



Section 3: Data Collection and Reporting

GEAR UP Iowa Evaluation Plan

Iowa College Student Aid Commission

The GEAR UP Iowa Data and Evaluation team at the Iowa College Student Aid Commission (Iowa College Aid) will provide GEAR UP Iowa guidance and oversight to each GEAR UP Iowa partner school and district on data collection, analysis and submission efforts. In addition, Iowa College Aid supports the implementation of data-driven decision making, ensuring that robust services and academic interventions are targeted to the individual students most in need. Iowa College Aid staff will assist in reviewing partner school and district service and outcomes data in the implementation of a data driven program.

Up-to-Date Research and Replication of Effective Practices

The GEAR UP Iowa design was derived from research focused upon the effectiveness of:

1. Collaborative, data-driven alignment with school improvement processes to implement early warning systems and multi-tiered systems of support;
2. The benefits of increasing the capacity of counselors and an advisement system for students;
3. The impact of non-cognitive skills on academic outcomes; and
4. The effects of early and frequent college experiences.

Supporting these key evidence-based strategies is the promise of the collective impact collaborative framework to address complex social problems.

Response to Intervention (RtI) is a process by which schools use data to identify the academic and behavioral supports students need to be successful in school and ready for life. The essential components of RtI in Iowa include:

- robust universal instruction in the Iowa Core;
- universal screening;
- evidence-based and differentiated instructional interventions;
- progress monitoring; and
- data-based decision making (IDE, 2011).

Diffusion of the RtI process from the IDE is seen as a way to “integrate assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavior” (Center on Response to Intervention, 2014). This data-driven framework has proven effective and is utilized by the IDE as the foundation of its new required Iowa Core Implementation Process (C-Plan), which districts must submit to IDE beginning in late 2014. GEAR UP Iowa is designed to work in close collaboration with the IDE, districts and schools to nest GEAR UP objectives, activities and measures within the RtI/Iowa Core Implementation Process for schools.

GEAR UP Iowa will support ongoing data driven efforts through the CART Teams. In schools/districts with developed C-Plan processes the CART Teams will function seamlessly with existing efforts, integrating GEAR UP Iowa data and interventions into the existing framework. In schools/districts with developing C-Plan processes, the CART Teams along with relevant training from GEAR UP Iowa will support local efforts to build data-driven decision making capacity.



Section 3: Data Collection and Reporting

GEAR UP Iowa Evaluation Plan

Evaluation Plan Overview

The purpose GEAR UP is to support early college preparation and awareness activities for students in low-income schools. As defined by Congress in the Higher Education Act (HEA) and reauthorized Higher Education Opportunity Act (HEOA), the overall GEAR UP goal is to significantly increase the number of students who are prepared to enter and succeed in postsecondary education. The evaluation plan seeks to document and determine the impact of program efforts on the three GEAR UP program goals:

1. Increase the academic performance and preparation for post-secondary education of GEAR UP Iowa students.
2. Increase the rate of high school graduation and enrollment in post-secondary education for GEAR UP Iowa students.
3. Increase GEAR UP Iowa students' and their families' knowledge of post-secondary education options, preparation, and financing.

GEAR UP Iowa will be evaluated through careful comparison of program participants to non-participants as well as examination of participants' annual increases or decreases on program performance measures compared to baseline data. To accomplish the goals of the evaluation plan, careful collection and reporting of all data elements is required.



Section 3: Data Collection and Reporting

GEAR UP Iowa Data Collection Plan

GEAR UP Iowa Data Elements

As part of the agreement to participate in GEAR UP Iowa, districts must sign a data-sharing agreement with Iowa College Aid to ensure that cohort data is securely shared quarterly from the school's Student Information System. The purpose of Iowa College Aid having access to the student data is for the completion of required reviews and reports, to enhance the ability of the GEAR UP Iowa staff to support district CARTeams and to inform the development of training and partnerships to meet the needs of districts and students.

The GEAR UP Iowa evaluation will include data on the 73 data elements outlined in the CoBro GEAR UP Iowa evaluation guide (CoBro, 2010), 11 performance measures required as part of the Government Performance and Results Act (GPRA) for GEAR UP programs and 17 performance measures specifically designed in the GEAR UP Iowa evaluation plan. In addition to required data elements, GEAR UP Iowa integrates student programming to bolster noncognitive skills and habits. The evaluation plan will include documentation of program impacts on students' noncognitive skills throughout the seven years. Required data elements for the first year of the project are outlined in this section. Data elements have been organized in multiple categories:

- Student Demographic/School Data
- Student Academic and Perception Data
- School Level Data
- Student Aspirations, Knowledge and Awareness
- Parent Aspiration, Knowledge and Awareness

The data elements chart on pages 18 through 20 identifies specific data elements, the standard each data element meets (i.e., CoBro data element number, GPRA standard or GEAR UP Iowa performance measure), reporting responsibility during year 1, reporting frequency and any comments.

Noncognitive Pilot

Development of students' noncognitive skills is woven into the GEAR UP Iowa program. During the spring of the first year of the program, a small noncognitive pilot project will be implemented and evaluated at 3 GEAR UP Iowa schools. The impact of this pilot project will be carefully evaluated to determine intervention impacts and to expand the classroom intervention in subsequent years. The Research and Training Director will work with pilot schools to gather required data to document program impact.



Section 3: Data Collection and Reporting

Data Collection

Student Demographic / School Data

Data Element	Standard	Reporting Responsibility	Reporting Frequency	Comment(s)
Name		DE	One Time	
Gender	13, 30	DE	One Time	
Student ID	27	DE	One Time	
Race/Ethnicity	14, 31	DE	One Time	
Time in GUI program	15	GUI Advisor	Annual	Date student started GU program
Years enrolled in GU school	16	DE	Annual	
Eligibility for FRL	18	DE	Annual	Is student eligible for Free/Reduced Lunch
FRL Status	34	DE	Annual	Is student receiving Free/Reduced Lunch
Grade in school	29	DE	Annual	
LEP status	32	DE	Annual	Limited English Proficiency status
IEP status	33	DE	Annual	Individualized Education Plan status

Student Academic & Participation Data

Data Element	Standard	Reporting Responsibility	Reporting Frequency	Comment(s)
At/above grade in language arts	20	DE	Annual	Performance on state standardized test
At/above grade in math	21	DE	Annual	Performance on state standardized test
At/above grade in science	22	DE	Annual	Performance on state standardized test
Level of GUI participation	17	GUI Advisor	Monthly	Attendance at GUI events, meeting with GUI Advisor
Hours of GUI student services	35	GUI Advisor	Monthly	Number of hours of student services, recorded by service type
Hours of GUI parent services	36	GUI Advisor	Bi-Annual	Number of hours of parent services, recorded by service type
College contacts	PM 12	GUI Advisor	Monthly	Number of interactions, in person or electronic w current college students
Pre-algebra in 8th grade	GPRA 1	GUI Advisor	Annual	Registered/on track to take pre-algebra in 8th grade



Section 3: Data Collection and Reporting

Data Collection

School Level Data - Aggregate Data for the Entire School

Data Element	Standard	Reporting Responsibility	Reporting Frequency	Comment(s)
At/above grade in lang arts	20	DE	Annual	Percentage of students in 7th grade
At/above grade in math	21	DE	Annual	Percentage of students in 7th grade
At/above grade in science	22	DE	Annual	Percentage of students in 7th grade
Grade	29	DE	Annual	Number of students in 7th grade
Gender	30	DE	Annual	Number of students in 7th grade
Race/Ethnicity	31	DE	Annual	Number of students in 7th grade
LEP status	32	DE	Annual	Percentage of students in 7th grade
IEP status	33	DE	Annual	Percentage of students in 7th grade
FRL status	34	DE	Annual	Percentage of students in 7th grade
Hours of GUI student services	35	GUI Advisor	Monthly	Cumulative hours
Hours of GUI parent services	36	GUI Advisor	Monthly	Cumulative hours
Hours of GUI teacher services	37	GUI Advisor	Monthly	Total hours of teacher services by type
Cost of student services	38	GUI Advisor	Monthly	Total cost of student services by type
Cost of parent services	39	GUI Advisor	Monthly	Total cost of parent services by type
Cost of teacher services	40	GUI Advisor	Monthly	Total cost of teacher services by type
GU schools	41	GUI Advisor	Annual	Number of GU schools in the district
GU teachers	42	GUI Advisor	Annual	Number of GU teachers by grade in the district



Section 3: Data Collection and Reporting

Data Collection

Student Aspirations, Knowledge & Awareness

Data Element	Standard	Reporting Responsibility	Reporting Frequency	Comment(s)
Student education expectations	1	GUI Advisor	Annual	Annual student survey
Student education aspirations	2	GUI Advisor	Annual	Annual student survey
Student perception of college affordability	3	GUI Advisor	Annual	Annual student survey
Student knowledge of college requirements	4	GUI Advisor	Annual	Annual student survey
GUI impact on post HS intentions	5	GUI Advisor	Annual	Annual student survey
Student knowledge of college costs	6	GUI Advisor	Annual	Annual student survey

Parent Aspirations, Knowledge & Awareness

Data Element	Standard	Reporting Responsibility	Reporting Frequency	Comment(s)
Parent knowledge of college requirements	7	GUI Advisor	Annual	Annual parent survey
Parent perception of college affordability	8	GUI Advisor	Annual	Annual parent survey
Parent education expectation of student	9	GUI Advisor	Annual	Annual parent survey
Parent education aspiration of student	10	GUI Advisor	Annual	Annual parent survey
Parent knowledge of college costs	11	GUI Advisor	Annual	Annual parent survey
Parent engagement in student academic support	PM 15	GUI Advisor	Annual	Annual parent survey



Section 3: Data Collection and Reporting

GEAR UP Iowa Reporting Procedures/Database Entries

GEAR UP IA Data System

GEAR UP Iowa will implement a program-wide database to facilitate the recording of student-level demographic, service and outcome data required for federal performance reporting and continued funding of GEAR UP Iowa. It is expected this system will allow local uploading and entry of data. The system will also facilitate timely access to data to support the CART Teams and GEAR UP Iowa Advisors to implement and connect students to services. When this system is deployed, training will be delivered to orient individuals with reporting responsibilities.

Reporting Responsibilities

The data elements table in this section outlines the reporting responsibilities for each data element during the first year of the GEAR UP Iowa program. The evaluation team will collaborate with the IDE to gather the majority of student level and school level data. There are numerous elements that will be recorded by a GEAR UP Iowa Advisor or other identified contact in each school. Schools will identify an individual(s) as the GEAR UP Iowa Advisor in each school and assign reporting responsibilities for required data elements. Iowa College Aid will provide schools with reporting forms to facilitate recording and submission of required data elements. Data sharing agreements and processes for secure transfer of data will be developed and signed to allow communication of data from schools to Iowa College Aid. Failure to complete required reports or share student-level data on a quarterly basis could delay the processing of expense claims for districts.

All individuals at the school and district level are encouraged to familiarize themselves with the evaluation plan, data elements and reporting procedures for GEAR UP Iowa. Beginning in the second year, reporting responsibilities will increasingly shift to the school and district level. This will serve to increase timeliness of data reporting and promote local familiarity and decision making based on GEAR UP Iowa performance measures.

Activity Documentation and Evaluation

Student and parent participation in GEAR UP Iowa activities, services and events must be documented and reported as part of the evaluation plan. GEAR UP Iowa Advisors or a designated member of each school is responsible for providing, collecting and reporting student (and parent when applicable) activities. Sign in sheets/logs and activity evaluation sheets will be provided by Iowa College Aid. GEAR UP Iowa Advisors must maintain all hard copy documentation in the GEAR UP Iowa Documentation Notebooks provided by Iowa College Aid for the duration of the grant. Quarterly data audits will be performed to ensure hard copy documentation matches the service participation data entered into the data system.