Lake Traverse (Day)	Waubay
Little Wound MS	6-8	6-8	>90%	Pine Ridge (Shannon)	Kyle
Little Wound HS	9-12	9-12	>90%	Pine Ridge (Shannon)	Kyle
Loneman School	PK-8	6-8	>90%	Pine Ridge (Shannon)	Oglala
Lower Brule MS	7-8	7-8	>90%	Lower Brule (Lyman)	Lower Brule

School (ES=Elementary school, MS=Middle school, HS=High school)	Grade levels offered	Grade levels served by SDGU	% students eligible FRPL	School location: Reservation (county)	School location: City/town
Lower Brule HS	9-12	9-12	>90%	Lower Brule (Lyman)	Lower Brule
Marty MS	6-8	6-8	>90%	Yankton (Charles Mix)	Marty
Marty HS	9-12	9-12	>90%	Yankton (Charles Mix)	Marty
McLaughlin MS	6-8	6-8	>90%	Standing Rock (Corson)	McLaughlin
McLaughlin HS	9-12	9-12	>90%	Standing Rock (Corson)	McLaughlin
Our Lady of Lourdes ES	K-8	6-8	>90%	Pine Ridge (Shannon)	Porcupine
Pine Ridge ES	K-8	6-8	>90%	Pine Ridge (Shannon)	Pine Ridge
Pine Ridge HS	9-12	9-12	>90%	Pine Ridge (Shannon)	Pine Ridge
Porcupine Day School	K-8	6-8	>90%	Pine Ridge (Shannon)	Porcupine
Red Cloud ES	K-8	6-8	>90%	Pine Ridge (Shannon)	Pine Ridge
Red Cloud HS	9-12	9-12	>90%	Pine Ridge (Shannon)	Pine Ridge
Red Shirt Table ES	PK-8	6-8	>90%	– (Custer)	Hermosa
Rockyford Upper ES	5-8	6-8	>90%	Pine Ridge (Shannon)	Porcupine
St. Francis MS	7-8	7-8	>90%	Rosebud (Todd)	St. Francis
St. Francis HS	9-12	9-12	>90%	Rosebud (Todd)	St. Francis
Takini ES	K-8	6-8	>90%	Cheyenne River (Ziebach)	Howes

School (ES=Elementary school, MS=Middle school, HS=High school)	Grade levels offered	Grade levels served by SDGU	% students eligible FRPL	School location: Reservation (county)	School location: City/town
Takini HS	9-12	9-12	>90%	Cheyenne River (Ziebach)	Howes
Tiospa Zina MS	6-8	6-8	>90%	Lake Traverse (Roberts)	Agency Village
Tiospa Zina HS	9-12	9-12	>90%	Lake Traverse (Roberts)	Agency Village
Todd County MS	6-8	6-8	>90%	Rosebud (Todd)	Mission
Todd County HS	9-12	9-12	>90%	Rosebud (Todd)	Mission
Wolf Creek Upper ES	5-8	6-8	>90%	Pine Ridge (Shannon)	Pine Ridge
Wounded Knee ES	K-8	6-8	>90%	Pine Ridge (Shannon)	Manderson
Wakpala MS	6-8	6-8	>90%	Standing Rock (Corson)	Wakpala
Wakpala HS	9-12	9-12	>90%	Standing Rock (Corson)	Wakpala

Sources: (SDGU, 2014, Section II; SDDoE, 2014c; BC Kuhn, 2010)

Charts II.1 & II.2: SDGU enrollment and schools, by type, 2013-2014.



Charts II.3 & II.4: SDGU enrollment and school types, by public and non-public, 2013-2014.

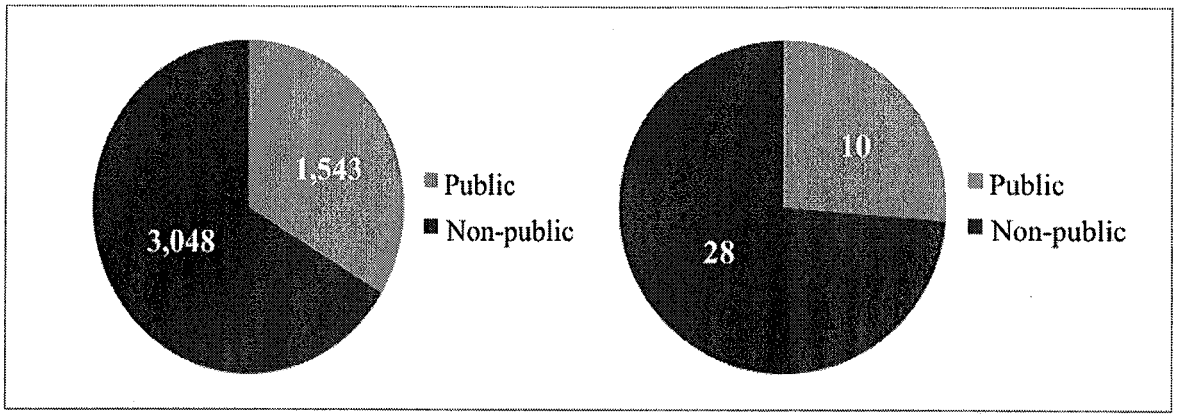
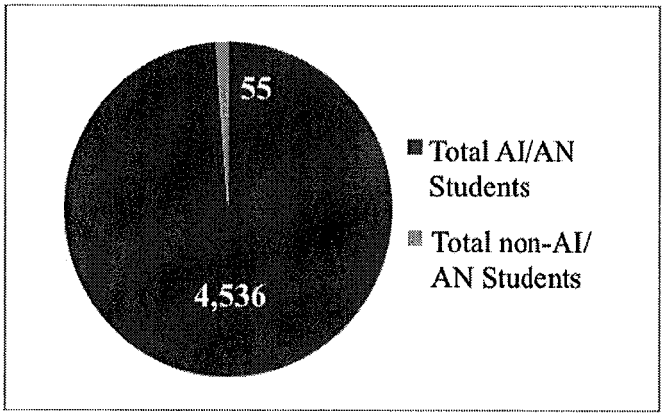


Chart II.5: SDGU enrollment, American Indian and non-American Indian, 2013-2104.



4. Partners

As mentioned, the South Dakota State Department of Education's Office of Indian Education leads the SDGU program. The program is implemented by the following 45 partners: the Mid-Central Education Cooperative (MCEC), American Indian Institute for Innovation (AIII), South Dakota Board of Regents (SDBoR), South Dakota School of Mines & Technology (SDSM&T), Lakota Funds, Wells Fargo, Microsoft, and the 38 participating schools. MCEC (Platte, SD) is a South Dakota education service agency (region 3[8]) that brings over 30 years of experience administering educational services to diverse schools across the state; AIII (Platte, SD) is a non-profit American Indian founded and operated educational organization that aims to

[8] South Dakota is composed of seven education service agencies, with region 3 representing 14 districts in the south central portion of the state (MCEC, 2012).

develop and implement high quality and innovative solutions to transform, improve, and sustain the quality of life for American Indians; the SDBoR (Pierre, SD) is the governing body of the public higher education system in South Dakota, representing 6 IHEs and 2 special schools; SDSM&T (Rapid City, SD) is a rigorous STEM based Regental university that hosts the GEAR UP Honors Program; Lakota Funds (Kyle, SD) and Wells Fargo are SDGU's financial partners; and Microsoft offers technology-based solutions and support to the program.

5. Personnel

The primary personnel responsible for implementing SDGU are the project director, project coordinator, regional coordinators, school site teams (composed of a site coordinator and graduation coaches), partner coordinator, dissemination and community coordinator, and budget specialist.[9] An organizational chart can be found in Appendix A. A brief overview of responsibilities is as follows:

Project Director (PD). The PD is responsible for providing overall leadership and direction for the project and overseeing all grant components including budget expenditures, evaluation, and reporting.

Project Coordinator (PC). The PC is responsible for 1) hiring and regularly communicating with all staff members; 2) meeting with all program staff, partners, and schools to promote the program's goal, objectives, and activities; 3) managing all SDGU staff; and 4) coordinating the annual SDGU leadership conference and biannual site coordinator meetings. The PC reports to the PD.

Regional Coordinators (RCs). RCs are responsible for 1) training and managing school site teams, 2) facilitating communication between schools and SDGU management, 3) attending SDGU meetings, and 4) ensuring that all participating schools are receiving the necessary services from each SDGU partner. Each RC represents a designated geographical area. The RCs report to the PC.

School Site Teams. School Site Teams provide services within each participating school. The site team is comprised of a site coordinator (SC) and graduation coaches (GC). One SC is assigned to each participating high school and its feeder middle

[9] Additional positions written into the original grant application were assistant project coordinator, higher education student liaison, middle school to high school transition specialist, data collection specialist, and counselors (as part of the school site teams).

school(s). Graduation coaches are assigned to each high school. The GCs will be supervised by and report to the SC. The SC will report to the RC.

Partner Coordinator (PartnerC). The PartnerC 1) facilitates regular communication between partners, 2) ensures that each partner provides the correct services in a timely manner, and 3) recruits new partners to help provide grant matching funds. The PartnerC reports to the PC.

Dissemination and Community Coordinator (DCC). The DCC 1) organizes community activities, 2) manages community resources, and 3) disseminates information about SDGU within local communities. The DCC reports to the PC.

Budget Specialist (BS). The BS is responsible for managing all grant fiscal components including expenditures, contracts, draw-downs, monthly reconciliations, audits, and match accountability. The budget specialist reports to the PD.

III. EVALUATION

A. Introduction

SDGU hired BC Kuhn, LLC (BC Kuhn) as an internal evaluator in 2014. Program stakeholders requested BC Kuhn's evaluation services for two primary reasons: 1) BC Kuhn's evaluation expertise and proven approach, and 2) BC Kuhn's experience evaluating GEAR UP and other federally funded programs in South Dakota.

1. Purpose

This evaluation report tracks SDGU's progress; its purpose is to give on-going feedback that informs program management of midcourse changes they may wish to pursue. Implementation and outcome evaluation methods are being utilized to monitor the quality of services and the program's progress in meeting its goal and objectives. Observations regarding staffing variables and program administration may also be included. This on-going assessment provides management with a heuristic to evaluate whether activities are effective and appropriate for the program's needs and intended outcomes.

2. Contexts

BC Kuhn views all communities as having a unique perspective that is built on the foundation of shared knowledge and experience, and includes the social norms and values that are distinctive to a specific people, place, and time. This perspective can include language, geographic location, spirituality, and the kinship and political relationships between members of a community. This evaluation report looks at how SDGU meets its overarching goal and objectives, accounting for the unique context in which the program operates.

At 8.8%, the State of South Dakota has the third largest percentage of American Indian/Alaskan Natives (AI/AN) in the United States after Alaska and New Mexico (US Census, 2010).[10] This is over nine times higher than the percentage of AI/AN individuals nationally. There are nine reservations located wholly or partially within the boundaries of South Dakota, and these are home to Lakota, Nakota, and Dakota peoples commonly and collectively referred to as the Sioux.[11] SDGU schools (36/38 or 95%) are located on eight of these reservations.[12]

[10] Fifteen percent of K-12 students enrolled in South Dakota public and non-public schools are American Indian.
[11] Two of these reservations—Pine Ridge and Rosebud—have the 2nd and 7th highest American Indian populations out of all reservations in the United States (US Census, 2012a, p. 14).

Generally speaking, communities located on South Dakota's American Indian reservations face economic and social challenges that other residents in South Dakota do not. For example, Census data demonstrates that in 2012 1) all South Dakota reservation areas had lower median family incomes, lower per capita incomes, and higher unemployment percentages than the State, and 2) eight out of the nine reservations had lower median household incomes and higher percentages of individuals living in poverty than the State (see Table III.1 below)(US Census, 2012c & d). In 2010, more than 90% of the student body at each of the 38 participating SDGU schools was eligible for free and reduced price lunch (See Table II.1; BC Kuhn, 2010). In comparison, the statewide average was 40% (SDDoE, 2010, p. 2).

Table III.1: Demographic and economic characteristics for reservation areas in South Dakota, 2012.

	Total population	% AI/AN, Caucasian	Median household income	% below poverty level, 2008-2012[13]	% 16+ in civilian labor force, % (of above) unemployed, 2008-2012
South Dakota	815,871	8.8% 86.0%	$49,091	13.8%	69.4%, 3.4%
Cheyenne River Reservation	8,135	73.5% 22.1%	$33,879	34.1%	64.8%, 12.8%
Crow Creek Reservation	2,064	86.0% 10.4%	$28,446	37.8%	62.2%, 17.6%
Flandreau Reservation	486	84.4% 9.5%	$54,773	4.9%	67.3%, 5.9%
Lake Traverse Reservation	10,985	36.6% 57.4%	$42,742	22.7%	62.7%, 5.2%

[12] Thirty-six of 38 SDGU schools (95%) are located on a reservation: Cheyenne River Reservation (4)—Cheyenne Eagle Butte MS & HS, Takini ES & HS; Crow Creek Reservation (2)—Crow Creek MS & HS; Flandreau Reservation (0); Lake Traverse Reservation (3)—Enemy Swim MS, Tiospa Zina MS & HS; Lower Brule Reservation (2)—Lower Brule MS & HS; Pine Ridge Reservation (15)—Batesland ES, Crazy Horse MS & HS, Little Wound MS & HS, Loneman School, Our Lady of Lourdes ES, Pine Ridge ES & HS, Porcupine Day School, Red Cloud ES & HS, Rockyford Upper ES, Wolf Creek Upper ES, Wounded Knee ES; Rosebud Reservation (4)—St. Francis MS & HS, Todd County MS & HS; Standing Rock Reservation (4)—McLaughlin MS & HS, Wakpala MS & HS; and Yankton Reservation (2)—Marty MS & HS.

[13] Out of the 3,144 counties in the United States, Shannon County (located within the Pine Ridge Reservation) and Ziebach County (located within the Cheyenne River Reservation) have the 3rd and 4th highest percentage of residents (all ages) in poverty (US Census, 2013).

Lower Brule Reservation	1,584	86.0% 8.0%	$37,552	32.2%	71.4%, 19.3%
Pine Ridge Reservation	18,898	88.6% 9.6%	$29,169	46.0%	51.5%, 11.8%
Rosebud Reservation	11,135	84.4% 9.5%	$28,468	47.7%	62.0%, 17.5%
Standing Rock Reservation	8,258	74.7% 21.7%	$30,133	43.2%	56.0%, 12.2%
Yankton Reservation	6,656	42.5% 52.7%	$34,354	29.7%	62.0%, 7.3%

Sources: (US Census, 2012b, c, & d)

These poor economic conditions can negatively impact education in a multitude of ways (IHEP, 2007; Williams, 2009; Cunningham & Redd, 2000). Data from the SDDoE and BIE demonstrate that there is a significant academic performance disparity between students in both SDGU public and BIE/Tribal schools, as compared to those at the State (public) and national (BIE) levels (see Table III.2 below).[14]

Table III.2: Demographic characteristics and academic performance in SDGU schools, 2013.

	SDGU public schools	South Dakota public schools	SDGU BIE/Tribal schools	US BIE/Tribal schools
Total enrollment	1,775	128,294	5,224	49,079
% AI/AN	98.2%	11.5%	99.4%	–
Reading, % proficient + advanced	32.5%	74.0%	24.0%	37.6%
Math, % proficient + advanced	22.2%	73.7%	17.0%	29.9%
Science, % proficient + advanced	24.5%	71.1%	15.3%	21.9%
Dropout rate (district)	6.2%	1.9%	14.2%	8.2%
Four-year cohort graduation rate	55.1%	82.7%	–	–
High school completion rate	56.7%	89.7%	–	–

[14] State assessment scores and high school completion rate for SDGU public school students are also lower than the state averages for all American Indian public school students (-14.6% in reading, -20.1% in math, and -17.3% in science; -7.2% completion rate). However, SDGU public high school students (n=3) have a higher four-year cohort graduation rate (+5.9%).

High school graduation rate	–	–	51.9%	59.6%

Sources: Public schools (n=10, 2013)(SDDoE, 2013d,f, h). BIE/Tribal schools (n=18, 2012-2013)(SDDoE, 2013c; BIE, 2014a & b)

American Indian students are underrepresented in South Dakota's post-secondary education system, representing only 1.6% of all students enrolled in the state's Regental institutions in 2013 (SDBoR, 2014, p. 14).[15]

3. Evaluation Questions

Evaluation questions addressed in this report include:

- To what extent are SDGU activities implemented?
- Are interventions being developed rationally for the highest impact?
- Did the program reach its annual performance indicator targets?
- What adjustments, if any, are recommended?

4. Methods

i. Implementation Evaluation

The Implementation Evaluation section of this report describes the program's activities by objective, provides an assessment of their progress, and identifies any challenges. Each activity has been designated with a reference letter and number for evaluation purposes.[16] As a whole, this will provide information to 1) monitor current activities in order to identify problems in program implementation, and thereby improve service delivery, 2) measure variability in program delivery for later analyses of program impacts, and 3) help understand why delivery is or is not carried out as intended. The level of implementation matrix, provided below, offers a heuristic to help program management evaluate progress and prioritize areas for future programming.

[15] The six Regental institutions of higher education are Black Hills State University, South Dakota School of Mines & Technology, Northern State University, South Dakota State University, Dakota State University, and the University of South Dakota.

[16] The format is as follows: A (Activity grouping A) 1, A2, B1, C3, etc.

Level of Implementation Matrix:

Early Planning

SDGU has made some progress in planning the implementation of the activity. Written plans are in the draft stages.

Full Planning

SDGU has a final written plan of how the activity will be structured.

Partial Implementation

Some activities are in the full planning stage, while others are in the early implementation stage.

Early Implementation

The activity has begun implementation on a pilot basis.

Moderate Implementation

The activity is occurring regularly.

Full Implementation

All activities have been implemented and are occurring regularly with full participation.

Institutionalized

The activity has become adopted and will continue after funding ends.

ii. Outcome Evaluation

The Outcome Evaluation section will subsequently focus on SDGU's performance measures and provide information on current benchmarks. This will demonstrate the program's progress in achieving student and parent outcomes. A total of 26 measures—with interim/final targets—have been established.[17]

iii. Data Collection and Respondents

Data collection tools utilized in this report are as follows:

Student and parent surveys—Student and parent surveys are administered annually. They offer information on individuals' perceptions of post-secondary education and financing and their interaction with SDGU. Both contain mandatory questions from

[17] BC Kuhn is utilizing process evaluation methods, as many indicator outcomes will not be met until later in the funding period.

the USDoE. Surveys are distributed in paper format or taken online through the surveymethods tool (surveymethods.com). This occurs at SDGU schools or program sponsored events over the course of the year, and is carried out by SDGU teachers and/or program staff. All paper-based results are returned to program staff and entered into surveymethods. In year 1, the student survey was comprised of six closed-ended and one open-ended question; a total of 1,413 students responded. The parent survey was comprised of five closed-ended questions and a total of 157 parents responded. In year 2, new survey questions were added to both student and parent surveys. However, these questions were not fully incorporated until year 3 (a mixture of new and old surveys were returned in year 2). The new student survey contains 11 closed-ended and one open-ended question and the parent survey nine closed-ended questions. Participation in years 2 and 3 was as follows (A-original & B-enhanced)—2012-2013: students=2,422 (1,811-A & 611-B), parents=509 (384-A & 125-B); 2013-2014: students=1,579-B, parents=588-B. Survey results, as reported in Section VI of the Annual Performance Reports, are provided in Appendix B.

Annual Performance Reports—SDGU is required to submit an Annual Performance Report (APR) to the USDoE each reporting year. The Department uses this information to assess whether the project is making progress toward meeting its stated goals and objectives. The APR also provides data for the national evaluation of the GEAR UP program. The APR consists of six sections: I-Executive summary, II-Narrative information, III-Grant administration and budget information, IV-Demographic data and data regarding services provided, V-GEAR UP student outcomes, and VI-Survey data. Information from the 2011-2012, 2012-2013, and 2013-2014 APRs, submitted by the SDDoE, are utilized in this report.

Other information sources included publically available data and reports from the SDDoE, BIE, SDBoR, etc. A full list of sources can be found in the References section of this report.

iv. Data Analysis

Implementation Evaluation. The overall implementation level for each program activity is quantified through the implementation matrix, outlined above. These levels are estimated by synthesizing information from the SDGU APRs, staff meetings, site coordinator meetings, and

external online sources. Sources for the APRs include SDGU activity sheets, announcements, newsletters, newspaper editions, annual performance data sheets, and dissemination data; data from the SDBoR; and data from external sources such as the SDDoE, NCES, LNI, and Lakota Country Times.

Outcome Evaluation. Performance indicator values were calculated from SDGU APR data, student and parent survey data, and external data from the BIE, SDDoE, USDoE, SDBoR, and other sources. Calculation methods are specified. The primary focus of the discussions and recommendations will be on whether the text, baseline and target values, and/or calculation methods are appropriate or may need to be revised.

5. Limitations

This document provides an abbreviated summary and assessment of SDGU, based on existing resources. Further evaluation activities, such as conducting site visits, focus groups, and interviews are outside the scope of this project. It should be noted that the implementation evaluation relies heavily on monthly student and parent activity summary sheets and other data submitted directly by schools; the completeness of the schools' data collection efforts and extent to which activities are described directly impacts what is reported. It should also be noted that a comprehensive GEAR UP longitudinal database with student level data has not been established (school level aggregate data has been utilized for this report).

We will now look specifically at SDGU services implemented over the program's first three years (2011-2014). Included will be a discussion of the program's goal and objectives, program activities utilized to achieve these, and an impact assessment of specific program elements based on the most current data available. Recommendations for improvement will be provided.

B. Results

1. Implementation Evaluation

i. Program Activities

Goal: The goal of the SDGU program is to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education.

Objective 1: Increase the academic performance and preparation for post-secondary education of GEAR UP students.

Activities (overall): The key activities implemented to meet this objective include

A) Foundational Services—A1) Advanced curriculum, A2) Tutoring and homework assistance, A3) Mentoring and advising, A4) Prescriptive catch-up services

B) Grade-specific Enhancements, Middle School—B1) Counseling, advising, academic and career planning, B2) Two-week middle school summer program

C) Middle to High School Transition Enhancements—C1) Middle to high school transition program

D) High School Enhancements—D1) Six-week high school residential summer program, D2) Graduation Coaches, D3) ACT/SAT preparation, D4) Career exploration and planning, D5) College planning

E) Grade-specific Enhancements, High School to Post-secondary Transition—E1) Dual/concurrent enrollment program

F) Professional Development—F1) Teachers, F2) Graduation Coaches

G) Parents—G1) Workshops, meetings, and mailings

• *A1) Advanced curriculum* (grades 6-12)[Obj. 1,2]

Description: The existing curriculum at participating schools is being enhanced, offering participants in grades 6-12 rigorous acceleration-based coursework that includes math (pre-algebra through calculus), science (earth science, biology, chemistry), language arts, writing (journaling), and Lakota/Dakota culture. The curriculum is based on Common Core Standards.

Level of Implementation

2011-2012 Target: Full planning

Actual: Partial Implementation

2012-2013 Target: Early Implementation

Actual: Early Implementation

2013-2014 Target: Moderate Implementation

Actual: Moderate Implementation

2014-2015 Target: Full Implementation

Findings: Activities are ongoing, with implementation levels varying between schools. In years 1 and 2, SDGU developed and distributed 7th and 8th grade summer curriculum binders with lesson plans and supporting resources for language arts, math, science, and careers. In year 3, SDGU distributed over 5,000 student planners to students, teachers, staff, and administrators, which included information on post-secondary education options, preparation, and financing; academic enrichment activities for site coordinators; and profiles on GEAR UP alumni. Little Wound HS provided sessions that covered active reading, annotations, note taking, and other vital study skills to help students become better prepared for their post-secondary education. Dr. Godfrey, Dr. Kuman, and Kim Soper from the University of Omaha also provided SEPA science grant presentations to Marty MS students that included hands-on lessons on magnetism and hovercrafts. Students traveled to Sanford Laboratories in Sioux Falls where 7th graders learned about DNA and microscopy and 8th graders attended a Vitamin C titration lab. In addition, SDGU and SDSM&T partnered with the UNITE program[18] to offer rigorous science programs to 11th grade Honors Program students. The program presented a math course called "Measuring the Immeasurable," as well as classes in UAVs (unmanned aviation vehicles), submersibles, and aviation (manned vehicles). Another educational partner, the PAST Foundation,[19] presented three modules to freshman students. Topics for the four-day intensive classes were forensics, entomology, STEM, and art.

Challenges: No challenges have been identified at this time.

- *A2) Tutoring and homework assistance* (grades 6-12)[Obj. 1,2]

Description: Academic support is offered through tutoring before or after school during the school year.

Level of Implementation

2011-2012 Target: Full Planning

Actual: Partial Implementation

[18] UNITE is a summer program for gifted high school students that are members of historically underrepresented groups and underserved in STEM courses.

[19] The PAST Foundation (Partnering Anthropology with Science and Technology) develops transformative learning strategies for schools and districts, connecting scientific research to classrooms (PAST, 2014). PAST takes a unique approach in combining anthropology with transdisciplinary problem-based (TPBL) STEM learning.

2012-2013 Target: Early Implementation

Actual: Moderate Implementation

2013-2014 Target: Moderate Implementation

Actual: Moderate Implementation

2014-2015 Target: Moderate Implementation

Findings: Activities are ongoing, with implementation levels varying between schools. In year 2, the schools providing before or after-school tutoring sessions/study halls included Cheyenne Eagle Butte MS, Little Wound HS, Marty MS, Red Cloud MS, Takini HS, Tiospa Zina MS & HS, Todd County HS, and Wakpala MS & HS. In year 3, schools included American Horse School, Cheyenne-Eagle Butte MS, Little Wound HS, Marty Indian MS, Porcupine Day School, and Wakpala MS & HS. Students at Red Cloud MS are utilizing computer-based, individualized reading and math learning products from Renaissance Learning. Two additional tools—Think Through Math and Reading Plus (introduced in year 2 and discussed in further detail under A4) are providing academic support to students to accelerate reading and mathematics performance during both the before and after-school tutoring sessions and the school day.

Challenges: No challenges have been identified at this time.

- *A3) Mentoring and advising* (grades 6-12)[Obj. 1,2,3]

Description: Middle school mentoring is offered to grades 6-8, transition mentoring to grade 9, Graduation Coaches during high school, and additional mentoring from the program's returning Scholars.

Level of Implementation

2011-2012 Target: Full Planning

Actual: Partial Implementation

2012-2013 Target: Early Implementation

Actual: Early Implementation

2013-2014 Target: Moderate Implementation

Actual: Full Implementation

2014-2015 Target: Full Implementation

Findings: Mentoring has been offered in both group and individual settings. Group activity highlights in year 2 included team-building exercises for Little Wound HS students at the Cedar Canyon campground and "Cool School" programming at Cheyenne Eagle Butte HS. The "Mac Attack" wellness programming was also initiated during this year. Mac Attack offers students challenging physical activities followed by academic exercises. It provides sessions called The Iron Man, The Double Header, The Triathlon, and The Sprint. The Iron Man includes a basketball component, nutritional/healthy life style awareness activities, and college planning activities; the Double Header is slightly shorter in duration and includes an obstacle course and nutritional/healthy life style awareness and college planning activities; the Triathlon focuses on physical (obstacle course, basketball drills, etc.), mental (knowledge bowl), and emotional (positive) aspects of teen life; and finally the Sprint offers a condensed one-hour version of the activity.

In year 3, mentoring and advising activities were provided at Batesland MS, Enemy Swim Day School, Little Wound HS, Marty MS & HS, Porcupine Day School, Todd County MS, Red Shirt Table, Wakpala MS & HS, and Wounded Knee District School. Group highlights included comprehensive mentoring sessions in self-esteem/motivation at Porcupine Day School and "Mac Attacks" at Batesland MS, Red Shirt Table, and Wakpala MS.

Challenges: No challenges have been identified at this time.

- *A4) Prescriptive catch-up services* (grades 6-12)[Obj. 1,2]

Description: Prescriptive catch-up services are provided to academically struggling students after school or during the summer through the Think Through Math and Reading Plus applications.

Level of Implementation

2011-2012 Target: Early Planning

Actual: Early Planning

2012-2013 Target: Partial Implementation

Actual: Early Implementation

2013-2014 Target: Early Implementation

Actual: Moderate Implementation

2014-2015 Target: Moderate Implementation

Findings: Activities are ongoing, with implementation levels varying between schools. SDGU introduced two computer-based applications—Reading Plus and Think Through Math—in year 2. Reading Plus assesses students' reading levels and works to improve speed and comprehension.[20] In year 3, it was implemented in 12 SDGU schools, with a total of 1,064 active participants. Five percent (5%) of students showed significant progress and 14% showed expected progress; 51% of students did not utilize the application sufficiently. The average instructional level gain was 0.9 (grade level) and average time per student was 12 hours. Think Through Math aims to improve mathematics understanding and skill proficiency, raising student performance levels so that they meet or exceed grade level. Students' skill levels are first assessed, and then an individualized pathway (with lesson plans that meet Common Core Standards and South Dakota State Standards) is designed for and completed by each student. The program utilizes pre- and post- quizzes to gauge performance on each lesson. In year 3, Think Through Math was implemented in 15 SDGU schools, with each school completing an average of 23.7 lessons. American Horse School had the highest average number of lessons completed (50) and passed (14.8). The pre-quiz average for all SDGU schools was 40% passing and post-quiz average was 48% passing, with the greatest improvement seen at Enemy Swim Day School (51% to 70%). Planning also occurred in year 3 to incorporate the Odysseyware digital learning program in SDGU schools. Odysseyware is a provider of customizable online curriculum for students in grades 3-12, offering more than 160 courses to students at all learning levels. The company also provides remediation tools, with custom solutions for individual students (Odysseyware, 2014).[21] Odysseyware will assist SDGU participants with credit recovery and enable them to take classes not currently available in their schools. Educators will have the ability to revise course content and add culturally relevant materials. It is anticipated that

[20] Reading Plus has been shown to increase reading levels in SDGU Honors Program students by a grade level or more over a 5-week period.

[21] Additional information on the Odysseyware system can be found at odysseyware.com

SDGU will begin to implement the system in year 4.

Challenges: Preliminary results for Think Through Math and Reading Plus have been favorable, but indicate that more training is necessary for those administering these programs. With Reading Plus, this includes training on effectively utilizing its progress monitoring features.

- *B1) Counseling, advising, academic and career planning* (grade 8)[Obj. 1,2,3]

Description: Students utilize the online software package SDMylife and meet with counselors one-on-one to review grades and assessment scores and make adjustments to their personal learning plans.

Level of Implementation

2011-2012 Target: Early Planning
Actual: Early Planning

2012-2013 Target: Full Planning
Actual: Early Implementation

2013-2014 Target: Early Implementation
Actual: Moderate Implementation

2014-2015 Target: Full Implementation

Findings: Activities are ongoing, with implementation levels varying between schools. Students were utilizing the Career Cruising application in year 1 (continued from the GUSD program) and created personal learning plans with the assistance of counselors. In year 2, students began utilizing the SDMyLife application, which includes Career Cruising, personal learning plans, and other features. Through the system, students were able to identify and research careers that interested them (e.g., Career Matchmaker, Career Selector), take learning style assessments (e.g., Ability Profiler and My Skills Assessment), identify which high school courses they should take based on their interests and develop personal learning plans (PLPs), research post-secondary options and financing options (e.g., scholarships and FAFSA), develop portfolios, and prepare for ACT and SAT testing via tutorials and other resources. SDGU students continued to use the system in year 3.

A number of college and career awareness events were held in year 3. Marty MS presented the Winter Wonderland Showcase in December 2013 to students and their families. Middle school students developed fliers and invitations, showcased their work in booths, and assisted teachers. Various organizations were in attendance (with some hosting booths), including the Boys & Girl's Club of the Missouri River Area, SEPA, and college representatives from *Ihanktonwan* Community College, MDT and South Dakota State University. There were a total of 30 booths, five displays, and over 290 attendees. In January 2014, American Horse School hosted a health fair that brought together representatives from 16 organizations (Tribal and federal). Organizations provided information to students and community members on a wide variety of topics from diabetes to agriculture. Sixty-two 6th through 8th grade students attended the event. In February, students from Todd County MS attended the 4th annual Rosebud Healthcare Career day at Sinte Gleska University, where they visited booths, spoke with professionals, and explored careers and trends in the health-related fields. Exhibitors included the Indian Health Service (IHS), INMED, Sanford Research, Yankton Rural AHEC, and University of South Dakota. Eighth grade girls from both Marty MS and Todd County MS also attended the 2013 Women in Science Conference at Mount Marty College, where they were introduced to math, science, and technology related careers and encouraged to complete the coursework needed to pursue them. Students met and spoke with female professionals working in these fields, including doctors, nurses, engineers, microbiologists, and veterinarians. Todd County MS students participated in other counseling/advising/academic planning activities designed to help them understand the importance of patience, thought, and effort in career exploration.

Challenges: In order to more accurately gauge the effectiveness of SDMyLife, there should be additional, specific data reporting from all SDGU schools currently utilizing the program.

- *B2) Two-week middle school summer program* (grades 6-8) [Obj. 1,2]

Description: SDGU youth engage in and reexamine their coursework from multiple perspectives via field trips, hands on activities, and other techniques during the two-week summer program.

Level of Implementation

2011-2012 Target: Early Planning

Actual: Early Planning

2012-2013 Target: Full Planning

Actual: Partial Implementation

2013-2014 Target: Partial Implementation

Actual: Moderate Implementation

2014-2015 Target: Full Implementation

Findings: The two-week middle school summer program was offered for the first time in year 3. Middle school students participated in various SDGU activities that incorporated educational field trips. For example, Porcupine Day School students researched wildlife at Bear Country, Reptile Gardens, and Wind Cave National Park, and went to Rushmore Cave, Cosmos, the Rushmore Tramway in Keystone, and the Big Thunder Gold Mine. Students also visited the South Dakota Game, Fish and Parks outdoor campus in Rapid City, where they were given hands-on instruction on how to make a fishing lure. Students toured an exhibit at the Badlands Ben Reifel Visitors Center that focuses on local cultural history, prairie ecology, and paleontology, and participated in interactive activities such as assembling a virtual skeleton on a touch screen computer and touching fossilized animal casts. In addition, Porcupine Day School students visited the SDSM&T campus.

Middle school students also participated in the Hardrocker Aeronautics RISE program (HARP). HARP utilizes aviation to advance students' understanding of STEM concepts, demonstrate the relevance of STEM education, and cultivate interest in STEM careers. Students from American Horse, Marty MS, and Pine Ridge MS attended ground school lectures that addressed fundamental scientific principles in aviation, participated in STEM lab stations where they applied their knowledge through hands-on and interactive lab activities, and had the opportunity to fly in a small single-engine aircraft.

Challenges: No challenges have been identified at this time.

- *C1) Middle to high school transition program* (grades 8-9)[Obj. 1,2]

  Description: The middle to high school transition activities help middle school students gain knowledge about and directly experience the high school environment. Students learn about rules, academic and behavioral expectations, graduation requirements, available extra-curricular activities, etc.

  Level of Implementation

  2011-2012 Target: Early Planning

  Actual: Early Planning

  2012-2013 Target: Full Planning

  Actual: Partial Implementation

  2013-2014 Target: Partial Implementation

  Actual: Partial Implementation

  2014-2015 Target: Moderate Implementation

  Findings: Transition activities have been held in both years 2 and 3. In year 2, 8th graders from American Horse, Batesland, Porcupine, Red Shirt, Wolf Creek, Rockyford, and Loneman traveled to Pine Ridge HS, where they visited classrooms, shadowed high school students, and received information from counselors on goal setting, study habits, graduation requirements, etc. In year 3, Todd County HS students and core staff were invited to the Todd County MS library for an informal question and answer session with the school's 8th graders. Critical transitional issues were discussed (including block scheduling). Students learned about the importance of healthy decision-making, attendance, completing daily assignments, proper behavior, upcoming math and language arts exams, advanced placement, extra-curricular activities, and entering the school year immediately (as opposed to the second or third week). A tour of the high school with mentors was also completed.

  Challenges: No challenges have been identified at this time.

- *D1) Six-week high school residential summer program* (grades 9-12) [Obj. 1,2]

  Description: Students have the opportunity to participate in a summer 6-week GEAR UP Honors Program. Students apply in 8th grade, and if selected (based on performance, commitment, and recommendations) they become part of a cohort that attends the

program over four consecutive summers. The Honors Program immerses students in a rigorous acceleration-based college preparatory curriculum, with core classes in math, science, and language arts. Additional classes include entrepreneurship, nation building, communications, computer programming, and career exploration. Students also have the opportunity to attend presentations by notable speakers and participate in seminars, field trips, sports and recreational activities, etc.

Level of Implementation

2011-2012 Target: Full Implementation
Actual: Full Implementation

2012-2013 Target: Full Implementation
Actual: Full Implementation

2013-2014 Target: Full Implementation
Actual: Full Implementation

2014-2015 Target: Full Implementation

Findings: The Honors Program was offered in conjunction with the GUSD program and has continued with SDGU. The 2012 program was hosted at SDSM&T in June and July and served over 250 students. A group of Honors students also participated in the *Wiyokihi Watershed Project*, which was geared toward 1) improving math and science skills through a hands-on field-based service learning project, and 2) re-establishing ecological processes and rebuilding native habitats. Activities were conducted over a four-week period and included data collection with SDSM&T staff and Tribal EEP, and data analysis. Sophomores focused on topics in biology (species diversity), juniors chemistry (water and soil quality), and seniors physics (water flow, population index). Project sites were located on White River and Rapid Creek.

The 2013 Honors Program was again hosted at SDSM&T in June and July, serving a total of 296 students (113 freshmen, 84 sophomores 46 juniors, and 53 seniors). Students participated in the *Wiyokihi Watershed Project* with fieldwork on the Pine Ridge Reservation near Oglala, SD. Study results were shared with the parks departments on the reservation. Honors Program students also attended the Second Annual College and Career Expo, held in the King Center on the SDSM&T campus. Students visited individual college booths and listened to college presentations. Over

40 students also had the opportunity to participate in the Hardrocker Aeronautics RISE program. Graduation ceremonies for the Honors Program were held on July 7th.

Challenges: No challenges have been identified at this time.

- *D2) Graduation Coaches* (grades 9-12) [Obj. 1,2,3)

Description: Graduation coaches/Advisors supply or supervise the majority of high school services, including mentoring, tutoring, career exploration and planning, college planning, financial aid activities, etc. In addition, graduation coaches facilitate Think Thru Math and Reading Plus student recruitment and mentoring. Coaches/Advisors meet with students weekly. The number of coaches assigned to each school is based on total student enrollment.

Level of Implementation

2011-2012 Target: Early Planning

Actual: Early Planning

2012-2013 Target: Full Planning

Actual: Early Implementation

2013-2014 Target: Partial Implementation

Actual: Moderate Implementation

2014-2015 Target: Full Implementation

Findings: Services are ongoing, with implementation levels varying between schools. Graduation coaches have been hired and are identifying students in need of services. Coaches complete two one-on-one sessions with identified students as well as the individual student advising inventory from the SD GEAR UP student planner. Coaches work directly with students to integrate the Think Through Math and Reading plus applications into a weekly program. Coaches ensure they gain access regularly, monitor their progress, conduct a follow-up data discussion after the student begins the program, and complete five activities or lessons with students. Coaches have been required to attend Reading Plus or Think Through Match trainings (four hours).

Challenges: No challenges have been identified at this time.

- *D3) ACT/SAT preparation* (grades 9-12) [Obj. 1,2]

  Description: The DIAL Virtual School provides ACT and SAT preparation through a virtual high school.

  Level of Implementation

  2011-2012 Target: Early Planning

  Actual: Partial Implementation

  2012-2013 Target: Early Implementation

  Actual: Partial Implementation

  2013-2014 Target: Moderate Implementation

  Actual: Partial Implementation

  2014-2015 Target: Moderate Implementation

  Findings: This activity is ongoing, with implementation levels varying between schools. ACT preparation courses were offered at St. Francis Indian School, Wakpala HS, and Tiospa Zina HS in year 1 and at Todd County HS and Lower Brule HS in year 2. In year 3, Wakpala HS conducted an ACT workshop for 12th graders that covered math—a subject that has been a challenge for its students in the past. The presenter provided tips and sample questions. Tiospa Zina HS conducted a practice ACT test for 12th graders in November 2013, and Little Wound HS provided weekly college workshops that included ACT score admission requirements for specific colleges. ACT prep is also offered as a class (once per week) to 11th grade students during the six-week GEAR UP Honors Program. The Digital Dakota Network (DDN) and South Dakota Virtual High School (SDVHS) systems have been available each program year in all participating schools, providing both technological tools and course content (including SAT/ACT prep) for distance learning. The SDMyLife application is also utilized for both pre-SAT/ACT and SAT/ACT preparation.

  Challenges: Although the virtual ACT/SAT preparation systems are available to all students in the participating schools, this activity has been largely unreported on the school activity sheets.

• *D4) Career exploration and planning* (grades 9-12) [Obj. 1,2,3]

Description: High school students utilize the SDMylife application, as well as participate in career and college fairs, visit local businesses, and attend professional guest lectures.

Level of Implementation

2011-2012 Target: Full Planning

Actual: Full Planning

2012-2013 Target: Partial Implementation

Actual: Partial Implementation

2013-2014 Target: Moderate Implementation

Actual: Full Implementation

2014-2015 Target: Full Implementation

Findings: As discussed under activity B1, the SDMyLife system is available to all participating schools, and students have been introduced to the package and can access career exploration and planning components. In terms of activities, students in year 1 participated in job shadowing. Takini HS students, for example, volunteered at local/school sporting events, where they worked at the concession stand, assisted coaches, and took photos for the yearbook. In year 2, students from Pine Ridge HS, Wounded Knee, and Little Wound HS attended career fairs; Todd County MS students the Rosebud Healthcare Careers Day, and American Horse students (and their families) attended a health fair. Students from Pine Ridge MS also participated in a career booth at the OLC Math and Science Fair. A Parent Career Day was held for students from Our Lady of Lourdes where parents—including a social worker, electrician, firefighter, and police officer—spoke about their occupations and how students can contribute in their communities. In year 3, Pine Ridge HS students participated in a career day at the Rapid City Civic Center. Todd County MS/HS also hosted a college fair and community meal (in conjunction with Teach America) in January where students and families explored post-secondary educational opportunities and learned about steps they could take to make them a reality. Juniors and seniors from Wakpala HS also received multiple visits from Standing Rock firefighters to learn about what is involved in a career in firefighting. As noted

earlier, SDGU Honors Program students attended the Second Annual College and Career Expo at the King Center on the SDSM&T campus.

SDGU students have also attended a wide variety of presentations on topics related to career exploration and planning. Speakers in year 2 included former NSU Basketball Coach Don Meyer (for Takini HS students), Rosebud Sioux Tribe President Rodney Bordeaux (Todd County HS), Todd County Superintendent Dr. Roger Bordeaux (Todd County HS), World Hoop Dance Champion Dallas Chief Eagle (American Horse), former NFL player Shawn Harper, Writer/director Chloé Zhao (Little Wound HS), representatives from the University of North Dakota's Indians Into Medicine Program (INMED)[22] (Todd County MS, Tiospa Zina MS), and representatives from the Tokala Inajinyo Suicide Prevention Mentoring Program (Todd County HS). SDGU also hosted an Internet Cafe booth at the Black Hills PowWow in October. In year 3, Pine Ridge HS delivered a presentation called 'Planning Your College Adventure' to multiple groups of students, providing information on preparing for college, types of degrees that can be earned, college campus experiences, scholarships, institutions in South Dakota, etc. Information on the American Indian Education Foundation's scholarship program was included. Members of Oglala Lakota College's Math and Science Department also visited the school and spoke with seniors about the college, degrees offered, and internships and projects available through the department. At Porcupine Day School, a half-day presentation called 'Military Appreciation and Occupations' was offered (open to students and family/community members), that focused on military occupations and related civilian occupations. The event included mini-stations with speakers. In each of the three program years, SDGU has hosted an interactive panel discussion at the Lakota Nation Invitational (LNI) Tournament called "Beyond the Game: Using Athletics for College Success." The event brings various speakers in to encourage high expectations in academics and athletics, provide information on educational

[22] INMED is a comprehensive program designed to assist American Indian students (who aspire to be health professionals) to help meet the needs of their communities.

opportunities for athletes, and talk about the benefits of pursuing a post-secondary degree. In year 3, panel members included Tatewin Means, Oglala Sioux Tribe Attorney General; Jace Davis, University of Northern Colorado (2014 NFL Draft prospect), Anthony Hopkins, Doane College; Lisa Bear Robe, Bismarck State College and Oglala Lakota College; Ida Clark, Bismarck State College and Black Hills State University; and Kendall Murie, Black Hills State University. Members talked about their experiences and fielded questions from the audience. The event was recorded for broadcast on the South Dakota Public Broadcasting (SDPB) station. Project Coordinator Glenn Drapeau also addressed an audience of approximately 7,000 about the GEAR UP program and preparing for college. SDGU operated a booth during the tournament that featured a popular Internet Café.

Challenges No challenges have been identified at this time.

- *D5) College planning* (grades 9-12) [Obj. 1,2,3]

  Description: With the support of graduation coaches, students address educational pathways to specific careers, college admission requirements, financial requirements, college curriculums, and course planning.

  Level of Implementation

  2011-2012 Target: Early Planning
  Actual: Early Planning

  2012-2013 Target: Full Planning
  Actual: Early Planning

  2013-2014 Target: Partial Implementation
  Actual: Moderate Implementation

  2014-2015 Target: Full Implementation

  Findings: Activities are ongoing, with implementation levels varying between schools. As noted, SDGU students have utilized SDMyLife in years 2 and 3 to research post-secondary institutions. The program delivers institution specific information on college admission requirements, financial requirements, college curriculums, and planning items, and can also detail school demographics, available social organizations, facilities, etc. Students at Little Wound HS, for example, researched

Chadron State College, the Air Force Academy, and other colleges and universities using the program in year 3. In terms of presentations and other activities, students in year 1 from St. Francis Indian School participated in both a college action planning workshop and State webinar on college planning, and students from Todd County High School participated in career/college planning days event in Pierre, SD. In year 3, students from Todd County MS participated in a presentation by INMED, where they learned about eligibility requirements, the selection process, educational and life experiences in the program, and financial aid information. The "Mac Attack" program (see A3) also provided students with college awareness activities. At Wakpala HS, for example, students participated in an activity called Sim College. Students were asked to create the college campus of their dreams, including illustrations and descriptions of the campus, the student population, town where the campus was located, academic offerings, and extra-curricular opportunities.

Challenges: No challenges have been identified at this time.

- *E1) Dual/concurrent enrollment program* (grade 12)[Obj. 1,2]

Description: In cooperation with IHE partners, high school seniors have the opportunity to complete college coursework.

Level of Implementation

2011-2012 Target: Early Planning

Actual: Early Planning

2012-2013 Target: Full Planning

Actual: Full Planning

2013-2014 Target: Full Planning

Actual: Full Planning

2014-2015 Target: Partial Implementation

Findings: The dual enrollment program is in the planning stages. College coursework has been available in years 1-3 in all participating schools via the SDVHS.

Challenges: There is no current data to indicate that the dual/concurrent enrollment activity is regularly occurring.

- *F1) Professional development for teachers* (grades 6-12)[Obj. 1,2]

  Description: Teachers are provided with professional development services in a number of areas, including improving classroom management skills, learning to teach to different learning styles, motivating and engaging students, assessing student performance, developing organizational and time management skills, and connecting academic theories and teaching methods to classroom practice.

  Level of Implementation

  2011-2012 Target: Early Planning

  Actual: Early Planning

  2012-2013 Target: Full Planning

  Actual: Partial Implementation

  2013-2014 Target: Moderate Implementation

  Actual: Moderate Implementation

  2014-2015 Target: Full Implementation

  Findings: In year 1, 197 teachers received professional development for an average 8.5 hours. Sessions were, for example, held at Lower Brule Day School and the SDGU Site Coordinators Conference; the former included training on classroom management, teaching low-income and high-need students, and differentiated learning. SDGU partnered with Sinte Gleska University's Lakota Studies Department to provide cultural content to be used in developing model units for use by teachers. There has also been collaboration with curriculum experts and teachers to help design the most effective culturally responsive format that also incorporates the Common Core Standards. In year 2, 135 teachers received professional development for an average 5.9 hours, and in year 3 209 teachers received professional development for an average 7.8 hrs. Sessions in year 3 were held at Little Wound MS & HS, Pine Ridge HS, and Red Cloud MS & HS. Topics included student activities and student planners. In addition, BC Kuhn provided training on data collection and allowable activities and SDGU prepared and sent out the SDGU Newsletter and 45 eblasts (which were opened by 133 teachers). SDGU staff also attended the 2013 National Indian Education Association (NIEA) conference in Rapid City. NIEA works to improve the educational opportunities for and achievement of

Native students. The conference offered an intense learning experience and was a valuable way to share ideas with other educational programs across the nation.

Challenges: No challenges have been identified at this time.

- *F2) Professional development for graduation coaches* (grades 9-12)[Obj. 1,2]

Description: Professional development is offered to graduation coaches in the areas of rural education, college planning, and one-on-one counseling.

Level of Implementation

2011-2012 Target: Early Planning

Actual: Early Planning

2012-2013 Target: Full Planning

Actual: Full Planning

2013-2014 Target: Partial Implementation

Actual: Full Implementation

2014-2015 Target: Full Implementation

Findings: Professional development for graduation coaches was in the planning stages in years 1 and 2 and began in year 3. A webinar was held in September 2013, where Dr. Arnio and Lisa Richards reviewed changes to the Reading Plus and Think Through Math programs. Coaches were also notified of the on-demand and live PD events available on the College Week Live website. These have, for example, included the 'National Training for Counselors & Mentors' presentation which provided current information on financial aid options available to students and useful resources; the 'College Readiness in the Facebook Era' presentation that illustrated how counselors and advisors can effectively utilize social media; and 'The Condition of College and Career Readiness of First Generation Students' presentation that discussed the findings of the most recent Condition of College and Career Readiness report. Coaches also received professional development at the Fall Site Coordinators Conference in Rapid City in October.

Challenges: There was no data detailing attendees at each of the events. It is recommended that this information be collected and reported in the future.

- *G1) Workshops, meetings, and mailings* (grades 6-12)[Obj. 1, 3]

Description: Counselors and graduation coaches make contact with parents at least twice a semester, as well as disseminate monthly newsletters and other college, career, and financial aid materials.

Level of Implementation

2011-2012 Target: Early Planning

Actual: Full Planning

2012-2013 Target: Early Implementation

Actual: Early Implementation

2013-2014 Target Moderate Implementation

Actual: Full Implementation

2014-2015 Target: Full Implementation

Findings: Activities are ongoing, with implementation levels varying between schools. In year 1, family events included a NASA Star Lab activity and hoop dance exhibition at Takini HS, a Family Fun Night at Takini MS, and a parent night at Crow Creek Sioux Tribal HS featuring guest speaker Frances Bullshoe. Year 2 events included a Family Math Literacy Night at American Horse, Thanksgiving community meal at Takini HS, and parent night with hands-on science activities at Pine Ridge MS. Events were also held at Loneman, Wounded Knee, St. Francis MS & HS, Tiospa Zina MS, and Marty MS. In year 3, parent-teacher conferences/Family Nights took place at Cheyenne-Eagle Butte MS, Little Wound HS, Loneman, Pine Ridge MS & HS, Red Cloud HS, Takini, and the Wounded Knee District School. SDGU program brochures and other information were distributed at a number of these events. SDGU also hosted a booth at the Back to School Powwow at American Horse School and staff distributed post-secondary financial aid information to students, families, and community members. In addition, the school hosted a Math Literacy Night in January where teachers presented math activities to parents and children. Teachers prepared kits with instructions and supplies (e.g., dice, scissors, pencils, deck of cards, clothespins) so that families could continue math activities at home. The Rapid City Rotary also donated $1,000 in new Lakota language books. The funds were from the Rotary Language program, which is a national program set-

up primarily for English as a second language students. The books were used in the Lakota language class during the summer program and the remaining books were used as prizes during SDGU sponsored book walks at Takini and Loneman Family Nights. As mentioned under D4 and D6, program staff also spoke with parents and family members at LNI.

In terms of program information dissemination, SDGU is utilizing a number of tools. Anywhere from 10-12 program e-newsletters are electronically distributed each year at monthly intervals, sharing top stories and activity highlights, important announcements, and schedules of upcoming events. In year 3 the program established a newspaper that is now being printed bi-monthly and distributed for free in communities across the state. The newspaper provides interesting articles related to education or the arts in Indian country, stories and pictures about recent SDGU activities, sample educational lessons for students, information about SDGU staff members, notifications of upcoming events (SDGU as well as related), etc. Nearly 4,000-5,000 copies of each of the first two issues were distributed. SDGU also offers talk radio show broadcasts on KILI radio. Shows have included interviews with state educational administrators, former students, and counselors on topics such as scholarships, FAFSA, programming, etc. KILI broadcast 15 SDGU radio shows in year 1, 16 in year 2, and 20 in year 3.

Challenges: No challenges have been identified at this time.

Objective 2: Increase the rate of high school graduation and participation in post-secondary education for GEAR UP students.

Activities (overall): The key activities implemented to meet this objective include

A) Foundational Services—A1) Advanced curriculum, A2) Tutoring and homework assistance, A3) Mentoring and advising, A4) Prescriptive catch-up services

B) Grade-specific Enhancements, Middle School—B1) Counseling, advising, academic and career planning, B2) Two-week middle school summer program

C) Middle to High School Transition Enhancements—C1) Middle to high school transition program

D) High School Enhancements—D1) Six-week high school residential summer program, D2) Graduation Coaches, D3) ACT/SAT preparation, D4) Career exploration and planning,

D5) College planning, D6) Financial aid workshops, opportunities for Federal financial aid, D7) College visits and student shadowing

E) Grade-specific Enhancements, High School to Post-secondary Transition—E1) Dual/concurrent enrollment program, E2) College orientation and transition, E3) First-year college services

F) Professional Development—F1) Teachers, F2) Graduation Coaches

Implementation progress for activities A1, A2, A3, A4, B1, B2, C1, D1, D2, D3, D4, D5, E1, F1, and F2 has been detailed under Objective 1 above.

- *D6) Financial aid workshops, opportunities for Federal financial aid* (grades 9-12)[Obj. 2, 3]

  Description: SDGU works with the South Dakota College Access Challenge Grant to provide financial aid workshops.

  Level of Implementation

  2011-2012 Target: Early Planning
  Actual: Full Planning

  2012-2013 Target: Moderate Implementation
  Actual: Moderate Implementation

  2013-2014 Target: Moderate Implementation
  Actual: Full Implementation

  2014-2015 Target: Full Implementation

  Findings: Activities are ongoing, with implementation levels varying between schools. Workshops addressing financial aid were held at Crazy Horse MS, Crow Creek Sioux Tribal HS, Enemy Swim Day School, Lower Brule Day School, Marty Indian School, St. Francis HS, Tiospa Zina HS, Todd County HS, and Wakpala HS in year 1, and Little Wound HS, Marty Indian School, McLaughlin MS, Pine Ridge HS, Tiospa Zina MS, Todd County MS & HS, and Wakpala HS in year 2. The Great Lakes Education Foundation also provided workshops to Pine Ridge HS students on financial aid/scholarships/grants and college choices in year 2. In year 3, workshops addressing financial aid were held at Little Wound MS & HS, Marty Indian School, Porcupine Day School, Pine Ridge HS, and Red Cloud MS & HS. Pine Ridge HS

impressively conducted 19 workshops. The Oglala Sioux Tribe also provided presentations on its Higher Education Grant Program at the school. Marty MS offered financial aid counseling and advising with Linda Anderson of the TRIO program, and Little Wound HS provided financial aid counseling and advising through weekly college prep presentations in November that included school costs, FAFSA, and financial aid information. Little Wound students set up online accounts on the USDoE FAFSA website in February. As noted under D4, SDGU hosted a booth at the LNI Basketball tournament where staff spoke with families about the financial aid opportunities available to students interested in attending a post-secondary institution.

In collaboration with the South Dakota College Access Challenge Grant (SDCACG) program, SDGU students and their families attended Free Application for Federal Student Aid (FAFSA) Nights and FAFSA completion workshops in years 1-3. FAFSA Nights provide information on financial aid options, such as Federal Pell Grants, Tribal Higher Education Grants, Perkins loans, and work-study programs; workshops offer hands-on assistance with completing FAFSA materials. Seven hundred and nineteen (719) students completed the FAFSA application in year 1, 225 seniors in year 2, and 275 seniors in year 3.

Challenges: No challenges have been identified at this time.

- *D7) College visits and student shadowing* (grades 11-12)[Obj. 2, 3]

Description: During college visits, students have the opportunity to experience college life first-hand, receive academic advising and financial aid planning services, meet with college advisors and mentors, and shadow college students.

Level of Implementation

2011-2012 Target: Early Planning

Actual: Full Planning

2012-2013 Target: Partial Implementation

Actual: Partial Implementation

2013-2014 Target: Moderate Implementation

Actual: Moderate Implementation

2014-2015 Target: Full Implementation

Findings: Activities are ongoing, with implementation levels varying between schools. In year 1, SDGU students traveled to campuses at South Dakota State University (SDSU), Black Hills State University (BHSU), Northern State University (NSU), Lake Area Technical Institute (LATI), Haskell Indian Nations University, and Bismarck State College. The number of institutions increased the following year. Students returned to SDSU, BHSU, LATI, and Haskell Indian Nations University; new destinations included Mitchell Technical Institute (MTI), Western Dakota Technical Institute (WDT), South Dakota School of Mines and Technology (SDSM&T), University of South Dakota (USD), Dakota State University (DSU), Oglala Lakota College (OLC), Presentation College, Chadron State College, University of Mary, United Tribes Technical College (UTTC), and Sitting Bull College (SBC). In year 3, SDGU students traveled to campuses at BHSU, WDT, SDSM&T, Presentation College, Mount Marty College, Chadron State College, University of Colorado (Boulder), and NSU.

IHE representatives/recruiters have also visited SDGU schools annually, giving presentations and speaking with students about enrollment requirements, financial aid and scholarships, and other topics. Individuals from SDSU, BHSU, NSU, and MTI visited schools in year 1; SBC, BHSU, USD, and UTTC in year 2; and *Inhanktonwan* Community College, WDT, NSU, SDSU, BHSU, UTTC, and SBC in year 3. Camps, such as the Space Adventures! Camp (attended by McLaughlin HS students) and Science Technology Engineering Preview Summer Camp (Loneman) at SDSM&T also provided opportunities for students to engage in rigorous academic activities and live on campus for a short period in year 2.

Challenges: No challenges have been identified at this time.

- *E2) College orientation and transition* (Pre-Freshman year)[Obj. 2]

Description: College orientation activities are offered at participating IHEs to help incoming freshman transition to college life, familiarizing students with institutional support services and policies, campus facilities, etc.

Level of Implementation

2011-2012 Target: Full Planning

Actual: Full Planning

2012-2013 Target: Partial Implementation

Actual: Partial Implementation

2013-2014 Target: Moderate Implementation

Actual: Moderate Implementation

2014-2015 Target: Full Implementation

Findings: College orientation and transition activities have been in the planning stages in years 1-3. However, students have been able to participate in bridge programs at BHSU, SDSU, DSU, NSU, and SDSM&T, which have been successfully implemented by SDCACG and the IHEs. These programs are early move-in and orientation experiences that help American Indian students transition from high school to college life, giving them a chance to get settled into their dorm and learn about the campus and staff before the semester begins. Programs also address academic, professional, cultural, and social issues students may face. When asked what was the best thing about Bridge Week (summer 2013), students from SDSM&T responded: "Getting to know the other participants and developing a sense of community," "Getting a head start before everyone else," and "Getting to know and build relationships with the mentors and peers was a great experience." At the end of the semester, students were asked, "Which elements of the Bridge Program stayed with you throughout your first semester at Mines?" Students responded "It was great to have a family like atmosphere on campus," and "Definitely my friends that I made, I got to know the campus and staff before everyone showed up and got to know my amazing advisors."

Challenges: No challenges have been identified at this time.

- *E3) First-year college services* (Freshman year)[Obj. 2, 3]

Description: The first-year SDGU college initiative focuses on helping SDGU students identify and utilize campus-based and community resources, understand the requirements and expectations of their college, develop the skills needed to succeed in the college environment (e.g., time management, note taking, study skills, financial management, etc.), and build a support network (e.g., social media outreach, family involvement, etc.).

Level of Implementation

2011-2012 Target: Early Planning

Actual: Early Planning

2012-2013 Target: Full Planning

Actual: Full Planning

2013-2014 Target: Partial Implementation

Actual: Partial Implementation

2014-2015 Target: Moderate Implementation

Findings: The first-year college initiative was designed and planned in year 3. It is anticipated that activities will begin to be offered in the upcoming year. SDGU students are participating in first year retention activities offered by SDCACG and IHEs at five of the SDBoR institutions. Some of these activities are provided through the summer bridge programs (discussed under E2).[23] The American Indian Education and Cultural Center at SDSU has developed a First Year American Indian Scholars Program that is comprised of a 3-day orientation and first year seminar course. Students in the course meet weekly, co-develop a student education plan, and learn strategies that will help them academically succeed.

Challenges: No challenges have been identified at this time.

Objective 3: Increase the educational expectations of GEAR UP students, and increase student and family knowledge of post-secondary education options, preparation, and financing.

Activities (overall): The key activities implemented to meet this objective include

A) Foundational Services—A3) Mentoring and advising

B) Grade-specific Enhancements, Middle School—B1) Counseling, advising, academic and career planning

D) High School Enhancements—D2) Graduation Coaches, D4) Career exploration and planning, D5) College planning, D6) Financial aid workshops, opportunities for Federal financial aid, D7) College visits and student shadowing, D8) 21st Century Scholar Certificates (grade 12)

[23] At BHSU, for example, ten American Indian student mentors (upperclassmen) assisted new students during Bridge Week.

E) Grade-specific Enhancements, High School to Post-secondary Transition—E3) First-year college services

G) Parents—G1) Workshops, meetings, and mailings

Implementation progress for activities A3, B1, D2, D4, D5, and G1 has been detailed under Objective 1 and activities D6, D7, and E3 under Objective 2 above.

• *D8. 21st Century Scholar Certificates* (grade 12)

Description: Certificates will be presented to each student, disclosing all Federal financial aid that the student has qualified for as well as the estimated amount of any scholarship provided.

Level of Implementation

2011-2012 Target: Early Planning

Actual: Full Planning

2012-2013 Target: Full Implementation

Actual: Full Implementation

2013-2014 Target: Full Implementation

Actual: Full Implementation

2014-2015 Target: Full Implementation

Findings: Certificates were distributed to students during the Lakota Nation Invitational in December 2012 and again in December 2013.

Challenges: No challenges have been identified at this time.

ii. Summary

The following table (III.3) provides an overview for the implementation status of each program activity during 2013-2014. Of the 21 activities assessed, 20 (95%) met their implementation targets. Nine activities exceeded their targets.

Table III.3: Implementation status for SDGU activities, 2013-2014.

Act. #	Obj.	Implementation Status	Met Target?	Act. #	Obj.	Implementation Status	Met Target?
A1	1,2	Moderate Imp.	Yes	A2	1,2	Moderate Imp.	Yes

Act. #	Obj.	Implementation Status	Met Target?	Act. #	Obj.	Implementation Status	Met Target?
A3	1,2,3	Full Imp.	Yes	A4	1,2	Moderate Imp.	Yes
B1	1,2,3	Moderate Imp.	Yes	B2	1,2	Moderate Imp.	Yes
C1	1,2	Partial Imp.	Yes	D1	1,2	Full Implementation	Yes
D2	1,2,3	Moderate Imp.	Yes	D3	1,2	Partial Imp.	No
D4	1,2,3	Full Implementation	Yes	D5	1,2,3	Moderate Imp.	Yes
D6	2,3	Full Implementation	Yes	D7	2,3	Moderate Imp.	Yes
D8	3	Full Implementation	Yes	E1	1,2	Full Planning	Yes
E2	2	Moderate Imp.	Yes	E3	2,3	Partial Imp.	Yes
F1	1,2	Moderate Imp.	Yes	F2	1,2	Full Implementation	Yes
G1	1,3	Full Implementation	Yes				

Those activities that exceeded their targets were:

A3) Mentoring and advising. Target: Moderate Implementation. Actual: Full Implementation.

A4) Prescriptive catch-up services. Target: Early Implementation. Actual: Moderate Implementation.

B1) Counseling, advising, academic and career planning. Target: Early Implementation. Actual: Moderate Implementation.

B2) Two-week middle school summer program. Target: Partial Implementation. Actual: Moderate Implementation.

D2) Graduation Coaches. Target: Partial Implementation. Actual: Moderate Implementation.

D4) Career exploration and planning. Target: Moderate Implementation. Actual: Full Implementation.

D5) College planning. Target: Partial Implementation. Actual: Moderate Implementation

D6) Financial aid workshops, opportunities for Federal financial aid Implementation. Target: Moderate Implementation. Actual: Full Implementation.

G1) Workshops, meetings, and mailings. Target: Moderate Implementation. Actual: Full Implementation.

The activity that did not reach its target was:

D3) ACT/SAT preparation. Target: Moderate Implementation. Actual: Partial Implementation.

Action: ACT/SAT scores are an important factor utilized by colleges to determine who will do well if accepted. Many colleges (even some that don't require them) will use ACT and SAT scores to award merit scholarships that are not based on need. Consequently, it is imperative that SDGU students are well prepared to take these tests. Although there has been an increase in the number of students who complete the SAT or ACT by the end of 11th grade, there are still participating SDGU high schools reporting no ACT/SAT preparation outside of the virtual, online offerings. It is recommended that all 14 participating high schools offer ACT/SAT college workshops to 11th grade students, in addition to the SDMyLife program.

iii. Outputs

SDGU student, parent, and teacher output data are provided below in Tables III.4, III.5, and III.6 (SDGU, 2012 & 2013 & 2014, Section IV). Participation numbers and duration are reported.

Table III.4: Student participation by service, 2011-2014.

	2011-2012		2012-2013		2013-2014	
Number of students in cohort	2,926		4,119		4,591	
Type of service	#	Avg. hrs.	#	Avg. hrs.	#	Avg. hrs.
Tutoring/homework assistance[24]	1,863	2.0	–	–	–	–
Support services	–	–	4,119	8.8	4,591	3.9
Rigorous academic curricula	168	1.2	1,291	25.9	526	35.0
Comprehensive mentoring	974	3.8	4,908	10.1	2,165	13.1

[24] This activity was rolled into support services in year 2.

Financial aid counseling/advising	524	1.1	629	5.6	4,591	4.0
Counseling/advising/academic planning/career counseling	2,113	2.0	4,119	3.5	4,591	7.9
College visit/college student shadowing	450	2.4	1,011	12.9	1,132	3.6
Job site visit/job shadowing	83	3.2	549	4.7	141	9.2
Summer programs	0	0.0	0	0.0	0	0.0
Educational trips	355	4.8	903	11.0	586	6.7
Workshops	914	1.9	1,055	10.0	1,496	2.4
Family/cultural events	1,800	6.5	3,852	6.6	1,570	12.2

Table III.5: Parental participation by service, 2011-2014.

	2011-2012		2012-2013		2013-2014	
Type of service	#	Avg. hrs.	#	Avg. hrs.	#	Avg. hrs.
Workshops on college preparation/financial aid	62	3.9	274	1.0	246	1.0
Counseling/advising	113	3.4	269	3.0	3,607	3.2
College visits	0	0.0	530	32.3	238	1.0
Family events	598	3.3	1,088	3.0	615	1.8

Table III.6: Teachers' participation in professional development, 2011-2014.

	Number of teachers who taught SDGU students	Number of teachers trained	Average hours
2011-2012	83	197	8.4
2012-2013	430	135	5.9
2013-2014	389	209	7.8

2. Outcome Evaluation

i. Performance Measures

Goal: The goal of the SDGU program is to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education.

Objective 1: Increase the academic performance and preparation for post-secondary education of GEAR UP students.

- *Performance Indicator 1.1: The average daily attendance of SDGU students will exceed that of non-SDGU students each year.*

Activities: The key activities for performance indicator 1.1 include

A) Foundational Services—A1) Advanced curriculum, A2) Tutoring and homework assistance, A3) Mentoring and advising, A4) Prescriptive catch-up services

B) Grade-specific Enhancements, Middle School—B1) Counseling, advising, academic and career planning

C) Middle to High School Transition Enhancements—C1) Middle to high school transition program

D) High School Enhancements—D2) Graduation Coaches

Description: Indicator 1.1 is calculated by dividing the number of SDGU students who had 5 or more unexcused absences during the first 2 quarters of the school year by total SDGU enrollment, and then inverting the percentage. Both attendance and enrollment numbers are collected from the APR (Sections IV.1 & V.3).

Baseline and Target data:

2011-2012 Target: SDGU>non-SDGU

Actual: 63% (SDGU: 1-1,069/2,926), N/A (non-SDGU)

2012-2013 Target: SDGU>non-SDGU

Actual: 54% (SDGU: 1-1,877/4,119), N/A (non-SDGU)

2013-2014 Target: SDGU>non-SDGU

Actual: 57% (SDGU: 1-1,965/4,591), N/A (non-SDGU)

2014-2015 Target: SDGU>non-SDGU

Outcomes: At this time it is not possible to establish whether the target for indicator 1.1 has or has not been met, as comparison data from representative non-SDGU schools is not available. In 2013-2014, 43% of SDGU students had 5 or more unexcused absences during the first 2 quarters of the school year. This is a decrease of three percentage points from 2012-2013.

Discussion and recommendations: The data items reported in the APR are initially collected for each school through an APR data sheet. One challenge has been that while most if not all schools report enrollment data, it is less clear how many schools report the number of unexcused students. For example, 37 schools in year 3 reported enrollment figures and 29 of these schools reported unexcused students. The remaining eight schools reported 0 unexcused students. As the default value on the school summary sheet is 0, it is not clear whether schools skipped this field or indeed had no students to report. This could perhaps be clarified by directing schools to fill in any unknown fields with 'Unknown,' or something similar. This would enable the evaluator to calculate the indicator with only those schools who reported both data elements. In general, this type of inaccuracy applies to many of the indicators that utilize enrollment data to calculate percentages.

If the indicator will be measured in the same manner in upcoming years, it is recommended that it be re-worded so that it links more directly to its value. For example, it could read "The percentage of SDGU students with 5 or more unexcused absences (during the first 2 quarters of the school year) will be less than that of non-SDGU students each year starting in 2015." The starting year could be set to whenever it is possible to collect data from similar non-SDGU schools. If the indicator will remain largely unchanged, then perhaps the text "starting in 2015" could be added to the end, and a new data collection method introduced that specifically measures average daily attendance (e.g., requesting attendance data by grade directly from schools via the APR data collection sheet, or indirectly from the SDDoE and BIE).[25]

[25] The GEAR UP State RFP in 2011 stated that program measures should include average daily attendance at the GEAR UP schools (USDoE, 2011, p. 84). The 'number of SDGU students with 5 or more unexcused absences' is collected by default as it is a required field for the APR in Section V.3.

- *Performance Indicator 1.2: 85% of SDGU students will be promoted to the next grade level on time each year.*

Activities: The key activities for performance indicator 1.2 include

A) Foundational Services—A1) Advanced curriculum, A2) Tutoring and homework assistance, A3) Mentoring and advising, A4) Prescriptive catch-up services

B) Grade-specific Enhancements, Middle School—B1) Counseling, advising, academic and career planning, B2) Two-week middle school summer program

C) Middle to High School Transition Enhancements—C1) Middle to high school transition program

D) High School Enhancements—D2) Graduation Coaches

Description: Indicator 1.2 is calculated by dividing the number of total students promoted to the next grade level at the end of the prior school year (grades 7-12) by the number of total students enrolled the previous year (grades 6-11). Both numbers are collected from the APR (Sections IV.1 & V.5).

Baseline and Target data:

2012-2013 Target: 85%

Actual: 79% (2,816/3,555)

2013-2014 Target: 85%

Actual: 70% (2,600/3,700)

2014-2015 Target: 85%

Outcomes: In year 3, 70% of 7^{th}-12^{th} grade SDGU students had been promoted to the next grade level at the end of the prior school year. This is 15% below the indicator target. It should be noted that the 2013-2014 value is not directly comparable to the 2012-2013 percentage, as the total enrollment in 2011-2012 was only known at a subset of the 38 SDGU schools. The indicator value was estimated at the time with 2012-2013 enrollment data (grades 7-12).

Discussion and recommendations: None at this time.

- *Performance Indicator 1.3: The percentage of SDGU students who pass Pre-algebra by the end of the 8th grade will increase by 10% over the baseline.*[26]

Activities: The key activities for performance indicator 1.3 include

A) Foundational Services—A1) Advanced curriculum, A2) Tutoring and homework assistance, A3) Mentoring and advising, A4) Prescriptive catch-up services

B) Grade-specific Enhancements, Middle School—B1) Counseling, advising, academic and career planning, B2) Two-week middle school summer program

Description: Indicator 1.3 is calculated by adding together the number of pre-algebra 8th grade completers in the previous academic year, the number of pre-algebra 7th grade completers two years previous, and the number of pre-algebra 6th grade completers three years previous, and then dividing this sum by the total number of 8th graders enrolled in the previous year.[27] Both numbers are collected from the APR (Sections IV.1 & V.2).

Baseline and Target data:

2012-2013 Baseline: 16% (113/692)

2013-2014 Target: N/A

Actual: 20% (138/692)

2014-2015 Target: N/A

Outcomes: In 2013-2014, 20% of SDGU students had completed pre-algebra by 8th grade. This is an increase of four percentage points from 2012-2013.[28] While the target for indicator 1.3 was not met in year 3, the target year has not been set.

Discussion and recommendations: It is recommended that the target year be added to the indicator text, so that it reads "The percentage of SDGU students who pass Pre-

[26] This indicator corresponds with the first Government Performance and Results Act of 1993 (GPRA) required performance measure, "1. The percentage of GEAR UP students who pass Pre-algebra by the end of 8th grade" (USDoE, 2011, p. 47).

[27] Since the APR data is reported by schools in the spring, course completion data applies to the previous academic year.

[28] The first year that the indicator percentage will include completers from all three grade levels is 2014-2015 (when 6th graders would have completed the course in 2011-2012, the first year of the grant). The 2013-2014 percentage includes only 7th and 8th graders, and the 2012-2013 percentage includes enrollment and completion in 6th-8th grades all in the same year, as 2011-2012 data was incomplete. As such, comparison of data across years will improve in upcoming years.

algebra by the end of the 8th grade will increase by 10% over the baseline by 2018." The addition of annual interim targets may also be helpful.

- *Performance Indicator 1.4: The percentage of SDGU students who pass Algebra 1 by the end of the 9th grade will increase by 10% over the baseline.*[29]

  Activities: The key activities for performance indicator 1.4 include

  A) Foundational Services—A1) Advanced curriculum, A2) Tutoring and homework assistance, A3) Mentoring and advising, A4) Prescriptive catch-up services

  B) Grade-specific Enhancements, Middle School—B1) Counseling, advising, academic and career planning, B2) Two-week middle school summer program

  C) Middle to High School Transition Enhancements—C1) Middle to high school transition program

  D) High School Enhancements—D2) Graduation Coaches

  Description: Indicator 1.4 is calculated by adding together the number of algebra I 9th grade completers in the previous academic year, the number of algebra I 8th grade completers two years previous, and the number of algebra I 7th grade completers three years previous, and then dividing this sum by the total number of 9th graders enrolled in the previous year. Both numbers are collected from the APR (Sections IV.1 & V.2).

  Baseline and Target data:

  2012-2013 Baseline: 44% (323/731)

  2013-2014 Target: N/A

  Actual: 62% (452/731)

  2014-2015 Target: N/A

  Outcomes: In 2013-2014, 62% of SDGU students had completed algebra 1 by 9th grade. This is an increase of 18 percentage points from 2012-2013.[30] While the target for indicator 1.4 was met in year 3, the target year has not been set.

[29] This indicator corresponds with the second required GPRA performance measure, "2. The percentage of GEAR UP students who pass Algebra 1 by the end of 9th grade" (USDoE, 2011, p. 48).

[30] The calculation method used with indicator 1.3 for 2012-2013 and 2013-2014 was also used for indicator 1.4. As such, estimating progress from year to year will likely become clearer from 2014-2015 onward.

Discussion and recommendations: It is recommended that the target year be added to the indicator text, so that it reads "The percentage of SDGU students who pass Algebra 1 by the end of the 9th grade will increase by 10% over the baseline by 2018." The addition of annual interim targets may also be helpful.

- *Performance Indicator 1.5: The percentage of SDGU students who complete the PLAN or PSAT by the end of 10th grade will increase by 10% over the baseline.*

  Activities: The key activities for performance indicator 1.5 include

  A) Foundational Services—A1) Advanced curriculum, A2) Tutoring and homework assistance, A3) Mentoring and advising, A4) Prescriptive catch-up services

  B) Grade-specific Enhancements, Middle School—B1) Counseling, advising, academic and career planning, B2) Two-week middle school summer program

  C) Middle to High School Transition Enhancements—C1) Middle to high school transition program

  D) High School Enhancements—D1) Six-week high school residential summer program, D2) Graduation Coaches, D3) ACT/SAT preparation, D4) Career exploration and planning, D5) College planning

  Description: Indicator 1.5 is calculated by dividing the number of 10th graders taking the PSAT/PLAN by the total 10th grade enrollment. Both numbers are collected from the APR (Sections IV.1 & V.3).

  Baseline and Target data:

  2011-2012 Target: N/A

  Actual: 0% (0/324)

  2012-2013 Baseline: 0% (0/560)

  2013-2014 Target: N/A

  Actual: 0% (0/671)

  2014-2015 Target: N/A

Outcomes: In 2013-2014, 0% of 10th grade students completed the PLAN/PSAT. This is the same result as in the previous year. It was discovered during year 3 that SDGU schools are not participating in either of these examinations.[31]

Discussion and recommendations: It is recommended that this indicator be removed.

- *Performance Indicator 1.6: The percentage of SDGU students who complete the SAT or ACT by the end of 11th grade will increase by 10% over the baseline.*

Activities: The key activities for performance indicator 1.6 include

A) Foundational Services—A1) Advanced curriculum, A2) Tutoring and homework assistance, A3) Mentoring and advising, A4) Prescriptive catch-up services

B) Grade-specific Enhancements, Middle School—B1) Counseling, advising, academic and career planning, B2) Two-week middle school summer program

C) Middle to High School Transition Enhancements—C1) Middle to high school transition program

D) High School Enhancements—D1) Six-week high school residential summer program, D2) Graduation Coaches, D3) ACT/SAT preparation, D4) Career exploration and planning, D5) College planning

Description: Indicator 1.6 is calculated by dividing the number of 11th graders taking the ACT/SAT by the total 11th grade enrollment. Both numbers are collected from the APR (Sections IV.1 & V.3).

Baseline and Target data:

2011-2012 Baseline: 30% (76/257)

2012-2013 Target: N/A

Actual: 32% (151/470)

2013-2014 Target: N/A

Actual: 43% (198/459)

2014-2015 Target: N/A

[31] It appears that a majority of sophomores and juniors in South Dakota do not take the Preliminary SAT/National Merit Scholarship Qualifying Test. In the fall of 2012, the total enrollment for 10th and 11th graders in both public and non-public schools was 10,703 and 9,900, respectively (SDDoE, 2014a & 2013a). The number of 10th and 11th grade South Dakota students that took the PSAT/NMSQ in 2012-2013 was 587 and 2,319 (College Board, 2013a, p. 3; 2013b, p. 3).

Outcomes: In 2013-2014, 43% of 11th grade students had taken the SAT or ACT. This is an increase of 11 percentage points from 2012-2013. While the target for indicator 1.6 was met in year 3, the target year has not been set.

Discussion and recommendations: It is recommended that the target year be added to the indicator text. If the indicator will be measured in the same manner in upcoming years, it is also recommended that it be slightly re-worded to reflect the calculation method. The resulting indicator would read "The percentage of SDGU students who complete the SAT or ACT in the 11th grade will increase by 10% over the baseline by 2018." The addition of annual interim targets may also be helpful. A second item to consider is whether the baseline measurement should be set in 2012-2013. Due to underreporting issues, SAT/ACT data was only available from 5/14 high schools in year 1. This increased to 9/14 schools in year 2 and 10/14 in year 3.

- *Performance Indicator 1.7: The percentage of SDGU students who have an un-weighted GPA of at least 3.0 on a 4-point scale by the end of 11th grade will increase by 10% over the baseline.*

  Activities: The key activities for performance indicator 1.7 include

  A) Foundational Services—A1) Advanced curriculum, A2) Tutoring and homework assistance, A3) Mentoring and advising, A4) Prescriptive catch-up services

  B) Grade-specific Enhancements, Middle School—B1) Counseling, advising, academic and career planning, B2) Two-week middle school summer program

  C) Middle to High School Transition Enhancements—C1) Middle to high school transition program

  D) High School Enhancements—D1) Six-week high school residential summer program, D2) Graduation Coaches, D3) ACT/SAT preparation, D4) Career exploration and planning, D5) College planning

  Description: Indicator 1.7 is calculated by dividing the number of 11th grade students with a 3.0 or higher GPA by the total 11th grade enrollment. The GPA count is collected from the APR data collection sheet (Educational progress by current GEAR UP students section) and total enrollment from the APR (Section IV.1).

Baseline and Target data:

2011-2012 Baseline: 9% (22/257)

2012-2013 Target: N/A

Actual: 26% (121/470)

2013-2014 Target: N/A

Actual: 28% (128/459)

2014-2015 Target: N/A

Outcomes: In 2013-2014, 30% (1,379/4,591) of SDGU students at all grade levels, and 28% of 11th graders, had a GPA of 3.0 or higher. This is an increase of two percentage points from 2012-2013. While the target for indicator 1.7 was met in year 2, the target year has not been set.

Discussion and recommendations: It is recommended that the target year be added to the indicator text. If the indicator will be measured in the same manner in upcoming years, it is also recommended that it be slightly re-worded to reflect the calculation method. The resulting indicator would read "The percentage of SDGU students who have an un-weighted GPA of at least 3.0 on a 4-point scale in the 11th grade will increase by 10% over the baseline by 2018." The addition of annual interim targets may also be helpful. A second item to consider is whether the baseline measurement should be set in 2012-2013. Due to underreporting issues, GPA data was only available from 6/14 high schools in year 1. This increased to 9/14 schools in year 2 and 12/14 in year 3.

- *Performance Indicator 1.8: The percentage of SDGU students who take two years of mathematics beyond Algebra 1 by 12th grade will increase by 10% over the baseline.*[32]

Activities: The key activities for performance indicator 1.8 include

A) Foundational Services—A1) Advanced curriculum, A2) Tutoring and homework assistance, A3) Mentoring and advising, A4) Prescriptive catch-up services

B) Grade-specific Enhancements, Middle School—B1) Counseling, advising, academic and career planning, B2) Two-week middle school summer program

[32] This indicator corresponds with the third required GPRA performance measure, "3. The percentage of GEAR UP students who take two years of mathematics beyond Algebra 1 by the 12th grade" (USDoE, 2011, p. 48).

C) Middle to High School Transition Enhancements—C1) Middle to high school transition program

D) High School Enhancements—D1) Six-week high school residential summer program, D2) Graduation Coaches, D3) ACT/SAT preparation, D4) Career exploration and planning, D5) College planning

E) Grade-specific Enhancements, High School to Post-secondary Transition—E1) Dual/concurrent enrollment program

Description: Indicator 1.8 is calculated by dividing the total number of 12th grade students who have completed at least two years of math beyond algebra I by the total 12th grade enrollment. Both numbers are collected from the APR (Sections IV.1 & V.2).

Baseline and Target data:

2012-2013 Baseline: 48% (203/419)

2013-2014 Target: N/A

Actual: 57% (275/487)

2014-2015 Target: N/A

Outcomes: In 2013-2014, 57% of SDGU 12th graders had completed at least two years of math beyond Algebra I. This is an increase of nine percentage points from 2012-2013. While the target for indicator 1.8 was not met in year 3, the target year has not been set.

Discussion and recommendations: It is recommended that the target year be added to the indicator text, so that it reads "The percentage of SDGU students who complete two years of mathematics beyond Algebra 1 by 12th grade will increase by 10% over the baseline by 2018." The addition of annual interim targets may also be helpful.

- *Performance Indicator 1.9: The percentage of SDGU students in grades 6, 7, 8, & 11 performing at or above proficiency in math on the state assessment test will increase by 10% each year.*

Activities: The key activities for performance indicator 1.9 include

A) Foundational Services—A1) Advanced curriculum, A2) Tutoring and homework assistance, A3) Mentoring and advising, A4) Prescriptive catch-up services

B) Grade-specific Enhancements, Middle School—B1) Counseling, advising, academic and career planning, B2) Two-week middle school summer program

C) Middle to High School Transition Enhancements—C1) Middle to high school transition program

D) High School Enhancements—D1) Six-week high school residential summer program, D2) Graduation Coaches, D3) ACT/SAT preparation, D4) Career exploration and planning, D5) College planning

Description: Indicator 1.9 is calculated by dividing the number of students performing at or above grade level in mathematics by the total enrollment, in 6th, 7th, 8th, and 11th grades. Both numbers are collected from the APR (Sections IV.1 & V.3).

Baseline and Target data:

2011-2012 Baseline: 6th–20% (95/482), 7th–25% (163/653)
8th–25% (145/577), 11th–22% (56/257)

2012-2013 Target: 6th–30%, 7th–35%, 8th–35%, 11th–32%
Actual: 6th–24% (133/564), 7th–22% (150/683)
8th–24% (169/692), 11th–28% (131/470)

2013-2014 Target: 6th–40%, 7th–45%, 8th–45%, 11th–42%
Actual: 6th–22% (159/717), 7th–21% (158/749)
8th–25% (183/723), 11th–36% (166/459)

2014-2015 Target: 6th–50%, 7th–55%, 8th–55%, 11th–52%

Outcomes: In 2013-2014, the percentage of students who performed at or above grade level in mathematics was 22% (6th grade), 21% (7th), 25% (8th), and 36% (11th). Compared to 2012-2013, 8th and 11th graders had an increase in performance while 6th and 7th graders had a decline in performance. The target for indicator 1.9 was not met in year 3.

Discussion and recommendations: It is likely that the annual target increase of 10% is too ambitious.[33] Instead, the target year for a 10% increase could be set to 2018. It is also recommended that changes be made to either the indicator text or calculation method, so that both are representative of one another. If the intention is for the

[33] In the GUSD program, the targets for the performance indicators measuring state assessment scores ranged from +12% to +14% over the entire program period.

indicator to indeed measure state assessment scores, then the indicator should be split into two sub-indicators, with one addressing public schools and the other Tribal/BIE scores. This would be advantageous for several reasons. First, there would be the option to set two separate baseline values, which may be desirable as in the past there has been a significant difference in scores between public and Tribal/BIE schools. Second, publically available assessment data is not disaggregated by the BIE by grade level, but rather provided for all grades at the school.[34] Third, it is unclear at this time what assessment Tribal/BIE schools will be using in upcoming years. South Dakota is currently transitioning to the Smarter Balanced Assessment. Public schools are field-testing the assessment in 2013-2014,[35] and it will replace the DakotaSTEP in 2014-2015 (SDDoE, 2013e, paras. 1-3). Splitting the indicator can serve as a precaution in case different assessments are used between school types. It should be noted that scores between the Smarter Balanced Assessment and DakotaSTEP will not be comparable, so the baseline will need to be set in 2014-2015. This will effectively cut the amount of time the program can show progress in half, so the target percentage could be reduced accordingly. The two new sub-indicators could be written "1.9a: The percentage of 6, 7, 8, & 11th grade students at SDGU public schools performing at or above proficiency in math on the state assessment test will increase by 5% over the baseline by 2018," and "1.9b: The percentage of students (all grades) at SDGU Tribal/BIE schools performing at or above proficiency in math on the state assessment test will increase by 5% over the baseline by 2018." Data would be collected from the SDDoE and BIE.[36] If, however, the calculation method for indicator 1.9 will stay the same, then it is recommended that the text be changed to "The percentage of SDGU students performing at or above grade level in mathematics will increase by 10% over the baseline by 2018." What is unclear with this method is the nature of the data reported by schools. For the "number of students

[34] State assessment scores usually include the results for students in 3rd through 5th grades.

[35] The DakotaSTEP math and English/language arts exams will not be administered in 2013-2014. School accountability classifications will remain unchanged until the new assessment is delivered (SDDoE, 2013e, para. 3).

[36] An additional consideration here is that in the past the release dates for BIE school report cards have typically been later than the SDDoE. For example, report cards for the 2012-2013 school year were released by the BIE in March-April 2014 while the SDDoE report cards were released in August-September 2013. This could potentially extend the time needed to provide indicator results to SDGU management.

performing at or above grade level in mathematics" field on the APR data collection sheet, the directions ask schools to "Please complete the table below indicating educational progress of current GEAR UP students. Where available, use standardized test scores to determine whether a student is performing at or above grade level." As schools report data for all grade levels, it is possible for middle schools to alone use state assessment scores, but not high schools. State assessment scores for the current year are also not available when schools submit the data collection forms. To remove any impact the change in state assessment tests may have, the instructions on the data collection sheet could be modified so that schools are specifically asked not to use state assessment scores. The data entered would be accepted at face value.

- *Performance Indicator 1.10: The percentage of SDGU students in grades 6, 7, 8, & 11 performing at or above proficiency in reading on the state assessment test will increase by 10% each year.*

  Activities: The key activities for performance indicator 1.10 include

  A) Foundational Services—A1) Advanced curriculum, A2) Tutoring and homework assistance, A3) Mentoring and advising, A4) Prescriptive catch-up services

  B) Grade-specific Enhancements, Middle School—B1) Counseling, advising, academic and career planning, B2) Two-week middle school summer program

  C) Middle to High School Transition Enhancements—C1) Middle to high school transition program

  D) High School Enhancements—D1) Six-week high school residential summer program, D2) Graduation Coaches, D3) ACT/SAT preparation, D4) Career exploration and planning, D5) College planning

  Description: Indicator 1.10 is calculated by dividing the number of students performing at or above grade level in English/language arts by the total enrollment, in 6^{th}, 7^{th}, 8^{th}, and 11^{th} grades. Both numbers are collected from the APR (Sections IV.1 & V.3).

Baseline and Target data:

2011-2012 Baseline: 6th–20% (98/482), 7th–29% (189/653)
8th–28% (160/577), 11th–22% (56/257)

2012-2013 Target: 6th–30%, 7th–39%, 8th–38%, 11th–32%
Actual: 6th–24% (138/564), 7th–24% (166/683)
8th–24% (163/692), 11th–42% (197/470)

2013-2014 Target: 6th–40%, 7th–49%, 8th–48%, 11th–42%
Actual: 6th–25% (182/717), 7th–30% (226/749)
8th–27% (196/723), 11th–44% (201/459)

2014-2015 Target: 6th–50%, 7th–59%, 8th–58%, 11th–52%

Outcomes: In 2013-2014, the percentage of students who performed at or above grade level in English/language arts was 25% (6th grade), 30% (7th), 27% (8th), and 44% (11th). All grades had an increase in performance compared to 2012-2013. The target for indicator 1.10 was partially met in year 3 (6th–N, 7th–N, 8th–N, 11th–Y).

Discussion and recommendations: The discussion and recommendations under indicator 1.9 also apply to indicator 1.10.

- *Performance Indicator 1.11: The percentage of SDGU parents who actively engage in activities associated with assisting students in their academic preparation for college will increase by 10% each year.*[37]

Activities: The key activities for performance indicator 1.11 include

G) Parents—G1) Workshops, meetings, and mailings

Description: Section IV. 4 of the APR requests data on the number of parents who participated in the following SDGU activities: workshops on college preparation/financial aid, counseling/advising, college visits, or family events. Indicator 1.11 is a count of the highest number of parents who participated in any one of those activities.[38]

[37] This indicator corresponds with the tenth required GPRA performance measure, "10. The percentage of parents of GEAR UP students who actively engage in activities associated with assisting students in their academic preparation for college" (USDoE, 2011, p. 48).

[38] Participation counts submitted on the APR are based on those submitted by schools on individual activity sheets. These sheets record the total number of parents participating by activity category, by activity. As such, parents may or may not be counted multiple times; the number of unique parents participating in program activities is

Baseline and Target data:

2011-2012 Baseline: 598

2012-2013 Target: 658

Actual: 1,088

2013-2014 Target: 1,196

Actual: 3,604

2014-2015 Target: 3,964

Outcomes: In 2013-2014, 3,604 parents participated in counseling/advising activities. This surpassed the target of 1,196 parents by over 300%.

Discussion and recommendations: As with previous indicators, it should be reviewed whether the indicator target should increase by 10% annually or by 10% (or another percentage) over the program period. It is also recommended that changes be made to either the indicator text or calculation method, so that both are representative of one another. In this instance, the indicator is addressing a GEAR UP GPRA measure that specifically asks for the percentage of parents engaging in relevant activities. However, the total number of SDGU parents is not known. It may be possible to ask schools via the APR data collection sheet for this value. Alternatively, it may be possible to obtain an indicator percentage through a survey question.[39] If the calculation method for the indicator will stay the same, the text could be revised to read "The number of SDGU parents who actively engage in activities associated with assisting students in their academic preparation for college will increase by 10% over the baseline by 2018." One issue with this method is that the number of SDGU students fluctuates from year to year.

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not known. In addition, it is likely that family members or other relatives of SDGU students are also counted in the parents section of the activity sheets.

[39] A survey question could, for example, ask parents how often they engage in activities associated with assisting their children in their academic preparation for college. The scale for the survey question response could designate time periods, such as: Not at all, Less than once a month, 1 to 3 days each month, 1 to 2 days each week, 3 to 4 days each week, 5 or more days each week, I don't know. The scale could also be less specific: 4-Frequently, 3-Sometimes, 2-Seldom, 1-Never. The indicator value would be calculated by adding the percentage of responses for the desired answer options. The indicator text would be slightly revised to read "...percentage of SDGU parents who report they actively engage in activities...."

Objective 2: Increase the rate of high school graduation and participation in postsecondary education for GEAR UP students.

- *Performance Indicator 2.1: Increase the percentage of SDGU students who graduate high school, compared to the state average, by 2018.*[40]

Activities: The key activities for performance indicator 2.1 include

A) Foundational Services—A1) Advanced curriculum, A2) Tutoring and homework assistance, A3) Mentoring and advising, A4) Prescriptive catch-up services

B) Grade-specific Enhancements, Middle School—B1) Counseling, advising, academic and career planning, B2) Two-week middle school summer program

C) Middle to High School Transition Enhancements—C1) Middle to high school transition program

D) High School Enhancements—D1) Six-week high school residential summer program, D2) Graduation Coaches, D3) ACT/SAT preparation, D4) Career exploration and planning, D5) College planning, D6) Financial aid workshops, opportunities for Federal financial aid, D7) College visits and student shadowing

E) Grade-specific Enhancements, High School to Post-secondary Transition—E1) Dual/concurrent enrollment program

Description: Indicator 2.1 is calculated by dividing the number of high school graduates by the total 12th grade enrollment. Both numbers are collected from the APR data collection sheet (Baseline high school graduation and college enrollment data section).

Baseline and Target data:

2011-2012 Baseline: 87%[41] (161/186)

2012-2013 Target: N/A

Actual: 87%[42] (450/516)

2013-2014 Target: N/A

Actual: 84%[43] (414/492)

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[40] This indicator corresponds with the fourth required GPRA performance measure, "4. The percentage of GEAR UP students who graduate from high school" (USDoE, 2011, p. 48).

[41] Average rate for students who graduated in 2010 & 2011 (n=4 schools).

[42] Students who graduated in 2012 (n=11 schools).

[43] Students who graduated in 2013 (n=13 schools).

2014-2015 Target: N/A

Outcomes: The percentage of high school students who graduated from SDGU schools in 2013 was 84% (n=13 schools—2 Public, 10 Tribal/BIE, & 1 private). This is a decrease of three percentage points from the previous year.[44] The target for indicator 2.1 was not met in year 3.

Discussion and recommendations: Two items to take into consideration with indicator 2.1 are the calculation methods utilized to measure the high school graduation rate and the comparison of SDGU rates with State/BIE rates. If the indicator will indeed compare SDGU rates to the State/BIE's, then it is recommended it be split into two sub-indicators (as was done with indicators 1.9 and 1.10). These could read "2.1a: The percentage of SDGU public school students who graduate high school will exceed the State average by 2017" and "2.1b: The percentage of SDGU Tribal/BIE school students who graduate high school will exceed the system average by 2017." Individual school rates would be collected from the SDDoE and BIE report cards and a weighted average possibly used to calculate the indicator percentages. A baseline could retroactively be established to see how close or far schools are from the State/BIE averages. A second option would be to continue to calculate the graduation rates with APR data collection sheet data, and rewrite the indicator to "Increase the percentage of SDGU students who graduate high school by 2018." The baseline year could be reset to 2012-2013, when a higher number of high schools reported data. As it stands, the APR data collection sheet is not however collecting enough information to calculate either the four-year adjusted cohort graduation rate or the high school completer rate, utilized by the SDDoE.[45,46] There appears to be a significant difference between the rates calculated by these methods, with those calculated via

[44] The 2013 State public school average was 83% (88% Caucasian, 49% AI/AN) and the BIE system average was 60% in 2012-2013 (SDDoE, 2014b; BIE, 2014). These rates, however, are calculated in a different manner from those in the indicator and are therfore not directly comparable.

[45] SDDoE currently calculates high school graduation rates using the four-year adjusted cohort model. In 2012-2013, for example, this rate was calculated by dividing the number of cohort members who graduated in four years with a regular high school diploma by the number of first-time ninth graders in fall 2009 (starting cohort year), plus students who transfer into, minus students who are removed from the cohort during the school years 2009-2010, 2010-2011, 2011-2012 and 2012-2013 (SDDoE, 2013g, p. 3).

[46] The 2011 GEAR UP RFP states that "for each GEAR UP project, the high school graduation rate is defined in the State's approved accountability plan under Part A of Title I of ESEA" (USDoE, 2011, p. 48).

APR data.[47] Alternatively, this indicator could be calculated via report card data. This option would be useful if State/BIE graduation rates are significantly higher than SDGU rates and the proposed sub-indicators 2.1a and 2.1b are not viable.

- *Performance Indicator 2.2: 50% of SDGU students will be enrolled in a postsecondary educational institution by 2018.*[48]

  Activities: The key activities for performance indicator 2.2 include

  A) Foundational Services—A1) Advanced curriculum, A2) Tutoring and homework assistance, A3) Mentoring and advising, A4) Prescriptive catch-up services

  B) Grade-specific Enhancements, Middle School—B1) Counseling, advising, academic and career planning, B2) Two-week middle school summer program

  C) Middle to High School Transition Enhancements—C1) Middle to high school transition program

  D) High School Enhancements—D1) Six-week high school residential summer program, D2) Graduation Coaches, D3) ACT/SAT preparation, D4) Career exploration and planning, D5) College planning, D6) Financial aid workshops, opportunities for Federal financial aid, D7) College visits and student shadowing

  E) Grade-specific Enhancements, High School to Post-secondary Transition—E1) Dual/concurrent enrollment program, E2) College orientation and transition, E3) First-year college services

  Description: Indicator 2.2 is calculated by adding together the number of American Indian students attending SDGU high schools that enrolled at a SDBoR IHE in the fall after graduation plus the number who enrolled the subsequent spring, and dividing this total by the total 12th grade enrollment the spring before graduation. Matriculation data is collected from the SDBoR and enrollment data from the APR data collection sheet (Baseline high school graduation and college enrollment data section).

[47] For example, the graduation rate at Todd County HS in 2013 was 71%, based on the APR data collection sheet graduation rate calculation. The four-year cohort graduation rate and high school completion rate for the school (2013), as reported by the SDDoE, were 57% and 55%.

[48] This indicator corresponds with the fifth required GPRA performance measure, "5. The percentage of GEAR UP students and former GEAR UP students who are enrolled in college" (USDoE, 2011, p. 48).

Baseline and Target data:

2011-2012 Target: N/A

Actual: 26%[49] (48/186)

2012-2013 Target: N/A

Actual: N/A

2013-2014 Target: N/A

Actual: 6%[50] (32/500)

2014-2015 Target: N/A

Outcomes: In fall 2013/spring 2014, 6% of SDGU students (n=9 high schools) enrolled in a South Dakota Regental university. The target for indicator 2.2 was not met in year 3.

Discussion and recommendations: It is recommended that the indicator be slightly re-worded to reflect the current calculation method. It could be written as "50% of SDGU high school graduates will enroll in a post-secondary educational institution (SDBoR) the following fall/spring by 2018." The indicator target of 50% might also be lowered, considering that matriculation in this case only includes SDBoR institutions. The addition of annual interim targets may be helpful.

- *Performance Indicator 2.3: 50% of SDGU students who enroll in postsecondary education will place into college-level math without need for remediation by 2018.*[51]

Activities: The key activities for performance indicator 2.3 include

A) Foundational Services—A1) Advanced curriculum, A2) Tutoring and homework assistance, A3) Mentoring and advising, A4) Prescriptive catch-up services

B) Grade-specific Enhancements, Middle School—B1) Counseling, advising, academic and career planning, B2) Two-week middle school summer program

C) Middle to High School Transition Enhancements—C1) Middle to high school transition program

[49] The 2011-2012 indicator value is the average percentage of SDGU students who matriculated to any type of post-secondary institution in the fall 2009, spring 2010, fall 2010, and spring 2011. It is not comparable to data in subsequent years.

[50] SDGU students who enrolled in the fall 2013 and spring 2014 at SDBoR IHEs.

[51] This indicator corresponds with the sixth required GPRA performance measure, "6. The percentage of GEAR UP students who place into college-level Math and English without need for remediation" (USDoE, 2011, p. 48).

D) High School Enhancements—D1) Six-week high school residential summer program, D2) Graduation Coaches, D3) ACT/SAT preparation, D4) Career exploration and planning, D5) College planning

E) Grade-specific Enhancements, High School to Post-secondary Transition—E1) Dual/concurrent enrollment program, E2) College orientation and transition, E3) First-year college services

Description: The calculation method for indicator 2.3 has yet to be determined.

Baseline and Target data:

2011-2012 Target: N/A

Actual: N/A

2012-2013 Target: N/A

Actual: N/A

2013-2014 Target: N/A

Actual: N/A

2014-2015 Target: N/A

Outcomes: Data is not currently available for this indicator.

Discussion and recommendations: It is anticipated that this data (as well as that for the remaining indicators that look at post-secondary performance) will be collected for SDGU students who attend SDBoR IHEs. Data could be requested for the count of students, by IHE, who enroll in an IHE the following fall/spring after graduating high school, and of these students the number that were not enrolled in a remedial math course.[52] The indicator could also be slightly revised to "50% of SDGU students who enroll in a post-secondary educational institution (SDBoR) will place into college-level math without need for remediation by 2018."

[52] In order to report results for this indicator in the APR (for the current year), data would need to be received by March.

- *Performance Indicator 2.4: 50% of SDGU students who enroll in postsecondary education will place into college-level English without need for remediation by 2018.*[53]

Activities: The key activities for performance indicator 2.4 include

A) Foundational Services—A1) Advanced curriculum, A2) Tutoring and homework assistance, A3) Mentoring and advising, A4) Prescriptive catch-up services

B) Grade-specific Enhancements, Middle School—B1) Counseling, advising, academic and career planning, B2) Two-week middle school summer program

C) Middle to High School Transition Enhancements—C1) Middle to high school transition program

D) High School Enhancements—D1) Six-week high school residential summer program, D2) Graduation Coaches, D3) ACT/SAT preparation, D4) Career exploration and planning, D5) College planning

E) Grade-specific Enhancements, High School to Post-secondary Transition—E1) Dual/concurrent enrollment program, E2) College orientation and transition, E3) First-year college services

Description: The calculation method for indicator 2.4 has yet to be determined.

Baseline and Target data:

2011-2012 Target: N/A
Actual: N/A

2012-2013 Target: N/A
Actual: N/A

2013-2014 Target: N/A
Actual: N/A

2014-2015 Target: N/A

Outcomes: Data is not currently available for this indicator.

Discussion and recommendations: The discussion and recommendations under indicator 2.3 also apply to indicator 2.4.

[53] This indicator corresponds with the sixth required GPRA performance measure, "6. The percentage of GEAR UP students who place into college-level Math and English without need for remediation" (USDoE, 2011, p. 48).

- *Performance Indicator 2.5: 50% of former SDGU students will be enrolled in a postsecondary educational institution by 2019.*[54]

  Activities: The key activities for performance indicator 2.5 include

  A) Foundational Services—A1) Advanced curriculum, A2) Tutoring and homework assistance, A3) Mentoring and advising, A4) Prescriptive catch-up services

  B) Grade-specific Enhancements, Middle School—B1) Counseling, advising, academic and career planning, B2) Two-week middle school summer program

  C) Middle to High School Transition Enhancements—C1) Middle to high school transition program

  D) High School Enhancements—D1) Six-week high school residential summer program, D2) Graduation Coaches, D3) ACT/SAT preparation, D4) Career exploration and planning, D5) College planning, D6) Financial aid workshops, opportunities for Federal financial aid, D7) College visits and student shadowing

  E) Grade-specific Enhancements, High School to Post-secondary Transition—E1) Dual/concurrent enrollment program, E2) College orientation and transition, E3) First-year college services

  Description: The calculation method for indicator 2.5 has yet to be determined.

  Baseline and Target data:

  2011-2012 Target: N/A
  Actual: N/A
  2012-2013 Target: N/A
  Actual: N/A
  2013-2014 Target: N/A
  Actual: N/A
  2014-2015 Target: N/A

  Outcomes: Data is not currently available for this indicator.

  Discussion and recommendations: SDBoR data could be requested for the count of SDGU students, by IHE, who enroll the following fall/spring after graduating high school, and of these students the number that were still enrolled in the fall/spring of

[54] This indicator corresponds with the fifth required GPRA performance measure, "5. The percentage of GEAR UP students and former GEAR UP students who are enrolled in college" (USDoE, 2011, p. 48).

the subsequent year (in any SDBoR IHE). The indicator could be revised to "50% of SDGU students will be retained in a post-secondary educational institution (SDBoR) one year after initial enrollment by 2019."

- *Performance Indicator 2.6: 55% of SDGU students will have accumulated the expected number of credit hours for their chosen degree in their first year attending a postsecondary educational institution.*[55]

Activities: The key activities for performance indicator 2.6 include

A) Foundational Services—A1) Advanced curriculum, A2) Tutoring and homework assistance, A3) Mentoring and advising, A4) Prescriptive catch-up services

B) Grade-specific Enhancements, Middle School—B1) Counseling, advising, academic and career planning, B2) Two-week middle school summer program

C) Middle to High School Transition Enhancements—C1) Middle to high school transition program

D) High School Enhancements—D1) Six-week high school residential summer program, D2) Graduation Coaches, D3) ACT/SAT preparation, D4) Career exploration and planning, D5) College planning

E) Grade-specific Enhancements, High School to Post-secondary Transition—E1) Dual/concurrent enrollment program, E2) College orientation and transition, E3) First-year college services

Description: The calculation method for indicator 2.6 has yet to be determined.

Baseline and Target data:

2011-2012 Target: N/A

Actual: N/A

2012-2013 Target: N/A

Actual: N/A

2013-2014 Target: N/A

Actual: N/A

2014-2015 Target: N/A

[55] This indicator corresponds with the seventh required GPRA performance measure, "7. The percentage of current GEAR UP students and former GEAR UP students enrolled in college who are on track to graduate college" (USDoE, 2011, p. 48).

Outcomes: Data is not currently available for this indicator.

Discussion and recommendations: SDBoR data could be requested for the count of SDGU students, by IHE, who enroll the following fall/spring after graduating high school, and of these students the number who completed the expected number of credit hours for their chosen degree by the fall/spring of the subsequent year. The indicator could be revised to "55% of SDGU students will complete the expected number of credit hours for their chosen degree in their first year attending a post-secondary educational institution (SDBoR) by 2019."

- *Performance Indicator 2.7: 55% of former SDGU students will have accumulated the expected number of credit hours for their chosen degree each year starting in 2019.*[56]

Activities: The key activities for performance indicator 2.7 include

A) Foundational Services—A1) Advanced curriculum, A2) Tutoring and homework assistance, A3) Mentoring and advising, A4) Prescriptive catch-up services

B) Grade-specific Enhancements, Middle School—B1) Counseling, advising, academic and career planning, B2) Two-week middle school summer program

C) Middle to High School Transition Enhancements—C1) Middle to high school transition program

D) High School Enhancements—D1) Six-week high school residential summer program, D2) Graduation Coaches, D3) ACT/SAT preparation, D4) Career exploration and planning, D5) College planning

E) Grade-specific Enhancements, High School to Post-secondary Transition—E1) Dual/concurrent enrollment program, E2) College orientation and transition, E3) First-year college services

Description: The calculation method for indicator 2.7 has yet to be determined.

Baseline and Target data:

2011-2012 Target: N/A

Actual: N/A

[56] This indicator corresponds with the seventh required GPRA performance measure, "7. The percentage of current GEAR UP students and former GEAR UP students enrolled in college who are on track to graduate college" (USDoE, 2011, p. 48).

2012-2013 Target: N/A

Actual: N/A

2013-2014 Target: N/A

Actual: N/A

2014-2015 Target: N/A

Outcomes: Data is not currently available for this indicator.

Discussion and recommendations: SDBoR data could be requested for the count of SDGU students, by IHE, who enroll the following fall/spring after graduating high school, and of these students the number who completed the expected number of credit hours for their chosen degree in their second year at the IHE. The indicator could be revised to "55% of former SDGU students will complete the expected number of credit hours for their chosen degree in their second year attending a post-secondary educational institution (SDBoR) by 2020." It is also possible to narrow this indicator by only focusing on those students who completed the expected number of credit hours for their chosen degree in both their first and second years. The target percentage would likely need to be lowered and indicator text adjusted accordingly.

Objective 3: Increase the educational expectations of GEAR UP students, and increase student and family knowledge of postsecondary education options, preparation, and financing.[57]

- *Performance Indicator 3.1: The percentage of SDGU students who demonstrate knowledge on the benefits of pursuing a postsecondary education will increase by 10% each year.*[58]

Activities: The key activities for performance indicator 3.1 include

A) Foundational Services—A3) Mentoring and advising

B) Grade-specific Enhancements, Middle School—B1) Counseling, advising, academic and career planning

[57] Indicator results under objective 3 are determined by SDGU student and parent surveys. In year 2, new survey questions were added to both student and parent surveys. Participation by survey (A-original & B-enhanced) and year is as follows—2011-2012: students=1413-A, parents=157-A; 2012-2013: students=2422 (1811-A & 611-B), parents=509 (384-A & 125-B); 2013-2014: students=1579-B, parents=588-B.

[58] This indicator corresponds with the eighth required GPRA performance measure, "8. The percentage of students and parents of GEAR UP students who demonstrate knowledge of available financial aid and the costs and benefits of pursuing postsecondary education" (USDoE, 2011, p. 48).

D) High School Enhancements—D2) Graduation Coaches, D4) Career exploration and planning, D5) College planning, D7) College visits and student shadowing

E) Grade-specific Enhancements, High School to Post-secondary Transition—E3) First-year college services

G) Parents—G1) Workshops, meetings, and mailings

Description: Indicator 3.1 is the percentage of students who answered yes to the SDGU survey question "Has anyone from your school or GEAR UP ever spoken with you about college entrance requirements?"

Baseline and Target data:

2011-2012 Target: N/A

Actual: N/A

2012-2013 Baseline: 82% (1,976/2,404)

2013-2014 Target: 92%

Actual: 71% (1,111/1,570)

2014-2015 Target: 100%

Outcomes: In 2013-2014, 71% of students surveyed reported that someone from their school or GEAR UP had spoken with them about college entrance requirements. This is a decrease of 11 percentage points from 2012-2013. The target for indicator 3.1 was not met in year 3.

A supporting survey question asked students how knowledgeable they were about the benefits of going to college. This question was introduced in year 2 and fully incorporated this past year. Fifty-two percent (52%, 814/1,561) of students reported that they were very knowledgeable or extremely knowledgeable about the benefits of going to college. This is a decrease of nine percentage points from 2012-2013 (61%, 342/563).[59]

Discussion and recommendations: While students do not have to demonstrate any knowledge to answer the supporting survey question, it may be closer to the GPRA measure than the original survey question. If used, the indicator text could be reworded accordingly to "The percentage of SDGU students who report that they are

[59] A significantly higher number of respondents answered the question in 2013-2014 than 2012-2013. A more representative comparison between years will probably be possible in upcoming years.

knowledgeable about the benefits of pursuing a post-secondary education will increase each year starting in 2015." This revision also ensures that the target percentage does not quickly increase to 100%. The new baseline with this indicator would be the year 3 value—52%. However, this brings up a larger issue impacting multiple indicators under objective 3. GEAR UP requires that both student and parent surveys ask the question "Are you knowledgeable about financial aid and the cost and benefits to you of going to college? (in the case of parents, "...of your child going to college?")(USDoE, 2013, p. 27). The format of this question is problematic as it is asking three separate questions within one question (knowledge of financial aid, knowledge of costs, and knowledge of benefits). This makes it difficult if not impossible to know what students and parents are referring to when they respond. Splitting the survey question into three separate questions would be an improvement, but adding them to the surveys without removing the mandatory questions could cause confusion. The student survey does not currently include the mandatory GEAR UP question, but instead asks students to self-report the extent of their knowledge on the benefits of, and academic preparation for, going to college. The parent survey does include the mandatory question, but does not include the same self-report questions. Under objective 3, indicators measure the extent to which students and parents demonstrate their knowledge on the 1) benefits of pursuing a postsecondary education, 2) academic preparation necessary for postsecondary education, 3) costs of pursuing postsecondary education, and 4) availability of financial aid. Survey questions where students and parents are asked to demonstrate some knowledge have been developed and administered for costs and financial aid, but not for benefits and academic preparation. It would be preferable to develop and administer these questions (with the same questions given to both students and parents) and remove any self-reporting style questions. With indicator 3.1, students could for example be presented with a list of potential benefits to going to college (e.g., higher lifetime earnings, higher employability, etc., mixed with incorrect options), and asked to select all that apply. The indicator text would be slightly modified to "The percentage of SDGU students who demonstrate knowledge about the benefits of pursuing a post-secondary education will increase each year starting in 2016."

- *Performance Indicator 3.2: The percentage of SDGU students who demonstrate knowledge of the academic preparation necessary for postsecondary education will increase by 10% each year.*[60]

  Activities: The key activities for performance indicator 3.2 include

  A) Foundational Services—A3) Mentoring and advising

  B) Grade-specific Enhancements, Middle School—B1) Counseling, advising, academic and career planning

  D) High School Enhancements—D2) Graduation Coaches, D4) Career exploration and planning, D5) College planning, D7) College visits and student shadowing

  E) Grade-specific Enhancements, High School to Post-secondary Transition—E3) First-year college services

  G) Parents—G1) Workshops, meetings, and mailings

  Description: A question on the SDGU survey asks students "On a scale of 1-5, to what extent are you knowledgeable about the academic preparation needed to go to college?" (Answer choices are 1-no knowledge, 2-little knowledge, 3-some knowledge, 4-very knowledgeable, 5-extremely knowledgeable). Indicator 3.2 is the percentage of students who responded that they were knowledgeable or extremely knowledgeable.

  Baseline and Target data:

  2011-2012 Baseline: 83%[61] (1,168/1,408)

  2012-2013 Target: 93%

  Actual: 52% (289/553)

  2013-2014 Target: 100%

  Actual: 46% (707/1,542)

  2014-2015 Target: 100%

[60] This indicator corresponds with the ninth required GPRA performance measure, "9. The percentage of GEAR UP students who have knowledge of, and demonstrate, necessary academic preparation for college" (USDoE, 2011, p. 49).

[61] This indicator value is not comparable to subsequent years, as it is based on a different SDGU survey question. It is the percentage of students who answered 'yes' to the question "Has anyone from your school or GEAR UP ever spoken with you about college entrance requirements?" This was the closest survey question available in year 1. The question currently used was introduced in year 2 and fully incorporated in year 3.

Outcomes: In 2013-2014, 46% of students surveyed reported that they were very knowledgeable or extremely knowledgeable about academic preparation needed for college. This is a decrease of six percentage points from 2012-2013.[62] The target for indicator 3.2 was not met in year 3.

Discussion and recommendations: If the current survey question is used in upcoming years, it is recommended that the indicator text be revised to "The percentage of SDGU students who report that they are knowledgeable about the academic preparation necessary for pursuing a post-secondary education will increase each year starting in 2015." This also eliminates the issue with the target percentage quickly increasing to 100%. Based on the much smaller number of survey respondents in year 2, the new baseline would be the year 3 value—46%. If a new survey question is developed and administered that asks students to demonstrate their knowledge,[63] the corresponding indicator would read "The percentage of SDGU students who demonstrate knowledge about the academic preparation necessary for pursuing a post-secondary education will increase each year starting in 2016."

- *Performance Indicator 3.3a: The percentage of SDGU students who demonstrate knowledge on the costs of pursuing postsecondary education will increase by 10% each year.*[64]

  Activities: The key activities for performance indicator 3.3a include

  D) High School Enhancements—D4) Career exploration and planning, D5) College planning, D6) Financial aid workshops, opportunities for Federal financial aid, D7) College visits and student shadowing

  Description: A question on the SDGU survey asks students "Do you think that you could afford to attend a public 4-year college using financial aid, scholarships, and your family's resources?" (Answer choices are definitely, probably, not sure, probably not, definitely not). Indicator 3.3a is the percentage of students who responded that they probably or definitely could afford to attend.

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[62] A significantly higher number of respondents answered the question in 2013-2014 than 2012-2013. A more representative comparison between years will probably be possible in upcoming years.

[63] Similar to indicator 3.1, a survey question could present a list of items that are and are not associated with successfully applying for and matriculating to college.

[64] This indicator corresponds with the eighth required GPRA performance measure, "8. The percentage of students and parents of GEAR UP students who demonstrate knowledge of available financial aid and the costs and benefits of pursuing postsecondary education" (USDoE, 2011, p. 48).

Baseline and Target data:

2011-2012 Baseline: 66% (917/1,389)

2012-2013 Target: 76%

Actual: 68% (1,639/2,407)

2013-2014 Target: 86%

Actual: 58% (909/1,572)

2014-2015 Target: 96%

Outcomes: In 2013-2014, 58% of students surveyed reported that they probably or definitely could afford to attend a public 4-year college using financial aid, scholarships, and their family's resources. This is a decrease of ten percentage points from 2012-2013. The target for indicator 3.3a was not met in year 3.

A supporting survey question asked students to estimate the average annual cost of in-state tuition at a 4-year public college in South Dakota. This question was introduced in year 2 and fully incorporated this past year. Eighteen percent (18%, 277/1,544) of students indicated the correct funding range of $5,001-$10,000.[65] This is an increase of four percentage points from 2012-2013 (14%, 76/556).[66]

Discussion and recommendations: A decision should be made on whether this indicator will be measured with the current survey question, the supporting survey question, or another method.[67] The supporting survey question is already addressing students' knowledge (to some extent) and could be utilized for the indicator value. If so, the indicator text would be revised to "The percentage of SDGU students who demonstrate knowledge about the costs of pursuing a post-secondary education will increase each year starting in 2015." One recommendation would be to revise the survey question so that it is clearer about what costs are and aren't included. The

[65] In 2012-2013, the average undergraduate tuition and fees (for the entire academic year) charged for full-time students in South Dakota public 4-year in-state degree-granting institutions was $7,413. With room and board, the total was $13,858 (USDoE, 2014e).

[66] A significantly higher number of respondents answered the question in 2013-2014 than 2012-2013. A more representative comparison between years will probably be possible in upcoming years.

[67] Following what has been done with indicators 3.1 and 3.2, it would be possible (but not advisable) to add a new survey question that asks "On a scale of 1-5, to what extent are you knowledgeable about the costs of pursuing a post-secondary education?" The indicator value would be the percentage who answer that they are very knowledgeable or extremely knowledgeable. The indicator text would be revised to "The percentage of SDGU students who report that they are knowledgeable about the costs of pursuing a post-secondary education will increase each year starting in 2016."

question currently says, "What do you think is the average annual cost of in-state tuition at a 4-year public college in South Dakota (Check One)?" The following statement could be added to the end of the question "(This does NOT include food, housing, and book expenses.)" If it is believed that students would tend to include these costs in their assessment, this could be changed to "(This includes tuition, food, housing, and fees)." The percentage of correct responses in years 2 and 3 could be adjusted accordingly, or the starting year in the indicator moved to 2016.

- *Performance Indicator 3.3b: The percentage of SDGU students who demonstrate knowledge on the availability of financial aid will increase by 10% each year (this includes FAFSA completion).*[68]

  Activities: The key activities for performance indicator 3.3b include

  D) High School Enhancements—D4) Career exploration and planning, D5) College planning, D6) Financial aid workshops, opportunities for Federal financial aid, D7) College visits and student shadowing

  Description: Indicator 3.3b is the percentage of students who answered yes to the SDGU survey question "Has anyone from your school or GEAR UP ever spoken with you about the availability of financial aid to help you pay for college?"

  Baseline and Target data:

  2011-2012 Baseline: 78% (1,088/1,402)

  2012-2013 Target: 88%

  Actual: 73% (1,743/2,404)

  2013-2014 Target: 98%

  Actual: 59% (935/1,573)

  2014-2015 Target: 100%

  Outcomes: In 2013-2014, 59% of students surveyed had spoken with someone about the availability of financial aid. This is a decrease of 14 percentage points from 2012-2013. The target for indicator 3.3b was not met in year 3.

[68] This indicator corresponds with the eighth required GPRA performance measure, "8. The percentage of students and parents of GEAR UP students who demonstrate knowledge of available financial aid and the costs and benefits of pursuing postsecondary education" (USDoE, 2011, p. 48).

A supporting survey question asked students to identify which types of scholarships/financial aid they thought were available to them in South Dakota. This question was introduced in year 2 and fully incorporated this past year. Students were provided a list of 7 options, and could choose one or more. Individual results (along with a comparison to 2012-2013 results), are as follows:

Federal Pell grants 2012-2013: 43% (233/547) 2013-2014: 39% (601/1,535)	Institutional scholarships 2012-2013: 40% (217/547) 2013-2014: 37% (565/1,535)
Federal student loans 2012-2013: 49% (266/547) 2013-2014: 48% (739/1,535)	Private or academic scholarships 2012-2013: 39% (211/547) 2013-2014: 39% (592/1,535)
Federal work-study 2012-2013: 37% (202/547) 2013-2014: 35% (544/1,535)	Athletic scholarships 2012-2013: 64% (348/547) 2013-2014: 65% (997/1,535)
State scholarships 2012-2013: 67% (367/547) 2013-2014: 66% (1005/1,535)	

On average, 47% of students were aware of each scholarship/financial aid option in 2013-2014. This is slightly lower than the previous year (48%). The largest change in any category was +4% (Pell grants).[69]

Discussion and recommendations: This indicator follows similarly to 3.3a.[70] If the supporting survey question is used for the indicator value, there are several options for calculating a single percentage: a) the highest number of respondents in any one of the answer categories, divided by the total number of survey respondents; b) the total number of responses to all categories combined, divided by the total number of

[69] A significantly higher number of respondents answered the question in 2013-2014 than 2012-2013. A more representative comparison between years will probably be possible in upcoming years.

[70] The corresponding self-reporting style survey question would be "On a scale of 1-5, to what extent are you knowledgeable about financial aid options for pursuing a post-secondary education?" (Answer choices are 1-no knowledge, 2-little knowledge, 3-some knowledge, 4-very knowledgeable, 5-extremely knowledgeable). The indicator value would be the percentage who answer that they are very knowledgeable or extremely knowledgeable. The indicator would be changed to "The percentage of SDGU students who report that they are knowledgeable about post-secondary financial aid options will increase each year starting in 2016."

survey respondents; or c) the average response percentage.[71] Fictitious scholarship/financial aid options could also be added to the survey question and the percentage of correct responses used for the indicator value. With the supporting question as is, the indicator text would be revised to "The percentage of SDGU students who demonstrate knowledge about post-secondary financial aid options will increase each year starting in 2015." If the answer choices were modified, the baseline year would be changed to 2016. Additional supporting questions that could be added to the survey include "Have you completed the Free Application for Federal Student Aid (FAFSA) form?" (yes, no, not sure) and "Have you attended a financial aid workshop?" (yes, no, not sure).

- *Performance Indicator 3.4: 65% of SDGU students will aspire to continue their education after high school each year.*

  Activities: The key activities for performance indicator 3.4 include

  A) Foundational Services—A3) Mentoring and advising

  B) Grade-specific Enhancements, Middle School—B1) Counseling, advising, academic and career planning

  D) High School Enhancements—D2) Graduation Coaches, D4) Career exploration and planning, D5) College planning, D7) College visits and student shadowing

  G) Parents—G1) Workshops, meetings, and mailings

  Description: A question on the SDGU survey asks students "What is the highest level of education that you expect to obtain?" (Answer choices are high school, some college but less than a 4-year college degree, a 4-year college degree or higher). Indicator 3.4 is the percentage of students who responded that they expected to attain some college, a 4-year college degree, or higher.

  Baseline and Target data:

  2011-2012 Baseline: 91% (1,269/1,398)

  2012-2013 Target: 65%

  Actual: 92% (2,184/2,388)

[71] (Federal Pell grants percentage + Federal student loans percentage + Federal work-study percentage + State scholarships percentage + Institutional scholarships percentage + Private or academic scholarships percentage + Athletic scholarships percentage) ÷ 7

2013-2014 Target: 65%

Actual: 89% (1,395/1,571)

2014-2015 Target: 65%

Outcomes: In 2013-2014, 89% of students surveyed expected to complete some college, a 4-year college degree, or higher. While this is a decrease of three percentage points from 2012-2013, the indicator target was still met. Ninety-two percent of SDGU parents (536/582) thought their child(ren) would complete some college, a 4-year college degree, or higher. This is a decrease of 1 percentage point from the previous year (93%, 469/505).

Discussion and recommendations: The indicator text could be slightly rewritten to reflect the calculation method, as "65% of SDGU students will annually report that they expect to complete some college, a 4-year college degree, or higher."

- *Performance Indicator 3.5: The percentage of SDGU parents who demonstrate knowledge on the benefits of pursuing a postsecondary education will increase by 10% each year.*[72]

Activities: The key activities for performance indicator 3.5 include

G) Parents—G1) Workshops, meetings, and mailings

Description: Indicator 3.5 is the percentage of parents who answered yes to the SDGU survey question "Has anyone from your child's school or GEAR UP ever spoken with you about college entrance requirements?"

Baseline and Target data:

2011-2012 Baseline: 61% (94/155)

2012-2013 Target: 71%

Actual: 48% (244/505)

2013-2014 Target: 81%

Actual: 44% (256/588)

2014-2015 Target: 91%

Outcomes: In 2013-2014, 44% of parents reported that someone from their school or GEAR UP had spoken with them about college entrance requirements. This is a

[72] This indicator corresponds with the eighth required GPRA performance measure, "8. The percentage of students and parents of GEAR UP students who demonstrate knowledge of available financial aid and the costs and benefits of pursuing postsecondary education" (USDoE, 2011, p. 48).

decrease of four percentage points from 2012-2013. The target for indicator 3.5 was not met in year 3.

A second survey question asked parents how knowledgeable they were about financial aid and the cost and benefits of their child pursuing post secondary education. This question was introduced in year 2 and fully incorporated in year 3. In 2013-2014, 47% (250/534) responded that they were very or extremely knowledgeable. This is a decrease of six percentage points from 2012-2013 (53%, 67/127).[73]

Discussion and recommendations: This indicator is essentially the same as indicator 3.1, only for parents. However, the supporting question in this case is the mandatory GEAR UP question. Parent versions of the new student survey question (listing potential benefits to going to college) and indicator text discussed under 3.1 could be utilized here.

- *Performance Indicator 3.6a: The percentage of SDGU parents who demonstrate knowledge on the costs of pursuing postsecondary education will increase by 10% each year.*[74]

Activities: The key activities for performance indicator 3.6a include

G) Parents—G1) Workshops, meetings, and mailings

Description: A question on the SDGU survey asks parents "Do you think that your child could afford to attend a public 4-year college using financial aid, scholarships, and your family's resources?" (Answer choices are definitely, probably, not sure, probably not, definitely not). Indicator 3.6a is the percentage of parents who responded that their child probably or definitely could afford to attend.

Baseline and Target data:

2011-2012 Baseline: 72% (111/155)

2012-2013 Target: 82%

Actual: 69% (349/507)

[73] A significantly higher number of respondents answered the supporting question in 2013-2014 than 2012-2013. A more representative comparison between years will probably be possible in upcoming years.

[74] This indicator corresponds with the eighth required GPRA performance measure, "8. The percentage of students and parents of GEAR UP students who demonstrate knowledge of available financial aid and the costs and benefits of pursuing postsecondary education" (USDoE, 2011, p. 48).

2013-2014 Target: 92%

Actual: 67% (394/586)

2014-2015 Target: 100%

Outcomes: In 2013-2014, 67% of parents surveyed reported that their child probably or definitely could afford to attend a public 4-year college using financial aid, scholarships, and their family's resources. This is a decrease of two percentage points from 2012-2013. The target for indicator 3.6a was not met in year 3. A lower percentage of students (58%) thought they could afford to attend college than their parents.

A supporting survey question asked parents to estimate the average annual cost of in-state tuition at a 4-year public college in South Dakota. This question was introduced in year 2 and fully incorporated in year 3. In 2013-2014, 12% (65/523) of parents responded with the correct funding range of $5,001-$10,000. This is roughly the same as in 2012-2013 (13%, 15/120).[75] A higher percentage of students in year 3 answered this question correctly (+6%) than parents. The percentage of students selecting cost ranges below $5,000 was also higher (23%) than their parents (9%).

Discussion and recommendations: This indicator is essentially the same as indicator 3.3a, only for parents. The discussion and recommendations there largely apply here.

- *Performance Indicator 3.6b: The percentage of SDGU parents who demonstrate knowledge on the availability of financial aid will increase by 10% each year.*[76]

Activities: The key activities for performance indicator 3.6b include

G) Parents—G1) Workshops, meetings, and mailings

Description: Indicator 3.6b is the percentage of parents who answered yes to the SDGU survey question "Has anyone from your child's school or GEAR UP ever spoken with you about the availability of financial aid to help you pay for college?"

[75] A significantly higher number of respondents answered the supporting question in 2013-2014 than 2012-2013. A more representative comparison between years will probably be possible in upcoming years.

[76] This indicator corresponds with the eighth required GPRA performance measure, "8. The percentage of students and parents of GEAR UP students who demonstrate knowledge of available financial aid and the costs and benefits of pursuing postsecondary education" (USDoE, 2011, p. 48).

Baseline and Target data:

2011-2012 Baseline: 61% (95/155)

2012-2013 Target: 71%

Actual: 46% (233/503)

2013-2014 Target: 81%

Actual: 38% (222/583)

2014-2015 Target: 91%

Outcomes: In 2013-2014, 38% of parents surveyed reported that they had spoken with someone about financial aid. This is a decrease of eight percentage points from 2012-2013. The target for indicator 3.6b was not met in year 3.

A supporting survey question asked parents to identify which types of scholarships they thought were available to their children in South Dakota. This question was introduced in year 2 and fully incorporated this past year. Individual results (along with a comparison to 2012-2013 results), are as follows:

Federal Pell grants 2012-2013: 87% (104/120) 2013-2014: 89% (469/526)	Institutional scholarships 2012-2013: 36% (43/120) 2013-2014: 50% (265/526)
Federal student loans 2012-2013: 68% (81/120) 2013-2014: 71% (374/526)	Private or academic scholarships 2012-2013: 50% (60/120) 2013-2014: 58% (307/526)
Federal work-study 2012-2013: 54% (65/120) 2013-2014: 60% (313/526)	Athletic scholarships 2012-2013: 63% (75/120) 2013-2014: 70% (369/526)
State scholarships 2012-2013: 63% (75/120) 2013-2014: 62% (325/526)	

On average, 66% of parents were aware of each scholarship/financial aid option in 2013-2014. This is an increase of six percentage points from 2012-2013. By category, the largest increase was seen in institutional scholarships (+14%); only state scholarships showed a decrease, albeit negligible.[77] Compared to students, parents

[77] A significantly higher number of respondents answered the question in 2013-2014 than 2012-2013. A more representative comparison between years will probably be possible in upcoming years.

had an average 19% higher awareness of options, and showed greater gains between years 2 and 3.

Discussion and recommendations: This indicator is essentially the same as indicator 3.3b, only for parents. The discussion and recommendations there largely apply here.

ii. Summary

The following table (III.7) provides an overview for the status of each of the program's performance measures. Targets are listed. A total of 26 performance measures are being used to assess SDGU program outcomes. Data was available for 19 of these in year 3; five (26%) met their targets and one (5%) partially met its target.

Table III.7: Status for SDGU performance measures, 2013-2014.

Indicator Text				
Activity #(s)	Baseline	Year 3 Results	Current or Next Target (Indicator type,¥ program year)	Met Target? (Yes, Partially, No)
1.1: The average daily attendance of SDGU students will exceed that of non-SDGU students each year.				
A1, A2, A3, A4, B1, C1, D2	N/A	57% (SDGU) N/A (non-SDGU)	SDGU>non-SDGU (F, 3)	N/A
1.2: 85% of SDGU students will be promoted to the next grade level on time each year.				
A1, A2, A3, A4, B1, B2, C1, D2	N/A	70%	85% (F, 3)	N
1.3: The percentage of SDGU students who pass Pre-algebra by the end of the 8th grade will increase by 10% over the baseline.				
A1, A2, A3, A4, B1, B2	16%*	20%*	26% (F, N/A)	N

Indicator Text				
Activity #(s)	Baseline	Year 3 Results	Current or Next Target (Indicator type,[¥] program year)	Met Target? (Yes, Partially, No)
1.4: The percentage of SDGU students who pass Algebra 1 by the end of the 9th grade will increase by 10% over the baseline.				
A1, A2, A3, A4, B1, B2, C1, D2	44%*	62%*	54% (F, N/A)	Y
1.5: The percentage of SDGU students who complete the PLAN or PSAT by the end of 10th grade will increase by 10% over the baseline.				
A1, A2, A3, A4, B1, B2, C1, D1, D2, D3, D4, D5	0%	0%	10% (F, N/A)	N/A†
1.6: The percentage of SDGU students who complete the SAT or ACT by the end of 11th grade will increase by 10% over the baseline.				
A1, A2, A3, A4, B1, B2, C1, D1, D2, D3, D4, D5	30%*	43%	40% (F, N/A)	Y
1.7: The percentage of SDGU students who have an un-weighted GPA of at least 3.0 on a 4-point scale by the end of 11th grade will increase by 10% over the baseline.				
A1, A2, A3, A4, B1, B2, C1, D1, D2, D3, D4, D5	9%*	28%	19% (F, N/A)	Y
1.8: The percentage of SDGU students who take two years of mathematics beyond Algebra 1 by 12th grade will increase by 10% over the baseline				
A1, A2, A3, A4, B1, B2, C1, D1, D2, D3, D4, D5, E1	48%	57%	58% (F, N/A)	N
1.9: The percentage of SDGU students in grades 6, 7, 8, & 11 performing at or above proficiency in math on the state assessment test will increase by 10% each year.				
A1, A2, A3, A4, B1, B2, C1, D1, D2, D3, D4, D5	6th–20% 7th–25% 8th–25% 11th–22%	6th–22% 7th–21% 8th–25% 11th–36%	6th–40% 7th–45% 8th–45% 11th–42% (F, 3)	N

Indicator Text				
Activity #(s)	Baseline	Year 3 Results	Current or Next Target (Indicator type,[¥] program year)	Met Target? (Yes, Partially, No)
1.10: The percentage of SDGU students in grades 6, 7, 8, & 11 performing at or above proficiency in reading on the state assessment test will increase by 10% each year.				
A1, A2, A3, A4, B1, B2, C1, D1, D2, D3, D4, D5	6th–20% 7th–29% 8th–28% 11th–22%	6th–25% 7th–30% 8th–27% 11th–44%	6th–40% 7th–49% 8th–48% 11th–42% (F, 3)	P
1.11: The percentage of SDGU parents who actively engage in activities associated with assisting students in their academic preparation for college will increase by 10% each year.				
G1	598	3,604	1,196 (F,3)	Y
2.1: Increase the percentage of SDGU students who graduate high school, compared to the state average, by 2018.				
A1, A2, A3, A4, B1, B2, C1, D1, D2, D3, D4, D5, D6, D7, E1	87%[*]	84%	Year 3> Year 2 (F, 3)	N
2.2: 50% of SDGU students will be enrolled in a postsecondary educational institution by 2018.				
A1, A2, A3, A4, B1, B2, C1, D1, D2, D3, D4, D5, D6, D7, E1, E2, E3	26%[§]	6%	50% (F, 7)	N
2.3: 50% of SDGU students who enroll in postsecondary education will place into college-level math without need for remediation by 2018.				
A1, A2, A3, A4, B1, B2, C1, D1, D2, D3, D4, D5, E1, E2, E3	N/A	N/A	50% (F, 7)	N/A

Indicator Text				
Activity #(s)	Baseline	Year 3 Results	Current or Next Target (Indicator type,[¥] program year)	Met Target? (Yes, Partially, No)
2.4: 50% of SDGU students who enroll in postsecondary education will place into college-level English without need for remediation by 2018.				
A1, A2, A3, A4, B1, B2, C1, D1, D2, D3, D4, D5, E1, E2, E3	N/A	N/A	50% (F, 7)	N/A
2.5: 50% of former SDGU students will be enrolled in a postsecondary educational institution by 2019.				
A1, A2, A3, A4, B1, B2, C1, D1, D2, D3, D4, D5, D6, D7, E1, E2, E3	N/A	N/A	50% (F, +1[78])	N/A
2.6: 55% of SDGU students will have accumulated the expected number of credit hours for their chosen degree in their first year attending a postsecondary educational institution.				
A1, A2, A3, A4, B1, B2, C1, D1, D2, D3, D4, D5, E1, E2, E3	N/A	N/A	55% (F, N/A)	N/A
2.7: 55% of former SDGU students will have accumulated the expected number of credit hours for their chosen degree each year starting in 2019.				
A1, A2, A3, A4, B1, B2, C1, D1, D2, D3, D4, D5, E1, E2, E3	N/A	N/A	55% (F, +1)	N/A
3.1: The percentage of SDGU students who demonstrate knowledge on the benefits of pursuing a postsecondary education will increase by 10% each year.				
A3, B1, D2, D4, D5, D7, E3, G1	82%	71%	92% (F, 3)	N
3.2: The percentage of SDGU students who demonstrate knowledge of the academic preparation necessary for postsecondary education will increase by 10% each year.				
A3, B1, D2, D4, D5, D7, E3, G1	83%[§]	46%	100% (F, 3)	N

[78] One year after the end of the grant-funding period.

Indicator Text				
Activity #(s)	Baseline	Year 3 Results	Current or Next Target (Indicator type,¥ program year)	Met Target? (Yes, Partially, No)
3.3a: The percentage of SDGU students who demonstrate knowledge on the costs of pursuing postsecondary education will increase by 10% each year.				
D4, D5, D6, D7	66%	58%	86% (F, 3)	N
3.3b: The percentage of SDGU students who demonstrate knowledge on the availability of financial aid will increase by 10% each year (this includes FAFSA completion).				
D4, D5, D6, D7	78%	59%	98% (F, 3)	N
3.4: 65% of SDGU students will aspire to continue their education after high school each year.				
A3, B1, D2, D4, D5, D7, G1	91%	89%	65% (F, 3)	Y
3.5: The percentage of SDGU parents who demonstrate knowledge on the benefits of pursuing a postsecondary education will increase by 10% each year.				
G1	61%*	44%	81% (F, 3)	N
3.6a: The percentage of SDGU parents who demonstrate knowledge on the costs of pursuing postsecondary education will increase by 10% each year.				
G1	72%*	67%	92% (F, 3)	N
3.6b: The percentage of SDGU parents who demonstrate knowledge on the availability of financial aid will increase by 10% each year.				
G1	61%*	38%	81% (F, 3)	N

¥ I–Interim target, F–Final target

* Limitations exist with the indicator as measured (e.g., incomplete school data, low number of survey respondents, etc.). It is anticipated that comparison across years will be more representative as the program progresses.

† It is recommended that the indicator be removed.

§ Indicator value was calculated in a different manner than the current value.

Table III.8 below provides the recommendations for revising current indicators. The following notations are used: Baseline: Y–the baseline year is reset, Calc: Y–calculation method revised, Target %: TBD–target percentage could be reconsidered, or Target yr.: TBD–target year could be reconsidered.

Table III.8: Potential Indicator Revisions, 2013-2014.

Perf. Ind. #	Current, Alternate	Indicator Text
1.1	C	The average daily attendance of SDGU students will exceed that of non-SDGU students each year.
	A	The average daily attendance of SDGU students will exceed that of non-SDGU students each year starting in 2015. Calc: Y
	A	The percentage of SDGU students with 5 or more unexcused absences (during the first 2 quarters of the school year) will be less than that of non-SDGU students each year starting in 2015.
1.3	C	The percentage of SDGU students who pass Pre-algebra by the end of the 8th grade will increase by 10% over the baseline.
	A	The percentage of SDGU students who pass Pre-algebra by the end of the 8th grade will increase by 10% over the baseline by 2018.
1.4	C	The percentage of SDGU students who pass Algebra 1 by the end of the 9th grade will increase by 10% over the baseline.
	A	The percentage of SDGU students who pass Algebra 1 by the end of the 9th grade will increase by 10% over the baseline by 2018.
1.6	C	The percentage of SDGU students who complete the SAT or ACT by the end of 11th grade will increase by 10% over the baseline.
	A	The percentage of SDGU students who complete the SAT or ACT in the 11th grade will increase by 10% over the baseline by 2018. Baseline: Y
1.7	C	The percentage of SDGU students who have an un-weighted GPA of at least 3.0 on a 4-point scale by the end of 11th grade will increase by 10% over the baseline.

Perf. Ind. #	Current, Alternate	Indicator Text
	A	The percentage of SDGU students who have an un-weighted GPA of at least 3.0 on a 4-point scale in the 11th grade will increase by 10% over the baseline by 2018. Baseline: Y
1.8	C	The percentage of SDGU students who take two years of mathematics beyond Algebra 1 by 12th grade will increase by 10% over the baseline.
	A	The percentage of SDGU students who complete two years of mathematics beyond Algebra 1 by 12th grade will increase by 10% over the baseline by 2018.
1.9	C	The percentage of SDGU students in grades 6, 7, 8, & 11 performing at or above proficiency in math on the state assessment test will increase by 10% each year.
	A	The percentage of 6, 7, 8, & 11th grade students at SDGU public schools performing at or above proficiency in math on the state assessment test will increase by 5% over the baseline by 2018. The percentage of students (all grades) at SDGU Tribal/BIE schools performing at or above proficiency in math on the state assessment test will increase by 5% over the baseline by 2018. Baseline: Y, Calc.: Y, Target %: TBD
	A	The percentage of SDGU students performing at or above grade level in mathematics will increase by 10% over the baseline by 2018.
1.10	C	The percentage of SDGU students in grades 6, 7, 8, & 11 performing at or above proficiency in reading on the state assessment test will increase by 10% each year.
	A	The percentage of 6, 7, 8, & 11th grade students at SDGU public schools performing at or above proficiency in English/language arts on the state assessment test will increase by 5% over the baseline by 2018. The percentage of students (all grades) at SDGU Tribal/BIE schools performing at or above proficiency in English/language arts on the state assessment test will increase by 5% over the baseline by 2018. Baseline: Y, Calc.: Y, Target %: TBD
	A	The percentage of SDGU students performing at or above grade level in English/language arts will increase by 10% over the baseline by 2018.
1.11	C	The percentage of SDGU parents who actively engage in activities associated with assisting students in their academic preparation for college will increase by 10% each year.

Perf. Ind. #	Current, Alternate	Indicator Text
	A	The number of SDGU parents who actively engage in activities associated with assisting students in their academic preparation for college will increase by 10% over the baseline by 2018.
	A	Indicator that addresses the percentage of SDGU parents who actively engage in activities associated with assisting students in their academic preparation for college—TBD Baseline: Y, Calc.: Y, Target %: TBD
2.1	C	Increase the percentage of SDGU students who graduate high school, compared to the state average, by 2018.
	A	The percentage of SDGU public school students who graduate high school will exceed the State average by 2017. The percentage of SDGU Tribal/BIE school students who graduate high school will exceed the system average by 2017. Calc.: Y
	A	Increase the percentage of SDGU students who graduate high school by 2018. Baseline: Y, Calc.: Y
2.2	C	50% of SDGU students will be enrolled in a postsecondary educational institution by 2018.
	A	50% of SDGU high school graduates will enroll in a post-secondary educational institution (SDBoR) the following fall/spring by 2018. Target %: TBD
2.3	C	50% of SDGU students who enroll in postsecondary education will place into college-level math without need for remediation by 2018.
	A	50% of SDGU students who enroll in a post-secondary educational institution (SDBoR) will place into college-level math without need for remediation by 2018.
2.4	C	50% of SDGU students who enroll in postsecondary education will place into college-level English without need for remediation by 2018.
	A	50% of SDGU students who enroll in a post-secondary educational institution (SDBoR) will place into college-level English without need for remediation by 2018.
2.5	C	50% of former SDGU students will be enrolled in a postsecondary educational institution by 2019.

Perf. Ind. #	Current, Alternate	Indicator Text
	A	50% of SDGU students will be retained in a post-secondary educational institution (SDBoR) one year after initial enrollment by 2019.
2.6	C	55% of SDGU students will have accumulated the expected number of credit hours for their chosen degree in their first year attending a postsecondary educational institution.
	A	55% of SDGU students will complete the expected number of credit hours for their chosen degree in their first year attending a post-secondary educational institution (SDBoR) by 2019.
2.7	C	55% of former SDGU students will have accumulated the expected number of credit hours for their chosen degree each year starting in 2019.
	A	55% of former SDGU students will complete the expected number of credit hours for their chosen degree in their second year attending a post-secondary educational institution (SDBoR) by 2020.
3.1	C	The percentage of SDGU students who demonstrate knowledge on the benefits of pursuing a postsecondary education will increase by 10% each year.
	A	The percentage of SDGU students who demonstrate knowledge about the benefits of pursuing a post-secondary education will increase each year starting in 2016. Baseline: Y, Calc.: Y
3.2	C	The percentage of SDGU students who demonstrate knowledge of the academic preparation necessary for postsecondary education will increase by 10% each year.
	A	The percentage of SDGU students who demonstrate knowledge about the academic preparation necessary for pursuing a post-secondary education will increase each year starting in 2016. Baseline: Y, Calc.: Y
3.3a	C	The percentage of SDGU students who demonstrate knowledge on the costs of pursuing postsecondary education will increase by 10% each year.
	A	The percentage of SDGU students who demonstrate knowledge about the costs of pursuing a post-secondary education will increase each year starting in 2015. Baseline: Y, TBD; Calc.: Y
3.3b	C	The percentage of SDGU students who demonstrate knowledge on the availability of financial aid will increase by 10% each year (this includes FAFSA completion).

Perf. Ind. #	Current, Alternate	Indicator Text
	A	The percentage of SDGU students who demonstrate knowledge about post-secondary financial aid options will increase each year starting in 2015. Baseline: Y, TBD; Calc.: Y
3.4	C	65% of SDGU students will aspire to continue their education after high school each year.
	A	65% of SDGU students will annually report that they expect to complete some college, a 4-year college degree, or higher.
3.5	C	The percentage of SDGU parents who demonstrate knowledge on the benefits of pursuing a postsecondary education will increase by 10% each year.
	A	The percentage of SDGU parents who demonstrate knowledge about the benefits of pursuing a post-secondary education will increase each year starting in 2016. Baseline: Y, Calc.: Y
3.6a	C	The percentage of SDGU parents who demonstrate knowledge on the costs of pursuing postsecondary education will increase by 10% each year.
	A	The percentage of SDGU parents who demonstrate knowledge about the costs of pursuing a post-secondary education will increase each year starting in 2015. Baseline: Y, TBD; Calc.: Y
3.6b	C	The percentage of SDGU parents who demonstrate knowledge on the availability of financial aid will increase by 10% each year.
	A	The percentage of SDGU parents who demonstrate knowledge about post-secondary financial aid options will increase each year starting in 2015. Baseline: Y, TBD; Calc.: Y

IV. CONCLUSION

SDGU has performed effectively and on schedule in its third year. Program implementation is on-track, with 20 of the 21 activities (95%) assessed meeting their implementation targets; nine activities exceeded their targets (43%). In terms of outcomes, data was available for 19 of the 26 performance indicators. Five, or 26%, of these met their targets. A more accurate assessment of indicator progress could be achieved were the indicators revised.

SDGU has fully implemented seven of its 21 activities (33%). The GEAR UP Honors Program (D1), for example, has been a consistently well-attended and impactful program, serving nearly 300 students in 2013. Career exploration and planning activities (D4) have successfully incorporated the SDMylife software application and students given the opportunity to attend presentations from a number of well-known and well-respected individuals. The interactive panel discussion "Beyond the Game" was held for the third straight year at the 2013 Lakota Nation Invitational Tournament. SDGU's "Mac Attack" wellness programming has been an innovative aspect of mentoring (A3) services, and a new bi-monthly newspaper (G1) was established in 2013 that provides information on SDGU activities, interesting articles related to education or arts in Indian country, educational lessons, staff updates, and notices of upcoming events. Nearly 4,000-5,000 copies of each of the first two issues were distributed (for free) in communities.

The SDGU activity furthest ahead of schedule (and also currently fully implemented) is the professional development for graduation coaches (F2). PD is offered in the areas of rural education, college planning, and one-on-one counseling. It is expected that these opportunities will grow in subsequent years. SDGU activities that continue to show promise are the Reading Plus and Think Through Math computer-based applications (A4), implemented in 12 and 15 schools, respectively, in 2013-2014. Think Through Math is designed to improve mathematics understanding and increase skill proficiency and Reading Plus reading speed and comprehension. In terms of program management and staffing, all key personnel positions have been filled, facilitating continuity in program implementation, direction, and management.

In short, SDGU has gained stability and momentum and continues the work needed to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education.

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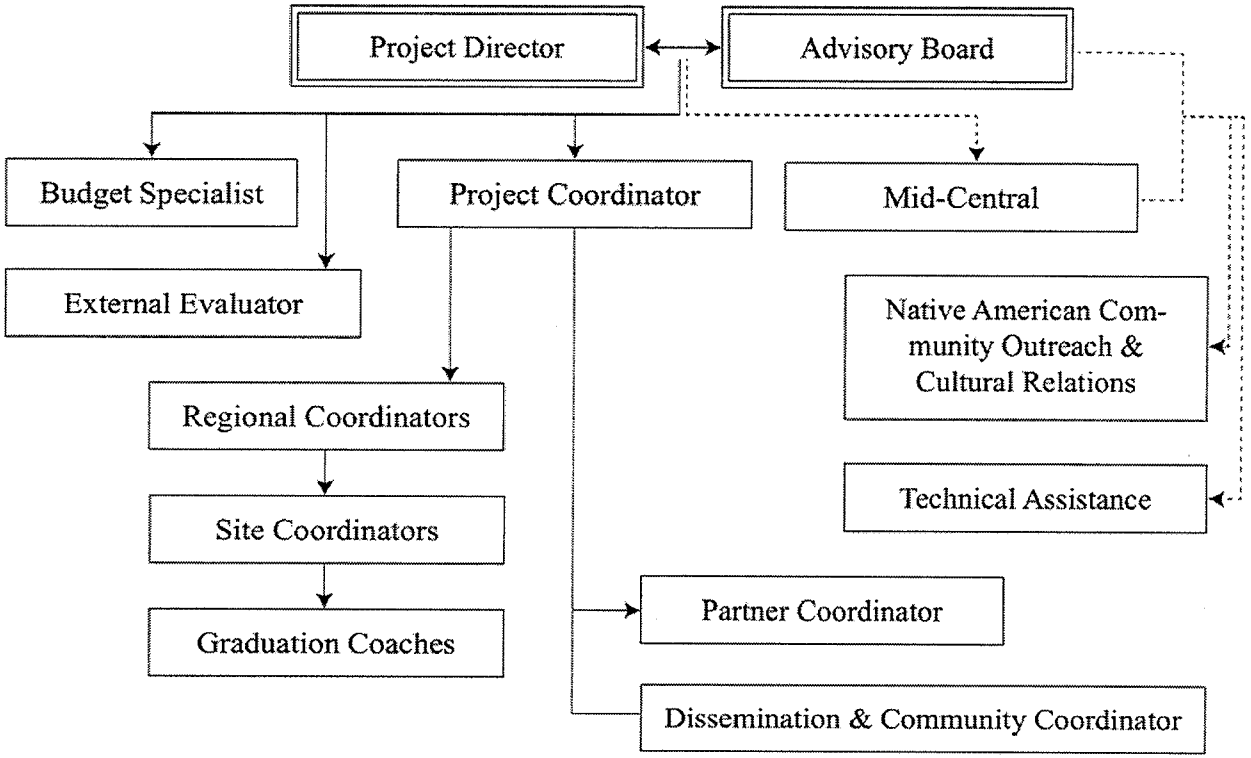
VI. APPENDIX A

Organizational Chart, 2013-2014



Organizational Chart, 2013-2014

VII. APPENDIX B

Student and parent survey results, 2011-2012 & 2013-2014 APRs

STUDENT APR (Section VI) SURVEY RESULTS, 2011-2012 & 2013-2014[1]

A. Grade level of survey respondents.

	2011-2012	2012-2014
6th	102	473
7th	235	638
8th	320	797
9th	241	727
10th	192	485
11th	189	525
12th	130	345
Other	2	11
Total	1,411	4,001

B. Number of students who have spoken with someone about college entrance requirements and financial aid.

	2011-2012		2012-2014	
	Number of students who have spoken with someone about college entrance requirements	Number of students who have NOT spoken with someone about college entrance requirements	Number of students who have spoken with someone about college entrance requirements	Number of students who have NOT spoken with someone about college entrance requirements
6th	72 (71%)	29	312 (66%)	160
7th	191 (81%)	44	477 (75%)	157
8th	282 (88%)	38	621 (79%)	168
9th	188 (79%)	51	547 (75%)	178
10th	155 (81%)	37	402 (83%)	80
11th	165 (87%)	24	422 (81%)	98
12th	113 (87%)	17	300 (88%)	42
Other	2 (100%)	0	6 (60%)	4
Total	1,168 (83%)	240	3,087 (78%)	887

[1] Survey results for 2012-2013 and 2013-2014 were combined and reported on in the 2013-2014 APR. No survey results were reported in the 2012-2013 APR.

	2011-2012		2012-2014	
	Number of students who have spoken with someone about the availability of financial aid	Number of students who have NOT spoken with someone about the availability of financial aid	Number of students who have spoken with someone about the availability of financial aid	Number of students who have NOT spoken with someone about the availability of financial aid
6th	72 (71%)	30	253 (54%)	215
7th	178 (76%)	57	420 (66%)	215
8th	265 (85%)	48	534 (67%)	258
9th	170 (71%)	70	436 (60%)	290
10th	140 (73%)	51	351 (73%)	130
11th	151 (80%)	38	381 (73%)	144
12th	110 (85%)	20	299 (88%)	41
Other	2 (100%)	0	4 (40%)	6
Total	1,088 (78%)	314	2,678 (67%)	1,299

C. Financial aid knowledge.

Are you knowledgeable about financial aid and the costs and benefits to you of going to college?

	2012-2014
Yes	1,918 (90%)
No	206

C. (D.) Educational expectations.

	2011-2012			2012-2014		
	Grades 6-8	Grades 9-10	Grades 11-12	Grades 6-8	Grades 9-10	Grades 11-12
High school	57	39	33	202	118	60
Some college but less than a 4-year college degree	180	119	77	389	282	218
A 4-year college degree or higher	409 (63%)	274 (63%)	208 (65%)	1,297 (69%)	801 (67%)	582 (68%)

D. (E.) Perceptions of affordability.

Do you think that you could afford to attend a public 4-year college using financial aid, scholarships, and your family's resources?

	2012-2014
Yes	2,548 (64%)
No	1,431

	2011-2012
Definitely	287 (21%)
Probably	630 (45%)
Not Sure	390 (28%)
Probably Not	72 (5%)
Definitely Not	10 (1%)

PARENT APR (Section VI) SURVEY RESULTS, 2011-2012 & 2013-2014[2]

B. Number of parents who have spoken with someone about college entrance requirements and financial aid.

	2011-2012		2012-2014	
	Question 1A, Yes (have spoken with someone about college entrance requirements)	Question 1B, No (have not spoken with someone about college entrance requirements)	Question 1A, Yes (have spoken with someone about college entrance requirements)	Question 1B, No (have not spoken with someone about college entrance requirements)
Total	94 (61%)	61	500 (46%)	593

	2011-2012		2012-2014	
	Question 2A, Yes (have spoken with someone about financial aid)	Question 2B, No (have not spoken with someone about financial aid)	Question 2A, Yes (have spoken with someone about financial aid)	Question 2B, No (have not spoken with someone about financial aid)
Total	95 (61%)	60	455 (42%)	631

C. Number of parents who are knowledgeable about financial aid.

	2012-2014
Yes	519 (79%)
No	142

(C.) D. Number of parents who have spoken with their children about college.

	2011-2012	2012-2014
Yes	128 (83%)	927 (85%)
No	27	161

[2] Survey results for 2012-2013 and 2013-2014 were combined and reported on in the 2013-2014 APR. No survey results were reported in the 2012-2013 APR.

D. (E.) Educational expectations.

What is the highest level of education that you think your child will achieve?

	2011-2012	2012-2014
High school	18	82
Some college but less than a 4-year college degree	48	229
A 4-year college degree or higher	89 (57%)	776 (71%)

E. (F.) Perceptions of affordability.

Do you think that your child could afford to attend a public 4-year college using financial aid, scholarships, and your family's resources?

	2012-2014
Yes	743 (68%)
No	350

	2011-2012
Definitely	54 (35%)
Probably	57 (37%)
Not Sure	37 (24%)
Probably Not	2 (1%)
Definitely Not	5 (3%)

South Dakota SD GEAR UP Program Evaluation

August 2015

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SECTION I: EXECUTIVE SUMMARY

South Dakota GEAR UP (SD GEAR UP) is a program designed to promote college attendance and success for American Indian youth. The program is primarily based on early intervention and is designed to increase college awareness through advising programs for middle and high school students and their families along with programs to improve student academic skills.

Through the Government Research Bureau (GRB) at the University of South Dakota (USD), an independent evaluation team was requested to evaluate the current practices of SD GEAR UP through qualitative and quantitative quasi-experimental methods and provide estimates about the effectiveness of GEAR UP in meeting its long term goals.

To evaluate the outcomes of the program, the team used two quasi-experimental designs. The first involved dividing schools into high implementers and low implementers based on their activity log reports. The second inquiry compared those schools that had SD GEAR UP with similar South Dakota schools that did not have GEAR UP programming.

Overall, the team found that schools with high levels of GEAR UP implementation were more likely to have students take the ACT. However, students tended to receive lower scores when high implementers were compared with low implementers and when students in GEAR UP schools were compared with students in non-GEAR UP schools. GEAR UP schools did have a higher percentage of students with scores in the proficient or advanced range on standardized tests than non-GEAR UP schools.

In working with focus groups, the SD GEAR UP evaluation team noted multiple themes that are worth further analysis. The staff who work with SD GEAR UP identified several strengths of the program: (1) increasing availability to resources; (2) supporting individual schools; (3) integrating one of the GEAR UP components such as the learning modules into the curriculum; (4) increasing cultural awareness; (5) supporting student's upward mobility; (6) supporting staff and (7) increasing parent awareness. There were several challenges that were noted including increasing the integration of SD GEAR UP into the rest of the schools, administrative and teaching staff turnover, students competing priorities—especially sports, and access to financial and transportation resources for parents.

Because SD GEAR UP's focus is mainly on working with students at the high school level, there appeared to be no activities related to strengthening post-secondary infrastructure. SD GEAR UP schools did have access to and communication with various post-secondary institutions through college visits and site visits by financial aid and/or admissions representatives. It is unclear if these activities were such that they strengthened infrastructure.

Finally, we conducted an evaluation of the Residential Summer Program. Analyses were unable to find an effect of the summer program, though this may be due to measurement issues.

Due to a lack of access to data, the evaluation team was unable to determine SD GEAR UP's effect on college placement for schools in the South Dakota Board of Regents system. We encourage future evaluation teams to create surveys that follow students after high school to find their college placements and track their retention rates.

SECTION II: HISTORICAL BACKGROUND INFORMATION

Established in the 1998 Amendments to the Higher Education Act of 1965, the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) program was intended to provide grants to states and partnerships in order to fund initiatives meant to give low-income or otherwise at-risk students the opportunity to learn about and prepare for a college education.[1] GEAR UP programs were planned to emphasize early intervention, mentoring and advising, financial assistance, and family involvement. Ultimately, the GEAR UP program aimed to make college education a possibility and a reality for students who otherwise might not be able, or ready, to continue their education beyond high school. GEAR UP programs focus on preparing students for college by providing them with information about the value and accessibility of a college education, encouraging parental involvement, providing tutoring and academic assistance, and assisting them in exploring and accessing financial aid opportunities.[2]

GEAR UP programs achieve this through six- and seven-year renewable grants offered to states or partnerships of local community, educational, or government institutions. Grantees are required to use the awarded money to establish early-intervention programs designed to educate students about, and prepare them for, a college education. These programs are meant to serve an entire cohort, or grade level, of students. Beginning no later than 7th grade, GEAR UP programs serve students through a variety of specific academic interventions designed to help them successfully complete high school and pursue a college education. Additionally, recipients of state grants are obligated to use at least 50% of the money they receive to provide scholarships or financial assistance for GEAR UP students. Partnership grantees are not required to include the scholarship component, but may do so if they choose.[3] In 2014, GEAR UP programs throughout the country received over $300 million in federal funding through 128 awards. Of those, 37 were distributed to states and 91 to partnerships; combined, these programs served approximately 551,000 participants a year.

In 2011, SD GEAR UP was granted approximately $3.5 million a year, renewable annually for seven years. With this money, the program will serve over six thousand students from multiple cohorts between the grades of 6–12.[4] The SD GEAR UP program targets American Indian students, and focuses on the students' academic success and college readiness.[5] Though the program received GEAR UP funding for the first time in 2005, the current program was built off of the American Indian Honors Association, founded in 1992 by Stacy Phelps. Currently, SD GEAR UP uses academic enrichment programs to both educate students about their options and opportunities for post-secondary education, and to prepare students for academic success at the college level. In addition, SD GEAR UP attempts to encourage student success by focusing on improving graduation rates amongst low-income or at-risk American Indian students.[6]

The program is administered through the South Dakota Department of Education's Office of Indian Education. The grant also receives advice and oversight from the College Access and SD GEAR UP Grant Advisory

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[1] 1998 Amendments to Higher Education Act of 1965: Title IV, Part A, Sec. 403

[2] National Council for Community and Education Partnerships- About GEAR UP

[3] National Catalog of Federal Domestic Assistance- GEAR UP

[4] SD GEAR UP About

[5] SD GEAR UP Project

[6] SD GEAR UP About

Committee. In order to encourage students to attend college, as well as to get entire families involved in the learning and preparation process, SD GEAR UP hosts math- and science-based Family Nights at partner schools. The program also offers six-week summer residential college-prep programs on SD college campuses, as well as summer college readiness courses.[7] In 2014, 280 students attended the SD GEAR UP Summer Honors Program. Historically, every student who has attended this program has successfully graduated from high school, and 87% have gone on to pursue higher education.[8] In addition to Family Nights and summer programs, SD GEAR UP provides students with transitional services between middle and high school, as well as between high school and college. Ultimately, these programs and services are designed with one simple goal in mind: "increase the number of low-income Native American students that are prepared to graduate from higher education".[9]

[7] SD GEAR UP Grant Objectives and Components

[8] SD GEAR UP Summer Honors Program

[9] SD GEAR UP Mission Statement

SECTION III: OBJECTIVES AND METHODS

In order to provide a holistic evaluation of South Dakota's GEAR UP program, the research team focused on the following four questions:

1) To what extent did the program meet its overall goal?
2) Was the program equally effective for all participants?
3) What components were the most effective?
4) What significant unanticipated impacts did the program have?

Given the complexity of these questions, the research team needed to pull from a variety of academic and discipline expertise. The principal investigators for this project were Dr. David Hulac and Dr. Kelly Duncan. Dr. Hulac has served the State of South Dakota for seven years in multiple capacities. While his primary role has been as an Assistant and then Associate Professor of School Psychology at USD, he has also served the state of South Dakota through multiple initiatives including cognitive and emotional assessments of preschool children on the Cheyenne River, Rosebud, and Pine Ridge reservations. Dr. Hulac is a South Dakota Certified School Psychologist and holds a National Certification in School Psychology. Dr. Kelly Duncan is an Associate Professor of Counseling and Psychology in Education at USD and has been a recognized education leader in the state for over 30 years, has demonstrated a strong commitment to serving underrepresented students, and has been actively involved in research and service regarding American Indian students for the past nine years. She has experience working with marginalized students in the transition to postsecondary education, providing program evaluation, and promoting career development initiatives.

The research team also included Dr. Kathryn Birkeland and Dr. Shane Nordyke. Dr. Birkeland, an Assistant Professor of Economics at USD, researches the economics of education at both the secondary and post-secondary level. This work includes studying demographic changes in school districts, student aid programs for higher education, student aid combined with tax policy, and the shift in university financing. Dr. Nordyke is an Associate Professor of Political Science at USD and the Director of the Government Research Bureau. In recent years, the GRB has served as an external evaluator for multiple grants including evaluations for the Lutheran Social Services Rural Mentoring program, the Biomedical Research Infrastructure Network (BRIN) program, Avera's Rural Telehealth initiative, and the Federal Probation and Pretrial Services (FPPS) implementation of the Moral Reconation Therapy (MRT) program.[10]

The faculty research team was supported by one graduate-level research associate from the Department of Counseling and Psychology in Education and a team of undergraduate and graduate research assistants within the Government Research Bureau. In addition, Sage Consulting, an independent consulting agency, was hired to aide in the facilitation of the focus groups.

Initially the evaluation was designed to take place over three years, with the final evaluation report being delivered in the third year. Unfortunately, both project principal investigators (PIs) have left USD so the evaluation will not continue beyond year one. The methodologies, data, and survey instruments developed by the research team, however, will be made available to the College Access and SD GEAR UP Grant Advisory Committee, for future evaluations and comparison.

[10] Full reports from these previous projects are available upon request.

Given the complexity of the GEAR UP program and the complexity of the evaluation, a mixed methods approach was deemed to be the most appropriate. We incorporated a variety of available qualitative and quantitative measures. When possible we utilized pre- and post- participation analysis and identifiable control groups. While some of the data was not available as expected, we were still able to complete a robust evaluation of the implementation and outcomes of the program.

The first component of the evaluation was a quasi-experimental design that involved the quantitative performance indicators collected and provided by the SD GEAR UP program. A true experimental design would include a treatment group (SD GEAR UP schools) and a control group (identical schools not implementing GEAR UP). Absent a randomized experiment, we used a quasi-experimental design by comparing across levels of treatment. One of the challenges of evaluating SD GEAR UP involves the relatively small sample size of schools from which to make comparisons. This can cause multiple problems in the data set. The first issue involves the risk of making underpowered statistical analyses. In other words, it is difficult to find statistical significance when there are only a limited number of observations. The low number of observations is particularly challenging for regression analysis. The study included 24 GEAR UP school districts. Of those, 11 are implementing GEAR UP only at the middle school level. The remaining 13 schools included high school GEAR UP activities.

The second challenge was finding schools similar to the SD GEAR UP schools. We were able to include comparison with nine SD schools who are not currently utilizing GEAR UP programs. A complete list of the GEAR UP and non-GEAR UP schools in the study is provided in Table 1. While these comparisons are useful, the small number of appropriate comparison schools means that any direct comparisons between GEAR UP schools and non-GEAR UP schools are difficult to interpret.

To address these two concerns, the GEAR UP evaluation team chose to also use a within GEAR UP evaluation plan whereby GEAR UP schools with high levels of implementation of GEAR UP were compared with GEAR UP schools with lower levels of implementation. This meant that many of the threats of a GEAR UP versus non-GEAR UP comparison are reduced.

The team constructed five variables to describe the level of implementation of SD GEAR UP. We included data from the activity logs provided from each school. The activities included: College Activities, Counseling, Advising (including planning and career counseling), Financial Aid Counseling, Job Site Activities, and Workshops (including college planning & financial aid workshops, Educational Field Trips, Family/Cultural Activities, Comprehensive Mentoring, Rigorous Academic Curricula, and Tutoring). We created a variable (total student hours) using the number of students participating in each activity multiplied by the average number of hours per student at the activity. The total student hours spent on the activity were then divided by the total enrollment for the corresponding grades (middle school or high school) to control for the size of the school. We combined the average student hours for activities related to Post-Secondary Education Programs (the first five listed above) and Academic Preparation. Each school was then placed into either high, low, or zero implementation categories. For the parent activities, we created a variable with the average parent hours spent on all parent activities per student enrolled. The results of all of these comparisons are included in the evaluation section of the report.

The second component of the evaluation involved evaluating the Summer Honors Program through the collection of student survey data and an in-depth student focus group. The research team developed a survey instrument designed specifically to evaluate the experience and perceptions of students participating in the summer program as well as program effectiveness. The survey was designed to be a pre-post-ex post

assessment of participants in the Summer Honors Program that took place during the summer of 2015. The survey was delivered through Psychdata, an online surveying platform during the first and last weeks of the summer program. We received 225 responses to the pre-program survey administered on June 11th and 12th, 2015. Unfortunately, only 107 students responded to the post-program survey administered on July 10th and 11th, 2015. The team recommends that the same assessment be utilized six months later to all students in the participating schools. This will provide the advisory board with the ability to utilize a pretest-protest design with ex-post observations and a comparison group. The survey instrument included a mix of factual knowledge and perception questions. The principal investigators worked with the College Access and SD GEAR UP Grant Advisory Committee to finalize each of these instruments before they were deployed. These surveys were complemented with two in-depth focus groups on June 17, 2015 with students who participated in the Summer Honors Program. This rich qualitative data provides a greater understanding of the experience and perceived value of the program.

The third component of the evaluation focused on the implementation and effectiveness of SD GEAR UP programming from the perspectives of teachers, coordinators, and administrators. First, Dr. Kelly Duncan conducted an in-depth focus group with this group. The results of this focus group were then used to develop a survey instrument. All relevant personnel at SD GEAR UP schools were invited to participate in this online survey. Combined, these two components provided the evaluation team with an understanding about the fidelity with which SD GEAR UP was being implemented.

Table 1: Schools

SD GEAR UP Schools	Grades	Comparison Schools	Grades
American Horse	6–8	Andes Central	9–12
Batesland School	6–8	Bennett County	9–12
Cheyenne Eagle Butte District	7–12	Kadoka	9–12
Crazy Horse District	6–12	Rapid City (Central HS)	9–12
Crow Creek District	6–12	South Central	9–12
Enemy Swim District	6–12	Todd Co. HS	9–12
Little Wound District	6–12	Wagner	9–12
Loneman School	6–8	White River	9–12
Lower Brule District	6–12	Winner	9–12
Marty District	6–2		
Our Lady of Lourdes	6–8		
Pine Ridge District	6–12		
Porcupine	6–8		
Red Cloud District	6–12		
Red Shirt Table	6–8		
Rock Creek District	6–8		
Rockyford	6–8		
St. Francis District	7–12		
Takini District	6–12		
Tiospa Zina District	6–12		
Todd County District	6–12		
Wakpala District	6–12		
Wolf Creek	6–8		
Wounded Knee	6–8		

SECTION IV: QUASI-EXPERIMENTAL EVALUATION OF GEAR UP

In evaluating the implementation of SD GEAR UP, the team compared relevant academic variables between high and low implementation schools. We did this in two ways—the first was using a regression approach where every implementation variable relevant to the school was included. The regression results are presented in Table 2. Again, the small sample size means the inferences from the findings are limited. It is also possible that there are differences that would have been significant with a larger sample size. The adjusted R^2 is used in this evaluation because we want to make sure that we are not finding significance where none exists. The more variables we add to an equation, the more likely we are to find a spurious significant finding; the adjusted R^2 controls for this possibility. The p-value in Table 2 helps us know whether this adjusted R^2 is significant. The eta squared statistic helps us understand the effect size. In other words, simply because a relationship is significant does not mean that the effect is important.

The second approach was a comparison of mean outcome variables between high-implementers and low-implementers. Tables 3, 4, and 5 display the mean difference results. As we discussed earlier, we identified three types of SD GEAR UP services: Those that were focused on improving student academic skills, those that provided additional post-secondary services, and those that provided parent trainings. We then divided the schools into those that provided high levels of activities versus those that provided low levels of activities based on the activity logs. The p-value tells us how certain we are that the difference is due to chance. Typically, if we are not 95% certain that a true difference exists, we assume that the difference can be attributed to random error. We also provided an eta-squared which is an estimate of an effect size. Again, because there were a low number of schools in our comparisons, the risk of a type 2 error where significance exists but is not found is increased.

In what areas were the high implementing SD GEAR UP schools different than the low implementing SD GEAR UP schools?

The high schools that were classified as "high-implementers" of SD GEAR UP had significantly higher levels of ACT completion. However, those same schools also had significantly lower ACT scores when comparing the mean ACT scores. This suggests SD GEAR UP may help more students access the ACT, but it may also encourage more students who are less academically prepared to take the exam which could potentially lower the mean score.

The difference in ACT completion is also seen when comparing mean ACT completion rates. Specifically, the part of high SD GEAR UP implementation that varies across ACT completion rates is the high school post-secondary education program activities. SD GEAR UP schools with high levels of implementation in post-secondary education programs had significantly more students completing the ACT than schools with low levels of implementation.

In other areas, the research team identified no significant differences between those schools that display high levels of SD GEAR UP implementation and those who display low levels of SD GEAR UP implementation. These include completion of math courses beyond Algebra 1 and high school completion rates. See Tables 3, 4, and 5 for the statistical results and the hypotheses that the research team made.

Some SD GEAR UP schools use additional academic prorams, Reading Plus (RP) and Think Through Math (TTM). The trouble with analyzing the impact of these programs is the direction of causality. The schools with RP and TTM have lower average ACT reading scores and math proficiency rates. The schools could be using the additional programs because of need.

Are there significant differences between SD GEAR UP schools and non-GEAR UP schools?

The final level of inquiry involved the comparison between SD GEAR UP schools to similar South Dakota schools without SD GEAR UP. These comparisons are exceedingly difficult in a small state like South Dakota because of the small number of schools with similar demographics. For example, we compared the percentage of students receiving free and reduced lunches between SD GEAR UP and the nine comparison schools. As expected, SD GEAR UP schools averaged significantly higher percentages of students with free and reduced lunches than non-GEAR UP schools ($p<.001$, eta-squared=.556).

When comparing the percent of high school test scores classified as advanced or proficient in science, students at SD GEAR UP schools averaged significantly higher percentages than at non-GEAR UP schools ($p<.001$, eta-squared=.561). SD GEAR UP schools also averaged higher percentages of students scoring advanced or proficient on the state math tests.

Students at SD GEAR UP schools averaged significantly lower ACT Math and Science scores than students at non-GEAR UP schools (Math: $p=.043$, eta-squared=.247, Science: $p=.045$, eta-squared=.243). While the implications of these data are unclear, it is important to take a couple of pieces of information into account. First, is that SD GEAR UP schools seem to do well at increasing the number of students taking the ACT. Thus, those additional students taking the ACT may have lower levels of academic preparation. A second possibility is that schools that need SD GEAR UP programming may already have high levels of students who struggle academically. Thus, the schools could be using SD GEAR UP because the scores are lower, and the higher ACT completion rates could be decreasing the mean scores.

When looking at the continuation to post-secondary education in the SD Board of Regents (BOR) system, the team reviewed publicly available data on the 13 SD GEAR UP high schools and nine comparison schools. There was insufficient data for all SD GEAR UP schools to make comparisons of the differences. This was due to the limitations of publicly available data on students from high schools with fewer than five students attending BOR schools in a given year. Also, the most recent data available was for 2013 which could not be matched with SD GEAR UP activities in 2014–15. The information in the descriptive statistics table provides an overview of performance.

The magnitude of the difference between SD GEAR UP schools and non-GEAR UP schools was not significant for the vast majority of variables analyzed by the team. Similarly, the difference between the schools with high levels of SD GEAR UP implementation and low levels of SD GEAR UP implementation was not significant for most variables. It is important to note that this does not necessarily mean that SD GEAR UP is not effective. Rather, the statistical analysis is limited by sample size and by the use of aggregate rather than student-level data. This lack of difference may also be due to the unknown level of reliability in the data.

Table 2: Regression Analysis					
Hypothesis	**Dependent**	**Direction**	**Adjusted R^2**	**P-value**	
Parent activities HS Academic preparation HS Post-Secondary	HS Graduation rate	Positive	-.134	.588	Here, we hypothesized that high levels of parent activities, high school academic preparation, and high school post-secondary activities would result in high levels of HS graduation. We found that there was **not a significant relationship.**
Parent activities HS Academic preparation HS Post-Secondary	ACT Completion	Positive	.691	.031*	Those schools who implemented GEAR UP with at a high level were more likely to have students complete the ACT than those schools who did not. In fact, the degree of GEAR UP implementation accounts for 69% of the variance in ACT completion. **This is a significant finding.**
Parent activities HS Academic preparation HS Post-Secondary HS Attendance HS Math test scores	Percent of students with two years of math beyond Algebra I	Positive	.05	.418	For this variable, we hypothesized that high levels of parent activities, academic preparation, post-secondary activities, attendance, and Math test scores would be significantly related to the percent of students with two years of math beyond Algebra 1. **We did not find a significant relationship.**
Parent activities HS Academic preparation HS Post-Secondary	% of HS students aspiring to continue their education after HS	Positive	-.121	Not Significant	Finally, we hypothesized that high levels of parent activities, HS academic preparation and HS post-secondary education would relate to a high percentage of students aspiring to continue their education after High School. **We did not find a significant relationship.**

Table 3: Comparison of Means between schools with high and low levels of post-secondary planning activities (HSPS).				
Variable of difference	**High Implementer Mean**	**Low Implementer Mean**	**P-value**	**Effect Size (eta squared)**
% of students completing ACT	0.65	0.24	0.022*	0.549 (Large)
% of students completing two years of math beyond Algebra 1	0.46	0.69	0.261	-0.420
Graduation rate	0.89	0.97	0.487	-0.084
ACT Scores	18.04	18.325	0.781	-0.012
High School Test Scores: % advanced or proficient in Reading	0.49	0.27	0.128	0.238 (Large)
High School Test Scores: % advanced or proficient in Math	0.46	0.23	0.165	0.202
High School Test Scores: % advanced or proficient in Science	0.20	0.14	0.009*	0.290 (Large)
% of HS survey responses who indicated they are aspiring to continue education after high school	0.758	0.81	0.538	0.039
% of HS survey responses who indicated they were knowledgeable about the costs and benefits of college	0.6	0.600	0.990	0.000
% of HS survey responses who indicated either 4 or 5 on question 9 on the student survey (ranking of how knowledgeable they felt)	0.508	0.352	0.013*	0.477 (Large)

Table 4: Comparison of Means between schools with high and low levels of parent activities.				
Variable of difference	**High Implementer Mean**	**Low Implementer Mean**	**P-value**	**Effect Size (eta squared)**
% of students completing ACT	0.49	0.39	0.590	0.038
% of students completing two years of math beyond Algebra 1	0.66	0.54	0.633	0.034
Graduation rate	1	0.84	0.236	0.194
ACT Scores	18.4	17.6	0.513	0.055
High School Test Scores: % advanced or proficient in Reading	0.19	0.42	0.074	-0.284
High School Test Scores: % advanced or proficient in Math	0.14	0.41	0.070	-0.291
High School Test Scores: % advanced or proficient in Science	0.13	0.19	0.130	-0.210
% of Parent survey responses who indicated "some college" or "4 year degree" to question 7: "What is the highest level of education that you think your child will achieve?"	0.924	0.896	0.569	0.017
% of Parent survey responses who indicated "yes" on question 5: "Are you knowledgeable about financial aid and the cost and benefits of your child pursuing a postsecondary education?"	0.65	0.662	0.915	0.001

Table 5: Comparison of Means between schools with high and low levels of Academic Preparation.				
Variable of difference	**High Implementer Mean**	**Low Implementer Mean**	**P-value**	**Effect Size (eta squared)**
% of students completing ACT	0.49	0.37	0.582	0.045
% of students completing two years of math beyond Algebra 1	0.71	0.49	0.283	0.162
Graduation rate	1.00	0.86	0.225	0.232
ACT Scores	17.28	18.88	0.080	-0.375
High School Test Scores: % advanced or proficient in Reading	0.23	0.45	0.098	-0.274
High School Test Scores: % advanced or proficient in Math	0.18	0.42	0.120	-0.246
High School Test Scores: % advanced or proficient in Science	0.15	0.18	0.411	-0.076
% of HS survey responses who indicated they are aspiring to continue education after high school	0.832	0.757	0.365	0.083
% of HS survey responses who indicated they were knowledgeable about the costs and benefits of college	0.6	0.629	0.280	0.115
% of HS survey responses who indicated either 4 or 5 on question 9 on the student survey (ranking of how knowledgeable they felt)	0.415	0.418	0.968	0.000

Table 6: Comparison of Means between GEAR UP and Non-GEAR UP schools				
Variable of difference	**GEAR UP Mean**	**Non-GEAR UP Mean**	**P-value**	**Effect Size (eta squared)**
Middle School Test Scores: % advanced or proficient in Reading	0.388	0.268	0.542	0.019
Middle School Test Scores: % advanced or proficient in Math	0.359	0.196	0.447	0.029
Middle School Test Scores: % advanced or proficient in Science	0.156	0.188	0.497	0.023
High School Test Scores: % advanced or proficient in Reading	0.353	0.516	0.115	0.132
High School Test Scores: % advanced or proficient in Math	0.535	0.313	0.060	0.183
High School Test Scores: % advanced or proficient in Science	0.427	0.165	0.000*	0.561
ACT Composite	18.167	19.125	0.331	0.059
ACT English	15.556	17.912	0.180	0.116
ACT Reading	18.678	20.088	0.193	0.110
ACT Math	18.033	19.95	0.043*	0.247
ACT Science	18.729	20.275	0.045*	0.243
HS Free and Reduced Lunch Percentage	0.938	0.491	0.000*	0.556
MS Free and Reduced Lunch Percentage	0.945	1	0.441	0.027
HS Teacher credentials & experience	0.908	0.975	0.258	0.067
MS Teacher credentials & experience	0.937	0.944	0.951	0.000

HSRP: High School Reading Plus
MSRP: Middle School Reading Plus
HSTTM: High School Think Through Math
MSTTM: Middle School Think Through Math

Table 7: Additional analyses					
Groups being compared	**Variable**	**Mean 1**	**Mean 2**	**p-value**	**Effect size (eta-squared)**
Reading Plus vs. NonReading Plus	ACT Reading	HSRP: 16.4	Non-HSRP: 19.33	0.063	0.411
Reading Plus vs. NonReading Plus	High School Test Scores: % advanced or proficient in Reading	HSRP: 0.234	Non-HSRP: 0.384	0.321	0.098
MS Reading Plus vs. MS NonReading Plus	Middle School Test Scores: % advanced or proficient in Reading	MSRP: 0.353	Non-MSRP: 0.455	0.215	0.030
HS Reading Plus vs. HS NonReading Plus	Graduation Rate	HSRP: 1	Non-HSRP: 0.843	0.236	0.194
HS Think through Math vs. Non HS Think through Math	Percentage of students who graduate HS	HSTTM: 0.99	Non-HSTTM: 0.85	0.307	0.148
MS Think Through Math vs. Non HS Think Through Math	Middle School Test Scores% advanced or proficient in Math	MSTTM: 0.33	Non-MSTTM: 0.39	0.831	0.007
HS Think Through Math vs. Non HS Think Through Math	High School Test Scores: % advanced or proficient in Math	HSTTM: 0.15	Non-HSTTM: 0.4	0.094	0.255
HS Think Through Math vs. Non HS Think Through Math	ACT Math	HSTTM: 17.77	Non-HSTTM: 18.17	0.777	0.012

SECTION V: SD GEAR UP IMPLEMENTATION: PERSPECTIVES OF TEACHERS, ADMINISTRATORS AND COORDINATORS

In order to understand the perceptions and experiences of those most involved with the implementation of the SD GEAR UP program, a focus group was conducted in Rapid City, SD with SD GEAR UP program coordinators on February 21, 2015, during the Spring Conference, a bi-annual gathering of program coordinators. The focus group included both regional coordinators, site coordinators, and staff from the Rapid City SD GEAR UP office. All coordinators and staff were invited through an email invitation when the agenda for the Spring Conference was distributed.

Dr. Kelly Duncan, Principal Investigator, facilitated the focus group. The focus group sessions were facilitated by Rachel Oelmann, Partner/Owner of Sage Products Consultants, LLC. under contract with the USD GRB. A non-participant note taker was present during the discussion to record and summarize the responses. Participants were given questions and paper to record responses if they opted not to comment during the focus group session.

STRENGTHS

The focus group participants identified areas of strength of the SD GEAR UP program. Specifically, the question was "What have you seen as some of the greatest strengths of the GEAR UP in your school? for students? for the school? for parents?"

- Availability of and access to resources.
- Support for individual schools
- Integration of special programming such as applied learning programs or modules
- Cultural awareness
- Student upward mobility in school and college readiness
- *For the school?* Staff support
- *For parents?* Awareness and engagement

Participants remarked on the availability of resources having a direct impact on students' perceptions of attending college. Focus group participants viewed the SD GEAR UP programming as positive and significant indicating that the program provided support for the community, staff, students, and parents.

Participants discussed the use of Reading Plus and Think Through Math at SD GEAR UP schools. School and regional coordinators both remarked on the correlation between student participation in these programs and performance on student assessments. Specifically, school coordinators mentioned the benefit of the individualized nature these programs allowing students a customized learning program.

Another strength that focus group participants mentioned was the integration of cultural awareness and sensitivity. Providing a staff with both Native and non-Native coordinators on site or in the region allows for increased understanding and relationship-building. Participants view SD GEAR UP as the primary program for introduction to college. Setting expectations and facilitating mentors are a strength of the program.

The individuals who serve as school and regional coordinators are perceived as a significant strength of SD GEAR UP. The current staff at SD GEAR UP schools would not be able to provide the level of programming and outside-of-the-classroom activities without a site coordinator and regional infrastructure.

Participants reported a shift in parental expectations after their student involvement with SD GEAR UP. Coordinators also indicated the program helped parents adjust to the idea of a child away at college. The

Summer Honors Program was noted as a strength for parents because of the ability to practice having students away at college.

CHALLENGES

The focus group participants identified challenges for the SD GEAR UP program. Specifically, the question was "What challenges have you encountered in achieving the goals of the program? for coordinators, students, or parents?"

- Integration of programming into the classroom
- Turnover of administration/staff at schools
- *For students?* Competing priorities, particularly athletics
- *For parents?* Financial barriers and transportation

While participants indicated the strength of the SD GEAR UP programming, they struggle with integration during the school day given the competing priorities of the school. The site and regional coordinators spend a significant amount of time on the recruitment of new staff and administrators on board with the GEAR UP program. High turnover of staff and administration increases the time spent on the start-up phase and increases the vulnerability of the program. SD GEAR UP coordinators also felt some duplication between their efforts and those of school counselors.

Students and parents face challenges meeting the goals of SD GEAR UP. Students are faced with competing interests including athletics which limits participation in SD GEAR UP activities. Additionally, participants mentioned how students feel pressure for employment to support their family which limits GEAR UP participation. Parents face financial challenges related to the SD GEAR UP Summer Honors Program. The financial burden of the child not working for the summer and not taking care of younger siblings is a challenge. In the Summer Honors Program, students also need some ancillary money for snacks, laundry, etc. Transportation to the summer program poses a notable challenge for many families.

IMPROVEMENT OPPORTUNITIES

The focus group participants identified opportunities for the SD GEAR UP program. Specifically, the question was "What suggestions would you share to improve the program?"

- Additional financial resources
- Structure calendar of events
- Assistance with transportation
- Increased parent engagement and awareness

Participants indicated one way to increase participation in SD GEAR UP activities is to serve food. Additional financial resources to serve food at events were discussed as an opportunity for improvement. Another opportunity regarding events is to have a structured event calendar with suggested activities for each month for the coming year. The site coordinators remarked that the awareness of SD GEAR UP activities rests on the communication between site and regional coordinators.

Focus group participants mentioned two areas related to parents that could increase involvement. Providing transportation to the Summer Honors Program would increase participation from the remaining tribes, who have not yet started providing that level of support. Site and regional coordinators in the focus group indicated that the SD GEAR UP program has room to expand in terms of parental engagement which can yield benefits in many areas.

SECTION VI: TEACHER/COORDINATOR SURVEY

The results of the focus group were used to build a follow-up survey. The survey was designed to assess the generalizability of the responses provided in the focus groups. All relevant personnel at SD GEAR UP participating schools were invited to participate. The survey was administered in Pyschdata, an online survey platform, from April 17–30, 2015. A total of 49 respondents completed the survey, though not every respondent completed every question.

The respondents to the survey varied in professional background but the majority were teachers. Of the respondents, 27 (57.4%) were teachers, five (10.6%) were Administrators, four (8.5%) were Counselors, three (6.3%) were Paraprofessionals, two (4.2%) were Special Education (SPED) Coordinators. There was also one Technology Supervisor, one SPED Teacher, one Parent Educator, one Career Counselor, one Adult Education Teacher, and one Administrator Secretary.

The respondents indicated the number of years they have been working in their positions. Their years of service vary between one (1) year and thirty eight (38) years, resulting on a total average of 9.25 years.

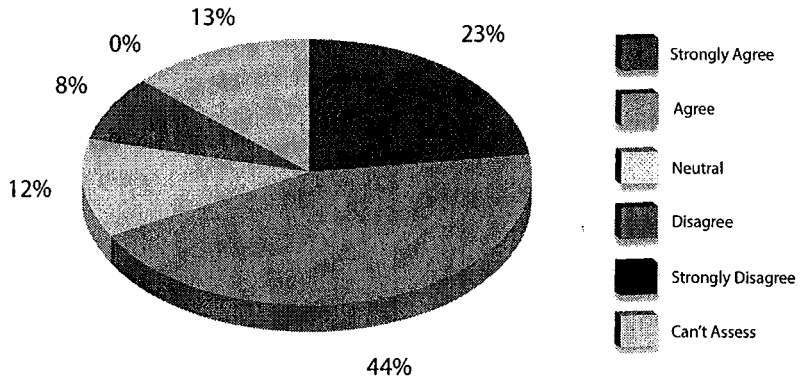
Are you the parent of a child who is or has been involved in GEAR UP?

Thirty six respondents (77%) indicated that they are not parents of a child who is or has been involved in GEAR UP, while eleven (23%) indicated that they are. They all contendthat none of them were participants in GEAR UP when they were in middle school or high school.

As a result of students' participation in GEAR UP activities, students are more involved in the learning process.

The staff and teachers' perception regarding student involvement in the learning process, as a result of their participation in SD GEAR UP activities is positive. Twenty one of them (44%) agree that students are more involved in the learning process. Eleven (23%) strongly agree with such statement. On the other hand, four (8%) disagree with this statement, while twelve (25%) are either neutral or cannot assess the veracity of this statement. However, nobody strongly disagreed with it.

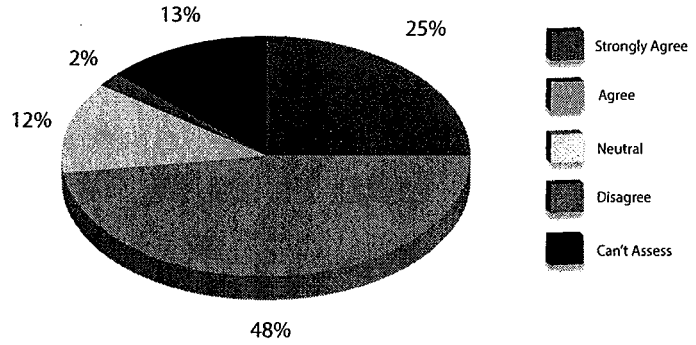
Figure 1: Students are more involved in the learning process.
n=48



As a result of students' participation in GEAR UP activities, students have knowledge of how they can pay for college or post-secondary education.

Most SD GEAR UP teachers and staff agree and strongly agree on the knowledge students have on how to pay for college or post-secondary education. Twenty three (48%) show agreement and twelve (25%) show strong agreement on this statement as a result of students' participation in SD GEAR UP activities. Twelve of them (25%) are either neutral or cannot assess this statement while one (2%) disagrees with it.

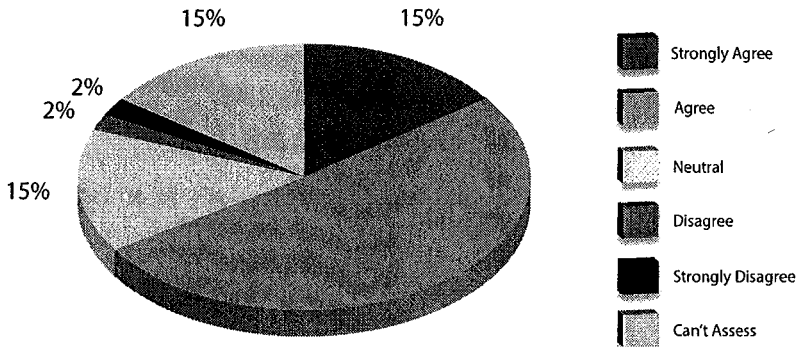
Figure 2: Students have knowledge of how they can pay for college or post-secondary education. n=48



As a result of students' participation in GEAR UP activities, students have a better understanding of their individual skills and abilities.

Regarding students' understanding of their own skills and abilities as a result of their participation in SD GEAR UP activities, twenty five (52%) of respondents agree with this statement and seven (15%) strongly agree with it. Seven (15%) are neutral about it and other 7 (15%) state that they cannot assess it. On the other hand, one (2%) disagrees with this statement while another one (2%) strongly disagrees with it.

Figure 3: Students have a better understanding of their individual skills and abilities. n=48



Are you aware of the Think Through Math and Reading Plus programs?

When asked about their awareness of the Think Through Math and Reading Plus programs, only half of the respondents (24) indicated that they were aware of them. Only those that reported being aware of the program were asked the follow up questions on whether students' utilization of the two programs improved their skills. Thirteen (59%) of them were neutral about the improvement of students' math skills as a result of their participation in the Think Through Math program, the other 41% indicated agreement. The responses for the Reading Plus program were similar; half of respondents (11) were neutral regarding students' improvement on their reading rate and reading level, with the other half agreeing to some extent. None of the respondents disagreed with the utility of the programs in either question.

Figure 4: As a result of students' utilization of Think Through Math, students' math skills have improved. n=24

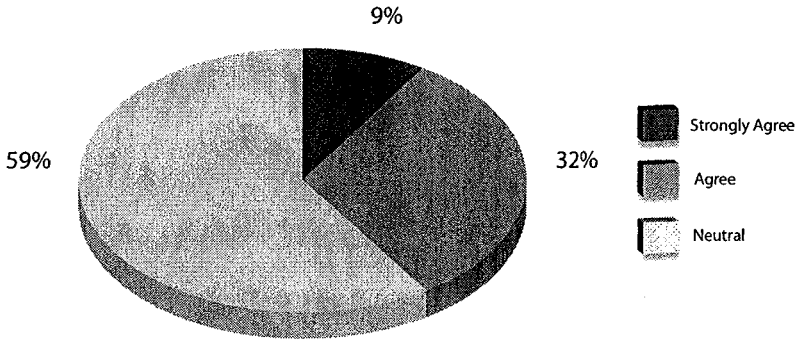
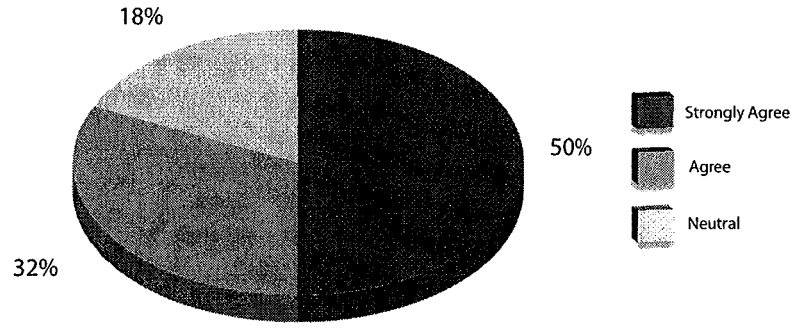


Figure 5: As a result of students'utilization of the Reading Plus program, students' reading rate and level have improved. n=24



SECTION VII: EVALUATION OF SD GEAR UP SUMMER HONORS PROGRAM

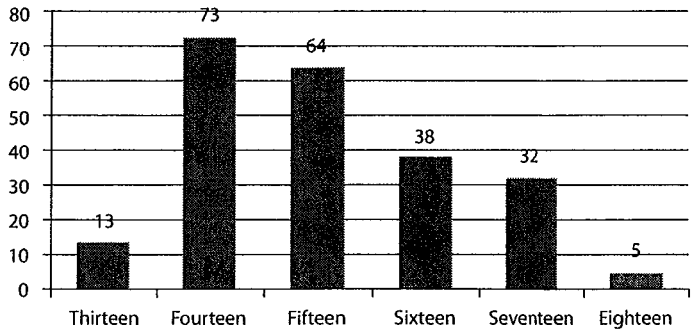
STUDENT SURVEY DATA

The evaluation team, in coordination with the College Access and SD GEAR UP Grant Advisory Committee, developed a survey to be administered to students participating in the Summer Honors Program at the beginning and end of the program. The evaluation team also recommends that several sections of the survey be subsequently administered to all students at SD GEAR UP Schools in order to compare responses. If students that participated in the Summer Honors Program could be tracked in the subsequent survey, the persistence of effect could also be measured. For every question included on both the pre and post surveys, the evaluation team ran two sets of analyses. The first was a comparison of the average score of each item for all 225 students who took the pre-test and the 107 students who took the post test. This was accomplished by using unpaired t-tests between the two groups. The second analysis was conducted on the 76 respondents who completed both the pre-test and the post-test. This paired t-test provided more power which reduced the chance that of finding no significance when significance truly does exist (Type 2 error). Ideally, all 225 of the pre-students would have been matched. Neither analysis found significant improvement on most of the measures (unless noted below). In a few cases there was actually a significant change in the opposite of the expected direction.

DEMOGRAPHICS

Nearly two thirds of the participants were female and over 75% identified as American Indian or Alaskan Native. The camp accepts invitees between the 8th and 9th grade, and only allows those older students who have participated during previous years to attend. As such, most of the students identified as being in 9th and 10th grade, and 14 or 15 years old.

Figure 6: What is your age?
n=225



The majority of students have access to the internet (see Figure 5). However, there are a few students, over 10%, who do not have internet access at home. This is important to consider because many financial aid forms, college application, and communications with college admissions officers are primarily available online. Most students (61.3%) access the internet every day. The majority of students report having a close family member who has graduated from college. It appears that only a third of the students have no family members with college degrees (See Figure 6). When asked about grades, nearly 60% of the students reported that they earned mostly B's or higher while the majority of the remaining students earned mostly B's and C's (See Figure 7). Just under a third of respondents 31.3% reported having a bank account with 49.3% indicating that they did not and another 19% were unsure.

Figure 7: How often do you access the Web from home?
n=225

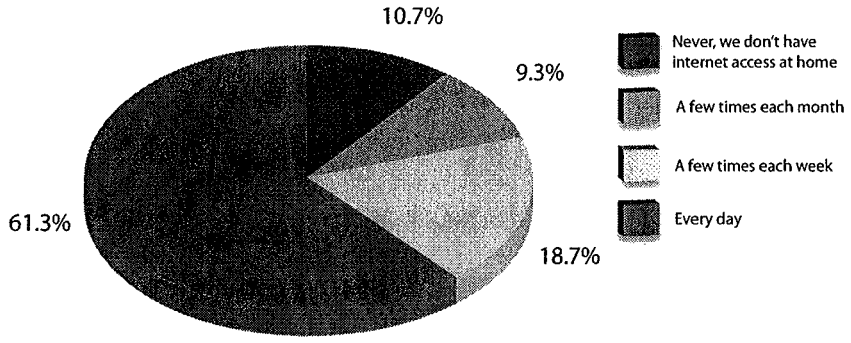


Figure 8: Has anyone in your close family already graduated from college?
n=225

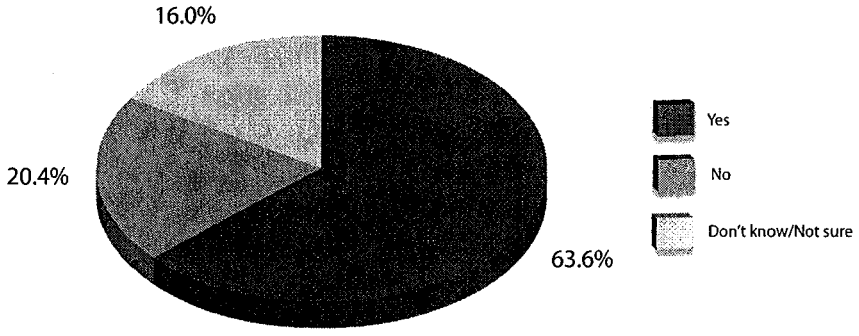
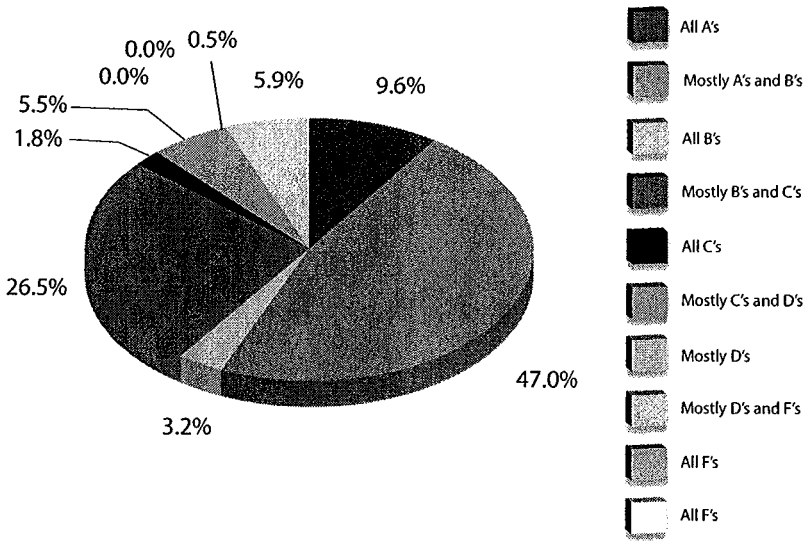


Figure 9: Which of the following best reflects the grades you received on your last report card? n=219

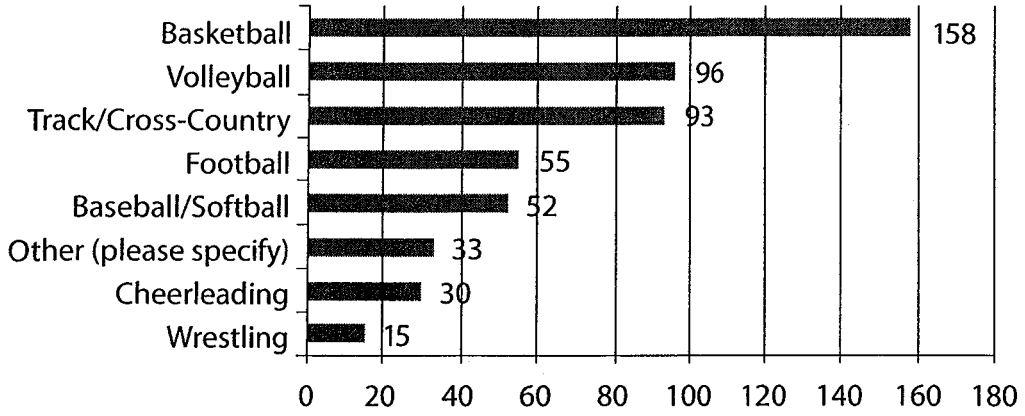


Question 47 of the pre-GEAR UP survey asked students, "What was the name of the last Math course you completed?" As would be expected, responses varied by grade level. Table 8 provides the breakdown of all responses by grade.

Table 8: Most Recent Math Course by Grade

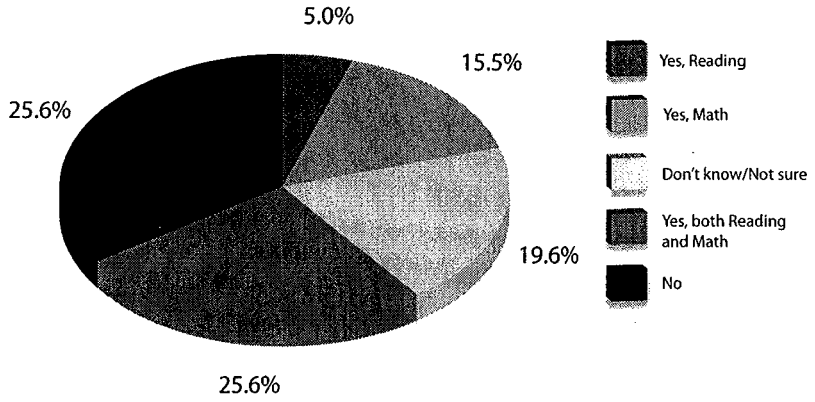
Grade	"8th Grade Math"	Pre-Algebra	Algebra 1	Algebra 2	Geometry	Pre-Calculus	Other	None/Unknown
8th	-	50.0%	50.0%	-	-	-	-	-
9th	3.6%	30.1%	53.1%	-	-	-	7.2%	6.0%
10th	-	10.0%	60.0%	5.7%	7.1%	-	14.3%	2.9%
11th	-	6.1%	15.1%	36.4%	33.3%	3.0%	3.0%	3.0%
12th	-	-	9.1%	36.4%	27.3%	6.1%	12.1%	9.1%

Figure 10: Which of the following athletic activities are you involved in? n=532



Students were asked to indicate which athletic activities (if any) they participated in. Students could choose more than one. Basketball was the most-participated-in athletic activity, with 158 students reporting participation. Volleyball and track/cross-country had similar participation levels, with 96 and 93 students reporting participation. Football and baseball/softball also had similar participation levels, with 55 students in football, and 52 in baseball/softball. A total of 33 students reported participation in other athletics. Following the "Other" category, 30 students participated in cheerleading. Wrestling saw the lowest participation, with only 15 students.

Figure 11: Did you participate in a Reading or Math tutoring program at your school in the past year? n=219



When asked if they had participated in a Reading or Math tutoring program at their schools in the past year, the majority of respondents (53.9%) selected either "No" or "Don't Know/Not sure." A plurality of students, 34.3%, indicated that they had not participated in either program, while 19.6% students didn't know or couldn't remember whether or not they had participated. Of the students who did participate in tutoring programs, 25.6% participating in a reading program, 15.5% in a math program, and 5.0% were tutored in both math and reading.

POST-HIGH SCHOOL/COLLEGE PREPARATORY PLANS, PLANNING, AND KNOWLEDGE

Next, the survey asked participants several questions about their plans for high school completion and college readiness. All but one of the students surveyed indicated that they were going to complete high school. When asked about their plans after high school, 82.7% of Summer Honors Program participants reported in the pre survey that they envisioned themselves at a 4-year college or university; 26.2% endorsed plans for the military with almost another quarter (22.2%) envisioning themselves at another form of higher education including tribal college, community college, or a technical institute. These findings did not change significantly in the post-survey. However, when asked about the highest level of education they were likely to complete, there was a slight (though not statistically significant) increase in the percentage of students that reported 4-year college (from 76.9% to 82.2%). In the pre-survey, a strong majority of students (84.0%) indicated that someone from their school or the GEAR UP program had spoken to them about college entrance requirements. The percentage in the post survey was slightly lower. The small decrease may be a result of random differences in the respondent sample, but it is still noteworthy that 20.6% of students having just completed the Summer Honors Program indicated that no one from GEAR UP had ever spoken with them about college entrance requirements. Similarly 28.0% of students before the Summer Honors Program and 31.8% after said "No," when asked if anyone from the school or GEAR UP had ever spoken with them about the availability of financial aid to help pay for college. The percentage of students indicating they were knowledgeable about financial aid and the cost and benefits of going to college also decreased slightly from 69.3% in the pre survey to 66.4% in the post. There was no statistically significant increase in any of these measures following participation in the Summer Honors Program.

Table 9: Importance of high school completion

How important is it to your parents or guardians that you graduate high school?	Very Important	Somewhat Important	Somewhat Unimportant	Very Unimportant
Pre Summer Honors Program	94.2%	4.9%	0.9%	0.0%
Post Summer Honors Program	80.5%	17.3%	1.3%	0.9%

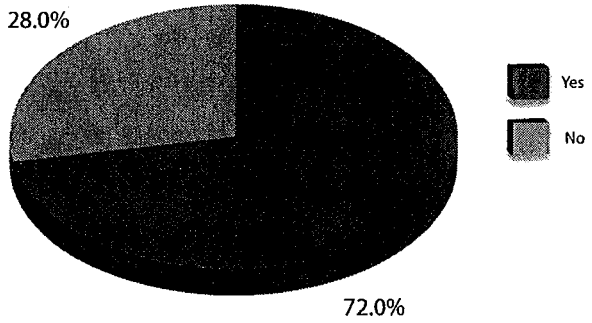
Table 10: Importance of college attendance

How important is it to your parents or guardians that you go to college?	Very Important	Somewhat Important	Somewhat Unimportant	Very Unimportant
Pre Summer Honors Program	90.7%	6.5%	1.9%	0.9%
Post Summer Honors Program	83.1%	13.1%	1.9%	1.9%

The above figures summarizes student responses to questions about the importance of education to their families and guardians. Post-summer program survey responses resulted in similar figures, with 97.2% of respondents believing it was important to their parents or guardians that they complete high school, and 96.2% believing it was important to their parents or guardians that they attend college.

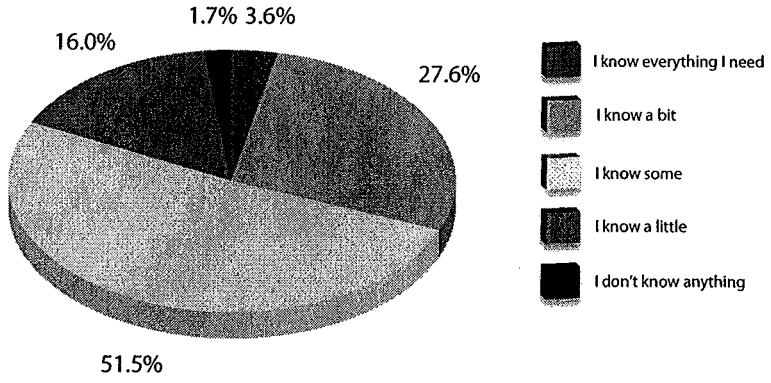
Students were also asked to report on the affordability of a 4-year college degree. As can be seen in Figure 21 below, 72% of students taking the pre-program survey thought a 4-year college degree could be affordable using financial aid, scholarships, and family resources. There were no significant changes in the post-program survey. Students were also asked to estimate the cost of college attendance in South Dakota per year. Student responses ranged across all categories. A majority of pre-summer program students (74.3%) believe that college costs between $5,001 and $25,000 per year. Only 15.3% of respondents believe college costs up to $5,000, and 15.6% believe college costs more than $25,000 per year. There were no significant changes after program participation.

Figure 12: Do you think that you could afford to attend a public 4-year college using financial aid, scholarships, and your family's resources? (Check one) n=225



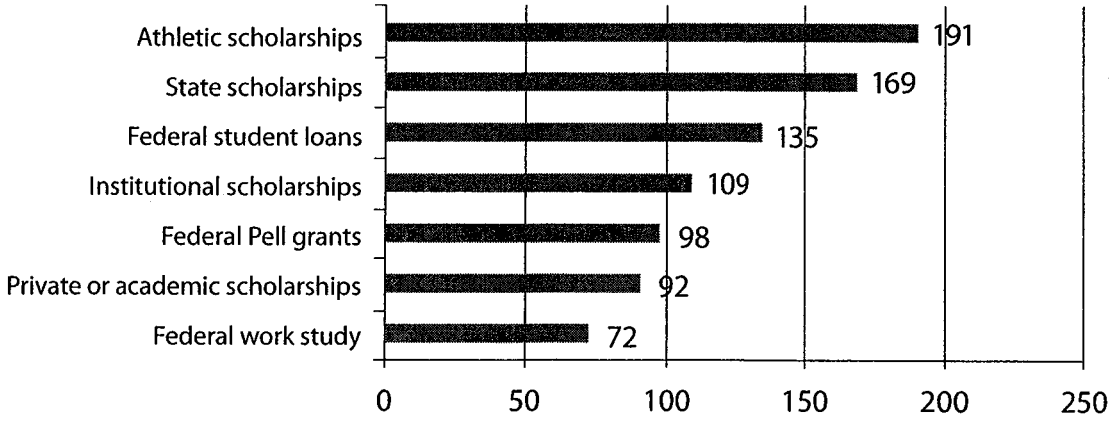
When asked, "To what extent are you knowledgeable about the academic preparation needed to go to college?" a majority of pre-summer program students (82.3%) had at least some knowledge about the academic preparation necessary for college. The same majority of post-summer program respondents (82.3%) felt they had at least some knowledge about academic preparation. However, a larger number of post-summer program students (4.7%) selected "I know everything I need". In addition, 29.9% of post-summer program students selected "I know a lot", compared to 27.6% of pre-summer program students. It is important to understand the limitations of the interpretations that we can make about knowledge questions. After all, some students begin a process by thinking they have a lot of knowledge, and soon learn that the process is much more complex. Thus, the Summer Honors Program may still be effective even if some students report knowing less after the camp than they knew going into the camp.

Figure 13: To what extent are you knowledgeable about the academic preparation needed to go to college? n=225



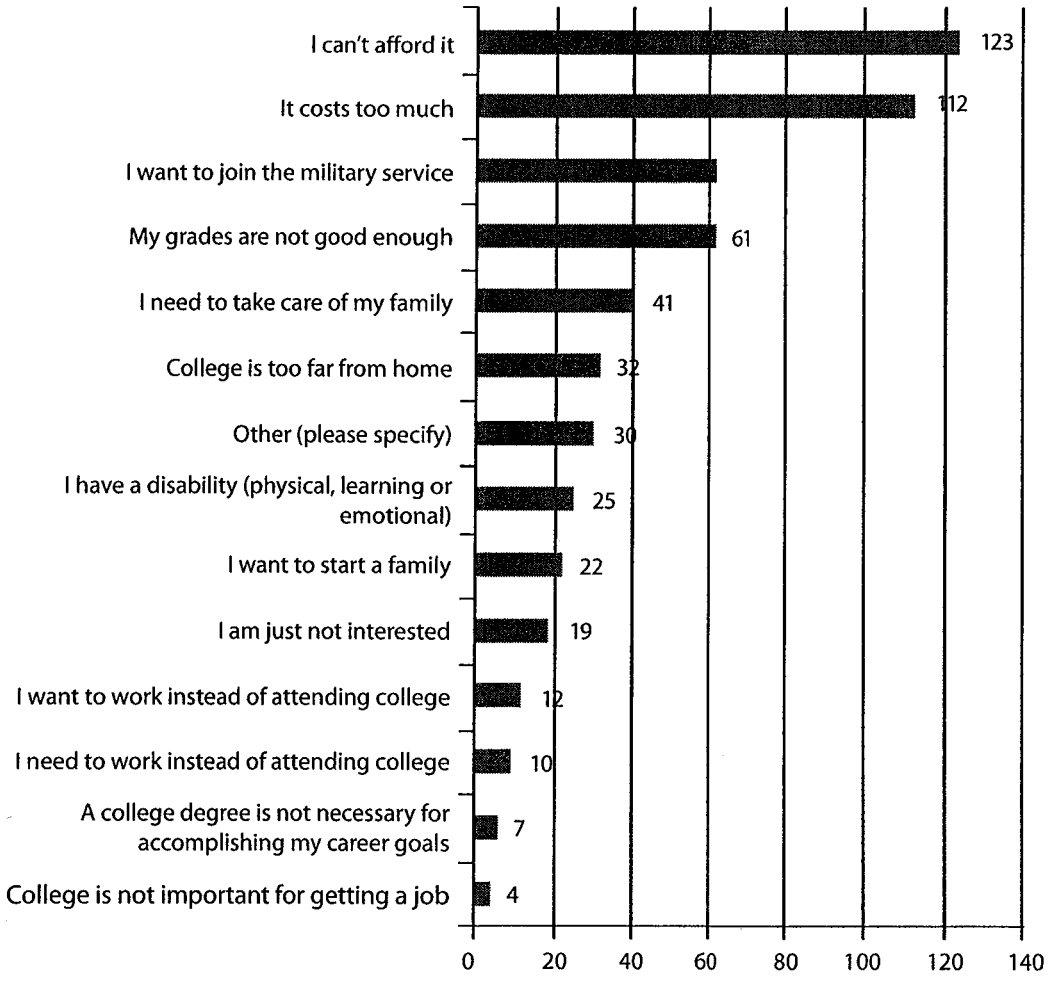
When asked what types of financial aid and scholarships they believed were available in South Dakota, results were similar in both pre- and post-summer program responses. The largest number of students, 191 pre-summer program and 83 post-summer program, selected athletic scholarships as the scholarships available in South Dakota. State scholarships and Federal student loans were popular selections in pre- and post-summer program survey responses. Federal work-study was selected by the least amount of students, with only 72 pre-summer program selections, and 44 post-summer program selections. The results, as shown in the figure below, show that while students are fairly knowledgeable about athletic scholarships, state scholarships, and federal student loans, fewer students know about work-study, Federal Pell grants, and private and/or academic scholarships.

Figure 14: What types of financial aid and/or scholarships do you think are available in South Dakota? (Check all that apply) n=866



Finally, students were asked about reasons that they might not attend college. Answers were consistent across both surveys with the top-cited reasons relating to affordability/cost, a desire to pursue other paths such as joining the military or taking care of their family, and concerns about their grades not being high enough. Overall, while the responses varied across an array of reasons, costs remain the largest reported deterrent of students surveyed.

Figure 15: Which of the following are reasons you might not attend college? (Check all that apply)
n=560



STUDENTS' ABILITIES

Table 11: Student's Degree of Confidence in Own Abilities (pre-program) (n=225) (post-program) (n=107)

		1 (Cannot do at all)	2	3 (Can do it moderately well)	4	5 (Certain I can do)
I can complete a financial aid form.	Pre	12.4%	27.6%	36.9%	14.2%	8.9%
	Post	17.8%	25.3%	32.7%	12.1%	12.1%
I know what scholarship and financial aid opportunities I can apply for.	Pre	7.6%	28.4%	33.8%	23.5%	6.7%
	Post	12.2%	18.7%	33.6%	22.4%	13.1%
I can take the high school courses I need to get into college.	Pre	2.7%	8.9%	18.2%	32.4%	37.8%
	Post	3.7%	13.1%	31.8%	20.6%	30.8%
I am smart enough to be successful in school.	Pre	2.2%	8.9%	21.3%	30.2%	37.4%
	Post	4.7%	5.6%	31.8%	29.4%	28.0%
I know what classes I need to take to graduate from high school.	Pre	3.6%	7.6%	19.1%	28.4%	41.3%
	Post	8.4%	6.6%	28.0%	27.1%	29.9%
My community supports me in being successful in school.	Pre	8.0%	16.0%	25.3%	30.2%	20.5%
	Post	7.5%	19.6%	29.9%	22.4%	20.6%
I can do well on the ACT or SAT.	Pre	4.5%	19.1%	39.1%	24.9%	12.4%
	Post	8.4%	15.0%	39.3%	13.3%	14.0%
I can complete a college application.	Pre	3.6%	15.1%	30.2%	24.0%	27.1%
	Post	7.5%	14.0%	36.4%	21.5%	20.6%
I can get good grades in difficult classes.	Pre	5.8%	15.1%	33.8%	25.3%	20.0%
	Post	4.7%	10.3%	36.4%	29.0%	19.6%
I can be accepted into a college.	Pre	3.1%	13.3%	28.9%	32.5%	22.2%
	Post	1.9%	8.4%	39.3%	25.2%	25.2%
I can manage my time to get my work done.	Pre	1.3%	14.2%	30.7%	32.4%	21.4%
	Post	3.7%	9.3%	34.6%	23.4%	29.0%
I can ask teachers for help if I need it.	Pre	2.6%	8.9%	23.1%	27.6%	37.8%
	Post	4.7%	10.3%	21.5%	28.0%	35.5%
I can get the help I need to get into college.	Pre	4.4%	10.7%	24.9%	30.2%	29.8%
	Post	3.7%	9.4%	25.2%	23.4%	38.3%
I can get teachers to help me when I get stuck on schoolwork.	Pre	3.2%	7.1%	28.4%	28.4%	32.9%
	Post	4.7%	9.3%	22.4%	27.1%	36.5%
I can study a chapter for a test.	Pre	4.0%	10.6%	27.1%	31.6%	26.7%
	Post	7.5%	13.0%	27.1%	23.4%	29.0%
I can pay attention during class.	Pre	2.2%	9.3%	20.5%	32.9%	35.1%
	Post	1.9%	9.3%	26.2%	32.7%	29.9%
I can graduate from high school.	Pre	1.3%	4.4%	8.9%	16.5%	68.9%
	Post	2.8%	5.6%	13.1%	25.2%	53.3%
I can work with other students to be successful in school.	Pre	1.7%	10.2%	19.6%	30.2%	38.3%
	Post	4.7%	5.6%	28.0%	27.1%	34.6%

I can understand all subjects in school.	Pre	4.0%	12.0%	34.7%	29.8%	19.5%
	Post	6.6%	8.4%	30.8%	28.0%	26.2%
I can finish my homework every day.	Pre	2.7%	14.7%	32.0%	28.4%	22.2%
	Post	4.7%	12.1%	29.0%	27.1%	27.1%
I can find which college is best for me.	Pre	4.4%	10.7%	21.8%	24.9%	38.2%
	Post	8.4%	7.5%	24.3%	27.1%	32.7%

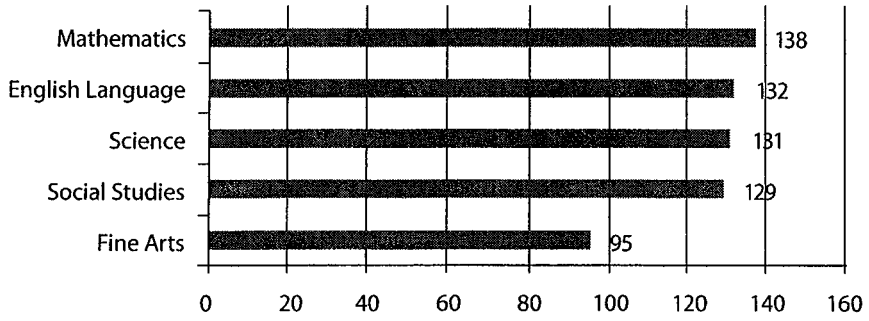
The questions in Table 3 gave students an opportunity to express their confidence in their own academic and college-preparatory abilities. For each statement, students were asked to rate their ability to perform the described activity on a scale from one to five, where one represented an inability to perform the activity and five represented certainty that they could complete the activity. While there is no consistent pattern in the difference between responses, the results are not entirely encouraging, a smaller percentage of students selected responses 4 and 5, the categories indicating the most certainty in their abilities, in the post-program survey for almost all activities. In addition, a larger percentage of students responded "Cannot do at all" for many activities in the post-program survey. This is particularly discouraging given that these questions in the survey would be the area we would expect the Summer Honors Program make the most positive difference.

The percentage of students that indicated they were certain they could complete a financial aid form increased by 3.2% in the post survey. Similarly the percentage of students who indicated certainty in their ability to "know what scholarship and financial aid opportunities I can apply for," almost doubled. Finally, the percentage indicating certainty in finishing their homework everyday also increased by almost 5%. While none of these positive changes were statistically significant, they were at least movement in the expected direction.

COLLEGE READINESS BY SUBJECT

When asked about the subject areas for which they felt confident in their abilities to meet college entrance requirements during the pre-program survey, students' confidence proved to be highest in mathematics and English language, though other responses closely followed. Similar levels of confidence were found in the subjects of Science Social studies. The least confidence was in the subject of Fine Arts. The responses were similar in the post-program survey,

Figure 16: I am confident in my abilities to meet the requirements needed for college in the following subject areas. n=625



Question 52 on the pre-summer program survey asked students to mark the activities they participated in during the past year. The most-participated-in activity by far was the Summer Honors Program. Over a hundred students indicated that they had visited a college, and 90 reported participation in a school-related family and/or cultural event. Eighty-two students participated in tutoring in math, science, English, or social studies, 69 in college and career camps, 57 in computer lab, 54 in attending workshops, 50 in Youth Council, 43 in computer-assisted labs, 31 in mentoring, 28 in job site visit/job shadowing programs, and 17 in Other. The top three "Other" responses reported by students were athletics, fine arts-related activities, and volunteer work. Financial literacy counseling had the lowest participation, with only seven students reporting participation.

Questions 56-65 on the survey gave students the opportunity to express their satisfaction or dissatisfaction with the GEAR UP related activities they participated in over the past year. They were asked to rank their satisfaction on a scale from "not at all satisfied" to "extremely satisfied", or to select the "did not participate" option. For all the events a plurality of the 221 students did not participate except for "visiting a college" and "GEAR UP family and/or cultural events." The largest percentages of non-participation among students fell in the financial aid and literacy counseling, mentoring, and college advising. A sizable percentage of students (44.3%) did not participate in financial literacy counseling or financial aid counseling (43.4%). For each of the activities in which students participated, a majority was at least slightly satisfied. The highest percentages of satisfaction were in the categories "GEAR UP family and/or cultural event" and "visiting a college". Of the 221 responses, 73.9% of students were at least slightly satisfied with visiting a college, 23.2% of which were extremely satisfied, and a large majority of 90.1% of students were at least slightly satisfied with GEAR UP family and or cultural events, with a plurality, 30.3%, being extremely satisfied. Generally, dissatisfaction remained low, with less than 10% of students selecting "not at all satisfied" in nine out of ten categories. However, "financial literacy counseling" had the highest dissatisfaction rate at 11.3%.

FAMILY AND FINANCIAL COLLEGE PREPARATION

Table 12: Family College Preparation (pre-program)

Questions 66–69	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
My family and I believe it is important to save money for college.	1.8%	3.6%	25.4%	34.4%	34.8%
My family and I have started saving money for college.	10.4%	17.7%	42.1%	16.7%	13.1%
My family and I know the steps to prepare for college.	4.1%	7.7%	25.8%	38.5%	23.9%
If made available, my family and I would attend training on how to save money for college.	4.1%	10.9%	33.0%	30.8%	21.2%

Table 13: Family College Preparation (post-program)

Questions 40-43	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
My family and I believe it is important to save money for college.	0.0%	2.8%	29.9%	30.8%	36.4%
My family and I have started saving money for college.	7.5%	15.9%	38.3%	18.7%	19.6%
My family and I know the steps to prepare for college.	2.8%	6.6%	27.1%	33.6%	29.9%
If made available, my family and I would attend training on how to save money for college.	5.6%	9.3%	32.7%	29.0%	23.4%

The next series of questions asked students to indicate their level of agreement with a series of statements related to family and financial preparation for college. From the pre- to the post-summer program survey, the percentage of students who strongly agreed with the statements increased for every question. Only two of the four questions saw decreases in the Not Sure category, but all other categories had more decreases than increases. The percentage of students selecting the Disagree response decreased for every question. Each statement is examined in more detail below.

Figure 17: My family and I believe it is important to save money for college. (pre-program) n=221

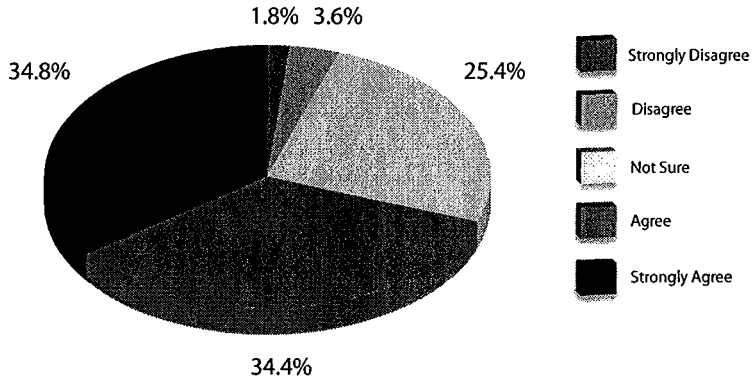
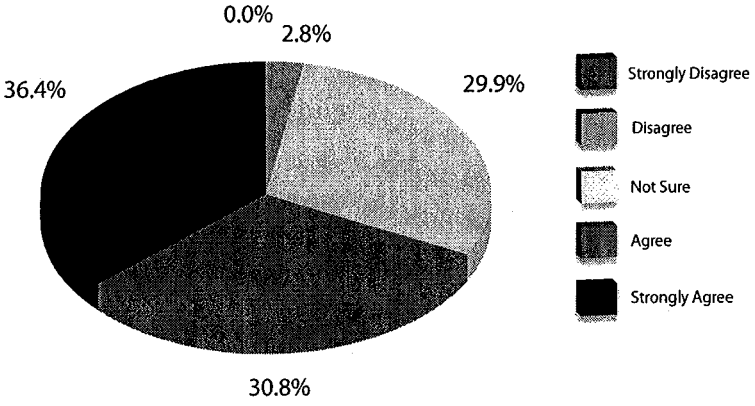


Figure 18: My family and I believe it is important to save money for college. (post-program) n=107



During the pre-summer program survey, the majority of students (69.2%) indicated that they agreed to some extent when presented with the statement "My family and I believe it is important to save money for college." However, only a third of students report that their family has begun saving for college.

Figure 19: My family and I have started saving money for college. (pre-program) n=221

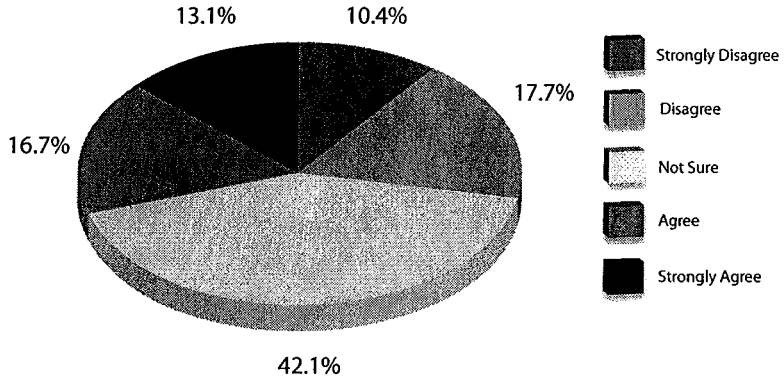
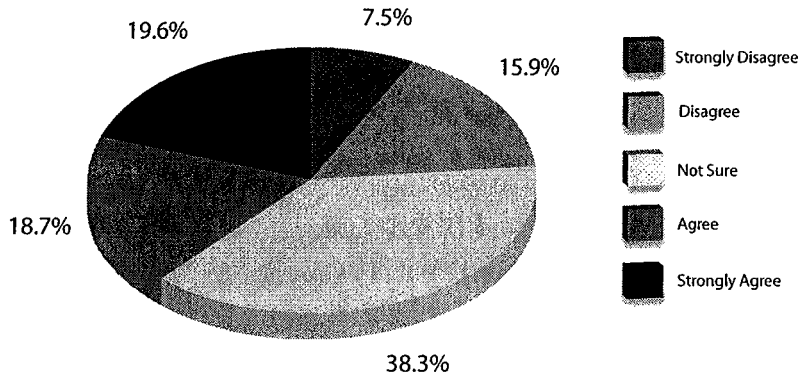


Figure 20: My family and I have started saving money for college. (post-program) n=107



When asked whether or not they and their families had started saving money for college during the first survey, a plurality of students (42.1%) indicated that they were unsure. Agreement and disagreement were nearly equal, with 29.8% of students reporting agreement and 28.1% reporting disagreement. In the post-summer program survey agreement increased to 38.3%, and far outweighed disagreement (23.4%). A smaller percentage (38.3%) of students selected the Not Sure response in the second survey, but this group was still the most common of the five categories.

Figure 21: My family and I know the steps to prepare for college. (pre-program) n=221

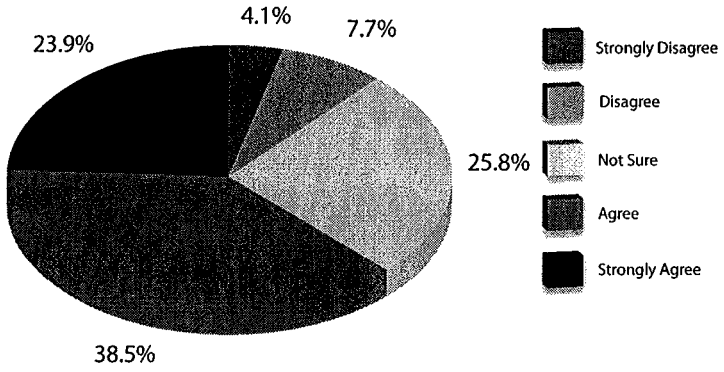
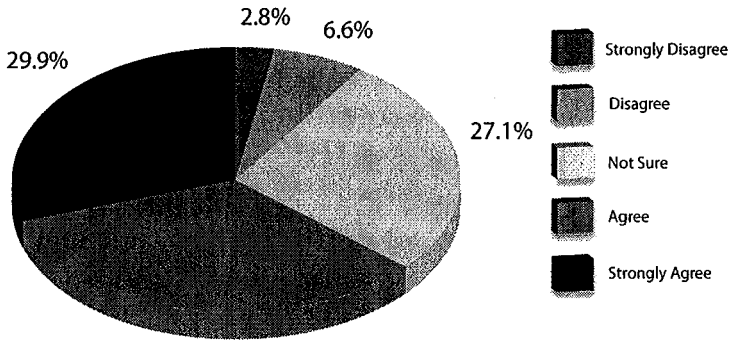


Figure 22: My family and I know the steps to prepare for college. (post-program) n=107



The majority of students who took the pre-summer program survey (62.4%) agreed with the statement "My family and I know the steps to prepare for college." The plurality (38.5%) indicated that they agreed. About a quarter (25.8%) reported that they were not sure, while a total of 11.8% disagreed. In the second survey, agreement increased slightly to 63.5% and disagreement decreased to 9.4%. The percentage of students who reported that they were unsure increased to 27.1%.

Figure 23: If made available, family and I would attend training on how to save money for college. (pre-program) n=221

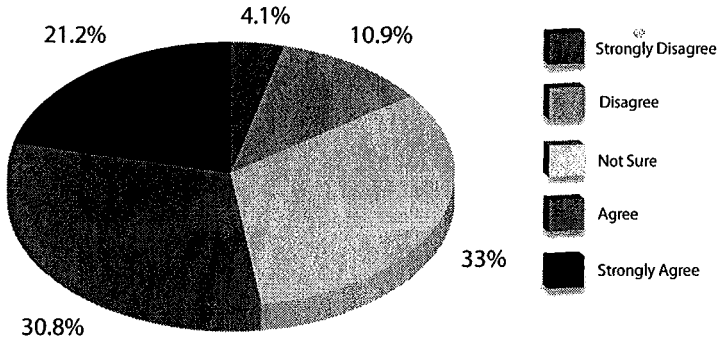
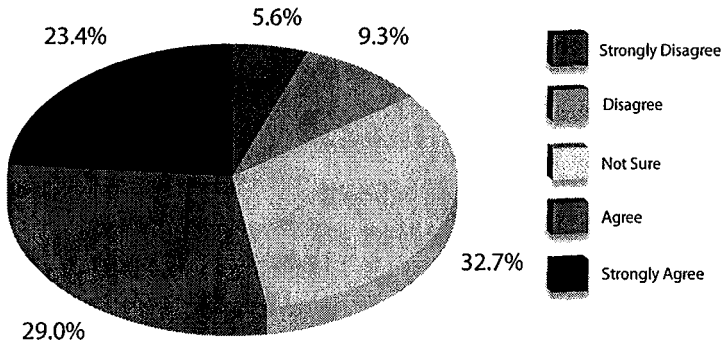


Figure 24: If made available, family and I would attend training on how to save money for college. (post-program) n=107



Again, a majority of students during the pre-summer program (52%) agreed to some extent with the statement "If made available, my family and I would attend training on how to save money for college." Within this group of students, more selected Agree (30.8%) than Strongly Agree (21.2%). However, the plurality of students (33.0%) was not sure about this statement. A total of 15.0% disagreed. There was little change in the post-GEAR UP survey, where 52.4% of students agreed and 14.9% disagreed. The plurality of students (32.7%) selected the "Not Sure" response.

SECTION VIII: SD GEAR UP FOCUS GROUP— SUMMER PROGRAM STUDENT PARTICIPANTS

On June 17, 2015, two focus groups with SD GEAR UP Summer Honors Program students were held on the campus of the South Dakota School of Mines and Technology in Rapid City, SD. The focus groups were held approximately half-way through the Summer Honors Program and included high schools students. The first group included students entering 9th grade or 10th grade in fall 2015. The second group included students entering 11th grade or 12th grade in the fall 2015 and recent graduates who were serving as first-year mentors in the program.

The questions in the focus group were designed by Dr. Kelly Duncan, one of the project's principal investigators. The focus group sessions were facilitated by Rachel Oelmann, Partner/Owner of Sage Products Consultants, LLC. under contract with the USD GRB. A note-taker was present to capture the discussion and summarize the findings.

Group #1 included five freshman and five sophomores. Group #2 included five juniors, three seniors, and 3 recent (May 2015) graduates who serve as mentors. The students came from a variety of high schools and geographic areas in the state.

PREPARATION

The focus group participants stated that the SD GEAR UP program has impacted their preparation for life after high school. Specifically, the question was "How has being in SD GEAR UP helped prepare you for what you plan to do after high school?"

- Prepares students for college life
- Helps students boost their resumes
- Gives students "something to do" that is positive and worthwhile
- Gives students a head start

Participants viewed the GEAR UP program as a path toward college and success while in college. Students mentioned that it can be difficult for Native students living on a reservation to know about opportunities, how to pursue them, and what the experiences might be like. The experience of living on campus during the Summer Honors Program, dining on campus, and taking college classes reportedly served as a motivator for students as they move through high school.

Participation in the GEAR UP programming was credited with the knowledge of what activities would boost a resume. The focus group participants discussed how participation in the Summer Honors Program would look favorable to application and scholarship committees.

The Summer Honors Program was mentioned as a worthwhile summer activity. Focus group participants indicated that the summer can be difficult for students who are not able to secure and retain employment. By giving students an opportunity away from home, the Honors program gives students time to focus on learning, growth, and success strategies. It also provides the students a head start on the school year in their home communities.

PARTICIPATION DURING THE SCHOOL YEAR

The focus group participants identified the activities related to the SD GEAR UP program that were most useful. Specifically, the questions were "What activities during the school year have been most useful to use? How have they been useful?" The students indicated the planners were useful. They did not talk about any specific activities of the program rather what they learned from the program. This result could be due to the nature of SD GEAR UP activities which are integrated with school activities. The students felt they learned the following:

- Personal responsibility
- Ability to access new and/or different classes
- Increased awareness of the Summer Honors Program

The focus group students discussed how GEAR UP had fostered a higher level of personal responsibility and made them aware of their own role in their educational future. Collectively, the students remarked at the availability of different classes as a result of GEAR UP including courses related to culture and native identity. Focus group students discussed how their participation in school-year GEAR UP activities was motivated by the desire to continue participation in the Summer Honors Program. All students in the focus group remarked they found the Summer Honors Program to be of high value more so than the school-year activities.

PARTICIPATION DURING THE SUMMER HONORS PROGRAM

The focus group participants identified the activities related to the Summer Honors program that were most useful. Specifically, the questions were "What activities at the summer program have been most useful to use? How have they been useful?"

- Personal responsibility
- Time management skills
- New/different classes
- Learning about culture
- Field trips/college visits

Students in the focus groups commented that the summer program helped them gain independence and personal responsibility by encouraging students to think beyond high school. Students in the 9th and 10th grade focus group commented heavily on the no-cell-phone policy of the summer program. Students felt this policy taught personal responsibility and respect for others.

All students in the focus group felt the study hall in the summer program helped with time management and taught them how to focus on finishing assignments before socializing. Participants were positive about the type of courses and the instructors in the program. They also praised the ACT prep course. The only room for improvement was to have more cultural based courses on language and heritage. Some participants indicated some of the culturally based offerings were no longer offered.

Participants in the student focus group praised the experiences of GEAR UP. The field trips and campus visits were the high point for most students. The program allows students to experience college and prepare them to be successful which the students in the 11th and 12th grade group appreciated.

Students were asked a follow-up question about new activities in the Summer Honors Program. The question was "Were you met with any new activities, changes, or surprises as you came to SD GEAR UP in 2015 as compared to other summers?" Rising sophomores in the focus group commented that the new staff and new rules in the summer program fostered more responsibility in managing their day-to-day activities. Students felt the summer program instilled a sense of personal and community responsibility. The participants in the 11th, 12th, and mentor focus group mentioned some of the same general comments as the first group but did not elaborate on specific changes.

Participants were asked about a typical day in the Summer Honors Program. The question was "What does a typical day at the Summer Honors Program look like? Is it a good balance of study and free time?" They appreciated the early rising, regimented schedule, incorporation of study hall, leisure time, and weekend activities. Students remarked on a desire for fitness classes or club activities aside from basketball.

Focus group participants were asked about improvements. The question was "What improvements or suggestions for change would you have for SD GEAR UP?" Participants wanted more interaction between grade-levels. Students also wished for the ability to network with students in the grades above and below for more socialization and mentoring. Students mentioned more language and culture courses and would like to have more of a focus on those topics in future years. Concerning discipline, some students would like more direct consequences for poor behavior. Other students understand using peer pressure to encourage good behavior by levying punishment on the entire group instead of an individual student.

One comment about the Summer Honors Program came up in multiple answers. Students remarked that their friends back home who did not participate often changed their mind and wanted to get in the program or regretted not trying hard enough to get in the program. The focus group participants indicated that the school year activities were not as valuable for the students who are not already in a summer program cohort. The Summer Honors Program students were motivated to participate in the activities and keep their grades up to continue participation during the summer.

NEEDS OF THE STUDENTS

The focus group participants identified the needs of students that could be met by GEAR UP. Specifically, the questions were "What assistance do you feel students your age most need to be able to be successful while in high school and for life after high school?"

- While in high school: Support and encouragement
- After high school:
  - Experiences that foster personal motivation
  - Financial support
  - Family support
  - Positive role models

Focus group participants felt the level of support and encouragement was higher in the Summer Honors Program than at their home high schools. Students felt the summer teachers tried to connect with them more. They discussed increased support from home high schools and families as the biggest need.

The needs of students after high school included more support from family. They also indicated that students need to have experiences in which they learn to advocate for themselves. Focus group students remarked

that scholarships and other financial assistance were a top priority and a main driver in their ability to attend college. They felt that participation in GEAR UP helped them be aware of the financial opportunities out there.

In the focus group discussion, multiple students referenced positive role models from the GEAR UP organization. They gave examples of role models in their tribes or others who had gone to college and been successful. The students were impressed and proud of their peer's accomplishments. Students remarked that they have been a role model to other students back home who were not participating in GEAR UP activities.

SECTION IX: DISCUSSIONS

Before putting the evaluation team's findings into context, it is worth noting that the evaluators were not given access to all of the data necessary to perform the data requested in the RFP. In addition, the RFP did not indicate the level in which the evaluators were responsible for acquiring all releases for data rather than the contracting agency. Specifically, these data refer to individual student performance on ReadingPlus and ThinkThrough Math as well as information on students attending South Dakota Undergraduate institutions or the progress that those students made.

South Dakota GEAR UP has the ambitious goal of increasing the number of South Dakota students from schools serving American Indian students. To do so, the program has a multi-pronged approach. The first involves increasing the academic skills of students so that they can get into college and be successful in the academically rigorous environment of college. Academic skills are improved by increasing the number of rigorous classes students take and providing tutoring and other rigorous academic activities. While the long term goal involves college completion, some shorter term goals include measuring the number of students enrolled in universities, and increasing the number of students who earn high scores on the ACT and on state standardized assessments. The second prong involves providing college awareness activities and increasing the efforts to educate students about college. The activities include a summer camp, counseling activities, and financial aid workshops. The third prong involves parent education activities which provide parents with information about college readiness, college admission, and financial aid opportunities.

ACADEMIC PREPARATION

College Entrance and Retention

As mentioned earlier, the team was not able to evaluate any effect SD GEAR UP had on student undergraduate enrollment or retention. While the team was given access to publicly available data, the data points were not specific to 2014–2015, and data was not available on schools that had fewer than five students enrolling in BOR schools. Because this involved the majority of GEAR UP schools, the team did not have the necessary data to evaluate SD GEAR UP's impact in this area.

Academic Preparation and Achievement

In general, the SD GEAR UP schools displayed lower performance on the Math and Science portions of the ACT than non GEAR UP schools. Is this because GEAR UP is not effective? That is not an interpretation that we can make because the comparison schools have significantly higher levels of free and reduced lunch and are far more likely to have different ethnic makeups than the comparison schools. Additionally, the difference between GEAR UP and non-GEAR UP schools in terms of academic performance may be the motivation for having the GEAR UP program implemented. Rather than implying GEAR UP causes the differences in student performance, the data may imply that the difference has caused the schools to implement GEAR UP.

A second potentially important finding is that students in the GEAR UP schools had a higher percentage of students with scores in the proficient or advanced range than did students in non-GEAR UP schools. If this finding is true in future evaluations, it may indicate a significant success for GEAR UP.

None of the other relationships were significant meaning that the team could not find a relationship between GEAR UP and increases in the number of students taking difficult courses or completing high school. This does not mean that GEAR UP succeeded or failed—only that statistical significance was not found.

Increase Post-secondary Aspirations, Awareness and Knowledge

The team did find that students in schools with higher levels of GEAR UP activities were more likely to take the ACT than did those schools with low levels of GEAR UP implementation. This was the most significant finding in the area of college advising. While the focus groups revealed that students who participate in the Summer Honors program generally indicate a high opinion of SD GEAR UP, the pre-post program surveys did not find any statistical significant differences in answers to several questions relating to aspirations, awareness and knowledge.

Implementation Considerations

Only half of respondents indicated knowledge of the Think Through Math and Reading Plus opportunities.

Summer Honors Program

Because this was the first year of the evaluation, the team was unable to determine if there were significant empirical effects or behavior changes of the Summer Honors Program. In general, the students in the Summer Honors Program reported that their families wanted them to complete high school and three quarters felt that college was attainable and affordable to them.

The results of the focus groups at the GEAR UP Summer Honors Program were largely positive in that students believed they were receiving good information about college which was identified as a problem for students living on the reservations. The program also helped students to boost their resumes, do something positive and worthwhile during the summer, and get a head start on the school year. During the school year, participants felt that the GEAR UP program helped them to improve their personal responsibility, the ability to access new and different classes, and awareness of the summer program. A large majority of pre-summer program responses (99.1%) revealed that it was at least "Somewhat Important" to parents or guardians that their student graduate high school, and 97.8% of responses indicated that parents and guardians thought it was at least somewhat important that their student go to college

Survey results indicate several interesting findings. The survey was administered during the second week meaning students may have already received some benefit from the program prior to the "baseline" assessment. The results indicate that while students are fairly knowledgeable about athletic scholarships, state scholarships, and federal student loans, fewer students know about work-study, Federal Pell grants, and private and/or academic scholarships. When asked why a student may not want to go to college, respondents indicated that affordability/cost, a desire to pursue other paths such as joining the military or taking care of their family, and concerns about their grades not being high enough as being hurdles to college entry.

LIMITATIONS

In conclusion, the evaluation team noted some limitations of the external evaluation. When rigorous research is conducted, there are frequently multiple evaluators collecting data and comparing results which is not feasible for the purposes of this evaluation. Therefore, some of the findings may be spurious and due to measurement error. This holds true for the significant findings and the non-significant findings. At this point, we have no way of estimating the magnitude of measurement error.

The strongest evaluation would involve looking at each student within the SD GEAR UP schools and evaluating their level of engagement with GEAR UP programming in combination with the changes in their academic performance. This would require a high level of access including tracking each students' GEAR UP activities and each students' attendance, demographics, coursework, post-secondary activities, and academic

performance such as test scores and grades. Such an analysis would alleviate the sample size problems that affect both the power and the generalizability of this study.

The sovereignty of each school operating within the Bureau of Indian Education limits access to data at the student level. Working closely with Mid-Central Educational Cooperative, future evaluators should ask for permission to access student level data in such a way that the rights of individual students are protected and tribal sovereignty is respected. The evaluation team currently has no power or authority to comply the schools to provide any student level data.

SD GEAR UP encompasses a diverse set of activities and programs. It is nearly impossible to isolate each variable and the effect of each program. This diversity is a strength due to its flexibility, but it also means that a true experimental evaluation is impossible. This means we need to be careful about the inferences that we make about the findings.

Additionally, the lack of consistency in the evaluator means the evaluators have to learn about the multifaceted components of SD GEAR UP. The time and effort needed for gathering data request approvals, identifying and finding available data, and truly understanding the multi-faceted nature of SD GEAR UP are significant. Continuing with a single evaluator for multiple years would allow for a more refined evaluation and would make comparisons with previous years easier and more meaningful.

The current SD GEAR UP parent and student surveys have significant limitations. While collection of data for multiple years using the same instrument is generally preferred, the current instrument makes analysis difficult. For example, asking someone to assess their own knowledge is not a reliable measure of knowledge. Instead, questions that directly test knowledge should be used. An audit of every survey instrument would be useful to make sure each question provides relevant and interpretable data for an underlying construct of GEAR UP. The survey administered to students in the Summer Honors Program could be used for students in all SD GEAR UP schools in order to measure student awareness, knowledge, beliefs, and expectations.

SECTION X: RECOMMENDATIONS

Recommendations will be divided into the four categories in order to aid review and discussion. Recommendations related to the school-year program will be following by specific recommendations for the Summer Honors Program. Finally, over recommendations for future evaluation of the program will be shared.

RECOMMENDATIONS FOR THE SCHOOL-YEAR PROGRAM

- The regional and onsite coordinators were identified as a strength of the program. However, there were concerns about the lack of time the regional coordinators were spending at their site schools. It may be wise in future years to insure that a more regular schedule of visits are made.

- Parents/guardians are a key element to the success of students. As parents gain more information about the GEAR UP program, they have a greater comfort level encouraging their children to participate and look forward to the opportunity to explore postsecondary educational offerings. Continuing to seek out opportunities to involve parents can build upon this relationship. Local parent/family events should be continued and providing food at these events appears to be a popular enticement for participation.

- Students see their teachers in their home schools as someone they can turn to for support and information. Students also have a strong sense that they can do the required coursework to insure they will successfully graduate and move on to postsecondary education. The majority also feel comfortable approaching teachers. SD GEAR UP staff may find it useful to educate all school staff about the program and share with them information about the activities that are being undertaken with students. The larger the number of adults promoting a college-going culture; the more students will benefit.

- College visits were one of the activities student's remembered most from the school-year programming. These visits are valuable, but they only target one of the overall goals. Knowledge of financial aid, financial literacy and understanding of career interests seem to be less well understood. Insuring that students grasp the knowledge of the key elements being emphasized by the programming is imperative to program success.

RECOMMENDATIONS FOR THE SUMMER HONORS PROGRAM

- Students participating in the Summer Honors Program shared that their peers often choose not to attend due to concerns about athletic camp conflicts and inability to assist with responsibilities at home. The inability to hold a summer job was another factor students shared that may be impacting a larger student participation. SD GEAR UP may want to consider how working with coaches or planning the summer program around athletic camps could have a positive impact on participation.

- Students shared concerns about transportation and incidental costs associated with the Summer Honors Program. GEAR UP may want to look at busing or stipends for transportation alleviate this concern for students and their families.

- Post-program survey results at the end of the Summer Program indicated students did not feel that information about college entrance or financial aid had been shared. Although this is an element of the Summer Program Curriculum, changes may need to be made to insure that participants do understand this content since it ties closely with the overall program goals.

- Concerns about cost of attending college are a top concern amongst participants.
- Students seemed to have an understanding of how scholarships can be utilized to assist with paying for college however there appeared to be less understanding of other avenues for funding such as participating in work study. Regional and site coordinators and summer program staff can insure that the large variety of funding sources are covered in their programming. Work study is often underutilized by students at the college level due to lack of understanding about how to apply for positions and how the program works. Further explanation and insuring that students who qualify make a connection with their chosen college's staff to pursue this avenue may be warranted.
- Being able to identify with one's culture and having a better understanding of Native culture and language was highly desired by participants. Expanding opportunities for such as part of the Summer Honors Program will assist in strengthening participants' Native identity and can be used as an opportunity for connection amongst those students involved.
- Participants expressed a desire for recreational activities outside of basketball. Presurveying students who plan to attend the Summer Honors Program to ascertain their interests might then allow recreational staff to better match offerings to interests.
- Students also expressed a desire for more socialization, networking and mentoring activities between different age participants. Creating free time options that promote these types of connections may assist students to expand their social networks which may then be useful when they find themselves in postsecondary settings in which they may be the only person from their home community.
- There appeared to be appreciation for some of the new rules during this summer's program. A desire for more direct consequences for misbehaviors was shared. Allowing students to be more active participants in shared governance and rule setting in the summer program would foster leadership skills and may provide a shared sense of responsibility for enforcement of rules and self-monitoring.

RECOMMENDATIONS FOR THE EVALUATION OF THE GEAR UP PROGRAM

- Limited access to the Think Through Math and Reading Plus data affected ability to analyze the significance of those options. Both programs appear to be excellent and significant resources have been devoted to their use. The SD GEAR UP program may want to consider how they can provide future evaluators with access to the data along with student level state test scores so that true quantification of the results can be completed.
- Consistency amongst evaluators would benefit the SD GEAR UP program. It is suggested that the College Access and SD GEAR UP Advisory Committee find an evaluation team and contract for an extended period. Changes to the evaluation team appears to slow down the process with each subsequent evaluation team needing time to get up to speed.
- It is also recommended that the survey instruments utilized be thoroughly reviewed. In their current format they do not assess content knowledge.

APPENDIX A: DESCRIPTIVE STATISTICS

Table A1: Descriptive Statistics

	Number of schools for which we had observations	Minimum	Maximum	Mean	Standard Deviation
Data from the Annual Performance Report (GEAR UPschools only)					
The number of students enrolled in grade 6	20	8	185	33.95	38.857
The number of students enrolled in grade 7	22	5	182	35.09	39.318
The number of students enrolled in grade 8	22	7	172	34.00	36.427
The number of students enrolled in grade 9	13	13	192	61.69	52.744
The number of students enrolled in grade 10	13	8	158	50.31	42.321
The number of students enrolled in grade 11	13	5	75	40.46	25.135
The number of students enrolled in grade 12	13	5	75	34.46	24.717
Number in high school	13	40	494	186.92	139.735
The number of 6th Grade students promoted to the next grade level in the prior year.	19	11	158	33.47	34.199
The number of 7th Grade students promoted to the next grade level in the prior year.	22	8	155	32.09	33.495
The number of 8th Grade students promoted to the next grade level in the prior year.	22	5	143	32.27	31.228
The number of 9th Grade students promoted to the next grade level in the prior year.	13	13	125	54.15	37.771
The number of 10th Grade students promoted to the next grade level in the prior year.	13	11	102	46.62	31.708
The number of 11th Grade students promoted to the next grade level in the prior year.	13	6	80	37.46	23.139
The number of 12th Grade students promoted to the next grade level in the prior year.	12	5	62	30.42	20.734
The number of 9th Grade students enrolled in Algebra.	12	13	83	33.83	23.175
The percentage of all 9th grade students who complete Algebra 1 by the end of the 9th grade.	12	.1111	1.0313	.587425	.3534749
The percentage of students who complete the SAT or ACT by the end of 11th grade.	10	.0400	1.0000	.425990	.2686824
The percentage of students who take two years of mathematics beyond Algebra 1 by 12th grade.	9	.2941	1.0000	.563122	.2809803
Number of students in grades 6, 7, 8, & 11 performing at or above grade level in math	19	0	576	64.32	130.964
The percentage of students in grades 6, 7, 8, & 11 performing at or above proficiency in math on the state assessment test.	20	0.0000	1.0000	.425970	.3600227
Number of students in grades 6, 7, 8, & 11 performing at or above grade level in English	21	2	608	70.14	132.991

	Number of schools for which we had observations	Minimum	Maximum	Mean	Standard Deviation
Data from the Annual Performance Report (GEAR UPschools only)					
The percentage of students in grades 6, 7, 8, & 11 performing at or above proficiency in reading on the state assessment test.	21	.0310	1.0000	.455376	.3532952
Percentage of students who graduate high school.	9	.5454	1.0000	.895144	.1786844
The number of students who will be enrolled in a postsecondary educational institution in South Dakota.	7	2	48	16.29	16.439
Data from the GEAR UPannual student and parent survey					
The number of 6th grade students who completed the survey	22	1	75	22.00	20.775
The number of 7th grade students who completed the survey	22	1	65	19.55	18.134
The number of 8th grade students who completed the survey	22	2	103	28.32	25.922
The number of 9th grade students who completed the survey	15	2	115	35.07	37.326
The number of 10th grade students who completed the survey	15	1	127	40.20	35.760
The number of 11th grade students who completed the survey	15	1	110	31.87	31.670
The number of 12th grade students who completed the survey	15	1	76	24.73	23.184
The number of Unknown students who completed the survey	4	1	1	1.00	0.000
Total number of students who completed the survey	9	10	169	58.56	50.762
Total number of MS students who completed the survey	15	7	213	81.93	65.068
Total number of HS students who completed the survey	14	36	406	132.14	121.633
MS: The number of students who demonstrate knowledge on the benefits of pursuing a postsecondary education (selected "yes")	24	1	103	43.42	32.888
MS: Number of students who aspire to continue their education after high school	24	7	140	58.33	43.651
MS: % of students that aspire to continue their education after high school	24	.5300	1.0000	.845154	.0913459
MS: The number of students who selected 1 on question 9	24	0	16	3.88	4.357
MS: The number of students who selected 2 on question 9	24	0	38	12.38	10.954
MS: The number of students who selected 3 on question 9	24	1	83	23.42	20.349
MS: The number of students who selected 4 on question 9	24	1	68	18.92	16.447
MS: The number of students who selected 5 on question 9	24	0	54	9.54	12.827

	Number of schools for which we had observations	Minimum	Maximum	Mean	Standard Deviation
Data from the GEAR UPannual student and parent survey					
HS: The number of students who demonstrate knowledge on the benefits of pursuing a postsecondary education (selected "yes")	14	17	273	90.50	87.946
HS: Number of students who aspire to continue their education after high school	14	28	288	100.07	85.464
HS: % of students that aspire to continue their education after high school	14	.5500	.9278	.779129	.1278323
HS: The number of students who selected 1 on question 9	14	0	16	6.07	5.151
HS: The number of students who selected 2 on question 9	14	4	46	20.79	11.963
HS: The number of students who selected 3 on question 9	14	8	158	51.00	49.013
HS: The number of students who selected 4 on question 9	14	7	161	42.71	45.972
HS: The number of students who selected 5 on question 9	14	0	60	19.71	18.290
The total number of parents who completed the survey	22	1	169	45.77	46.123
The number of parents who demonstrate knowledge on the benefits of pursuing a postsecondary education	22	1	103	28.36	30.902
% of parents who aspire for their child to continue education after high school	22	.6600	1.0000	.905982	.0904397
Data from the GEAR UPActivities Logs					
HS - Number of students: College Activities	7	18	1126	257.00	407.385
HS - Number of students: Comprehensive Mentoring	6	15	195	70.17	81.930
HS - Number of students: Counseling/Advising/ planning/career counseling	10	17	2030	501.70	631.843
HS - Number of students: Educational Field Trips	5	15	103	48.00	33.392
HS - Number of students: Family/ Cultural Activities	7	3	400	141.14	131.429
HS - Number of students: Financial Aid Counseling/ Advising	6	24	367	124.33	122.503
HS - Number of students: Job Site Activities	3	16	110	47.67	53.985
HS - Number of students: Rigorous Academic Curricula	9	29	826	203.11	240.224
HS - Number of students: Tutoring	5	3	322	89.20	135.971
HS - Number of students: Workshops - College Planning & Financial Aid	10	12	500	190.60	181.812
HS - Average student hours: College Activities	7	4.75	48.00	16.4643	14.55051
HS - Average student hours: Comprehensive Mentoring	6	.5	300.0	53.167	120.9532
HS - Average student hours: Counseling /Advising/ planning/career counseling	10	1.00	203.00	27.5750	62.23422

	Number of schools for which we had observations	Minimum	Maximum	Mean	Standard Deviation
Data from the GEAR UPActivities Logs					
HS - Average student hours: Educational Field Trips	5	2.0	5.5	4.000	1.3693
HS - Average student hours: Family/ Cultural Activities	7	1.00	9.25	5.1786	3.14482
HS - Average student hours: Financial Aid Counseling/ Advising	6	1.00	12.00	4.5417	4.17857
HS - Average student hours: Job Site Activities	3	.75	6.00	2.5833	2.96156
HS - Average student hours: Rigorous Academic Curricula	9	1.50	474.25	112.6944	151.43964
HS - Average student hours: Tutoring	5	.75	51.75	18.9000	23.69639
HS - Average student hours: Workshops - College Planning & Financial Aid	10	.75	23.50	7.8000	7.36716
MS - Number of students: College Activities	7	8	179	67.71	60.646
MS - Number of students: Comprehensive Mentoring	8	8	760	194.50	280.933
MS - Number of students: Counseling / Advising/ planning/ career counseling	13	17	360	144.77	136.193
MS - Number of students: Educational Field Trips	4	10	228	91.00	101.866
MS - Number of students: Family/Cultural Activities	13	9	512	141.31	144.344
MS - Number of students: Financial Aid Counseling/ Advising	5	17	112	63.60	37.487
MS - Number of students: Job Site Activities	3	15	324	122.67	174.500
MS - Number of students: Rigorous Academic Curricula	10	11	637	149.60	190.649
MS - Number of students: Tutoring	8	18	227	87.25	66.915
MS - Number of students: Workshops - College Planning & Financial Aid	7	9	201	90.57	74.514
MS - Average student hours: College Activities	7	.75	7.00	3.4643	2.07379
MS - Average student hours: Comprehensive Mentoring	8	.50	91.00	16.1563	30.64688
MS - Average student hours: Counseling/Advising/ planning/ career counseling	13	.50	63.25	14.2692	19.69942
MS - Average student hours: Educational Field Trips	4	4	18	10.75	6.397
MS - Average student hours: Family/ Cultural Activities	13	.75	102.00	13.4423	27.05495
MS - Average student hours: Financial Aid Counseling/ Advising	5	.50	68.00	14.3500	29.99771
MS - Average student hours: Job Site Activities	3	.75	43.00	26.4167	22.54209
MS - Average student hours: Rigorous Academic Curricula	10	8.0	480.0	81.000	142.8988
MS - Average student hours: Tutoring	8	1.00	73.50	26.0313	28.46628
MS - Average student hours: Workshops - College Planning & Financial Aid	7	1.00	15.50	3.3571	5.36551
MS - Number of parents: College Visits	0				
MS - Number of parents: Counseling/Advising	4	14	138	74.50	55.242

	Number of schools for which we had observations	Minimum	Maximum	Mean	Standard Deviation
Data from the GEAR UPActivities Logs					
MS - Number of parents: Family Events	12	7	625	150.83	160.767
MS - Number of parents: Workshops on College Prep and Financial Aid	2	11	20	15.50	6.364
MS - Total parent hours : College Visits	0				
MS - Total parent hours : Counseling / Advising	4	.25	18.50	5.4375	8.73779
MS - Total parent hours : Family Events	12	1.00	14.00	7.2292	4.31100
MS - Total parent hours : Workshops on College Prep and Financial Aid	2	.25	2.00	1.1250	1.23744
HS - Number of parents: College Visits	1	26	26	26.00	
HS - Number of parents: Counseling / Advising	5	10	208	99.80	82.606
HS - Number of parents: Family Events	10	5	500	150.10	167.220
HS - Number of parents: Workshops on College Prep and Financial Aid	4	4	40	16.75	15.903
HS - Total parent hours : College Visits	1	1	1	1.00	
HS - Total parent hours : Counseling / Advising	5	.25	15.75	4.5000	6.38602
HS - Total parent hours : Family Events	10	.25	8.50	4.4500	2.68432
HS - Total parent hours : Workshops on College Prep and Financial Aid	4	1	2	1.75	.500
Data from ReadingPlus Activity Log					
RP: 6th grade - number of students	8	7	55	25.75	18.219
RP: 7th grade - number of students	7	12	40	22.57	10.998
RP: 8th grade - number of students	7	5	34	21.29	10.388
RP: 9th grade - number of students	3	11	41	21.33	17.039
RP: 10th grade - number of students	3	3	22	13.00	9.539
RP: 11th grade - number of students	3	4	12	8.67	4.163
RP: 12th grade - number of students	3	1	6	3.00	2.646
RP: 6th grade - average hours	8	9	795	139.75	267.644
RP: 7th grade - average hours	7	16	821	142.71	299.284
RP: 8th grade - average hours	7	4	800	135.00	293.471
RP: 9th grade - average hours	3	14	83	38.00	39.000
RP: 10th grade - average hours	3	2	30	19.00	14.933
RP: 11th grade - average hours	3	6	18	13.67	6.658
RP: 12th grade - average hours	3	1	7	3.67	3.055
Data from Think Through Math Activity Log					
TTM: 6th grade - number of students	10	1	51	24.20	16.511
TTM: 7th grade - number of students	9	1	64	25.78	22.499

	Number of schools for which we had observations	Minimum	Maximum	Mean	Standard Deviation
Data from Think Through Math Activity Log					
TTM: 8th grade - number of students	9	1	50	24.56	16.203
TTM: 9th grade - number of students	4	16	105	50.00	40.604
TTM: 10th grade - number of students	2	1	26	13.50	17.678
TTM: 11th grade - number of students	1	8	8	8.00	
TTM: 12th grade - number of students	0				
TTM: 6th grade - average hours	10	1	1029	332.80	328.366
TTM: 7th grade - average hours	9	2	1152	395.78	386.382
TTM: 8th grade - average hours	9	5	1076	397.33	315.249
TTM: 9th grade - average hours	4	105	984	407.75	394.437
TTM: 10th grade - average hours	2	3	63	33.00	42.426
TTM: 11th grade - average hours	1	24	24	24.00	
TTM: 12th grade - average hours	0				
Data from SD Department of Education and Bureau of Indian Education (all publicly available data gathered for the GEAR UP and comparison schools)					
Grade 6 enrollment	22	8	134	29.86	26.648
Grade 7 enrollment	24	4	129	31.42	29.751
Grade 8 enrollment	24	5	121	29.67	25.730
Grade 9 enrollment	22	14	629	81.14	129.635
Grade 10 enrollment	22	5	494	69.32	101.366
Grade 11 enrollment	22	7	385	54.68	77.803
Grade 12 enrollment	22	7	385	47.68	77.702
Attendance of MS (Average Daily)	24	.8241	.9828	.899833	.0352526
MS: Honors (0 or 1)	24	0	1	.29	.464
MS: AP Courses (0 or 1)	24	0	0	0.00	0.000
MS: Test Scores - Advanced or Proficient in Reading	22	.0423	.7618	.377659	.2565169
MS: Test Scores - Advanced or Proficient in Math	22	0.0000	.7417	.344845	.2822925
MS: Test Scores - Advanced or Proficient in Science	22	0.0000	.2593	.159236	.0619887
MS: Student Participation Reading	24	.7852	1.0000	.971746	.0627453
MS: Student Participation Math	24	.7852	1.0000	.972617	.0629792
MS: Teacher Credentials/Experience	24	.5000	1.0000	.938342	.1420407
MS: Free and Reduced Lunch Percentage	24	.63	1.00	.9496	.09406
Attendance of HS (Average Daily)	22	.7533	.9646	.890068	.0634229
ACT Composite	18	14.70	22.70	18.6461	2.03054
ACT English	17	14.3	21.1	17.194	2.0471
ACT Reading	17	14.8	24.3	19.341	2.1840
ACT Math	17	16.2	22.2	18.935	1.9862

	Number of schools for which we had observations	Minimum	Maximum	Mean	Standard Deviation
Data from SD Department of Education and Bureau of Indian Education (all publicly available data gathered for the GEAR UP and comparison schools)					
ACT Science	17	17.10	22.60	19.4565	1.61519
HS: Honors (0 or 1)	22	0	1	.45	.510
HS: AP Courses (0 or 1)	22	0	1	.23	.429
HS: Test Scores - Advanced or Proficient in Reading	20	.1278	.7778	.426710	.2290338
HS: Test Scores - Advanced or Proficient in Math	20	.0526	.7600	.413000	.2656803
HS: Test Scores - Advanced or Proficient in Science	20	.0455	.6579	.283160	.1789464
HS: Student Participation Reading	21	.8193	1.0000	.972795	.0513217
HS: Student Participation Math	21	.8193	1.0000	.974229	.0513025
HS: Teacher Credentials/Experience	21	.4100	1.0000	.937586	.1315357
HS: Free and Reduced Lunch Percentage	18	.005	1.000	.78911	.291169
Data from SD BOR Dashboard (13 GEAR UPhigh schools and 9 comparison schools, not all variables were available for all schools)					
number of students enrolled in a BOR school as incoming in 2013	18	0	116	13.28	6.252
number of students with academic distinctions in 2013	11	.000	83.000	14.54545	7.311714
% of the students meeting ACT benchmarks in Reading in 2013	11	0.333	.750	.56891	.043380
% of the students meeting ACT benchmarks in English in 2013	11	.200	1.000	.63827	.062469
% of the students meeting ACT benchmarks in Math in 2013	11	0.000	.600	.36473	.056654
% of students placed into remedial English in 2013	11	.00	0.50	0.3255	.04968
% of students placed into remedial Math in 2013	11	0.10	1.00	0.4946	.07703
% of students placed into remedial English and Math in 2013	11	0.0	0.5	0.269	0.0454
First year GPA for students who placed into remedial Math or English in 2013	10	0.9	3.6	1.951	0.2332
First year GPA for students who placed into remedial Math and English in 2013	9	0.0	2.5	1.256	0.2686
First year attempted credits for students who placed into remedial Math or English in 2013	10	6.5	23.0	18.330	1.4823
First year attempted credits for students who placed into remedial Math and English in 2013	8	5.70	20.80	13.1750	1.67713
First year completed credits for students who placed into remedial Math or English in 2013	10	3.0	18.0	13.370	1.5945
First year completed credits for students who placed into remedial Math and English in 2013	8	1.0	16.0	8.500	1.7883
First year GPA for students who had no remedial placement in 2013	10	1.680	3.220	2.87800	.151407

	Number of schools for which we had observations	Minimum	Maximum	Mean	Standard Deviation
Data from SD BOR Dashboard (13 GEAR UPhigh schools and 9 comparison schools, not all variables were available for all schools)					
First year attempted credits for students who had no remedial placement in 2013	10	19.500	30.000	25.46000	1.214834
First year completed credits for students who had no remedial placement in 2013	10	11.000	30.000	23.90000	1.799321
% students retained into 2nd semester of SDBOR system in 2013	11	.500	1.000	.75682	.052249
Variables created by the evaluation team					
HS GEAR UPActivities: Post-Secondary education programs (high implementer = 1, low implementer = 0, no implementation = blank)	12	0	1	.42	.515
HS GEAR UPActivities: Academic preparation programs (high implementer = 1, low implementer = 0, no i mplementation = blank)	12	0	1	.42	.515
MS GEAR UPActivities: Post-Secondary education programs (high implementer = 1, low implementer = 0, no implementation = blank)	22	0	1	.27	.456
MS GEAR UPActivities: Academic preparation programs (high implementer = 1, low implementer = 0, no implementation = blank)	22	0	1	.32	.477
Parent GEAR UPActivities (high implementer = 1, low implementer = 0, no implementation = blank)	23	0	1	.22	.422
GEAR UPHigh school	33	0	1	.36	.489
GEAR UPMiddle school	33	0	1	.67	.479
High school Reading Plus (1= school uses ReadingPlus, 0 = no)	14	0	1	.21	.426
Middle school Reading Plus (1= school uses ReadingPlus, 0 = no)	10	0	1	.40	.516
High school Think Through Math (1 = uses the program, 0 = no)	14	0	1	.29	.469
Middle school Think Through Math (1 = uses the program, 0 = no)	10	0	1	.30	.483
% of MS survey responses who indicated they were knowledgeable about the costs and benefits of college	23	.14	1.33	.6561	.19876
% of MS survey responses who indicated either 4 or 5 on question 9 on the student survey (ranking of how knowledgeable they felt)	23	.08	.94	.4253	.21166
% of HS survey responses who indicated they were knowledgeable about the costs and benefits of college	14	.45	.78	.6153	.10781

	Number of schools for which we had observations	Minimum	Maximum	Mean	Standard Deviation
% of HS survey responses who indicated either 4 or 5 on question 9 on the student survey (ranking of how knowledgeable they felt)	14	.25	.66	.4193	.12834
% of Parent survey responses who indicated "yes" on question 5: "Are you knowledgeable about financial aid and the cost and benefits of your child pursuing a postsecondary education?"	22	.25	1.00	.6595	.21044

APPENDIX B: QUALITATIVE RESPONSES FOR STUDENT SURVEY

Pre-Summer Honors Program Survey Question 5: What race or ethnicity best describes you? (Please check all that apply) N=18

- African and native American x1
- French x1
- I am a Proud Lakota x2
- Italian x1
- Lakota x1
- Latino x1
- Native x1
- Native American x9
- Puerto Rican x1

Pre-Summer Honors Program Survey Question 7: When you think about your life after college, do you envision yourself attending one of the following? (Check all that apply) N=23

- 8 year college or university x2
- After college, I'll be attending medical school x1
- Art Institute x1
- Basketball x1
- Chillen at home x1
- Chirography dance academy x1
- College basketball x1
- Go to medical school x1
- Going for Master's degree x1
- I don't know yet x1
- Masters in auto mechanics x1
- McDonalds full time worker x1
- Medical School x1
- Nation Guard x1
- Professional Basketball x1
- Professional basketball or professional football x1
- Start my life as a YouTube or scientist x1
- Study abroad x1
- The National Guard x1

- Traveler and photographer x1
- Undecided yet x1
- USD x1

Pre-Summer Honors Program Survey Question 24: Which of the following are reasons you might not attend college? (Check all that apply) N=28

- And attend or x1
- But I am still going to college x1
- Don't my way around certain cities and certain state x1
- Family problems x1
- Going to serve the Mormon x1
- Have to wait x1
- Hi x1
- I am attending x1
- I am going to college x1
- I am gonna go to college x1
- I do plan on attending college x1
- I have no motivation or role models to push me to achieve a higher education and I live in poverty x1
- I may need to be home for reasons x1
- I might get home sick if I go somewhere far for college x1
- I might have to take care of my family x1
- I rather not start college then start my life as a youtuber x1
- I want to attend college x1
- I'd like to travel and move out of the states. Most likely to England x1
- If I got kids they give it two more years x1
- I'm lazy, but I have other plans x1
- NBA x1
- None x1
- Nothing I'm going to college no matter what x1
- Plenty of other important things I gota do than sit at a desk & "work" x1
- Pursue an artistic career x1
- Take a lot of time to get the job I wanted/want x1
- Take care of home x1
- Traditional reasons x1

Pre-Summer Honors Program Survey Question 47: What was the name of the last Math course you completed? N=219

- Pre Algebra x9
- algebra 1 x16
- Pre-algebra x3
- Algebra x11
- Pre-Algerbra x1
- albera x1
- Algebra 1 x37
- algebra x5
- Pre-Algebra x7
- pre algebra x7
- alegbra x1
- alegrba 1 x1
- algrebra1 x2
- algebra1 x2
- Pre algebra x1
- scientific notation x1
- Algebra1 x1
- 8th grade math x2
- pre-algebra x4
- Order Operations x1
- Pre-Alegbra x2
- algerbra 1 x1
- math x1
- none x1
- non x1
- pre algabra x1
- algerbra x1
- cant remember x1
- Integrated Math 1 x2
- Algebra 1. x2
- regular 8th grade math x1
- Alebra 1 x1
- AIMS Math test x2
- Algebra one x1
- MATH. lol x1
- pre-algerba x1
- Algebra 1 (to be prepared for freshman year) x1
- General Math. x1
- Geometry x18
- Alegbra 1 x1
- Integrated 1 x2
- alegebra x1
- Algebra 2 x13
- algebra one x2
- Intagrated 1 x1
- Algerebra x1
- Alegbra 1A x1
- Algebra I x4
- integrated math 1 x1
- Intergrated1 x1
- prealgebra x1
- Integrated Math one x1
- Honors Algebra x1
- algbra 1 x2
- algerble 1 x1
- integrated math x1
- Integrated 2/Algebra 2 x1
- Algerbra 1 x1
- Pre-Calc & Trig x1
- algebra 2 x9
- geometry x6
- Alg. 2 x1
- alg 2 x2
- Algebra II x1
- n/a x1
- Alg 2 x1
- Pre-Calculus x1
- Geomentry x1
- Intergrated 2 x1
- Math 134-Intermediate Algebra. Dual Credit w/OLC x1
- Pre Calc x1
- Consumer Math x1
- history x1
- algerbra 2 x1
- geometry and algebra 2 x1

Pre-Summer Honors Program Survey Question 49: What was the name of the last English course you completed? N= 212

- English x11
- literacy x1
- i dont know x4
- Language Arts x17
- dont know x2
- Litaracy x1
- english x9
- English Language Arts x1
- 8th grade reading x1
- before english 9 x1
- lanuagearts x1
- i cannot remember x1
- idk x2
- noun and pronouns x1
- Literature x3

- i didn't take a last English course x1
- 8th grade language arts x1
- english 1 x5
- Text Structer x1
- Did not do english x1
- i don't know x1
- Reading x1
- none x1
- I don't know x3
- non x1
- april johnston x1
- poetry x1
- lanuguge arts x1
- dont remember x1
- nothing x2
- Language Arts. x1
- Writting Class x1
- reading x1
- Windows and Mirrors x1
- writing x1
- language arts x5
- i can't remember or i don't know x1
- i dont no x1
- umm i cant remember right now. x1
- Writing x1
- Launagae Arts x1
- AIMS Reading Testing x1
- I don't remember x1
- English 1 x4
- READING. lol x1
- never did x1
- Well written sentences with correct form of articles x1
- English 9 x14
- Comp/Lit x2
- Lit x1
- Engish compisition / Liteature x1
- World Literature and Composition x1
- Honors English comp x1
- advanced english x1
- English Comp 1 x1
- World Literature x4
- read 180 x1
- English comp 1 x1
- english 1 x1
- Reading Lab x1
- Idk x1
- World Composition and Literture x1
- Literature Composition x1
- english comp 1 x1
- Freshman english x1
- English Comp I x1
- english 9 x1
- comp. literature x1
- English1 x1
- english comp 2 x1
- World compisition and lititure x1
- Literature...I think x1
- American Literature x4
- eng/ comp 1 x1
- English Literature I x1
- English I x2
- English 10 x5
- Creative Writting x1
- Us Government x1
- English 2 x2
- Compisition x1
- Creative Writing x1
- English II x2
- Worl Literature x1
- speech x1
- Honors English Comp/ Lit 2 x1
- english 2 x1
- Speech x2
- English Literature 2 x1
- Engish Lit 2 x1
- i dont remember x1
- algebra 2 x1
- English Composition 2 x1
- English/Literature x1
- english 10 x2
- world literature x1
- n/a x1
- creative writing x1
- cant remember the name x1
- N/A x1
- American Lit. x1
- English-Comp. 3 x1
- i forgot x1
- American Literature/ Compostion & Grammar III x1
- English 11 x3
- Eng/Comp 2 x1
- i`m not sure x1
- English Lit 3 x1
- Am. Literacture x1
- English 3 x2
- English 4 Semester 1 x1
- english 3 x1
- american literature x1

- English 101 College level x1
- American literure x1
- cant remember x1
- Literature of Non-fiction and Speech x1
- literature 3 x1
- math x1
- english 101 x1
- comp 11 x1
- english 11 x2
- Junior Literature x1
- Literature of Nonfiction and speech x1

Pre-Summer Honors Program Survey Question 52: Other N=15

- Poetry x1
- dont know the others one x1
- basketball x2
- Sports and 21st century x1
- drama club, and sport activities x1
- and of course art x1
- Volunteered for childrens' camp x1
- LOL NONE :L x1
- None x1
- volleyball tournaments x1
- Taking the time to talk to students from other school about the postive out looks on life. x1
- International Poetry Slam- Brave New Voices 2014 x1
- community work and helping with suicide x1
- Close Up x1

Pre-Summer Honors Program Survey Question 53: Other N=33

- Archery x1
- handgames x2
- golIf x1
- Volleyball manager x1
- Archery, Handgames x1
- soccer x2
- han games x1
- glof x1
- NONE x1
- Golf, MMA x1
- Lacrosse x2
- none x2
- Girls' Golf x2
- boxing x3
- Archery, Hand Games, x1
- None this year x1
- lacrosse x1
- Boxing x1
- Handgames abd Archery x1
- soccer, skateboarding, and bmxing x1
- None x1
- Rodeo x1
- Golf x3
- basketball manager and handgames x1

Pre-Summer Honors Program Survey Question 54: Other N=73
Other x1

- none x17
- baskletball x1
- Student Council x1
- Drama x1
- student council x1
- study hall x1
- choir x3
- Student Concile x1

- Student Council ? x1
- non x1
- None x3
- Choir x3
- 21st century program x1
- well just nothing else except helping my mother. x1
- i dont know x1
- chours x1
- choir. x1
- After-School Program x1
- NONE x2
- art x1
- Radio x1
- Chorus x2
- HandGames x1
- drawing x1
- ag shop x1
- sports x1
- nothing x1
- FCCLA and JAG x1
- did nothing but sports x1
- Poetry x1
- gym x1
- Poetry, Japanese Language, Cooking, Service, and Art x1
- Film x1
- Talented & Gifted x1
- Key Club, JAG x1
- volleyball manager & student council x1
- N/A x1
- was on National honors society before I started to lose motivation x1
- Spoken Word Poetry Workshops x1
- Handgames x1
- Handgames x1
- Gear-up x1
- tutoring x1

- None of the above x1
- Drum Group x1
- Prom Committee x1
- national honors society x1
- high school rodeo x1

Post-Summer Honors Program Survey Question 3: Q3: When you think about your life after high school, do you envision yourself attending one of the following? (Check all that apply) N=158

- After a 4 years of college, I want to go to Medical school
- Air Force
- Art institute
- I don't really think about it
- National Guard
- PhD

Post-Summer Honors Program Survey Question 17: Q17: Which of the following are reasons you might not attend college? (Check all that apply) N=259

- Family crisis
- I am going to college
- I AM GOING TO COLLEGE
- I am going to college
- I have none
- I plan too
- I will go to college!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!
- Not sure if I can do it
- Other
- Transportation

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