

Cooperative Agreement No.: AID-532-A-13-00003

DGP 4: RFA-OAA-12-000025

Project Title: Enrichment Initiative to Increase Literacy at the Primary School Level

Recipient: Digicel Foundation Limited

PROJECT QUARTERLY REPORT

REPORTING PERIOD: April to June 2014

1. INTRODUCTION/EXECUTIVE SUMMARY

The Digicel Foundation (DF) team is on track with the implementation of the project based on the approved workplan. During the reporting period, key achievements of the project team include:

- Call for Application placed in major print media
- Delivery of all equipment and materials for 21 Mobile Enrichment Carts of Cohort 2
- Delivery of supplementary reading books to all 35 schools of Cohort 2
- In-service trainings of 55 teachers on use of equipment provided
- A total of 24 site visits conducted by members of the DF including 5 with USAID AOR Nichole Graber-Simmons
- Steering committee meetings with representatives of DF, MoE & USAID
- Compilation of USAID monthly financial statements and quarterly USAID technical report
- Selection of programme support officer by MoE

2. PROJECT ACTIVITIES

Output 1 - Enrichment Centres (ECs) established in schools across the island

Call out for applications to schools interested in the EI Centre through various communication channels

In addition to the animated Call for Applications placed on screens in Digicel dealer stores, Digicel offices and live screens island-wide, the Call for Applications was also carried a total eight (8) times in major print media. A detail of the placements is listed later in this report. The deadline for applications was July 4, 2014.

The number of placements of the Call for Applications was to increase the application submissions by interested schools of Cohort 3. In addition, it was expected to raise brand awareness of USAID and DF.

Consult with the MoE to determine schools that are in need of intervention (based on established criteria)

The project team liaised with the Regional Offices of Regions 1 and 2 with regards to the 29 schools of Cohort 3 to be recommended for involvement in the Enrichment Programme. The

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eligibility of these schools was also verified based on the national 2013 results of the Grade Four Literacy Test.

Select schools based on established criteria

Following a total of 9 additional site visits to schools in Regions 1 and 2, a shortlist of 10 schools for Cohort 3 were nominated to potentially operate ECs. This list was submitted to the MoE for concurrence and/or approval.

Procurement of materials and technological equipment

Following a review of the application of the Digicel Jamaica Procurement Policy with regards to activities related to the DF/USAID agreement, the Digicel Jamaica Procurement team decided to redistribute the tender process to identify a suitable supplier for the retrofitting of the spaces to host Enrichment Centres at the 14 schools of Cohort 2. This process should be completed by the end of August 2014 with renovations beginning in September 2014.

All procurement related to renovations, equipment and materials and furniture for Cohort 3 will commence following the completion of Centres for Cohort 2.

Design School of the Year Competition

The criteria for the School of the Year competition was created and shared with the MoE for vetting and concurrence. Suitable awards are also being solicited from various internal and external partners. The presentation of awards is set for the next reporting period.

Output 2 - Mobile Enrichment Carts (MECs) distributed to selected schools across the island

Consult with the MoE to determine schools that are in need of intervention (based on established criteria)

Same as above

Select schools based on established criteria

Following consultations with the Regional Offices of Regions 1 and 2, a shortlist of 19 schools for Cohort 3 were nominated to potentially receive MECs. This list was submitted to the MoE for concurrence and/or approval.

Procurement of materials and technological equipment

All materials and equipment for the 21 schools of Cohort 2 have been delivered to the schools.

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The Foundation awaits formal concurrence of the nominated schools for Cohort 3 to commence procurement of these items for the Cohort 3 schools.

Design School of the Year Competition

Same as above

Output 3 - Teacher trained in literacy curriculum and use of technology

MOE to conduct literacy training sessions to equip teachers with skills to identify and improve intervention strategies to address learning challenges in classrooms

The MoE's training is scheduled to take place on July 29 – 31, 2014 in Mandeville, Manchester. The 3-day training session will include teachers and other representatives from the 35 schools of Cohort 2. That is 14 schools to operate ECs and 21 schools receiving MECs. Sessions will be led by various MoE Specialists from Regions 5 and 6 in the areas of literacy, numeracy and special needs.

A total of 68 teachers from Cohort 1 also attended a series of one day cluster in-service training sessions from June 3 – 6, 2014 as detailed below. Topics covered included: technology and its integration into the class, the best utilisation of the books provided and the integration of the MoE reading strategy 'Literacy 1-2-3' into the Enrichment Programme.

- June 3, Davis Primary, Old Harbour, St, Catherine
- June 4, Lucea Primary, Lucea, Hanover
- June 5, John Rollins Success Primary, Rose Hall, St. James
- June 6, Hague Primary, Hague, Trelawney

Camara Foundation to conduct in-service trainings on use of computer software programmes

Laptops were distributed to representatives from all 21 schools of Cohort 2 that received MECs. Training around the use of same will be organised in the next reporting period once laptops have been distributed to the remaining 14 schools of Cohort 2, those receiving ECs.

Identify supplier to conduct in-service training programme on use of equipment

Coldax Mart, the identified supplier, has completed training on the use and care of the equipment provided with a total of 55 teachers from the 21 schools of Cohort 2 that received MECs. This training took place on June 10 and 11, 2014 in Mandeville, Manchester. Also in attendance were members of the DF project team, 1 Camara representative, 2 Coldax Mart trainers and 7 Educational Officers from Regions 5 and 6.

Develop training modules for upload onto laptops

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A Scope of Work for the filming and production of the remaining modules has been created by the project team and shared with the procurement department for them to engage an appropriate supplier. Once a supplier is engaged, the project team will move ahead with the creation of the modules.

Design Teacher of the Year Award

The criteria for the Teacher of the Year award have been created and shared with the MoE for vetting and concurrence. Suitable items to present to the awardee(s) are being solicited from various internal and external partners. The presentation of awards is set for the next reporting period.

Output 4 - Improved performance outcomes of direct beneficiaries in ECs and MECs

Establish library corners

All books and other materials have been delivered to the 35 schools of Cohort 2. Delivery of the Mobile Library Carts to house the books is underway. It is expected that delivery will be completed during the next reporting period.

Teachers to deliver programme to diagnosed students

Teachers of Cohort 1 schools are expected to submit their second termly report on the delivery of the intervention in their schools at the close of the academic year. Reporting will be summarised in the upcoming quarterly report.

Based on site visits conducted independently and in collaboration with the MoE, there were no egregious reports of unsatisfactory implementation in partnering schools. Weak areas of competencies identified through feedback from teachers and principals were focused on during monthly in-service trainings. One such area was the use of the Mimio technology.

Design Student of the Year Award

The criteria for the Student of the Year award have been created and shared with the MoE for vetting and concurrence. Suitable items to present to the awardee(s) are being solicited from various internal and external partners. The presentation of awards is set for the next reporting period.

Output 5 - Collaborative responses between home and school for successful academic interventions

Cohort 1 teachers are expected to submit their second termly report on the delivery of the intervention at the close of the academic year. This includes the engagement of parents. Reporting will be summarised in the upcoming quarterly report.

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The Foundation will be bolstering its own engagement of parents in the next reporting period. Members of the project team were able to meet and coordinate with team members of the USAID/G2G Project of the MoE around areas of synergy.

Output 6 - Effective management of the project

Oversight by DF team

Over the reporting period, the project team has continued collaboration with various stakeholders to ensure the best possible implementation of the programme including:

- April 15, the project team attended a full day of training at USAID offices including best practices in Development Outreach and Communication, Procurement and Grant Management, USAID's upcoming country strategy and use of USAID tools such as TraiNet.
- April 24, Programme Officers Anderson-Figueroa and Cowell attended a USAID/MoE G2G training on the use of the Early Reading Assessment Checklist (ERAC). This tool should already be in use in some of the schools involved in the programme and can be used by teachers to track student performance and inform teaching in between other assessments, such as the Informal Diagnostic Reading Inventory (IDRI), which can only be carried out once a term.
- May 2, the project team underwent training with Coldax Mart on the updated Mimio hardware and software currently being provided to schools with Enrichment Centres.
- May 19, Programme Officers Anderson-Figueroa and Cowell met with Shauner Murray, Enrichment Programme Specialist who has been assigned explicit responsibilities for the management and oversight of the Enrichment Programme in schools across the island. The project team gave Ms. Murray an overview of the programme and its implementation to date. Areas such as teacher training, school selection and monitoring and evaluation were discussed.
- May 20, Programme Officer Anderson-Figueroa met with recently appointed Senior Education Officer for Region 4 to brief her on the programme and to discuss oversight by the Regional Office for schools involved in the Programme.
- June 3, Programme Officer Cowell was trained by supplier, Book Merchant, on the best utilization of the books provided in the Mobile Library Cart. Cowell then shared these learnings during subsequent in-service training sessions with the teachers of Cohort 1 during the month of June.
- June 13, Programme Manager Richardson attended a meeting with Marcia Phillips Dawkins, MoE Director of Project Management. Various programmatic issues, including

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bringing her up to date on implementation and amendments to the draft MoU to be signed were discussed. As an action, her office committed to providing a detailed breakdown of the MoE's host country contribution to the project by the end of July 2014.

- June 19, the project team attended the USAID/MoE G2G team's Project Planning Session in St. Ann. This session focused on the writing of the MOE G2G's workplan and budget for the second year of their project. Areas of overlap and potential collaboration were explored. Specific areas identified include possible synergies in parent-focused outreach and the training of members of the DF team on MoE tools and strategies.
- June 23, Programme Manager Richardson and AOR Nichole Graber-Simmons met with representatives from the Offices of Region 4 to discuss implementation to date as well as monitoring and evaluation of the programme going forward.

Monitoring and Evaluation of Programme:

In the reporting period, three monthly reports on project activities were compiled and submitted to Chief Executive Officer and Board of Directors of the Foundation for review and feedback.

The Monitoring and Evaluation Plan and Workplan and Budget for year 2 were approved by USAID on May 16, 2014.

Public Relations and Communications:

April 29 – The project team attended an Education Forum hosted by DF at the Knutsford Court Hotel, in recognition of its 10th Anniversary. This forum involved various stakeholders working in the education sector and looked at mapping and quantifying the resources invested in the sector as well as assessing the needs in the sector with an aim to increasing collaboration and impact. Coldax Mart, supplier of materials and software provided to schools in the Enrichment Programme, was invited to set up a booth at the event for attendees to view the tools and materials distributed under the DF/USAID partnership.

June 20 – The latest edition of the magazine WAVES, which features the community work being done across Digicel's 32 markets, was shared with all staff members of the Digicel Group. This edition of WAVES included a short video on the Enrichment Programme and how it works. WAVES is also shared with various partners of the business, and on all to the Group's various social media platforms. The magazine can be seen at:

http://www.digicelgroup.com/waves_data/2014-06/EN/sources/

June 29 – The Programme also received coverage in the Gleaner regarding its support to the schools of Cohort 2 : <http://cmslocal.gleanerjm.com/article/news/20140429/digicel-foundation-assist-10000-primary-students>

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The Call for Applications was placed in the print media as listed below.

- June 6, The Star
- June 8, The Gleaner
- June 11, The Observer
- June 13, The Star
- June 20, The Star
- June 22, The Gleaner
- June 27, The Star
- June 30, The Observer

The Call was also shared on Digicel Jamaica, Group and Foundation social media platforms a total of 9 times in the month of June.

Conduct Monitoring visits by DF team

During the reporting period, a total of 24 site visits were conducted. These included 10 site visits to provide one-on-one support to teachers, five visits in the company of AOR Graber-Simmons to observe the implementation of the programme and nine visits to schools to assess whether they meet the requirements to host an EC. Details of the visits can be seen below:

Project Officers Anderson-Figueroa and Cowell made site visits to a total of 10 schools, between April 15 and May 21, to provide one-on-one support for teachers involved in the Programme around the use of the equipment/software provided; appropriate lesson planning; differentiated teaching; proper assessments of students and record keeping as follows:

- April 15: Mt. Rosser Primary and Infant and Mt. Nebo Primary (St. Catherine)
- May 16: Davis Primary (St. Catherine)
- May 19: New Green Primary and Junior High (Manchester)
- May 20: Kendal Primary and Askenish All Age (Hanover), and Cornwall Mountain All Age (Westmoreland)
- May 2: Spring Garden Primary and Albert Town Primary (Trelawny)
- May 29: Bethabara Primary (Manchester)

A total of 26 teachers and 9 principals were engaged.

Programme Manager Richardson and AOR Graber-Simmons visited a total of 5 schools across Regions 3 and 4, between June 23 and 24, as detailed below:

- June 23: Askenish All Age and Irwin Primary (St. James)
- June 24: Hague Primary, Spring Garden Primary and Wilson's Run Primary (Trelawny)

A total of 9 schools were also visited in Regions 1 and 2 to assess their ability to accommodate an EC, between June 12 and July 2, as follows:

- June 12: Morant Bay Primary, Yallahs Primary, Grants Pen Primary (St. Thomas)
- June 20: Retreat Primary and Junior High, Free Hill Primary, Annotto Bay Primary, (St.

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- July 2: St. Benedict's Primary, Golden Spring Primary, (Kingston and St. Andrew)***
- July 3: Seaforth Primary (St. Thomas)***

****Although outside of the reporting period, the visits taking place on July 2 and 3 were included because of its reference to the submissions made to the MoE in the reporting period.*

Organise steering committee monthly meetings with DF, MOE & USAID representatives

Programme Manager Richardson took part in a Steering Committee meeting with the MoE and USAID on June 26, 2014. A status report of the project's implementation was shared with the Permanent Secretary, National Literacy Coordinator, Director of Project Management, USAID Education Programme Specialist and other important stakeholders.

Prepare technical and financial files for annual external audit

The Scope of Work for the auditors was developed and tendered by the Procurement team. It is expected that an Auditor will be selected and engaged during the next reporting period.

Testimonials/Success Stories

Please see attached testimonial from Steve Lawrence, Peace Corps Volunteer assigned to Adelphi All Age in St. James. Steve attended the June 5, 2014 in-service training on the use of the materials and software provided to the school and has been assisting with the implementation of the programme at Adelphi All Age.

3. CHALLENGES/ISSUES THAT HAVE AFFECTED IMPLEMENTATION

- A delay in the retrofitting of the ECs for Cohort 2 schools has been experienced as spending of all USAID funds was halted while a review of the application of Digicel Jamaica's procurement policy and past procurements was carried out by the USAID team as per the USAID agreement. The approval process for the spending of USAID funds was also revisited. Following this process and the various ensuing conversations with the USAID Contracting Office, the Digicel Jamaica procurement team decided to revisit the selection of suppliers to carry out the retrofitting works to Cohort 2 ECs.

4. SOLUTIONS IMPLEMENTED OR RECOMMENDATIONS TO ADDRESS CHALLENGES/ISSUES

- Visits to all schools to ascertain the Scope of Works to be completed at each school have now been completed by Digicel Foundation Construction Manager. The Procurement team will carry out a more appropriate bidding and selection process in order to approve the supplier(s) to complete the works in the timeliest manner possible.

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- The DF team is also seeking to hire an expert consultant to enhance the organizational capacity of the Foundation including a review of existing financial policies and procedures and the writing of the Foundation's own procurement policy. The Foundation also hopes to hire its own procurement specialist. In the interim, the consultant will also provide additional training for the members of the Digicel Jamaica Procurement team who currently have responsibility for procurement for the Foundation, and with whom the Foundation's procurement specialist will sit when he/she comes on board.

5. ACTIVITIES SCHEDULED FOR THE NEXT QUARTER

- Beginning of renovations for Cohort 2 ECs
- Completion of construction and delivery of library carts for Cohort 2 schools
- Training of all Cohort 2 teachers on the implementation of the programme
- Continued development of training modules to upload onto laptops.
- Self-evaluation by EC students
- Facilitation of site-based in-service as platform to allow participating teachers to share strategies learned and used
- Distribution of parent partnership forms
- Monthly progress meetings/individual sessions with parents hosted by schools
- Steering committee meetings with DF, MOE & USAID representatives
- Compilation of USAID monthly financial statements and quarterly USAID technical report

Report Prepared by: _____

Report Approved by: _____

Date: _____

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APPENDIX I –USAID Performance Indicators

| PERFORMANCE INDICATORS | | 2013-2014 | | | 2014-2015 | | | 2015-2016 | | | | |
|--|--------|----------------|--------------|---------------|---------------|-------------|-------------|---------------|-------------|--------|---------------|---------------|
| Indicators | Unit | Disaggregation | Baseline | Actual | Target | Baseline | Actual | Target | Baseline | Actual | Target | TOTAL |
| USAID STANDARD INDICATORS | | | | | | | | | | | | |
| Number of teachers/ educators/ teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support | Number | Male | Zero | 3 | 3 | Zero | | 8 | Zero | | 8 | 19 |
| | | Female | Zero | 65 | 65 | Zero | | 53 | Zero | | 53 | 171 |
| | | Total | Zero | 68 | 68 | Zero | | 63 | Zero | | 63 | 190 |
| Number of learners enrolled annually in primary schools and/or equivalent non-school based settings with USG support | | Male | Zero | 7137 | 6,525 | Zero | 2095 | 6,738 | Zero | | 6,738 | 20,001 |
| | | Female | Zero | 7217 | 6,525 | Zero | 1647 | 6,737 | Zero | | 6,737 | 19,999 |
| | | Total | Zero | 14,439 | 13,050 | Zero | 3742 | 13,475 | Zero | | 13,475 | 40,000 |
| Proportion of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text | Number | Male | 9.2% | | 12.2 | Zero | | | Zero | | | |
| | | Female | 20.4% | | 24.4 | Zero | | | Zero | | | |
| | | Total | 13.7% | | 17.2 | Zero | | | Zero | | | |

APPENDIX 1

Table 1 - Expected outcomes, outputs, related activities, indicators and numbers for the 3-year project

***N/A denotes an inability of DF to quantify a specific indicator based on information gathered.

| Project Outcomes: | | Activity | Standard indicator | Target | Baseline Situation | Actual | Data needed (to measure change) |
|--------------------------|---|--|---|---------------|----------------------------|---------------|--|
| Output 1 | 1. Intervention remedies that identify skill-gap of each student enrolled in programme thereby facilitating better performance outcomes | Launch of project | Project launched | 1 | Zero | 1 | Press release; media features |
| | 2. Increased teacher capacity in the delivery of literacy instruction | Call out for applications to schools interested in the EI Center through various communication channels. | Call for applications launched annually | 3 | Zero | 2 | Call for Application; Application Guidelines; Application Form; press release; media features; |
| | 3. Increased teacher capacity in the identification and support for at-risk learners and/or special needs students | | Number of applications approved | 35 | Zero | 25 | Signed MoUs with Schools |
| | | Consult with the MOE to determine schools that are in need of intervention (based on established criteria) | MOE and DF meetings held | 15 | N/A | 15 | List of shortlisted schools (site visit forms, emails from Regional offices or central ministry with suggested schools and approving final shortlist) |
| | | Select schools based on established criteria: | School selected for EC intervention | 35 | Zero | 25 | Grant agreement signed by Principal; Implementation plan developed and instituted. |
| | | Procurement of materials and technological equipment. | EC materials and equipment procured and installed | N/A | N/A | N/A | Financial supporting documents; contract to supplier; fixed asset registry; press release; media features; pictures |
| | | Design School of the Year competition | Award criteria developed | 1 | Zero | 1 | Award criteria; award guidelines; list of shortlisted candidates |
| Output 2 | | Award issued | | Zero | | | Finance supporting documents; pictures; press releases, media features |
| | Mobile Enrichment Carts distributed to | Call out for applications to schools interested in MECs through various | Standard indicator Call for applications launched annually | Indic. # 3 | Baseline Situation Zero | 2 | Data needed (to measure change) Call for Application; Application Guidelines; Application Form; |

| | | | | | | | |
|---|--|--|---|-----------------|---------------------------|---|--|
| selected schools across the island | communication channels. | Number of applications approved | 60 | Zero | 42 | press release; media features; | |
| | Consult with the MOE to determine schools that are in need of intervention (based on established criteria) | MOE and DF meeting held | 15 | N/A | 15 | list of shortlisted schools (emails from Regional offices or central ministry with suggested schools and approving final shortlist) | |
| | Select schools based on established criteria: | School selected for MEC intervention | 60 | Zero | 42 | Signed grant agreement by Principal; Implementation plan developed and instituted. | |
| | Procurement of materials and technological equipment. | MEC materials and equipment procured and delivered | N/A | N/A | N/A | Financial supporting documents; contract to supplier; fixed asset registry; press release; media features; pictures | |
| | Design School of the Year competition | Award criteria developed | 1 | Zero | 1 | Award criteria; award guidelines; list of shortlisted candidates | |
| | | Award issued | 3 | Zero | | Finance supporting documents; pictures; press releases, media features | |
| | Output 3 | Activity | Standard indicator | Indic. # | Baseline Situation | Data needed (to measure change) | |
| | Teacher trained in literacy curriculum and use of technology | MOE to conduct literacy training sessions to equip teachers with skills to identify and improve intervention strategies to address learning challenges in classrooms | Number of training sessions conducted | 6 | N/A | 1 | Registration sheets; training curriculum; meeting agenda; training report; training evaluation |
| | | Supplier to conduct in-service trainings on use of computer software programmes. | Number of participants registered and completed training | 190 | N/A | 68 | Registration sheets |
| | | Supplier to conduct in-service training programme on use of equipment | Number of person hours of teachers receiving in-service training in computer literacy software (Average training time = 1 hour) | 190 | Zero | 91 | Contract to supplier; registration sheets; training curriculum; training schedule; training evaluation; school reports |
| Facilitate site-based in-service platform | | Number of person hours of teachers receiving in-service training on equipment use (Average training time = 1 hour) | 85 | Zero | 91 | Contract to supplier; registration sheets; training curriculum; training schedule; training evaluation; school reports | |

| | | | | | | | |
|---|---|--|--|-----------------------------|---------------------------|--|--|
| Improved performance outcomes of direct beneficiaries in ECs and MECs | to allow participating teachers to share strategies learned and used in the EI. | received and shared | | | | intervention logs; meeting reports; | |
| | Develop training modules for upload onto laptops. | Training modules developed and uploaded onto laptops | N/A | Zero | Zero | REO site visit reports; supplier in-service reports; | |
| | Design Teacher of the Year competition | Award criteria developed | 1 | Zero | 1 | Award criteria; award guidelines; list of shortlisted candidates | |
| | | Award issued | 3 | Zero | Zero | Finance supporting documents; pictures; press releases, media features | |
| | Output 4 | Activity | Standard indicator | Indic. # | Baseline Situation | Data needed (to measure change) | |
| | Establish library corners | Establish library corners | Number of library corners established | 95 | N/A | 65 | Finance supporting documents; fixed asset registry; pictures; press releases, media features |
| | | Refer underperforming students to EC teacher | Number of student referral form signed and submitted to EC teacher (<i>assuming 50 students/yr/school</i>) | 3,450 | N/A | 583 | Termly reports from EC managers on students in programme |
| | | | Number of baselines of each student's performance identified | 3,450 | N/A | 583 | Baseline reports |
| | | Assess student and develop individual intervention plan for EC students | Number of individual intervention plans developed per student | 3,450 | N/A | 166 | Intervention plans |
| | | | Deliver programme to diagnosed students in EC by teacher | Number of students enrolled | 3,450 | N/A | 583 |
| Establish intervention log to diagnosed students in EC by teacher | | Number of intervention logs recorded per student | 3,450 | N/A | 166 | Intervention logs | |
| | | Student self-evaluation form of EC and MEC students | Number of student self-evaluations conducted. | 10,600 | N/A | | Evaluation sheets |
| Prepare reports for EC and MEC students' progress | | Number of reports prepared and submitted to DF and REOs (<i>assuming 50 students/EC/yr and 60 students/MEC/yr</i>) | Number of reports prepared and submitted to DF and REOs (<i>assuming 50 students/EC/yr and 60 students/MEC/yr</i>) | 10,600 | N/A | | School reports; intervention plans (MEC reports on baseline of students per grade) |
| | | Assess students at least once per term | accumulated over 3 years as described in Appendix 1) | 10,600 | N/A | 1399 | |
| MOE to conduct assessment of teachers | | Number of site visits by REOs | 190 | N/A | N/A | REO site visit reports; site visit check list | |

| | | | | | | | |
|--|---|--|---|---------------------------|------|--|--|
| | | | Number of reports submitted to DF and MOE | 190 | N/A | | |
| | | | Award criteria developed | 1 | Zero | 1 | Award criteria; award guidelines; list of shortlisted candidates |
| | | | Award issued | 3 | Zero | | Finance supporting documents; pictures; press releases, media features |
| Output 5 | Activity | Standard indicator | Indic. # | Baseline Situation | | Data needed (to measure change) | |
| | Conduct sensitisation workshops for parents | Number of parents attending sensitisation workshops | 3,930 | Zero | 232 | Registration sheets; meeting agenda; (assuming 21% attrition rate of project target of 5000 parents) | |
| | Distribute parent partnership forms | Number of signed parent partner forms returned | 3,930 | Zero | | School reports; Signed parent partnership forms | |
| | EI teachers host monthly progress meetings/individual sessions with parents | Number of parents attending monthly progress meetings/individual sessions | 3,930 | Zero | 43 | School reports; Registrations sheets; REO site visit reports; | |
| | Design of Parent of the Year competition | Award criteria developed | 1 | Zero | 1 | Award criteria; award guidelines; list of shortlisted candidates | |
| | | Award issued | 3 | Zero | | Finance supporting documents; pictures; press releases, media features | |
| Output 6 | Activity | Standard indicator | Indic. # | Baseline Situation | | Data needed (to measure change) | |
| | Oversight by DF team | Number of staff evaluations conducted | 18 | N/A | 6 | Staff contracts; staff appraisals | |
| | Conduct monitoring visits by DF team | Number of person hours of mentoring given during site visits (Average visit time = 1 hour) | 360 | N/A | 51 | DF staff site visit reports | |
| | Organise steering committee monthly meetings with DF, MOE & USAID representatives | Number of meetings held | 9 | Zero | 2 | Meeting notes; meeting agenda; registration sheets (G2G meetings) | |
| | Compile DF monthly technical and financial reports | Number of reports prepared, signed and filed | 36 | N/A | 13 | Filed reports (to be signed and filed) | |
| Effective management of the project | | | | | | | |

| | | | | | | |
|--|--|--|----|------|---|--|
| | Compile quarterly USAID technical and financial reports | Number of reports prepared, signed and submitted to USAID in a timely manner | 12 | Zero | 4 | Filed reports |
| | Quarterly meetings with USAID | Number of meetings held | 12 | Zero | 7 | Meeting notes; meeting agenda; registration sheets |
| | Prepare technical and financial files for annual, external audit | Annual audit conducted | 3 | Zero | | Auditor contract; audit report |

Appendix II

Jo Anderson-Figueroa

From: Evadne Cowell
Sent: Monday, June 23, 2014 10:40 PM
To: Dane Richardson; Jo Anderson-Figueroa
Subject: Fwd: DIGICEL Enrichment at Adelphi Primary

Hey guys,

Just sharing some awesome news/update from our Peace Corps Volunteer, Steve, at Adelphi Primary.

Eva

Sent from Samsung Mobile

----- Original message -----

From: STEVE LAWRENCE
Date: 06/23/2014 7:25 PM (GMT-05:00)
To: Evadne Cowell
Subject: DIGICEL Enrichment at Adelphi Primary

Evadne – I hope all is well. We’ve been making good use of some of the equipment – we now have 4/week lunchtime Reading Club (guided reading and video combined) for Grades 3 and 4, and we’ve used the cart in

Grade 5 and 6 for enrichment. The books in the red cart are wonderful – we host open reading on breaks and sometimes before class starts in the morning; students just come in to find a book and read. Mr. Miller-Haughton has been working on some new lesson plans using the Mimio – we’ll work on those more during the late summer.

We now have a Facebook page www.Facebook.com/AdelphiPrimary - lots of good pictures including the donated cart, books, etc. LIKE us if you choose to do that.

I will keep you informed. Thank you so much for Digicel’s support. STEVE

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Steve Lawrence

U.S. Peace Corps Volunteer

St. James, Jamaica

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