

**SECRETARY OF EDUCATION MEETING**  
**IN REGARDS TO SOUTH DAKOTA GEAR UP GRANT**  
**AND**  
**SOUTH DAKOTA COLLEGE ACCESS GRANT**

**McKay Building**

**1:00**

**Tuesday, April 10, 2102**

**DESIRED OUTCOMES**

- 1. To create an awareness with the *South Dakota Secretary of Education of Project Management* Concerns in regards to the two projects**
- 2. To define relationship between agencies and Department of Education (ie. Partnership vs Contracted Services)**
- 3. To define what the Management Teams expectations are in regards to project leadership**
- 4. To develop a plan and timelines to address project concerns**

**AGENDA**

- 1. Presentation of concerns from Project Management Point of View**
- 2. Next Steps**
- 3. Other**
- 4. Adjourn**

**SD GEARUP and SDCACG Grant Concerns**  
**Meeting with SD DoE and MCEC**  
**April 10, 2012**  
**Pierre, SD**

1. In the SDGEARUP grant agreement Mid Central is referred to as a grant partner, but the Project Director refers to Mid Central as a contractor. **Please clarify MCEC role as a partner or a contractor.** *Relevance?*
2. **Besides responding to financial questions from the SD DOE, the SDGEARUP and SDCACG grant staffs are not in any way participating in the decision-making or grant management process.** At this point the grant staff for both SDGEARUP and SDCACG are not part of primary decision-making process for either of these two grants. The only project management input that the staff has is when it comes time to answer questions while the bills are reviewed. *What participation do they have that they are entitled to?*
3. The award letter from the US Department of Education for the GEARUP grant was received by South Dakota on or around September 29, 2011. **A contract to fully implement the SDGEARUP grant and authorize the managing partner to contract and disperse grant funds to partner schools or other entities was not returned to Mid Central until after March 20, 2012.** Mid Central and AIII have *?* fronted over \$500,000 to operate the program at a basic level. The State has had authority to drawdown grant funds for over six months.
4. The award letter for the SD College Access Challenge Grant was received in South Dakota on or around September 2, 2011. **Signed SDCACG contracts were not received back to the managing entities until after February 17, 2012.** Activities were initiated, however distribution of funds to partners did not occur until January 12, 2012. Mid Central and AIII have fronted approximately \$450,000 to operate the SDCACG program even though grant funds were available six months ago.
5. **The Annual Progress Report for the first grant year of SD GEARUP is due on April 16, 2012.** Since grant funds were not given authorization to be dispersed by a contract earlier in the project year, the APR will highlight very significant issues. The very low level of funds draw down combined with narrative and data from the APR,

will raise an alert with the Project Officer. On February 2, 2012, the SDGEARUP Project Officer sent an email expressing concerns over the low grant drawdowns.

6. The evaluator selection process for SDGEARUP was not posted until March 2, 2012 and the due date for the evaluator RFP's was listed as April 2, 2012. **The selection process, criterion, and timelines for the project coordinator were completely unknown to any of the SDGEAUP or Mid Central staff.** The fact that we have not a hired project evaluator for SD GEARUP will have an adverse effect on the APR and this will be listed as another significant deficiency of the project.
7. Out of \$3,484,736 SDGEARUP grant funds for project year 1, as of Thursday April 5, 2012, only \$300,000 has been authorized for reimbursements, and potentially another \$200,000 is under review. **Seven months into the SD GEARUP project we have over 85% of the year 1 grant funds that are unspent.**
8. **There have been no meetings between the SDGEARUP Project Director and the SDGEARUP grant staff.** The SDGEARUP project staff is attempting to implement the work plan that was submitted to the US Dept of Ed on November 1, 2011, but all requests and suggestions for project meetings have been disregarded.
9. **We need to have a clear understanding for what documentation is needed from partner schools.** <sup>OK</sup> We currently contract with schools to provide a site coordinator and a summer program. We ask for a workplan so that we can see what they plan to implement. We need to have an understanding if we are going to make all schools send in everything that they expend money on or if we are paying them to provide a service. We rely upon the established school-level fiduciary policies, safeguards, and personnel to manage, document, and account for the SDGEARUP mini-grants that are provided to schools.
10. There was a review of the grant evaluation and Final APR for SDGEARUP grant 2005-2011 in which it appears that BIE Tribal School data was accessed and reviewed under the pretenses of this review. The SDGEARUP project staff has a deep appreciation for the fragile relationship that have been initiated between the State Department of Education and Tribal grant schools and their corresponding Tribes. **SDGEARUP staff developed a proposal with no direct intent of overstepping**

**the fragile boundaries that exist between BIE Tribal Grant schools and the State Dept. of Education.**

**11. It appears there is a desire by the Project Director of SDGEARUP to use school wide test data as a form of evaluation of the SDGEARUP program.** It should be stated that the new SDGEARUP grant has an evaluation plan that received a perfect score in the proposal review process does not require the grant to collect school-wide data. This is a very drastic change in scope in regards to the evaluation plan and what the schools are expecting. If the State intends to require the schools that are participating in SDGEARUP (including BIE Tribal schools) to turnover data use and access, then a transparent data use plan should be presented to each of the local school administrators and school boards so they can make an informed decision to participate in the program.

**12. The Project Director has now initiated a process to gain access to BIE Tribal School data.** I believe that if we wanted to do this as a project the more cordial thing to do would have been to approach each of the schools individually and request this. It would be difficult to do so, as the new GEARUP grant does not specify that this is required. The new evaluation plan states that the individual partner schools will provide or upload their students' data. This will avoid the challenging data access issues.

**13. The SDCACG program did not identify over \$226,000 (approximately \$139,000 from Career and Technical Education Contract and approximately \$88,000 from Office of Indian education budget) in unspent carryover funds from year 1.** It seems as if there is an extended time line to spend these funds, however since they are grant funds they can only be spent on one of 5 authorized grant activities. It was agreed upon that we would allocate any and all carryover from the grant to need based scholarships for the students from the partner schools. The Project Director's latest decision to allocate \$100,000 of the over \$226,000 to scholarships. **It is not certain what the rest of the SDCACG carryover funds are being earmarked for. Moreover, did the Project Officer approve an official carryover request that SDCACG made regarding these funds?**

**From:** Schopp, Melody (DOE)  
**To:** Campbell, Roger  
**Subject:** RE: Gear Up Documents and FYI  
**Date:** Monday, April 23, 2012 3:50:20 PM

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Thanks – this really helps so let me review please!

*Melody*

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**From:** Campbell, Roger  
**Sent:** Monday, April 23, 2012 3:28 PM  
**To:** Schopp, Melody (DOE)  
**Subject:** Gear Up Documents and FYI

Melody,

Based on our conversation from last week I thought I would send you electronic files of some documents that are often referenced in our discussions about the SD Gear Up Program.

- #1 is the Gear Up Abstract
- #2 is the Gear Up Work Plan
- #3 is an Updated Gear Up Work Plan that was sent to the USDOE Program Officer in February
- #4 is the PDF of the concerns that were brought forth by MCEC/AIII at our meeting on the 10<sup>th</sup>
- #5 is the draft APR

There are 13 different points that MCEC/AIII made and I'll try to limit my responses which I didn't provide at the meeting.

1. We're all partners but SD DOE is the lead partner; I feel that the other partners will provide whatever financial/programmatic information that we request
2. There have been no significant changes to programmatic issues that would warrant input
3. There is email dialogue between the partners that somewhat contradicts this statement; I received from grants management the instructions for grant request in mid-December; I requested the grant early February and we actually sent them the contract on 2.19.12; they took a month to get it back and we signed it on 3.20.12
4. Similar situation to #3; money being dispersed using their own discretion and when the school payments became an issue they blame DOE
5. They've expended the resources on staff but have not paid the schools which is a large part of the data collection needed for the APR; MCEC/AIII/BCKuhn prepared the response to the Program Officer about these concerns; in that report were inaccuracies about the actual progress of the project
6. This situation is similar to the contracting process; additionally, BCKuhn indicated on last week's call that the APR was just a report and data collection that was separate from the program evaluation that the Independent External Evaluator was going to be doing; that was her response when I asked about a possible conflict of interest because she had submitted an RFP to be the Independent External Evaluator while already contracted to do the data collection for MCEC.

7. I don't feel that they can pick and choose to independently spend money without a contract and then also use it as an excuse
8. I'm not sure when and where it has been stated to have these "Project Management Team" meetings; additionally, the Project Director has not been involved in a number of the management issues that the Work Plan requires and have apparently taken place without the oversight or inclusion of the Project Director; once again, a double-standard with the use of the Work Plan.
9. I'm not sure why this was a concern; we never indicated any changes regarding the partner schools
10. Per Jan Martin there were no boundaries crossed
11. The Project Director was asking questions to gauge the effectiveness and efficiency of the Gear Up Program; at no time was it suggested that we were going to make any significant programmatic changes
12. We will access any data from the BIE that is necessary and allowable to effectively and accurately measure the impact of the SD Gear Up Grant; I will go to each and every school with this message and if they don't wish to provide we can reallocate resources to other eligible schools/students
13. MCEC has not consulted with the SD DOE in the past regarding this financial information on the SD Gear Up funds or the SD CACG funds which they should have been doing all along; if they would have checked, SD DOE would have provided the information.

.....I meant to be brief

Tomorrow they'll have a draft APR to us; I intend to incorporate the status of the Oceti Sakowin Project into the Professional Development portion of the report as well as giving consideration to improve efficiency of the grant through the realignment and reallocation of resources and responsibilities.

Call if questions/concerns.

Thanks,

**Roger Campbell**  
**Office of Indian Education**  
**SD Department of Education**  
**800 Governor's Drive**  
**Pierre, SD 57501-2294**  
**Tel: (605) 773-3783**  
**Fax: (605) 773-6139**

## GEAR UP SOUTH DAKOTA ABSTRACT

PR Award Number: P334S110022  
 Grantee: South Dakota Department of Education, Office  
 of Indian Education  
 Project Director's Name: Roger Campbell  
 Year One Funding: \$3,483,736  
 Telephone Number: 605.773.3783  
 E-mail: Roger.Campbell@state.sd.us  
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 Pierre, SD 57501-2291

The South Dakota GEAR UP program (SDGU) aims to **significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education**. This is an important mission for the State of South Dakota, as significant educational disparities continue to exist between Native American and non-Native students in the State. SDGU's lead administrator, the South Dakota Department of Education's Office of Indian Education (SDDoE-OIE), has teamed with the Mid-Central Educational Cooperative, American Indian Institute for Innovation, Oceti Sakowin Education Consortium, South Dakota Board of Regents, Lakota Funds, Microsoft, and the DIAL Virtual School to provide the program's services. SDGU will serve a priority cohort of 6,600 Native American students annually who attend schools across South Dakota. These schools include state public, Tribal Grant, Bureau of Indian Education (BIE) operated, and reservation based private schools.

To achieve its goal, the SDGU program will: 1) increase the academic performance and preparation for post-secondary education of GEAR UP students; 2) increase the rate of high school graduation and participation in post-secondary education for GEAR UP students; and 3) increase the educational expectations of GEAR UP students, and increase student and family knowledge of post-secondary education options, preparation, and financing. Students will begin participating in the 6<sup>th</sup> grade, and will be followed through their first year at an institution of higher education (IHE). SDGU will offer 1) foundational services to all grade levels, 2) middle school enhancements, 3) middle school to high school transition services, 4) high school enhancements, 5) high school to post-secondary transition services, and 6) other support services. Foundational Services include an advanced and engaging, culturally relevant curriculum; mentoring; and tutoring and catch-up services. Middle school students will also receive academic and career counseling, summer programming, and high school planning and college awareness. The program will pilot a transition program to help bridge the middle and high school years—a critical period for students. SDGU high school students will benefit from graduation coaches, ACT/SAT preparation, career planning activities, financial aid workshops, and college visits. Orientation sessions will be available to students during their first year at an IHE. Other SDGU activities include engaging parents through workshops and mailings, and providing professional development to teachers and graduation coaches.

In terms of outcomes, SDGU expects to increase participating students' attendance and course completion rates, GPAs, State assessment scores, SAT/ ACT completion rates, and high school graduation and post-secondary enrollment rates. Participating students and their parents will also demonstrate an increase in knowledge regarding post-secondary benefits, academic preparation, costs, and financial aid opportunities. The program will be evaluated through a rigorous, well-designed, and independent evaluation.

**S O U T H D A K O T A G E A R U P**  
**S t a t e G r a n t**

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**WORK PLAN**  
**YEAR 1: 2011-2012**

Award number: **P334S110022**



## **I. GOALS and OBJECTIVES**

The South Dakota GEAR UP program (SDGU) aims to **significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education**. This is an important mission for the State of South Dakota, as significant educational disparities continue to exist between Native American and non-Native students in the State. To achieve this goal, the program has identified the following three (3) objectives:

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

SDGU's lead administrator, the South Dakota Department of Education's Office of Indian Education (SDDoE-OIE), has teamed with the Mid-Central Educational Cooperative, American Indian Institute for Innovation, Oceti Sakowin Education Consortium, South Dakota Board of Regents, Lakota Funds, Wells Fargo, Microsoft, and the DIAL Virtual School to provide the program's services. SDGU will serve a priority cohort of 6,600 economically disadvantaged and predominately Native American students annually who attend schools across South Dakota. These schools include state public, Tribal grant, Bureau of Indian Education (BIE) operated, and reservation based private schools.

## II. SERVICES

SDGU will offer participating students A) foundational services to all grade levels, B) middle school enhancements, C) middle school to high school transition services, D) high school enhancements, and E) high school to post-secondary transition services. Services for parents and professional development opportunities for teachers and graduation coaches will also be offered.

### A. Foundational Services

#### 1. Advanced curriculum (grades 6-12).

SDGU will enhance the existing curriculum at participating schools, offering participants in grades 6-12 a rigorous acceleration-based college preparatory curriculum that includes Math (Pre-algebra through Calculus), Science (Earth Science, Biology, Chemistry), Language Arts, Writing (journaling), and Lakota/ Dakota culture. This curriculum is based on the Common Core Standards and is modeled on the GEAR UP Honors summer program, which primarily serves Native American students.

#### 2. Tutoring and homework assistance (grades 6-12).

Tutoring will occur before or after school, and will be supplied by Graduation Coaches, counselors, teachers, or other qualified staff. Tutoring will be offered at least twice a week during the school year at each participating school.

#### 3. Mentoring and advising (grades 6-12).

SDGU will offer middle school mentoring for grades 6-8, transition mentoring for grade 9, Graduation Coaches during high school, and additional mentoring from the program's returning Scholars. At the middle school level, mentors will meet weekly with at-risk students and bi-weekly with other students. They will briefly discuss the child's academics, attendance, behavior, and personal life. They will also work as information resources for the students, supplying portions of the high school planning and college awareness services. Over the course of high school, Graduation Coaches will provide more comprehensive mentoring services related to career and college preparation.

4. Prescriptive catch-up services (grades 6-12).

Prescriptive catch-up services will be provided to academically struggling students after school or during the summer. Cognitive Guided Instruction (CGI) will assist students with math; the Reading Plus software will assist students in English.

B. Grade-specific Enhancements, Middle School

1. Counseling, advising, academic and career planning (grade 8).

SDGU students will utilize an online software package called Career Cruising. Career Cruising 1) introduces students to a variety of careers, 2) assesses each student's skills, interests, and values, providing a list of career matches, 3) allows for side-by-side comparisons of careers, considering academic preparation and potential earnings, and 4) offers practice tests to prepare students for post-secondary entrance exams (SAT/ACT). Students will use Career Cruising to identify possible career paths, post-secondary schools that offer those programs, and the high school courses necessary to meet entrance requirements. This information will be used to create a personal learning plan that includes concrete and specific education goals. Plans will be made available to teachers, counselors, and parents. Counselors will meet with students one-on-one each semester to review grades and assessment scores, and make adjustments to the personal learning plans. High school course plans and college options/preparation will be discussed.

2. Two-week middle school summer program (grades 6-8).

The SDGU middle school summer program will be an opportunity for youth to engage in and reexamine their coursework from multiple perspectives via field trips, hands on activities, and other techniques. This offering will also provide career and college information and guidance services using Career Cruising.

C. Middle to High School Transition Enhancements.

1. Middle to high school transition program (grade 9).

The SDGU program will pilot-test a middle to high school transition program in select schools. It will utilize roaming teachers to offer a high school experience within the middle school. During the fall semester, 9<sup>th</sup> graders will spend 4 days in the middle school and 1 day at the high school every week. During the spring semester, 9<sup>th</sup> graders will increase their time at the high school to 3 days a week, spending only 2 at the middle

school. This will enable classmates to preserve existing social networks, to support each other during gradual immersion in high school, and the opportunity to make high school friends.

**D. High School Enhancements.**

**1. Six-week high school residential summer program (grades 9-12).**

Eligible SDGU students will have the opportunity to participate in the GEAR UP Honors Program. Summer program participants will be immersed in a rigorous acceleration-based college preparatory curriculum. The curriculum utilizes a four-year tiered approach, where each progressive year builds upon the prior years' activities. It also introduces concepts that will be presented to students during their upcoming academic year. Returning Scholars will contribute to the residential summer program by providing participants with information on high school, the transition to college, and what to expect during their first year of college. Scholars will assist students with their college preparatory curriculum and coursework.

**2. Graduation Coaches (grades 9-12).**

The SDGU program provides high school students with a comprehensive mentor relationship through Graduation Coaches. Coaches will develop a personal relationship with students, learn about their interests and strengths, and support them personally, behaviorally, academically, and socially. They will help students enhance their career and educational plan through career exploration services, college planning services, family involvement activities, and other resources. Graduation Coaches will supply or supervise the majority of the SDGU high school services, including mentoring, tutoring, career exploration and planning, college planning, financial aid workshops, etcetera. Graduation Coaches will be assigned to small groups of students of 40 or less, meet with students formally at least once a week to provide ongoing mentoring, evaluate student progress, and identify supports the student may need.

**3. ACT/SAT preparation (grades 9-12).**

The DIAL Virtual School will provide the SDGU program with ACT and SAT preparation through a virtual high school. The curriculum is taught by highly qualified teachers and aligned with state content standards.

4. Career exploration and planning (grades 9-12).

SDGU will utilize the Career Cruising program to demonstrate how a student's education is connected to their lives and future opportunities. SDGU career exploration and planning services will begin in 9<sup>th</sup> grade and continue through 12<sup>th</sup> grade, and will be offered at least twice a semester. In addition to online exploration, these activities will include career and college fairs hosted at participating high schools, visits to local businesses, college visits, and professional guest speakers.

5. College planning (grades 9-12).

Graduation Coaches will provide college planning assistance, encourage high expectations, and support rigorous academics. They will address educational pathways to specific careers, college admission requirements, financial requirements, college curriculums, and planning. College planning activities will be closely linked to other college related SDGU services, including: career exploration and planning, SAT/ ACT preparation, financial aid workshops, and college visits. Graduation Coaches will offer this service at least twice a semester, starting in 9<sup>th</sup> grade and lasting through graduation.

6. Financial aid workshops, opportunities for Federal financial aid (grades 9-12).

The SDGU program will work with the South Dakota College Access Challenge Grant to provide financial aid workshops. This service will begin in 9<sup>th</sup> grade, as research suggests that schools should work with students and parents early to develop college financing plans. Financial aid workshops will be offered at least once a semester at each grade level, with offerings building on each other so that parents attending multiple sessions will receive more in depth guidance. Lakota Funds, a SDGU partner, will offer Individual Development Accounts (IDA). These accounts are matched savings accounts that assist low-income families and students towards saving for post-secondary education.

7. College visits and student shadowing (grades 11-12).

College tours offer students the opportunity to experience college life first-hand, receive academic advising and financial aid planning services, and provide students with the opportunity to meet with college advisors and mentors. Shadowing college students takes this one step further, giving participants an inside look at a 'day in the life' of a

college student by attending classes and experiencing housing situations, campus activities, etcetera. College visits will be provided twice a year starting in 11<sup>th</sup> grade and will include 2-year and 4-year colleges. Returning Scholars will assist with both activities.

8. 21<sup>st</sup> Century Scholar Certificates (grade 12).

A personalized 21<sup>st</sup> Century Scholar Certificate 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 under section 404E of the HEA. This information will ensure that every student is aware of the resources at their disposal when they continue on to an institution of higher education.

E. Grade-specific Enhancements, High School to Post-secondary Transition

1. Dual/concurrent enrollment program (grade 12).

SDGU will facilitate dual enrollment services for all participating 12<sup>th</sup> grade high school students, increasing student post-secondary degree completion by acting as part of a high school career path, and preparing them for advanced classes in their chosen subjects.

This service will be provided in cooperation with the SDGU IHE partners.

2. College orientation and transition (Pre-Freshman year).

The SDGU program will provide college orientation activities in order to help prepare students for transitioning to college campuses. This service, offered by the SDGU IHE partners, will be provided to students before they begin their first college semester.

3. First-year college services (Freshman year).

During the freshman year of college, Graduation Coaches will host GEAR UP sponsored events at partner IHE campuses. These events will introduce students to programs and resources available on campus, such as student support services, tutoring, and advising. Graduation Coaches will also meet with students one-on-one and assist them with finding individualized supports. These events will be hosted once per semester at each partner IHE.

## F. Professional Development

### 1. Teachers (grades 6-12).

SDGU teachers will be 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. Professional development offerings will also address traditional barriers to equitable access, and participants will discuss specific topics relevant to the SDGU program and diversity of participating student bodies. Professional development will be offered twice a year (once each semester). In addition, SDGU will also collaborate with the South Dakota College Access Challenge grant and Indian Education Summit to hold an annual GEAR UP leadership conference for program stakeholders and educators.

### 2. Graduation Coaches (grades 9-12).

SDGU will augment counselor training with professional development in the areas of rural education, college planning, and one-on-one counseling. Staff will also ensure that coaches are familiar with program goals and objectives, program services, and all software packages utilized. This professional development will be provided at the beginning of the program, before Graduation Coaches supply services, and will be augmented as necessary over the program's course.

## G. Parents

### 1. Workshops, meetings, and mailings (grades 6-12).

Since parental involvement can boost student achievement, family contact and services will begin in 6<sup>th</sup> grade, and will intensify in the 9<sup>th</sup> grade when students begin working with Graduation Coaches. SDGU Counselors and Graduation Coaches will make contact with parents at least twice a semester to inform them about SDGU program services—specifically parent/teacher conferences and financial aid workshops. In addition, monthly newsletters and other college, career, and financial aid materials will be distributed to families each semester.

### III. MEASURABLE OBJECTIVES

A. OBJECTIVES and PERFORMANCE MEASURES	B. ACTIVITIES and SERVICES
<b>Objective 1: Increase the academic performance and preparation for postsecondary education of GEAR UP students</b>	
<p>1.1: The average daily attendance of SDGU students will exceed that of non-SDGU students each year starting in 2013 (GU).</p>	<p>A. Foundational Services</p> <ul style="list-style-type: none"> <li>A1. Advanced curriculum (6-12)</li> <li>A2. Tutoring and homework assistance (6-12)</li> <li>A3. Mentoring and advising (6-12)</li> <li>A4. Prescriptive catch-up services (6-12)</li> </ul> <p>B. Grade-specific Enhancements, Middle School</p> <ul style="list-style-type: none"> <li>B1. Counseling, advising, academic and career planning (8)</li> </ul> <p>C. Middle to High School Transition Enhancements</p> <ul style="list-style-type: none"> <li>C1. Middle to high school transition program (9)</li> </ul> <p>D. High School Enhancements</p> <ul style="list-style-type: none"> <li>D2. Graduation Coaches (9-12)</li> </ul>
<p>1.2: 85% of SDGU students will be promoted to the next grade level on time each year starting in 2013 (GU).</p>	<p>A. Foundational Services</p> <ul style="list-style-type: none"> <li>A1. Advanced curriculum (6-12)</li> <li>A2. Tutoring and homework assistance (6-12)</li> <li>A3. Mentoring and advising (6-12)</li> <li>A4. Prescriptive catch-up services (6-12)</li> </ul> <p>B. Grade-specific Enhancements, Middle School</p> <ul style="list-style-type: none"> <li>B1. Counseling, advising, academic and career planning (8)</li> <li>B2. Two-week middle school summer program (6-8)</li> </ul> <p>C. Middle to High School Transition Enhancements</p> <ul style="list-style-type: none"> <li>C1. Middle to high school transition program (9)</li> </ul> <p>D. High School Enhancements</p> <ul style="list-style-type: none"> <li>D2. Graduation Coaches (9-12)</li> </ul>
<p>1.3: The percentage of SDGU students who pass Pre-algebra by</p>	<p>A. Foundational Services</p> <ul style="list-style-type: none"> <li>A1. Advanced curriculum (6-12)</li> </ul>



A. OBJECTIVES and PERFORMANCE MEASURES	B. ACTIVITIES and SERVICES
the end of the 8 <sup>th</sup> grade will increase by 10% over the baseline each year starting in 2013 (GPRA).	<p>A2. Tutoring and homework assistance (6-12)</p> <p>A3. Mentoring and advising (6-12)</p> <p>A4. Prescriptive catch-up services (6-12)</p> <p>B. Grade-specific Enhancements, Middle School</p> <p>B1. Counseling, advising, academic and career planning (8)</p> <p>B2. Two-week middle school summer program (6-8)</p>
1.4: The percentage of SDGU students who pass Algebra 1 by the end of the 9 <sup>th</sup> grade will increase by 10% over the baseline starting in 2014 (GPRA).	<p>A. Foundational Services</p> <p>A1. Advanced curriculum (6-12)</p> <p>A2. Tutoring and homework assistance (6-12)</p> <p>A3. Mentoring and advising (6-12)</p> <p>A4. Prescriptive catch-up services (6-12)</p> <p>B. Grade-specific Enhancements, Middle School</p> <p>B1. Counseling, advising, academic and career planning (8)</p> <p>B2. Two-week middle school summer program (6-8)</p> <p>C. Middle to High School Transition Enhancements</p> <p>C1. Middle to high school transition program (9)</p> <p>D. High School Enhancements</p> <p>D2. Graduation Coaches (9-12)</p>
1.5: The percentage of SDGU students who complete the PLAN or PSAT by the end of 10 <sup>th</sup> grade will increase by 10% over the baseline starting in 2015 (GPRA).	<p>A. Foundational Services</p> <p>A1. Advanced curriculum (6-12)</p> <p>A2. Tutoring and homework assistance (6-12)</p> <p>A3. Mentoring and advising (6-12)</p> <p>A4. Prescriptive catch-up services (6-12)</p> <p>B. Grade-specific Enhancements, Middle School</p> <p>B1. Counseling, advising, academic and career planning (8)</p> <p>B2. Two-week middle school summer program (6-8)</p> <p>C. Middle to High School Transition Enhancements</p> <p>C1. Middle to high school transition program (9)</p>

A. OBJECTIVES and PERFORMANCE MEASURES	B. ACTIVITIES and SERVICES
	<p>D. High School Enhancements</p> <p>D1. Six-week high school residential summer program (9-12)</p> <p>D2. Graduation Coaches (9-12)</p> <p>D3. ACT/SAT preparation (9-12)</p> <p>D4. Career exploration and planning (9-12)</p> <p>D5. College planning (9-12)</p>
<p>1.6: The percentage of SDGU students who complete the SAT or ACT by the end of 11<sup>th</sup> grade will increase by 10% over the baseline starting in 2016 (GPRA).</p>	<p>A. Foundational Services</p> <p>A1. Advanced curriculum (6-12)</p> <p>A2. Tutoring and homework assistance (6-12)</p> <p>A3. Mentoring and advising (6-12)</p> <p>A4. Prescriptive catch-up services (6-12)</p> <p>B. Grade-specific Enhancements, Middle School</p> <p>B1. Counseling, advising, academic and career planning (8)</p> <p>B2. Two-week middle school summer program (6-8)</p> <p>C. Middle to High School Transition Enhancements</p> <p>C1. Middle to high school transition program (9)</p> <p>D. High School Enhancements</p> <p>D1. Six-week high school residential summer program (9-12)</p> <p>D2. Graduation Coaches (9-12)</p> <p>D3. ACT/SAT preparation (9-12)</p> <p>D4. Career exploration and planning (9-12)</p> <p>D5. College planning (9-12)</p>
<p>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 11<sup>th</sup> grade will increase by 10% over the baseline starting in 2016 (GPRA).</p>	<p>A. Foundational Services</p> <p>A1. Advanced curriculum (6-12)</p> <p>A2. Tutoring and homework assistance (6-12)</p> <p>A3. Mentoring and advising (6-12)</p> <p>A4. Prescriptive catch-up services (6-12)</p> <p>B. Grade-specific Enhancements, Middle School</p>

A. OBJECTIVES and PERFORMANCE MEASURES	B. ACTIVITIES and SERVICES
	<p>B1. Counseling, advising, academic and career planning (8)</p> <p>B2. Two-week middle school summer program (6-8)</p> <p>C. Middle to High School Transition Enhancements</p> <p>C1. Middle to high school transition program (9)</p> <p>D. High School Enhancements</p> <p>D1. Six-week high school residential summer program (9-12)</p> <p>D2. Graduation Coaches (9-12)</p> <p>D3. ACT/SAT preparation (9-12)</p> <p>D4. Career exploration and planning (9-12)</p> <p>D5. College planning (9-12)</p>
<p>1.8: The percentage of SDGU students who take two years of mathematics beyond Algebra 1 by 12<sup>th</sup> grade will increase by 10% over the baseline starting in 2017 (GPRA).</p>	<p>A. Foundational Services</p> <p>A1. Advanced curriculum (6-12)</p> <p>A2. Tutoring and homework assistance (6-12)</p> <p>A3. Mentoring and advising (6-12)</p> <p>A4. Prescriptive catch-up services (6-12)</p> <p>B. Grade-specific Enhancements, Middle School</p> <p>B1. Counseling, advising, academic and career planning (8)</p> <p>B2. Two-week middle school summer program (6-8)</p> <p>C. Middle to High School Transition Enhancements</p> <p>C1. Middle to high school transition program (9)</p> <p>D. High School Enhancements</p> <p>D1. Six-week high school residential summer program (9-12)</p> <p>D2. Graduation Coaches (9-12)</p> <p>D3. ACT/SAT preparation (9-12)</p> <p>D4. Career exploration and planning (9-12)</p> <p>D5. College planning (9-12)</p> <p>E. Grade-specific Enhancements, High School to Post-secondary Transition</p> <p>E1. Dual/concurrent enrollment program (12)</p>

A. OBJECTIVES and PERFORMANCE MEASURES	B. ACTIVITIES and SERVICES
<p>1.9: The percentage of SDGU students in grades 6, 7, 8, &amp; 11 performing at or above proficiency in math on the state assessment test will increase by 10% each year (SDGU).</p>	<p>A. Foundational Services</p> <ul style="list-style-type: none"> <li>A1. Advanced curriculum (6-12)</li> <li>A2. Tutoring and homework assistance (6-12)</li> <li>A3. Mentoring and advising (6-12)</li> <li>A4. Prescriptive catch-up services (6-12)</li> </ul> <p>B. Grade-specific Enhancements, Middle School</p> <ul style="list-style-type: none"> <li>B1. Counseling, advising, academic and career planning (8)</li> <li>B2. Two-week middle school summer program (6-8)</li> </ul> <p>C. Middle to High School Transition Enhancements</p> <ul style="list-style-type: none"> <li>C1. Middle to high school transition program (9)</li> </ul> <p>D. High School Enhancements</p> <ul style="list-style-type: none"> <li>D1. Six-week high school residential summer program (9-12)</li> <li>D2. Graduation Coaches (9-12)</li> <li>D3. ACT/SAT preparation (9-12)</li> <li>D4. Career exploration and planning (9-12)</li> <li>D5. College planning (9-12)</li> </ul>
<p>1.10: The percentage of SDGU students in grades 6, 7, 8, &amp; 11 performing at or above proficiency in reading on the state assessment test will increase by 10% each year (SDGU).</p>	<p>A. Foundational Services</p> <ul style="list-style-type: none"> <li>A1. Advanced curriculum (6-12)</li> <li>A2. Tutoring and homework assistance (6-12)</li> <li>A3. Mentoring and advising (6-12)</li> <li>A4. Prescriptive catch-up services (6-12)</li> </ul> <p>B. Grade-specific Enhancements, Middle School</p> <ul style="list-style-type: none"> <li>B1. Counseling, advising, academic and career planning (8)</li> <li>B2. Two-week middle school summer program (6-8)</li> </ul> <p>C. Middle to High School Transition Enhancements</p> <ul style="list-style-type: none"> <li>C1. Middle to high school transition program (9)</li> </ul> <p>D. High School Enhancements</p> <ul style="list-style-type: none"> <li>D1. Six-week high school residential summer program (9-12)</li> </ul>

A. OBJECTIVES and PERFORMANCE MEASURES	B. ACTIVITIES and SERVICES
	D2. Graduation Coaches (9-12) D3. ACT/SAT preparation (9-12) D4. Career exploration and planning (9-12) D5. College planning (9-12)
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 starting in 2013 (GPRA).	G. Parents G1. Workshops, meetings, and mailings (6-12)
<b>Objective 2: Increase the rate of high school graduation and participation in postsecondary education for</b>	
2.1: Increase the percentage of SDGU students who graduate high school, compared to the state average, by 2018 (GPRA).	A. Foundational Services A1. Advanced curriculum (6-12) A2. Tutoring and homework assistance (6-12) A3. Mentoring and advising (6-12) A4. Prescriptive catch-up services (6-12) B. Grade-specific Enhancements, Middle School B1. Counseling, advising, academic and career planning (8) B2. Two-week middle school summer program (6-8) C. Middle to High School Transition Enhancements C1. Middle to high school transition program (9) D. High School Enhancements D1. Six-week high school residential summer program (9-12) D2. Graduation Coaches (9-12) D3. ACT/SAT preparation (9-12) D4. Career exploration and planning (9-12) D5. College planning (9-12)

A. OBJECTIVES and PERFORMANCE MEASURES	B. ACTIVITIES and SERVICES
	<p>D6. Financial aid workshops, opportunities for Federal financial aid (9-12)</p> <p>D7. College visits and student shadowing (11-12)</p> <p>E. Grade-specific Enhancements, High School to Post-secondary Transition</p> <p>E1. Dual/concurrent enrollment program (12)</p>
<p>2.2: 50% of SDGU students will be enrolled in a postsecondary educational institution by 2018 (GPRA).</p>	<p>A. Foundational Services</p> <p>A1. Advanced curriculum (6-12)</p> <p>A2. Tutoring and homework assistance (6-12)</p> <p>A3. Mentoring and advising (6-12)</p> <p>A4. Prescriptive catch-up services (6-12)</p> <p>B. Grade-specific Enhancements, Middle School</p> <p>B1. Counseling, advising, academic and career planning (8)</p> <p>B2. Two-week middle school summer program (6-8)</p> <p>C. Middle to High School Transition Enhancements</p> <p>C1. Middle to high school transition program (9)</p> <p>D. High School Enhancements</p> <p>D1. Six-week high school residential summer program (9-12)</p> <p>D2. Graduation Coaches (9-12)</p> <p>D3. ACT/SAT preparation (9-12)</p> <p>D4. Career exploration and planning (9-12)</p> <p>D5. College planning (9-12)</p> <p>D6. Financial aid workshops, opportunities for Federal financial aid (9-12)</p> <p>D7. College visits and student shadowing (11-12)</p> <p>E. Grade-specific Enhancements, High School to Post-secondary Transition</p> <p>E1. Dual/concurrent enrollment program (12)</p> <p>E2. College orientation and transition (Pre-Freshman year)</p>

A. OBJECTIVES and PERFORMANCE MEASURES	B. ACTIVITIES and SERVICES
	E3. First-year college services (Freshman year)
<p>2.3: 50% of SDGU students who enroll in postsecondary education will place into college-level math without need for remediation by 2018 (GPRA).</p>	<p>A. Foundational Services</p> <ul style="list-style-type: none"> <li>A1. Advanced curriculum (6-12)</li> <li>A2. Tutoring and homework assistance (6-12)</li> <li>A3. Mentoring and advising (6-12)</li> <li>A4. Prescriptive catch-up services (6-12)</li> </ul> <p>B. Grade-specific Enhancements, Middle School</p> <ul style="list-style-type: none"> <li>B1. Counseling, advising, academic and career planning (8)</li> <li>B2. Two-week middle school summer program (6-8)</li> </ul> <p>C. Middle to High School Transition Enhancements</p> <ul style="list-style-type: none"> <li>C1. Middle to high school transition program (9)</li> </ul> <p>D. High School Enhancements</p> <ul style="list-style-type: none"> <li>D1. Six-week high school residential summer program (9-12)</li> <li>D2. Graduation Coaches (9-12)</li> <li>D3. ACT/SAT preparation (9-12)</li> <li>D4. Career exploration and planning (9-12)</li> <li>D5. College planning (9-12)</li> </ul> <p>E. Grade-specific Enhancements, High School to Post-secondary Transition</p> <ul style="list-style-type: none"> <li>E1. Dual/concurrent enrollment program (12)</li> <li>E2. College orientation and transition (Pre-Freshman year)</li> <li>E3. First-year college services (Freshman year)</li> </ul>
<p>2.4: 50% of SDGU students who enroll in postsecondary education will place into college-level English without need for remediation by 2018 (GPRA).</p>	<p>A. Foundational Services</p> <ul style="list-style-type: none"> <li>A1. Advanced curriculum (6-12)</li> <li>A2. Tutoring and homework assistance (6-12)</li> <li>A3. Mentoring and advising (6-12)</li> <li>A4. Prescriptive catch-up services (6-12)</li> </ul> <p>B. Grade-specific Enhancements, Middle School</p>

A. OBJECTIVES and PERFORMANCE MEASURES	B. ACTIVITIES and SERVICES
	<p>B1. Counseling, advising, academic and career planning (8)</p> <p>B2. Two-week middle school summer program (6-8)</p> <p>C. Middle to High School Transition Enhancements</p> <p>    C1. Middle to high school transition program (9)</p> <p>D. High School Enhancements</p> <p>    D1. Six-week high school residential summer program (9-12)</p> <p>    D2. Graduation Coaches (9-12)</p> <p>    D3. ACT/SAT preparation (9-12)</p> <p>    D4. Career exploration and planning (9-12)</p> <p>    D5. College planning (9-12)</p> <p>E. Grade-specific Enhancements, High School to Post-secondary Transition</p> <p>    E1. Dual/concurrent enrollment program (12)</p> <p>    E2. College orientation and transition (Pre-Freshman year)</p> <p>    E3. First-year college services (Freshman year)</p>
<p>2.5: 50% of former SDGU students will be enrolled in a postsecondary educational institution by 2019 (GPRA).</p>	<p>A. Foundational Services</p> <p>    A1. Advanced curriculum (6-12)</p> <p>    A2. Tutoring and homework assistance (6-12)</p> <p>    A3. Mentoring and advising (6-12)</p> <p>    A4. Prescriptive catch-up services (6-12)</p> <p>B. Grade-specific Enhancements, Middle School</p> <p>    B1. Counseling, advising, academic and career planning (8)</p> <p>    B2. Two-week middle school summer program (6-8)</p> <p>C. Middle to High School Transition Enhancements</p> <p>    C1. Middle to high school transition program (9)</p> <p>D. High School Enhancements</p> <p>    D1. Six-week high school residential summer program (9-12)</p> <p>    D2. Graduation Coaches (9-12)</p> <p>    D3. ACT/SAT preparation (9-12)</p>



A. OBJECTIVES and PERFORMANCE MEASURES	B. ACTIVITIES and SERVICES
	<p>D4. Career exploration and planning (9-12)</p> <p>D5. College planning (9-12)</p> <p>D6. Financial aid workshops, opportunities for Federal financial aid (9-12)</p> <p>D7. College visits and student shadowing (11-12)</p> <p>E. Grade-specific Enhancements, High School to Post-secondary Transition</p> <p>E1. Dual/concurrent enrollment program (12)</p> <p>E2. College orientation and transition (Pre-Freshman year)</p> <p>E3. First-year college services (Freshman year)</p>
<p>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 (GPRA).</p>	<p>A. Foundational Services</p> <p>A1. Advanced curriculum (6-12)</p> <p>A2. Tutoring and homework assistance (6-12)</p> <p>A3. Mentoring and advising (6-12)</p> <p>A4. Prescriptive catch-up services (6-12)</p> <p>B. Grade-specific Enhancements, Middle School</p> <p>B1. Counseling, advising, academic and career planning (8)</p> <p>B2. Two-week middle school summer program (6-8)</p> <p>C. Middle to High School Transition Enhancements</p> <p>C1. Middle to high school transition program (9)</p> <p>D. High School Enhancements</p> <p>D1. Six-week high school residential summer program (9-12)</p> <p>D2. Graduation Coaches (9-12)</p> <p>D3. ACT/SAT preparation (9-12)</p> <p>D4. Career exploration and planning (9-12)</p> <p>D5. College planning (9-12)</p> <p>E. Grade-specific Enhancements, High School to Post-secondary Transition</p> <p>E1. Dual/concurrent enrollment program (12)</p>

A. OBJECTIVES and PERFORMANCE MEASURES	B. ACTIVITIES and SERVICES
	E2. College orientation and transition (Pre-Freshman year) E3. First-year college services (Freshman 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 (GPRA).	A. Foundational Services A1. Advanced curriculum (6-12) A2. Tutoring and homework assistance (6-12) A3. Mentoring and advising (6-12) A4. Prescriptive catch-up services (6-12) B. Grade-specific Enhancements, Middle School B1. Counseling, advising, academic and career planning (8) B2. Two-week middle school summer program (6-8) C. Middle to High School Transition Enhancements C1. Middle to high school transition program (9) D. High School Enhancements D1. Six-week high school residential summer program (9-12) D2. Graduation Coaches (9-12) D3. ACT/SAT preparation (9-12) D4. Career exploration and planning (9-12) D5. College planning (9-12) E. Grade-specific Enhancements, High School to Post-secondary Transition E1. Dual/concurrent enrollment program (12) E2. College orientation and transition (Pre-Freshman year) E3. First-year college services (Freshman year)
<b>Objective 3: Increase the educational expectations of GEAR UP students, and increase student and family postsecondary education options, preparation, and financing.</b>	
3.1: The percentage of SDGU students who demonstrate knowledge on the benefits of	A. Foundational Services A3. Mentoring and advising (6-12) B. Grade-specific Enhancements, Middle School

<b>A. OBJECTIVES and PERFORMANCE MEASURES</b>	<b>B. ACTIVITIES and SERVICES</b>
<p>pursuing a postsecondary education will increase by 10% each year starting in 2013 (GPRA).</p>	<p>B1. Counseling, advising, academic and career planning (8)</p> <p>D. High School Enhancements</p> <p>D2. Graduation Coaches (9-12)</p> <p>D4. Career exploration and planning (9-12)</p> <p>D5. College planning (9-12)</p> <p>D7. College visits and student shadowing (11-12)</p> <p>E. Grade-specific Enhancements, High School to Post-secondary Transition</p> <p>E3. First-year college services (Freshman year)</p> <p>G. Parents</p> <p>G1. Workshops, meetings, and mailings (6-12)</p>
<p>3.2: The percentage of SDGU students who demonstrate knowledge of the academic preparation necessary for postsecondary education will increase by 10% each year starting in 2013 (GPRA).</p>	<p>A. Foundational Services</p> <p>A3. Mentoring and advising (6-12)</p> <p>B. Grade-specific Enhancements, Middle School</p> <p>B1. Counseling, advising, academic and career planning (8)</p> <p>D. High School Enhancements</p> <p>D2. Graduation Coaches (9-12)</p> <p>D4. Career exploration and planning (9-12)</p> <p>D5. College planning (9-12)</p> <p>D7. College visits and student shadowing (11-12)</p> <p>E. Grade-specific Enhancements, High School to Post-secondary Transition</p> <p>E3. First-year college services (Freshman year)</p> <p>G. Parents</p> <p>G1. Workshops, meetings, and mailings (6-12)</p>
<p>3.3a: The percentage of SDGU students who demonstrate knowledge on the costs of</p>	<p>D. High School Enhancements</p> <p>D4. Career exploration and planning (9-12)</p> <p>D5. College planning (9-12)</p>

A. OBJECTIVES and PERFORMANCE MEASURES	B. ACTIVITIES and SERVICES
pursuing postsecondary education will increase by 10% each year starting in 2013 (GPRA).	D6. Financial aid workshops, opportunities for Federal financial aid (9-12) D7. College visits and student shadowing (11-12)
3.3b: The 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) (GPRA).	D. High School Enhancements D4. Career exploration and planning (9-12) D5. College planning (9-12) D6. Financial aid workshops, opportunities for Federal financial aid (9-12) D7. College visits and student shadowing (11-12)
3.4: 65% of SDGU students will aspire to continue their education after high school each year starting in 2013 (GU).	A. Foundational Services A3. Mentoring and advising (6-12) B. Grade-specific Enhancements, Middle School B1. Counseling, advising, academic and career planning (8) D. High School Enhancements D2. Graduation Coaches (9-12) D4. Career exploration and planning (9-12) D5. College planning (9-12) D7. College visits and student shadowing (11-12) G. Parents G1. Workshops, meetings, and mailings (6-12)
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 (GPRA).	G. Parents G1. Workshops, meetings, and mailings (6-12)
3.6a: the percentage of SDGU	G. Parents

A. OBJECTIVES and PERFORMANCE MEASURES	B. ACTIVITIES and SERVICES
<p>parents who demonstrate knowledge on the costs of pursuing postsecondary education will increase by 10% each year starting in 2016 (GPRA).</p>	<p>G1. Workshops, meetings, and mailings (6-12)</p>
<p>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 (GPRA).</p>	<p>G. Parents G1. Workshops, meetings, and mailings (6-12)</p>

#### IV. PERSONNEL

The SDGU program's key personnel are the Project Director (PD), Roger Campbell, and Project Coordinator (PC), Stacy Phelps. SDGU will recruit and hire for the following positions: Assistant Project Coordinator, Regional Coordinators, Higher Education Student Liaison, Middle School to High School Transition Specialist, Partner Coordinator, Dissemination and Community Coordinator, Data Collection Specialist, Budget Specialist, and School Site Teams.

*Project Director (PD), Roger Campbell.*

Mr. Campbell is responsible for providing overall leadership and direction for the project. Primary responsibilities include general oversight for all grant components including budget expenditures, evaluation, and reporting.

*Project Coordinator (PC), Stacy Phelps.*

Mr. Phelps is responsible for 1) hiring and regularly communicating with the Assistant Project Coordinator; 2) meeting with all program staff, partners, and schools to promote the program's goal, objectives, and activities; 3) managing all SDGU staff; 4) coordinating the annual SDGU leadership conference and quarterly site coordinator meetings; and 5) ensuring the quality of all SDGU services. The PC will report to the PD.

*Assistant Project Coordinator (APC), to be hired.*

The Assistant Project Coordinator is responsible for 1) overseeing implementation of scheduled activities and all SDGU services; 2) training and supervising SDGU staff members; 3) holding monthly meetings with Regional Coordinators to assess program progress and making adjustments as necessary to improve the program's quality; and 4) conducting site visits to participating schools and communities to promote the program's goal, objectives, and activities. The APC will report to the PC.

*Regional Coordinators (RCs), to be hired.*

Regional Coordinators are responsible for 1) training and managing School Site Teams, 2) ensuring the quality of SDGU services, 3) facilitating communication between schools and SDGU management, 4) attending all SDGU meetings, and 5) ensuring that all participating schools are receiving the necessary services from each SDGU partner. A total of 5 RCs will be hired, each representing a designated geographical area. The RCs will report to the APC.

*Higher Education Student Liaison (HESL), to be hired.*

The Higher Education Student Liaison will work with IHEs, high school Site Teams, and program partners to ensure that students receive quality post-secondary information and preparation activities. Responsibilities include 1) facilitating communication with state IHEs, 2) supplying post-secondary education information, 3) overseeing all SDGU college information services, 4) overseeing SDGU financial aid information services, 5) coordinating college visits and campus tours, and 6) overseeing all high school to post-secondary transition services. The HESL will report to the PC and APC.

*Middle School to High School Transition Specialist (TS), to be hired.*

The Middle School to High School Transition Specialist will work with the RCs and Site Teams to ensure that students make a successful transition from middle school to high school. Responsibilities include 1) facilitating the transfer of student mentoring and participant information from middle school GU Counselors to high school Graduation Coaches, 2) managing the pilot Middle School to High School Transition program, and 3) facilitating communication between SDGU and school staff at middle schools and high schools. The TS will report to the APC.

*Partner Coordinator (PartnerC), to be hired.*

The Partner Coordinator will work to ensure that the geographically disparate SDGU partners work together in the most effective way possible. Responsibilities include 1) facilitating regular communication between partners, 2) ensuring that each partner provides the correct services in a timely manner, and 3) recruiting new partners to help provide grant matching funds. The PartnerC will report to the PC.

*Dissemination and Community Coordinator (DCC), to be hired.*

The Dissemination and Community Coordinator will assist the Site Teams in engaging local communities and disseminating program information to them. Responsibilities include 1) organizing community activities, 2) managing community resources, and 3) disseminating information about SDGU within local communities. The DCC will report to the PC.

*Data Collection Specialist (DCS), to be hired.*

The Data Collection Specialist is responsible for coordinating data collection and data entry on a monthly basis. Data includes APR, evaluation, baseline, matching, and supporting documentation. The DCS will report to the PC and work closely with the schools, partners, and External Evaluator.

*Budget Specialist (BS), to be hired.*

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

*School Site Teams, to be hired.*

School Site Teams will provide services within each participating school. The Site Team will be comprised of a Lead Coordinator (LC), Counselors (C), and Graduation Coaches (GC). One LC will be assigned to each participating high school and its feeder middle school(s). Two SDGU Counselors will be assigned to each middle school and Graduation Coaches will be assigned to each high school (one per 40 participating students). The Cs and GCs will be supervised by and will report to the LC. The LC will report to the RC.



## V. TIMELINE

### A. Staffing

Major activities	Milestones	Responsible	Timeline (Year 1)
SDGU staff is hired.	Receive grant funding, begin recruiting and hiring.	PD, PC, APC, RCs, LCs	Oct. 2011-Dec. 2011
	– The Assistant Project Coordinator is recruited and hired.	PC	Oct. 2011-Dec. 2011
	– Five Regional Coordinators are recruited and hired.	PC, APC	Oct. 2011-Dec. 2011
	– The Higher Education Student Liaison is recruited and hired.	PC, APC	Oct. 2011-Dec. 2011
	– The Middle School to High School Transition Specialist is recruited and hired.	PC, APC	Oct. 2011-Dec. 2011
	– The Partner Coordinator is recruited and hired.	PC, APC	Oct. 2011-Dec. 2011
	– The Dissemination and Community Coordinator is recruited and hired.	PC, APC	Oct. 2011-Dec. 2011
	– The Data Collection Specialist is recruited and hired.	PC, APC	Oct. 2011-Dec. 2011
	– The Budget Specialist is recruited and hired.	PC, APC	Oct. 2011-Dec. 2011

	– A Lead Coordinator is recruited and hired for each participating school.	APC, RCs	Oct. 2011-Dec. 2011
	– Two SDGU Counselors are recruited and hired for each participating school.	APC, LCs?	Oct. 2011-Dec. 2011
	– A Graduation Coach is recruited and hired for each participating school.	APC, LCs?	Oct. 2011-Dec. 2011
The External Evaluator is hired.	Receive bids for and hire an external evaluator.	PD, PC, APC	Oct. 2011-Dec. 2011
Train Staff	Train all SDGU staff.		
	– A training session is held for all new staff members, covering program goals and objectives, program services, and the software packages utilized.	PC, APC	Oct. 2011-Dec. 2011

## B. Stakeholder Meetings

Major activities	Milestones	Responsible	Timeline (Year 1)
Kick off meeting	A SDGU meeting is held for all stakeholders.	All staff and stakeholders	Nov. 2011
School administrators meeting.	Superintendents and principals review SDGU goals, project implementation, and outcomes.	PD, PC, APC, BS,	Nov. 2011

		Evaluator	
Staff meetings.	Staff meet to identify and discuss obstacles, review grant progress, and make recommendations for program improvement.	PD, PC, APC, RCs	Monthly, beginning in Oct. 2011
Site Team meeting.	SDGU Lead Coordinators, Counselors, Graduation Coaches, and staff review goals, activity implementation, matching, and best practices.	RCs, LCs, Cs, GCs	Semi-annually.  Oct. 2011  Mar. 2012

### C. Services for Students

Major activities	Milestones	Responsible	Timeline (Year 1)
Establish/ review SDGU activities and budgets.	SDGU activity calendars.	PD, PC, APC, RCs, LCs, BS	Oct. 2011
Foundational Services are planned and begin to be implemented [A].	The existing curriculum at participating schools is enhanced, resulting in an advanced curriculum for students (grades 6-12) [Activity A1].		
	– The curriculum is implemented in participating schools.	APC, RCs, LCs, Cs, GCs	Oct. 2011-Nov. 2011
	Tutoring and homework assistance are available to	RCs, LCs, Cs, GCs	On-going beginning

	participating students (grades 6-12) at least twice a week before or after school at each participating school during the school year [A2].		Oct. 2011
	Mentoring and advising are offered to participating students [A3].		
	<ul style="list-style-type: none"> <li>– Middle school level mentors (grades 6-8) will meet weekly with at-risk students and bi-weekly with other students.</li> </ul>	RCs, LCs, Cs	On-going beginning Nov. 2011
	<ul style="list-style-type: none"> <li>– Graduation Coaches will meet with high school students on a weekly basis.</li> </ul>	RCs, LCs, GCs	On-going beginning Nov. 2011
	Prescriptive catch-up services are provided to academically struggling students (grades 6-12) after school or during the summer [A4].	LCs, Cs, GCs	On-going beginning Nov. 2011
Middle School Enhancements are planned and begin to be implemented [B].	Counseling, advising, academic and career planning services are offered to 8 <sup>th</sup> grade students [B1].		
	<ul style="list-style-type: none"> <li>– Students are introduced to and begin utilizing the Career Cruising online software package.</li> </ul>	RCs, LCs, Cs	On-going beginning Nov. 2011
	<ul style="list-style-type: none"> <li>– Students create a personal learning plan with the</li> </ul>	RCs, LCs, Cs	On-going beginning

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	assistance of counselors (includes high school planning and college awareness).		Dec. 2011
	<ul style="list-style-type: none"> <li>– Counselors meet with students one-on-one each semester to review grades and assessment scores, and make adjustments to the personal learning plans.</li> </ul>	RCs, LCs, Cs	On-going beginning Dec. 2011
	6 <sup>th</sup> to 8 <sup>th</sup> grade students participate in a two-week middle school summer program [B2].	PC, APC, RCs, LCs, Cs	Jun. - Aug. 2012
High School Enhancements are planned and begin to be implemented [D].	Eligible high school students will have the opportunity to participate in the GEAR UP Honors Program [D1].	PC, APC, RCs, LCs	Jun. - Aug. 2012
	High school students receive comprehensive mentoring support from their Graduation Coaches during the school year [D2].		
	<ul style="list-style-type: none"> <li>– Graduation Coaches are assigned to small groups of students of 40 or less.</li> </ul>	RCs, LCs, GCs	Nov. 2011-Dec. 2011
	<ul style="list-style-type: none"> <li>– Graduation Coaches meet with students formally at least once a week to provide ongoing mentoring, evaluate student progress, and identify supports the student may need. Coaches will also provide college planning assistance, encourage high expectations, and</li> </ul>	RCs, LCs, GCs	On-going beginning Dec. 2011

	support rigorous academics. They will address educational pathways to specific careers, college admission requirements, financial requirements, college curriculums, and planning.		
	High school students receive ACT and SAT preparation through a virtual high school [D3].	DIAL Virtual School, RCs, LCs, GCs	On-going beginning Jan. 2012
	High school students receive career exploration and planning services [D4].		
	<ul style="list-style-type: none"> <li>Students are introduced to and begin utilizing the Career Cruising online software package.</li> </ul>	LCs, GCs	On-going beginning Dec. 2011
	<ul style="list-style-type: none"> <li>Students have the opportunity to participate in a career exploration and planning activity at least twice a semester. Activities may include career and college fairs hosted at participating high schools, visits to local businesses, and professional guest speakers.</li> </ul>	HESL, LCs, GCs	On-going beginning Dec. 2011
	High school students receive college planning services [D5].		
	<ul style="list-style-type: none"> <li>Graduation Coaches meet with students formally at least once a week to provide college planning assistance, encourage high expectations, and support</li> </ul>	LCs, GCs	On-going beginning Dec. 2011

	rigorous academics. Coaches will address educational pathways to specific careers, college admission requirements, financial requirements, college curriculums, and planning.		
	High school students participate in financial aid workshops [D6].		
	– Financial aid workshops are offered at least once a semester at each grade level.	RCs, HESL, LCs, GCs	On-going beginning Dec. 2011
	11 <sup>th</sup> and 12 <sup>th</sup> grade students visit college campuses and shadow college students [D7].		
	– Students have the opportunity to visit 2-year/4-year college campuses twice a year.	HESL, RCs, LCs, GCs	On-going beginning Apr. 2012
	Seniors receive a 21 <sup>st</sup> Century Scholar Certificate upon graduation [D8].	RCs, LCs, GCs	May 2012
High School to Post-secondary Transition Enhancements are planned and begin to be implemented [E].	12 <sup>th</sup> grade students participate in the dual/concurrent enrollment program [E1].	IHE partners, RCs, HESL, LCs, GCs	On-going beginning Jan. 2012
	High school graduates participate in college orientation	IHE partners,	Aug. 2012-Sept.

	activities, prior to their first semester at an IHE [E2].	RCs, HESL, LCs, GCs	2012
	Freshmen students receive first-year college services [E3].		

#### D. Services for Parents

Major activities	Milestones	Responsible	Timeline (Year 1)
Parent contact.	Parents of 6 <sup>th</sup> -12 <sup>th</sup> grade students participate in workshops and meetings, and receive program information via mail, email, etc. [G1]		
	– Meetings are held at least twice a year to inform parents about SDGU services.	DCC, LC, Cs, GCs	Dec. 2011 & May. 2011
	– Financial aid workshops are offered at least once a semester.	RCs, HESL, LCs, GCs	Beginning Dec. 2011
	– Monthly newsletters and other college, career, and financial aid materials will be distributed to families each semester.	RC	Monthly, beginning Oct 2011

#### E. Professional Development

Major activities	Milestones	Responsible	Timeline (Year 1)
Graduation Coach PD.	Graduation Coaches attend professional development sessions	APC, RCs,	On-going beginning



	that address topics such as rural education, college planning, and one-on-one counseling.	LCs, GCs	Nov 2011
Teacher PD.	Teachers attend professional development sessions that address topics such as 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.	APC, RCs, LCs	Nov. 2011-Dec. 2011 & Feb. 2011-Mar. 2011
SDGU leadership conference.	Professional development for project stakeholders and educators. Leveraging of services.	All SDGU staff, school staff, and partners.	Sep. 2012

#### **F. Data Collection, Evaluation, and Reporting.**

Major activities	Milestones	Responsible	Timeline (Year 1)
Data system.	Institute the program's longitudinal data system.	PD, PC, APC	Oct. 2011-Dec. 2011
	– Identify and procure the data system.	PD, PC, APC	Nov. 2011
	– Install, train on, and implement the data system.	PC, APC	Dec. 2011
Establish/ review data	Data collection instruments created and distributed to schools.	PD, DCS,	Oct. 2011-Dec. 2011

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collection plan.		BS, Evaluator	
Data collection.	Collect and enter project data including activities, match, transcript, and budget.	PD, Cs, GCs, DCS	On-going beginning Oct. 2011
Annual Performance Report.	Complete and submit the GEAR UP Annual Performance Report	PD, PC, APC, DCS, Evaluator	Apr. 2012
External evaluation.	Formative evaluation.	PD, PC, APC, Evaluator	Aug. 2012-Sept. 2012

# **S O U T H D A K O T A G E A R U P**

## **S t a t e G r a n t**

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# **Progress Report**

## **YEAR 1: 2011-2012**

Submitted to Mr. Craig Pooler  
GEARUP Project Manager  
US Department of Education

Submitted by: Mr. Roger Campbell  
South Dakota Office of Indian Education  
SD GEARUP Project Director

Award number: **P334S110022**

### I. Service Data

**Services Provided to Students:** In the following table, place an “X” in the first column next to the types of services provided by your project with GEAR UP Federal or matching funds. For each type of service provided, indicate the number of students who received the service during the reporting period and the average number of hours of service provided per student during the reporting period.

Place an “X” in this column if your project provides this type of service	Type of Service	Number of Students in the GEAR UP Cohort Who Received the Service	Average Hours of Service Per Participant Receiving the Service Per Year
XXX	Tutoring/ homework assistance	65	1.35
	Rigorous academic curricula		
XXX	Comprehensive Mentoring	338	.75
XXX	Financial aid counseling/ advising	24	1.00
XXX	Counseling/ advising/ academic planning/career counseling	189	1.60
XXX	College visit/college student shadowing	59	4.00
	Job site visit/job shadowing		
	Summer programs		
	Educational field trips		
XXX	Workshops	503	.75
XXX	Family/cultural events	6	1.50
	Other (please specify)		

4. **Services Provided to Parents:** In the following table, place an “X” in the first column next to the types of services provided by your project using GEAR UP Federal or matching funding. For each type of service provided, indicate the number of parents (or guardians) who received the service during the reporting period and the average number of hours of service provided per parent during the reporting period.

Place an “X” in this column if your project provides this type of service	Type of Service	Number of Parents of Students in the GEAR UP Cohort Who Received the Service	Average Hours of Service Per Participant Receiving the Service Per Year
XXX	Workshops on college preparation/financial aid	51	1
XXX	Counseling/advising	44	.5
	College visits		
	Family events		
	Other (please specify)		

Teacher Professional Development

Date	School or meeting/ conference	# of GEAR UP Teach ers	Description of Professional Development	Length of Training
9/26/11	Lower Brule	9	Indian Education Summit	8.00
11/13/2012 11/14/2012	SDGU - Site Coordinators Conference	58	Session on the New GEAR UP grant and services	15.50
12/19/11	Lower Brule	44	Session on differentiated teaching methods	17.00
<b>Totals:</b>		<b>111</b>	<b>Average # of Hours</b>	<b>15.50</b>

6. **Services Provided to Schools:** Please complete the following table indicating services provided to GEAR UP schools.

Place an "X" in this column if your project provides this type of service	Type of Service
XXX	Curriculum development
XXX	Dual or current enrollment programs
	Other (please specify)

## II. Budget Report

The invoiced expenses categories include salary, fringe, travel, and supply line items that have been expensed to date. The remainders of the expenses that are anticipated are pending the finalization of the school contracts. Since we are beginning a new grant, each of the school partner agreements are approved by each of the individual school boards at over 35 different partner schools. Progress is being made on the grant as key foundational and critical training and contacts are continuing to be made as we await the final school agreements. These agreements, the start of the summer programs, and continued personnel expenses will amount to nearly \$1,000,000 in pending funding disbursements.

<b>Invoiced Expenses Subtotal</b>	<b>\$260,746</b>
October 2011 Grant Expenses	\$56,140
November 2011 Grant Expenses	\$71,952
December 2011 Grant Expenses	\$77,393
January 2011 Grant Expenses	\$55,261
<b>Encumbered Total</b>	<b>\$135,000</b>
Evaluation Contract	\$85,000
Data Contract	\$50,000
<b>February 2012-Anticipated Expenses</b>	<b>\$330,000</b>
Middle School Mini-grants	\$120,000
High School Mini-grant	\$150,000
Personnel	\$40,000
Supplies	\$8,000
Travel	\$12,000
<b>March 2012-Anticipated Expenses</b>	<b>\$117,000</b>
Middle School Reading Contracts	\$35,000
Professional Dev Expenses	\$10,000
Personnel	\$40,000
Supplies	\$8,000
Travel	\$12,000
Equipment	\$12,000
<b>April 2012-Anticipated Expenses</b>	<b>\$105,000</b>
Sch Reform/Trans Contracts	\$10,000
Professional Dev Expenses	\$20,000
Personnel	\$40,000
Supplies	\$8,000
Travel	\$15,000
Equipment	\$12,000
<b>May 2012-Anti. Exp. SubTotal</b>	<b>\$773,000</b>
Middle Sch Smr Grants	\$120,000
Summer Personnel	\$25,000
Personnel	\$40,000
Travel	\$15,000
Supplies	\$8,000

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Summer Dorm and Food	\$75,000
Middle School Payments	\$80,000
High School Payments	\$120,000
Professional Dev Expenses	\$20,000
Middle School Payments	\$120,000
High School Payments	\$120,000
Equipment	\$30,000

**June 2012-Anti. Exp. SubTotal \$480,000**

Middle School Summer Grants	
Summer Personnel	\$90,000
Personnel	\$40,000
Travel	\$15,000
Supplies	\$15,000
Summer Dorm and Food	\$100,000
Summer Bussing	\$15,000
Professional Dev Expenses	\$20,000
School Reform/Trans Contracts	\$170,000
Equipment	\$15,000

**July 2012-Anti. Exp. SubTotal \$392,000**

Middle Sch Summer Grants	\$80,000
Summer Personnel	\$55,000
Personnel	\$40,000
Travel	\$12,000
Supplies	\$20,000
Summer Dorm and Food	\$150,000
Summer Bussing	\$15,000
Professional Dev Expenses	\$20,000

**August 2012-Anti. Exp. SubTotal \$376,000**

Summer Personnel	\$25,000
Personnel	\$40,000
Summer Bussing	\$6,000
Summer Dorm and Food	\$50,000
Supplies	\$25,000
Professional Dev Expenses	\$20,000
Travel	\$10,000
Middle School Mini-grants	\$100,000
High School Mini-grants	\$100,000

SDGEARUP Ant. Exp Total	\$2,573,000
Indirect Costs	\$179,841
Invoiced Expenses Subtotal	\$260,746
Encumbered total	\$135,000
SDGEARUP Grant Yr 1 Total	\$3,148,587
SDGEARUP Award Amount	\$3,484,397
Potential Carryover	\$335,810

### III. PERSONNEL

The SDGU program's key personnel are the Project Director (PD), Roger Campbell, and Project Coordinator (PC), Stacy Phelps. SDGU will recruit and hire for the following positions: Assistant Project Coordinator, Regional Coordinators, Higher Education Student Liaison, Middle School to High School Transition Specialist, Partner Coordinator, Dissemination and Community Coordinator, Data Collection Specialist, Budget Specialist, and School Site Teams.

*Project Director (PD), Roger Campbell.*

Mr. Campbell is responsible for providing overall leadership and direction for the project. Primary responsibilities include general oversight for all grant components including budget expenditures, evaluation, and reporting.

*Project Coordinator (PC), (Hired-Stacy Phelps.)*

Mr. Phelps is responsible for 1) hiring and regularly communicating with the Assistant Project Coordinator; 2) meeting with all program staff, partners, and schools to promote the program's goal, objectives, and activities; 3) managing all SDGU staff; 4) coordinating the annual SDGU leadership conference and quarterly site coordinator meetings; and 5) ensuring the quality of all SDGU services. The PC will report to the PD.

*Assistant Project Coordinator (APC), (Hired-Leslie Heathershaw.)*

The Assistant Project Coordinator is responsible for 1) overseeing implementation of scheduled activities and all SDGU services; 2) training and supervising SDGU staff members; 3) holding monthly meetings with Regional Coordinators to assess program progress and making adjustments as necessary to improve the program's quality; and 4) conducting site visits to participating schools and communities to promote the program's goal, objectives, and activities. The APC will report to the PC.

*Regional Coordinators (RCs), to be hired. (have hired 5: Angel Mills, Mackenzie Casey, Marie Zephier (replaced Cassie Brewer who resigned in Dec 2012), Korrinna Phelps, and Lonnie Wright)*

Regional Coordinators are responsible for 1) training and managing School Site Teams, 2) ensuring the quality of SDGU services, 3) facilitating communication between schools and SDGU management, 4) attending all SDGU meetings, and 5) ensuring that all participating



schools are receiving the necessary services from each SDGU partner. A total of 5 RCs will be hired, each representing a designated geographical area. The RCs will report to the APC.

*Higher Education Student Liaison (HESL), to be hired.*

The Higher Education Student Liaison will work with IHEs, high school Site Teams, and program partners to ensure that students receive quality post-secondary information and preparation activities. Responsibilities include 1) facilitating communication with state IHEs, 2) supplying post-secondary education information, 3) overseeing all SDGU college information services, 4) overseeing SDGU financial aid information services, 5) coordinating college visits and campus tours, and 6) overseeing all high school to post-secondary transition services. The HESL will report to the PC and APC.

*Middle School to High School Transition Specialist (TS), (Not Hired but working with consulting groups to develop outcomes and develop RFP for partner school identification).*

The Middle School to High School Transition Specialist will work with the RCs and Site Teams to ensure that students make a successful transition from middle school to high school. Responsibilities include 1) facilitating the transfer of student mentoring and participant information from middle school GU Counselors to high school Graduation Coaches, 2) managing the pilot Middle School to High School Transition program, and 3) facilitating communication between SDGU and school staff at middle schools and high schools. The TS will report to the APC.

*Partner Coordinator (PartnerC), (Hired-Darla Drew Lerdal).*

The Partner Coordinator will work to ensure that the geographically disparate SDGU partners work together in the most effective way possible. Responsibilities include 1) facilitating regular communication between partners, 2) ensuring that each partner provides the correct services in a timely manner, and 3) recruiting new partners to help provide grant matching funds. The PartnerC will report to the PC.

*Dissemination and Community Coordinator (DCC), (Hired-Jay Roman).*

The Dissemination and Community Coordinator will assist the Site Teams in engaging local communities and disseminating program information to them. Responsibilities include 1)

organizing community activities, 2) managing community resources, and 3) disseminating information about SDGU within local communities. The DCC will report to the PC.

*Data Collection Specialist (DCS), to be hired.*

The Data Collection Specialist is responsible for coordinating data collection and data entry on a monthly basis. Data includes APR, evaluation, baseline, matching, and supporting documentation. The DCS will report to the PC and work closely with the schools, partners, and External Evaluator.

*Budget Specialist (BS), (Hired-Scott Westerhuis)*

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

*School Site Teams, (Identified at the local partner Middle and High School levels).*

School Site Teams will provide services within each participating school. The Site Team will be comprised of a Lead Coordinator (LC), Counselors (C), and Graduation Coaches (GC). One LC will be assigned to each participating high school and its feeder middle school(s). Two SDGU Counselors will be assigned to each middle school and Graduation Coaches will be assigned to each high school (one per 40 participating students). The Cs and GCs will be supervised by and will report to the LC. The LC will report to the RC.

#### IV. TIMELINE

##### A. Staffing

Major activities	Milestones	Responsible	Timeline (Year 1)	Progress
SDGU staff is hired.	Receive grant funding, begin recruiting and hiring.	PD, PC, APC, RCs, LCs	Oct. 2011-Dec. 2011	11 out of 14 position are in place.
	– The Assistant Project Coordinator is recruited and hired.	PC	Oct. 2011-Dec. 2011	Hired
	– Five Regional Coordinators are recruited and hired.	PC, APC	Oct. 2011-Dec. 2011	Hired
	– The Higher Education Student Liaison is recruited and hired.	PC, APC	Oct. 2011-Dec. 2011	Searching
	– The Middle School to High School Transition Specialist is recruited and hired.	PC, APC	Oct. 2011-Dec. 2011	Searching
	– The Partner Coordinator is recruited and hired.	PC, APC	Oct. 2011-Dec. 2011	Hired
	– The Dissemination and Community Coordinator is recruited and hired.	PC, APC	Oct. 2011-Dec. 2011	Hired

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	- The Data Collection Specialist is recruited and hired.	PC, APC	Oct. 2011-Dec. 2011	Searching
	- The Budget Specialist is recruited and hired.	PC, APC	Oct. 2011-Dec. 2011	Hired
	- A Lead Coordinator is recruited and hired for each participating school.	APC, RCs	Oct. 2011-Dec. 2011	Identified
	- Two SDGU Counselors are recruited and hired for each participating school.	APC, LCs	Oct. 2011-Dec. 2011	Identified
	- A Graduation Coach is recruited and hired for each participating school.	APC, LCs	Oct. 2011-Dec. 2011	Identify
The External Evaluator is hired.	Receive bids for and hire an external evaluator.	PD, PC, APC	Oct. 2011-Dec. 2011	In progress
Train Staff	Train all SDGU staff.			Ongoing
	- A training session is held for all new staff members, covering program goals and objectives, program services, and the software packages utilized.	PC, APC	Oct. 2011-Dec. 2011	Completed

## B. Stakeholder Meetings

Major activities	Milestones	Responsible	Timeline (Year 1)	Progress
Kick off meeting	A SDGU meeting is held for all stakeholders.	All staff and stakeholders	Nov. 2011	Completed
School administrators meeting.	Superintendents and principals review SDGU goals, project implementation, and outcomes.	PD, PC, APC, BS, Evaluator	Nov. 2011	Ongoing- Schools have draft of partnership agreements
Staff meetings.	Staff meet to identify and discuss obstacles, review grant progress, and make recommendations for program improvement.	PD, PC, APC, RCs	Monthly, beginning in Oct. 2011	Completed
Site Team meeting.	SDGU Lead Coordinators, Counselors, Graduation Coaches, and staff review goals, activity implementation, matching, and best practices.	RCs, LCs, Cs, GCs	Semi-annually. Oct. 2011 Mar. 2012	1 <sup>st</sup> Meeting held Nov 2011 activities given out. Spring meeting to be scheduled

### C. Services for Students

Major activities	Milestones	Responsible	Timeline (Year 1)	Progress
Establish/ review SDGU activities and budgets.	SDGU activity calendars.	PD, PC, APC, RCs, LCs, BS	Oct. 2011	Completed- Ongoing as it is updated
Foundational Services are planned and begin to be implemented [A].	The existing curriculum at participating schools is enhanced, resulting in an advanced curriculum for students (grades 6-12) [Activity A1].			Binders deployed to schools.
	– The curriculum is implemented in participating schools.	APC, RCs, LCs, Cs, GCs	Oct. 2011-Nov. 2011	Binders deployed in schools
	Tutoring and homework assistance are available to participating students (grades 6-12) at least twice a week before or after school at each participating school during the school year [A2].	RCs, LCs, Cs, GCs	On-going beginning Oct. 2011	Ongoing- Implementation various at different schools
	Mentoring and advising are offered to participating			Ongoing-

	students [A3].			Implementation various at different schools - Implementation various at different schools
	<ul style="list-style-type: none"> <li>– Middle school level mentors (grades 6-8) will meet weekly with at-risk students and bi-weekly with other students.</li> </ul>	RCs, LCs, Cs	On-going beginning Nov. 2011	Ongoing- Implementation various at different schools
	<ul style="list-style-type: none"> <li>– Graduation Coaches will meet with high school students on a weekly basis.</li> </ul>	RCs, LCs, GCs	On-going beginning Nov. 2011	Ongoing- Implementation various at different schools
	Prescriptive catch-up services are provided to academically struggling students (grades 6-12) after school or during the summer [A4].	LCs, Cs, GCs	On-going beginning Nov. 2011	Ongoing- Implementation various at different schools
Middle School Enhancements	Counseling, advising, academic and career planning services are offered to 8 <sup>th</sup> grade students [B1].			Ongoing- Implementation various at different

are planned and begin to be implemented [B].				schools
	<ul style="list-style-type: none"> <li>Students are introduced to and begin utilizing the Career Cruising online software package.</li> </ul>	RCs, LCs, Cs	On-going beginning Nov. 2011	Completed
	<ul style="list-style-type: none"> <li>Students create a personal learning plan with the assistance of counselors (includes high school planning and college awareness).</li> </ul>	RCs, LCs, Cs	On-going beginning Dec. 2011	Ongoing
	<ul style="list-style-type: none"> <li>Counselors meet with students one-on-one each semester to review grades and assessment scores, and make adjustments to the personal learning plans.</li> </ul>	RCs, LCs, Cs	On-going beginning Dec. 2011	Ongoing-Implementation various at different schools
	6 <sup>th</sup> to 8 <sup>th</sup> grade students participate in a two-week middle school summer program [B2].	PC, APC, RCs, LCs, Cs	Jun. - Aug. 2012	Not completed-awaiting summer
High School Enhancements	Eligible high school students will have the opportunity to participate in the GEAR UP Honors Program [D1].	PC, APC, RCs, LCs	Jun. - Aug. 2012	Not completed-awaiting summer



are planned and begin to be implemented [D].				
	High school students receive comprehensive mentoring support from their Graduation Coaches during the school year [D2].			Ongoing-Implementation various at different schools
	<ul style="list-style-type: none"> <li>Graduation Coaches are assigned to small groups of students of 40 or less.</li> </ul>	RCs, LCs, GCs	Nov. 2011-Dec. 2011	Ongoing-Implementation various at different schools
	<ul style="list-style-type: none"> <li>Graduation Coaches meet with students formally at least once a week to provide ongoing mentoring, evaluate student progress, and identify supports the student may need. Coaches will also provide college planning assistance, encourage high expectations, and support rigorous academics. They will address educational pathways to specific careers, college admission</li> </ul>	RCs, LCs, GCs	On-going beginning Dec. 2011	Ongoing-Implementation various at different schools

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				various at different schools
	<ul style="list-style-type: none"> <li>Students have the opportunity to visit 2-year/4-year college campuses twice a year.</li> </ul>	HESL, RCs, LCs, GCs	On-going beginning Apr. 2012	All ready began. Ongoing- Implementation various at different schools
	Seniors receive a 21 <sup>st</sup> Century Scholar Certificate upon graduation [D8].	RCs, LCs, GCs	May 2012	Not Applicable
High School to Post-secondary Transition Enhancements are planned and begin to be implemented [E].	12 <sup>th</sup> grade students participate in the dual/concurrent enrollment program [E1].	IHE partners, RCs, HESL, LCs, GCs	On-going beginning Jan. 2012	Planning –In progress
	High school graduates participate in college orientation activities, prior to their first semester at an IHE [E2].	IHE partners, RCs, HESL,	Aug. 2012-Sept. 2012	Not Applicable

		LCs, GCs		
	Freshmen students receive first-year college services [E3].			Not Applicable

#### D. Services for Parents

Major activities	Milestones	Responsible	Timeline (Year 1)	Progress
Parent contact.	Parents of 6 <sup>th</sup> -12 <sup>th</sup> grade students participate in workshops and meetings, and receive program information via mail, email, etc. [G1]			Ongoing
	– Meetings are held at least twice a year to inform parents about SDGU services.	DCC, LC, Cs, GCs	Dec. 2011 & May. 2011	Ongoing
	– Financial aid workshops are offered at least once a semester.	RCs, HESL, LCs, GCs	Beginning Dec. 2011	Ongoing
	– Monthly newsletters and other college, career, and financial aid materials will be distributed to families each semester.	RC	Monthly, beginning Oct 2011	Ongoing

**E. Professional Development**

Major activities	Milestones	Responsible	Timeline (Year 1)	Progress
Graduation Coach PD.	Graduation Coaches attend professional development sessions that address topics such as rural education, college planning, and one-on-one counseling.	APC, RCs, LCs, GCs	On-going beginning Nov 2011	First session held- Remaining ongoing
Teacher PD.	Teachers attend professional development sessions that address topics such as 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.	APC, RCs, LCs	Nov. 2011-Dec. 2011 & Feb. 2011-Mar. 2011	First sessions held Ongoing.
SDGU leadership conference.	Professional development for project stakeholders and educators. Leveraging of services.	All SDGU staff, school staff, and partners.	Sep. 2012	Not Applicable

**F. Data Collection, Evaluation, and Reporting.**

Major activities	Milestones	Responsible	Timeline (Year 1)	Progress
Data system.	Institute the program's longitudinal data system.	PD, PC, APC	Oct. 2011-Dec. 2011	In progress
	– Identify and procure the data system.	PD, PC, APC	Nov. 2011	Identified awaiting final deployment being readied for pilot role out
	– Install, train on, and implement the data system.	PC, APC	Dec. 2011	In progress
Establish/review data collection plan.	Data collection instruments created and distributed to schools.	PD, DCS, BS, Evaluator	Oct. 2011-Dec. 2011	Completed
Data collection.	Collect and enter project data including activities, match, transcript, and budget.	PD, Cs, GCs, DCS	On-going beginning Oct. 2011	In progress
Annual Performance	Complete and submit the GEAR UP Annual Performance Report	PD, PC, APC, DCS,	Apr. 2012	Not Applicable

South Dakota GEAR UP – Year 1 work plan update  
**P334S110022**

Report.		Evaluator		
External evaluation.	Formative evaluation.	PD, PC, APC, Evaluator	Aug. 2012-Sept. 2012	Not Applicable

**SECRETARY OF EDUCATION MEETING**  
**IN REGARDS TO SOUTH DAKOTA GEAR UP GRANT**  
**AND**  
**SOUTH DAKOTA COLLEGE ACCESS GRANT**

**McKay Building**

**1:00**

**Tuesday, April 10, 2102**

**DESIRED OUTCOMES**

- 1. To create an awareness with the *South Dakota Secretary of Education of Project Management* Concerns in regards to the two projects**
- 2. To define relationship between agencies and Department of Education (ie. Partnership vs Contracted Services)**
- 3. To define what the Management Teams expectations are in regards to project leadership**
- 4. To develop a plan and timelines to address project concerns**

**AGENDA**

- 1. Presentation of concerns from Project Management Point of View**
- 2. Next Steps**
- 3. Other**
- 4. Adjourn**