

**PROVE.** Elevating Data. Advancing  
Research. Improving Evaluation.



# The Foundation: GEAR UP Data, Evaluation, and Federal Reporting

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*Welcome*





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## Agenda

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1 – Overview of Federal Reporting

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2 – APR Strategies

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3 – 2020 APR Changes

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4 – Data Needed to Complete Federal Reports

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5 – Activity

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6 – Building the Groundwork for Evaluation

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# Overview of Federal Reporting

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Education Department General  
Administrative Regulations  
(EDGAR)

# About EDGAR



- Education Department General Administrative Regulations
- Specifies requirements for all ED federal grants
- Has been amended to further improve ED's ability to integrate both building and using evidence in grant programs.

# EDGAR Levels of Evidence

EDGAR = Education Department General Administrative Regulations



	Level of Evidence from a Single Study			
Requirements	Demonstrates Rationale (Strong Theory)	Promising	Moderate	Strong
Outcomes	N/A	At least one statistically significant and positive effect on a relevant outcome	Statistically significant positive impact with no unfavorable and overriding impacts	Statistically significant positive impact with no unfavorable and overriding impacts
Study Design	Logic model informed by research or evaluation findings	Experimental study, quasi-experimental design study, or correlational study with statistical controls for selection bias	Experimental study or quasi-experimental design study	Experimental study
WWC Evidence Rating	N/A	N/A	Meets WWC with or without reservations	Meets WWC without reservations
Sample Size	N/A	N/A	A large sample (n = 350+) and a multi-site sample	A large sample (n = 350+) and a multi-site sample

# GEAR UP Federal Requirements



Annual Performance Report (APR)—Mandatory Reporting



Final Performance Report (FPR)—Mandatory Reporting



GPRA Performance Measures—Mandatory Data Collection

Note: This workshop will only cover research and evaluation components, not administrative or budget components.



# Annual Performance Report (APR)



U.S. Department of Education

- Student Loans
- Grants
- Laws
- Data

## PROGRAMS

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)

- Purpose
- Eligibility
- Applicant Info
- Awards
- Performance
- Funding Status
- Laws, Regs, & Guidance
- Resources
- FAQs
- Contacts

[Office of Postsecondary Education Home >>](#)

## Performance

[| Annual Performance Report |](#)  
[| Performance Results |](#) [GEAR UP Success Stories |](#)

## Annual Performance Report

The following text versions of the Annual Performance Report (APR) can be used as working copies to compile information for entry into the Web-based APR.

- [MS Word \(417K\)](#) | [PDF \(588K\)](#)

## Grantee-Level Performance Results:

Being Updated.

## How Do I Find...

- Student loans, forgiveness
- College accreditation
- Every Student Succeeds Act (ESSA)
- FERPA
- FAFSA

[More >](#)

## Information About...

- Transforming Teaching
- Family and Community Engagement
- Early Learning

## Related Topics

• **No Related Topics Found**

# Annual Performance Report Sections



1. Section I: Executive Summary (completed in Word)
2. Section II: Administrative Information (completed in Word & online)
3. Section III: Fiscal Management (completed online)  
(Note: this section will not be covered in this workshop)
4. Sections IV: Students' Demographic Data (completed online)
5. Section V: Objectives and Services (completed in Word & online)
6. Section VI: GEAR UP Student Outcomes (completed online)

# Annual Performance Report (APR)



Section V has a table to report your goals and objectives :

- 1. Objectives:** List the approved grant application/work plan objectives. Where applicable, provide baseline & comparison data.
- 2. Activities, Outreach, and Support Services:** List activities conducted to meet the objective
- 3. Results:** Has the objective been met? (Yes/No/Partially)
- 4. Progress/Required Action:** Describe your progress in reaching the objective. Do you plan to make changes to the grant in response to the results?



# Final Performance Report (FPR)



1. Completed once at the close of your grant.
2. You should go ahead and review the FPR so you are able to collect data that is not asked for in the APR reporting.

# GEAR UP Objectives, Indicators, Performance Measures



The progress of all GEAR UP grants is measured by:

3 National GEAR UP Objectives

GPRR Performance Indicators

Program Measures Defined in the  
GEAR UP Application

Project-Specific Measures Identified by  
Grantee at Time of Application

# GEAR UP National Objectives



1. Increase student **academic performance** and **preparation for postsecondary education**;
2. Increase student **high school graduation rates** and participation in postsecondary education; and
3. Increase student **educational expectations** and student and family **knowledge** of postsecondary education options, preparation, and financing.

# Government Performance and Results Act Performance (GPRA) Indicators



The percentage of GEAR UP students who...

1. pass **Pre-Algebra** or its equivalent by the end of eighth grade.
2. pass **Algebra 1** or its equivalent by the end of ninth grade.
3. **graduate from high school.**
4. complete the **Free Application for Federal Student Aid.**
5. **enroll at an IHE.**
6. place into college-level math and English **without need for remediation.**
7. The percentage of current GEAR UP students and former GEAR UP students who enrolled at an IHE and **persisted to the second year** of postsecondary education at the initial or a subsequent IHE.





# APR Strategies



# APR Strategies

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- Think through the process before starting
- View the APR as an iterative process and not a task
- Document processes and define variables



# Think through the process before starting

*By failing to prepare, you are preparing to fail.*

commonly credited to Benjamin Franklin

- Identify data sources.
- Determine data availability.
- Establish (and communicate) staff responsibilities.



# View the APR as an iterative process and not a task



- Start early
- Collect data year-round
- Maintain culture of ongoing data validation



Document your processes  
& define variables



- Keep records of data sources, decisions made, those involved
- Keep analysis syntax
- Establish and maintain variable definitions (including service definitions)

# Common Definitions



1. Allows for consistent data collection across sites and, thus, a more robust evaluation effort.
2. GEAR UP service common definitions have been developed by the College & Career Readiness Evaluation Consortium (CCREC). Any grantee can use/modify them for their program.
3. Common definitions for outcome variables are typically defined at the state or federal level. CCREC also developed common definitions of several outcomes available for any grantee to use.

# Performance Measures



1. Complex to track, so having a system in place will assist with Federal reporting, since these are included in the APR and FPR.
2. Define the variables within each early on, to allow tracking consistently across years.
3. Gather baseline data early on in the project, if not in the proposal.
4. Sharing outcomes with schools and using them in programmatic decisions is key.



# 2020 APR Changes



# 2020 APR Changes



- ED and NCCEP collaborated to determine which questions were mandatory, which were optional, and which questions could be omitted altogether.
- The vast majority of the “new” APR is based on the prior version, are slight variations of prior questions, or don’t represent undue burden.

# 2020 APR Changes



- For today, we will first address the changes, and then discuss the data you need to collect.
- You can download the “Mandatory vs. Flexible Questions” handout from the app for more detail.
- For further explanation and discussion on this join Alex Chough and me in this afternoon’s APR Roundtable, Seminar #15.

# 2020 APR Changes



- The narrative no longer addresses progress implementing evaluation plan
- Some demographic designations no longer optional
- Changes to student services tables
- Reduced course-level data needed
- New PSE student remedial course enrollment
- Changes in educational progress table

# Removal of Evaluation Plan Implementation Question



- This was most recently in Sect. II #2.
- What successes & challenges in advancing evaluation plan?
- ED-suggested topics included:
  - Processes for collecting, linking & reporting services & outcomes data.
  - Data availability.
  - Data sharing agreements.
  - Implementing evaluation efforts
  - How evaluation efforts inform project implementation & decision-making

# Changes to Sect. IV Student's Demographic Data



## Demographic Designations

- Participants with Limited English Proficiency
- Participants with Individualized Education Plan
- Homeless and Foster Care Students

No longer optional, however there is an open-ended space to explain why this information is not available if you don't have it.

# Changes to Sect. V, Objectives and Services



#5: New table: Number of GEAR UP students in other federally funded programs:

- Upward Bound (UB)
- Upward Bound Math Science (UBMS)
- Veterans Upward Bound (VUB)
- Talent Search (TS)
- Served by more than one other federally funded program\*
- Other

\*Mandatory item. All others are optional.

# Changes to Sect. V Student Services Tables



- #6: For four services, summarize services provided.
- #7: Like prior services table, but removed four of the required services and added the following. (May omit)
  - Dual or concurrent enrollment programs
  - Special programs/tutoring in science, tech., engineering, or math
  - Intensive extended school day or year
  - Activities focused on career and tech. ed. or apprenticeships.
- #8: PSE service participation by service type. (May omit)

# Changes to Sect. VI GEAR UP Student Outcomes



## Tables #1 and 2: Course Enrollment and Course Completion Tables

- Only require course-level data for Pre-Algebra, Algebra, and at least one rigorous class.
- This is a reduction of 10 course types from these tables (including PSE remedial courses).
- Note, other course-level data are still needed for GPRA measures and likely for some of your program measures.



# Changes to Sect. VI GEAR UP Student Outcomes



## New Tables #3: Postsecondary Course Enrollment

- Requires number of PSE students, and those enrolled in remedial courses.
- Do not include dual enrollment students.
- This table is optional, except:
  - Priority programs with students in PSE must report the number of PSE students, and, *if* data are available, report those in remedial courses.

# Changes to Sect. VI GEAR UP Student Outcomes



## #4 Table, Educational Progress

Does not ask for the following non-cognitive data:

- Number promoted to the next grade
- Number with 10 or more unexcused absences

# Changes to Sect. VI GEAR UP Student Outcomes



## #4 Table, Educational Progress

- The “Number of Students Proficient or Above on State Assessment” for ELA and for Mathematics columns: **Optional**
- In prior APRs, there were many options to determine proficiency.
- If you are unable to access state assessment scores, you may omit this if you address the challenge of obtaining the scores in Section I.

# Changes to Sect. VI GEAR UP Student Outcomes



## #4 Table, Educational Progress

- The “Number of Students Taking the PSAT or PLAN by the end of 10th Grade” and “Number of Students Taking ACT or SAT Exam by the end of 11th Grade” columns: **Mandatory**
- Note that the PLAN assessment no longer exists; you may count ACT’s ASPIRE or PreACT in the column.



# Data Needed to Complete Federal Reports

# GEAR UP APR: Types of Data



School  
Data

Demographic  
Data

Service  
Activity  
Data

Academic  
Data

Postsecondary  
Data

Professional  
Development  
Data

# Mapping GEAR UP Data

School Data	• APR
Demographic Data*	• APR & FPR
Service Activity Data*	• APR
Student Academic Data*	• APR & FPR
Postsecondary Data*	• APR & FPR
Professional Development Data*	• APR

\* Student- or educator-level data

# GEAR UP APR: School Data



1. Free and Reduced Price Lunch —Time of Application
2. Free and Reduced Price Lunch —Current Year
3. GEAR UP School City
4. GEAR UP School State
5. GEAR UP School Zip Code
6. GEAR UP School NCES Code

See: <https://nces.ed.gov/ccd/schoolsearch/>



# GEAR UP APR: Demographic Data



1. Ethnicity
2. Race
3. Gender
4. Limited English Proficiency
5. Individualized Education Programs
6. Homeless
7. Foster Care
8. Grade Level
9. GEAR UP Student Status (Continuing, New, Withdrew, Dropped Out)

# GEAR UP Student Service Data



Optional or missing from the 2020 APR, but may be required in future APRs/FPRs

Service data required in recent APRs:

1. Supportive services\*
2. Rigorous academic curricula
3. Comprehensive mentoring\*
4. Financial aid counseling/advising\*
5. Counseling/advising/academic planning/career counseling\*
6. College visit/college student shadowing
7. Job site visit/job shadowing
8. Summer programs
9. Educational field trips
10. Workshops
11. Family/cultural events

\* Missing from the 2020 APR, but was required in recent past APRs.

# GEAR UP Student Service Data



Optional in the 2020 APR, but may be required in future APRs/FPRs  
Secondary School Service data new in the 2020 APR:

1. FAFSA Completion
2. Dual/concurrent enrollment progs.
3. Special STEM programs/tutoring
4. Intensive extended school day/year
5. Career & tech education/apprenticeships

# GEAR UP Family/Parent Service Data



1. Workshops on college preparation/financial aid
2. Counseling/advising
3. College visits
4. Family events

# Educator Professional Development Data



- New in 2020 APR, need to report on topic areas/types of the PD provided.
- Mandatory, but may report in one row, labeling activity type: “GEAR UP Sponsored Professional Development”

# GEAR UP APR: Academic Data



Required for 2020 APR: Enrolled and completed the following:

- Pre-algebra
- Algebra I or Equivalent
- At least 1 rigorous class (e.g., AP, IB, honors, etc.)

# GEAR UP APR: Academic Data

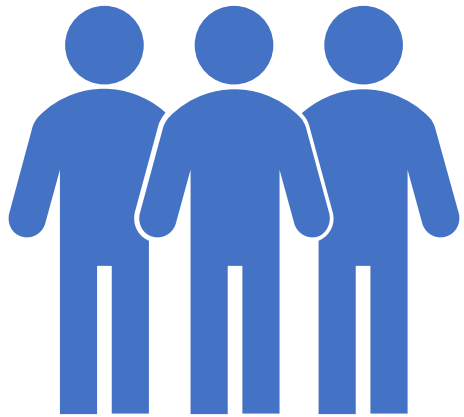
Required in prior APRs and possibly in future APRs/FPRs



Enrolled and completed the following:

- Pre-algebra
- Algebra I or Equivalent
- Geometry
- Algebra II
- Calculus
- Chemistry
- Physics
- Trigonometry
- Pre-Calculus
- Biology
- English & Language Arts
- At Least One Advanced Placement Class
- At Least One International Baccalaureate Class
- At Least Two Years of Math Beyond Algebra I
- A Non-credit Bearing Remedial Course
- Number of Unexcused Absences
- PSAT/PLAN Exam
- ACT/SAT Exam
- FAFSA Completion
- Graduated High School

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Activity



# At your table...



1. Identify the parts of the APR that are still confusing and discuss. (10 minutes)
2. Identify the data gaps you have and discuss how others gather those data. (10 minutes)
3. Discuss the ways you document (or could document) your APR processes throughout the year. (10 minutes)
4. Write down remaining questions on your index card and leave them on the front table before the break.

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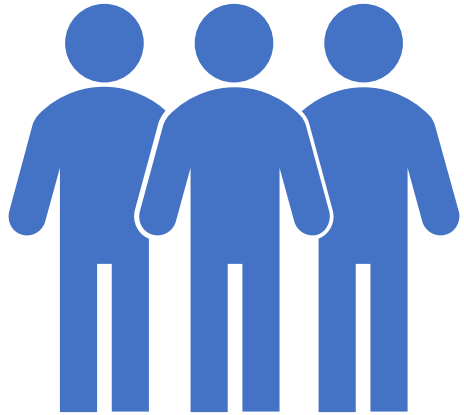
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Break

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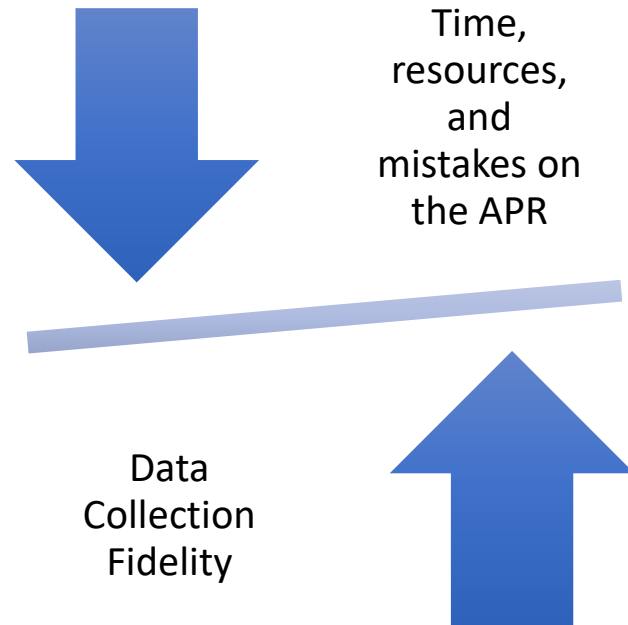
Q&A



# Building the Groundwork for Evaluation



# Data Collection Importance



Good data is at the backbone of the work we do!

# Accessing and Managing Data



Relationships

Technical  
Expertise

Legal  
Agreements

# Data Collection Partners



- State Education Agency
- Local Education Agencies
- University System
- Community College System
- Private/Independent Colleges and Universities
- State Education Assistance Authority
- Business Partners
- Standardized Testing Agencies – ACT/College Board
- National Student Clearinghouse

# Data Management:

## Characteristics of Effective Data Management



- A data system compliant with FERPA regulations and supported by strong security measures.
- A relational database that is linked by a unique identifier.
- A data system that defines all variables consistently allowing for comparisons.
- A data system that allows for customization related to grant activities.
- A data system that allows for formative and summative evaluation and longitudinal data tracking.

# Mapping GEAR UP Data



Student-Level  
Data



Cohort and  
Priority  
Students &  
Comparison  
Group Data



Relational  
Database

# Evaluation Plan



As outlined by the Request for Applications, should include:

1. What types of data will be collected
2. When various types of data will be collected
3. For which students data will be collected – participants only, and non-participants, which cohort(s)
4. What data collection methods will be used
5. How the data will be analyzed
6. When reports and outcome data will be available

# Designing an Evaluation



## Components of an Evaluation Plan

- Logic Model
- Research Questions
- Sample
- Comparison Data (if available)
- Research Design
- Analyses
- Dissemination and Reporting

# Formative Evaluation



- Conducted and reported on an **ongoing** basis throughout the project to continuously assess the project.
- Provides program staff with knowledge of how the quality and impact of project activities can be improved.
- Also includes process evaluation to examine service delivery methods, organization structure and culture, staffing, and service content.
- Allows for ongoing, data-driven decisions to be made, and for continuous program improvement.



# Summative Evaluation



- Evaluation conducted **at the conclusion** of the project to assess the overall impact of the project in terms of meeting goals and utilizing efficient resources.
- Not just goal attainment but assessment of all program outcomes; side effects and side impacts as well.
- Used to report final program outcomes.

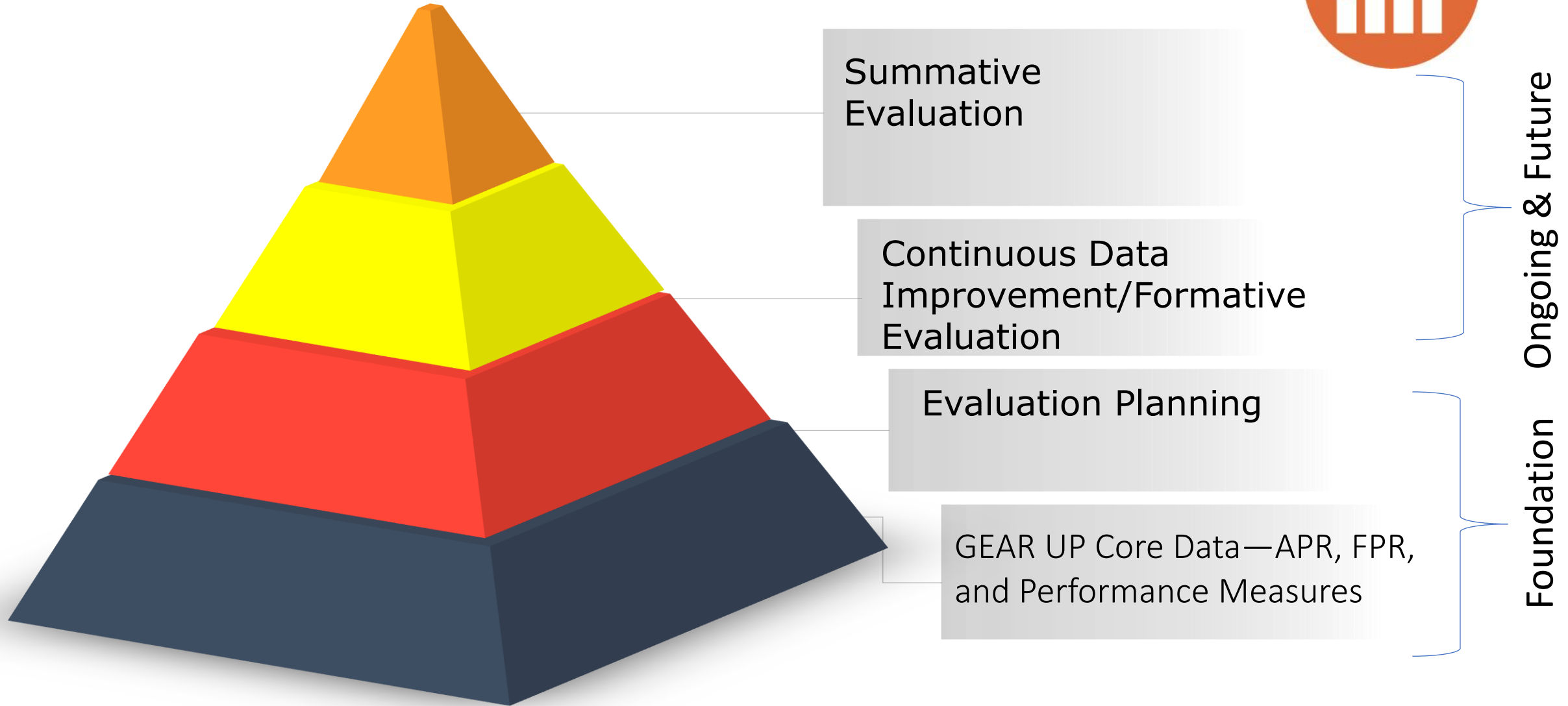
# Data Collection and Use:

## Privacy and Legal Considerations



- Guidance from Legal Counsel
- Institutional Review Board (IRB) review (if applicable)
- Family Educational Rights and Privacy Act (FERPA)
- Confidentiality Agreements
  - For GEAR UP Personnel (GEAR UP staff, Coordinators, etc.)
  - For External Consultants (Consultants, External Evaluators, etc.)

# A Data & Evaluation Infrastructure



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W W W . E D P A R T N E R S H I P S . O R G

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