



***Request for Information  
Evaluation Services***

**Project Name:** Volunteers of America, Dakotas Immersion Center

**Overview**

Volunteers of America, Dakotas (VOA Dakotas) will be submitting an application to the South Dakota Department of Education for the FY26 21st Century Community Learning Center Program. VOA Dakotas is seeking the services of an external evaluator to assist with data collection and evaluation, reporting, and quality improvement efforts related to this project. If awarded, this would be a five-year project, and the terms of the contract would be from 7/1/2025-6/30/2030.

**Population to be Served**

STARS will serve students from the Elementary Immersion Center at Jane Addams Elementary in Sioux Falls, SD. The Elementary Immersion Center (EIC) welcomes students and their families who are new to the country and have emerging reading, writing, speaking, and listening skills in English.

The project anticipates serving an average daily attendance of 18 students during the school year and 9 students during the summer.

**Project Goals and Objectives**

Below is a description of the applicable performance indicators used by the South Dakota Department of Education to evaluate the effectiveness of activities carried out by the 21<sup>st</sup> Century Community Learning Center grants. Grantees are required to collect and submit data on the following elements. These are also required by the Government Performance and Results Act (GPRA).

1. Percentage of students in grades 4-5 participating in 21CCLC programming during the school year and summer who demonstrate growth in English/language arts on the South Dakota state assessments.
  - a. The South Dakota Accountability System performs growth calculations for every student who has enough testing data. Based on their achievement, each student will be assigned a growth number. Students should be counted as demonstrating growth if they achieved a growth score of two (2), three (3), or four (4).
2. Percentage of students in grades 4-5 participating in 21CCLC programming during the school year and summer who demonstrate growth in mathematics on the South Dakota state assessments.

- a. The South Dakota Accountability System performs growth calculations for every student who has enough testing data. Based on their achievement, each student will be assigned a growth number. Students should be counted as demonstrating growth if they achieved a growth score of two (2), three (3), or four (4).
3. Percentage of students in grades 1-12 participating in 21CCLC during the school year who had a school day attendance rate at/or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year.
4. Percentage of students in grades 1-12 attending 21CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.
5. Percentage of students in grades 1–5 participating in 21CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.

In addition to these required indicators, VOA Dakotas will collect the following:

1. Percentage of students demonstrating improved social skills based on pre- and post-social skills checklist completed by VOA Dakotas staff.
2. Data on family engagement and learning

### **Evaluation Responsibilities and Deliverables**

VOA Dakotas is seeking an experienced evaluator to facilitate data collection and evaluation and assist with reporting and quality improvement efforts. Responsibilities and deliverables include:

- Collecting and analyzing the above listed outcome data
- Assisting in preparing outcome data Annual Performance Reports twice annually (see attached example)
- Participate in at least quarterly meetings with relevant program staff, including at least one annual quality improvement meeting
- One (1) annual summary report at the end of each project year and one (1) cumulative report at the end of the five-year project. Annual reports should summarize activities, outcomes, and quality improvement efforts.

### **Volunteers of America, Dakotas Background and Purpose**

VOA Dakotas is called by the Gospel to guide people to live healthy and fulfilling lives. Reaching out to help those whom we are called to serve achieve their full potential, VOA Dakotas demonstrates God's love by guiding people with behavioral health needs; supporting individuals with intellectual and developmental disabilities; strengthening those struggling with homelessness; and uplifting children, youth, and families.

For more information, please visit our website at [www.voa-dakotas.org](http://www.voa-dakotas.org)

### **Request for Information Details and Directions**

Please email information to Deb Rice, Managing Director of Grants, at [d.rice@voa-dakotas.org](mailto:d.rice@voa-dakotas.org) no later than January 31, 2025 by 5:00 PM CST. Questions regarding this Request for Information may be submitted electronically to Deb Rice, Managing Director of Grants at [d.rice@voa-dakotas.org](mailto:d.rice@voa-dakotas.org) with the subject line 21<sup>st</sup> Century Grant Project Question.

Content for the information should include:

- A brief description of the firm and/or consultant, including qualifications and relevant experience
- A proposed timeline of activities or deliverables
- A proposed budget for all five years of the project, including how budget was determined.
- A previous sample of work

### **Notification**

Selection notification will be sent via email on February 7, 2025.

### **Preparation Costs**

All costs incurred in the preparation and presentation of this Request for Information shall be the responsibility of the applicant.

Thank you for your consideration, and we look forward to hearing from you.

Deb Rice  
Managing Director of Grants  
Volunteers of America, Dakotas  
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605-321-2862

**South Dakota Department of Education**  
**Nita M. Lowey**  
**21<sup>st</sup> Century Community Learning Centers**



**2022-2023 Outcomes**  
**Data Collection Guide**

21APR data are reported separately for summer and school year for all categories: Activities, Staffing, Participation, and Outcomes. We understand that many of the students you report for summer and school year will be the same.

**Please note**, where the tool says “You reported the following students...” data will be auto filled in the 21APR based on the participation information that was entered previously. This box must match the aggregate participation data entered.

## Summer Outcomes

### GPRA 1: Growth in Reading/Language Arts and Math

Percentage of students in grades 4-8 participating in 21<sup>st</sup> CCLC programming during the school year and summer who demonstrate **growth** in reading and language arts on state assessments.

The South Dakota Accountability System performs **growth calculations** for every student who has enough testing data. Based on their achievement, each student will be assigned a growth number (1-Not meeting standard; 2-Catching up; 3-Keeping up; 4-Very high growth). Students should be counted as demonstrating growth if they achieved an ELA Growth Score of two (2), three (3), or four (4).

Student level Accountability data can only be found on the private Report Card for the 2022-23 assessments that is only accessible by school district staff with the proper permissions. Student growth data can be found by selecting Student Progress, going to the section labeled Progress by Student Population and selecting Student Roster. The spreadsheet that opens will contain Student Growth scores in the columns labeled “ELA Growth Score.” More information regarding South Dakota’s annual Report Card can be found on the [DOE website](#).

Reading and Language Arts						
	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 hours or more
<b>You reported the following students in grades 4-8.</b>						
<b>For how many of these students do you have outcome data to report?</b>						
<b>Of the students for whom you have outcome data to report, how many demonstrated growth in reading and language arts on state assessments?</b>						

If you have unavailable student data, please provide information in the narrative box below on the factors that have impacted your ability to report these data.

Percentage of students in grades 4-8 participating in 21<sup>st</sup> CCLC programming during the school year and summer who demonstrate **growth** in mathematics on state assessments.

The South Dakota Accountability System performs **growth calculations** for every student who has enough testing data. Based on their achievement, each student will be assigned a growth number (1-Not meeting standard; 2-Catching up; 3-Keeping up; 4-Very high growth). Students should be counted as demonstrating growth if they achieved a Math Growth Score of two (2), three (3), or four (4).

Student level Accountability data can only be found on the private Report Card for the 2022-23 assessments that is only accessible by school district staff with the proper permissions. Student growth data can be found by selecting Student Progress, going to the section labeled Progress by Student Population and selecting Student Roster. The spreadsheet that opens will contain Student Growth scores in the columns labeled "Math Growth Score." More information regarding South Dakota's annual Report Card can be found on the [DOE website](#).

Mathematics						
	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 hours or more
<b>You reported the following students in grades 4-8.</b>	<i>Autofill</i>	<i>Autofill</i>	<i>Autofill</i>	<i>Autofill</i>	<i>Autofill</i>	<i>Autofill</i>
<b>For how many of these students do you have outcome data to report?</b>						
<b>Of the students for whom you have outcome data to report, how many demonstrated growth in mathematics on state assessments?</b>						

If you have unavailable student data, please provide information in the narrative box below on the factors that have impacted your ability to report these data.

### GPRA 2: Improvement in GPA

Percentage of students in grades 7-8 and 10-12 attending 21<sup>st</sup> CCLC programming during the school year and summer with a prior-year **unweighted Grade Point Average (GPA)** of less than 3.0 who demonstrated an **improved GPA**.

We will be looking for a minimum of one tenth of a point (0.1) growth in GPA. Please round the GPA to the nearest tenth for both school year 2021-2022 and school year 2022-2023. Then determine if the GPA improved by at least one tenth of a point (0.1). If your partner schools do not use GPA please use the following conversion.

Letter Grade	Word Grade	Percentage Grade	GPA
A	Exceeding Expectations	90-100%	4.0
B	Above Expectations	80-89%	3.0
C	At Expectations	70-79%	2.0
D	Below Expectations	60-69%	1.0

	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 hours or more
You reported the following students in grades 7-8 and 10-12.						
For how many of these students do you have outcome data to report?						
For how many of these students do you have outcomes data to report and who had a prior-year unweighted GPA of less than 3.0?						
Of these # students, how many demonstrated an improved GPA?						

If you have unavailable student data, please provide information in the narrative box below on the factors that have impacted your ability to report these data.

**GPRA 3: Improved School Day Attendance**

School day attendance is only required for School Year, not for Summer.

**GPRA 4: Decrease in In-School Suspensions**

Percentage of students in grades 1-12 attending 21<sup>st</sup> CCLC programming during the school year and summer who experienced a **decrease** in in-school suspensions compared to the previous school year.

If the school being served does not collect in-school suspension data, you will select “No data to report” for this measure. This is different than entering a zero (‘0’).

	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 hours or more
You reported the following students in grades 1-12.						
For how many of these students do you have outcome data to report and who had in-school suspensions in the previous school year?						
Of these # students, how many experienced a decrease in in-school suspensions compared to the previous school year?						

If you have unavailable student data, please provide information in the narrative box below on the factors that have impacted your ability to report these data.



**GPRA 5: Improvement in Teacher-Reported Engagement**

*Percentage of students in grades 1–5 participating in 21<sup>st</sup> CCLC programming in the school year and summer who demonstrated an **improvement in teacher-reported engagement in learning.***

We are looking at **any** teacher reported growth in engagement in learning over the course of the school year. Programs may use either a classroom teacher or program teacher for this metric.

	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 hours or more
<b>You reported the following students in grades 1-5.</b>						
<b>For how many of these students do you have outcome data to report?</b>						
<b>Of the students for whom you have outcome data to report, how many demonstrated an improvement in teacher-reported engagement in learning?</b>						

If you have unavailable student data, please provide information in the narrative box below on the factors that have impacted your ability to report these data.

## School Year Outcomes

### GPRA 1: Growth in Reading/Language Arts and Math

Percentage of students in grades 4-8 participating in 21<sup>st</sup> CCLC programming during the school year and summer who demonstrate **growth** in reading and language arts on state assessments.

The South Dakota Accountability System performs **growth calculations** for every student who has enough testing data. Based on their achievement, each student will be assigned a growth number (1-Not meeting standard; 2-Catching up; 3-Keeping up; 4-Very high growth). Students should be counted as demonstrating growth if they achieved an ELA Growth Score of two (2), three (3), or four (4).

Student level Accountability data can only be found on the private Report Card for the 2022-23 assessments that is only accessible by school district staff with the proper permissions. Student growth data can be found by selecting Student Progress, going to the section labeled Progress by Student Population and selecting Student Roster. The spreadsheet that opens will contain Student Growth scores in the columns labeled "ELA Growth Score." More information regarding South Dakota's annual Report Card can be found on the [DOE website](#).

Reading and Language Arts						
	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 hours or more
<b>You reported the following students in grades 4-8.</b>						
<b>For how many of these students do you have outcome data to report?</b>						
<b>Of the students for whom you have outcome data to report, how many demonstrated growth in reading and language arts on state assessments?</b>						

If you have unavailable student data, please provide information in the narrative box below on the factors that have impacted your ability to report these data.

Percentage of students in grades 4-8 participating in 21<sup>st</sup> CCLC programming during the school year and summer who demonstrate **growth** in mathematics on state assessments.

The South Dakota Accountability System performs **growth calculations** for every student who has enough testing data. Based on their achievement, each student will be assigned a growth number (1-Not meeting standard; 2-Catching up; 3-Keeping up; 4-Very high growth). Students should be counted as demonstrating growth if they achieved an ELA Growth Score of two (2), three (3), or four (4).

Student level Accountability data can only be found on the private Report Card for the 2022-23 assessments that is only accessible by school district staff with the proper permissions. Student growth data can be found by selecting Student Progress, going to the section labeled Progress by Student Population and selecting Student Roster. The spreadsheet that opens will contain Student Growth scores in the columns labeled "ELA Growth Score." More information regarding South Dakota's annual Report Card can be found on the [DOE website](#).

Mathematics						
	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 hours or more
<b>You reported the following students in grades 4-8.</b>						
<b>For how many of these students do you have outcome data to report?</b>						
<b>Of the students for whom you have outcome data to report, how many demonstrated growth in mathematics on state assessments?</b>						

If you have unavailable student data, please provide information in the narrative box below on the factors that have impacted your ability to report these data.

### GPRA 2: Improvement in GPA

Percentage of students in grades 7-8 and 10-12 attending 21<sup>st</sup> CCLC programming during the school year and summer with a prior-year **unweighted Grade Point Average (GPA)** of less than 3.0 who demonstrated an **improved GPA**.

We will be looking for a minimum of one tenth of a point (0.1) growth in GPA. Please round the GPA to the nearest tenth for both school year 2021-2022 and school year 2022-2023. Then determine if the GPA improved by at least one tenth of a point (0.1). If your partner schools do not use GPA please use the following conversion.

Letter Grade	Word Grade	Percentage Grade	GPA
A	Exceeding Expectations	90-100%	4.0
B	Above Expectations	80-89%	3.0
C	At Expectations	70-79%	2.0
D	Below Expectations	60-69%	1.0

	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 hours or more
You reported the following students in grades 7-8 and 10-12.						
For how many of these students do you have outcome data to report?						
For how many of these students do you have outcomes data to report and who had a prior-year						

<b>unweighted GPA of less than 3.0?</b>						
<b>Of these # students, how many demonstrated an improved GPA?</b>						

If you have unavailable student data, please provide information in the narrative box below on the factors that have impacted your ability to report these data.

### GPR3: Improved School Day Attendance

*Percentage of students in grades 1-12 participating in 21<sup>st</sup> CCLC during the school year who had a school day attendance rate at or below 90% in the prior school year and demonstrated an **improved (school day) attendance rate** in the current school year.*

This is only for school year programming. Please do not include summer programming.

We will be looking for minimum of one percent (1%) growth in attendance. Round to the nearest whole number and decide if the school day attendance rate increased by at least one percent when comparing to the previous school year.

	<b>Less than 15 hours</b>	<b>15-44 hours</b>	<b>45-89 hours</b>	<b>90-179 hours</b>	<b>180-269 hours</b>	<b>270 hours or more</b>
<b>You reported the following students in grades 1-12.</b>						
<b>How many of these # students had a school day attendance rate at or below 90% in the prior school year?</b>						
<b>Of these # students, how many demonstrated an improved attendance rate in the current school year?</b>						

If you have unavailable student data, please provide information in the narrative box below on the factors that have impacted your ability to report these data.

#### GPRA 4: Decrease in In-School Suspensions

Percentage of students in grades 1-12 attending 21<sup>st</sup> CCLC programming during the school year and summer who experienced a **decrease** in in-school suspensions compared to the previous school year.

If the school being served does not collect in-school suspension data, you will select “No data to report” for this measure. This is different than entering a zero (‘0’).

	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 hours or more
You reported the following students in grades 1-12.						
For how many of these students do you have outcome data to report and who had in-school suspensions in the previous school year?						
Of these # students, how many experienced a decrease in in-school suspensions compared to the previous school year?						

If you have unavailable student data, please provide information in the narrative box below on the factors that have impacted your ability to report these data.

### GPRA 5: Improvement in Teacher-Reported Engagement

Percentage of students in grades 1–5 participating in 21<sup>st</sup> CCLC programming in the school year and summer who demonstrated an **improvement** in **teacher-reported engagement** in learning.

We are looking at **any** teacher reported growth in engagement in learning over the course of the school year. Programs may use either a classroom teacher or program teacher for this metric.

	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 hours or more
You reported the following students in grades 1-5.						
For how many of these students do you have outcome data to report?						
Of the students for whom you have outcome data to report, how many demonstrated an improvement in teacher-reported engagement in learning?						

If you have unavailable student data, please provide information in the narrative box below on the factors that have impacted your ability to report these data.

**SAMPLE ONLY -**  
Actual reporting documents may differ