



**USAID** | **LIBERIA**  
FROM THE AMERICAN PEOPLE

# EGRA Plus: Liberia

Quarterly Progress Report:  
October–December 2009



**Early Grade Reading Assessment (EGRA) Plus: Liberia**  
**EdData II Task Number 6**  
**Contract Number EHC-E-06-04-00004-00**  
**Strategic Objective 3**  
**January 31, 2010**

This publication was produced for review by the United States Agency for International Development. It was prepared by RTI International and the Liberian Education Trust.

# **EGRA Plus: Liberia**

Quarterly Progress Report

October–December 2009

Contract EHC-E-06-04-00004-00

January 31, 2010

Prepared for  
USAID/Liberia

Prepared by  
RTI International  
3040 Cornwallis Road  
Post Office Box 12194  
Research Triangle Park, NC 27709-2194

RTI International is a trade name of Research Triangle Institute.

The authors' views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

## Table of Contents

Exhibits .....	iv
Abbreviations .....	v
Key Project Participants.....	vi
I. Overview of Significant EGRA Plus: Liberia Accomplishments.....	1
II. EGRA Plus: Liberia—Overview .....	3
III. Implementation of EGRA Plus: Liberia.....	7
III.1. Project management and systems improvement.....	7
LET systems improvement .....	7
III.2. EGRA assessments .....	8
III.3. Reading intervention: Implementation continues .....	9
Intervention design.....	9
Intervention implementation.....	11
LI implementation efforts .....	12
III.4. Project technical and management support.....	13
Technical and management visits .....	13
III.5. Capacity-building efforts for MOE and sustainability of reading efforts.....	14
IV. Community Outreach Campaign.....	17
V. Project Deliverables—Year 2 .....	19
VI. Progress on Project Performance Indicators.....	21
VII. Next Quarter Activities (January–March 2010) .....	33

## Exhibits

Exhibit 1.	The continuous cycle of improving student learning.....	3
Exhibit 2.	Targeted districts and schools.....	5
Exhibit 3.	Results from informal assessment conducted in 12 Full Intervention schools, November 2009.....	9
Exhibit 4.	Progress toward project deliverables—Year 2 .....	19
Exhibit 5.	Performance indicators tailored for EGRA Plus: Liberia.....	22
Exhibit 6.	Planned activities for January–March 2010.....	33

## Abbreviations

CDIE	[USAID] Center for Development Information and Evaluation
COTR	Contracting Officer's Technical Representative
cwpm	correct words per minute
DEO	District Education Officer
EGIR	Early Grade Interventions in Reading
EGR	early grade reading
EGRA	Early Grade Reading Assessment
EMIS	education management information system
FI	Full Intervention [schools]
LET	Liberian Education Trust
LI	Light Intervention [schools]
M&E	monitoring and evaluation
MOE	Ministry of Education
n/a	not applicable
NGO	nongovernmental organization
OYSS	Ordinary Yet Significant Series
PAS	[RTI] Project Administration Specialist
PMP	Performance Monitoring Plan
PTA	parent-teacher association
QPR	Quarterly Performance Report
SO	Strategic Objective
RTI	RTI International (trade name of Research Triangle Institute)
TBD	to be determined
USAID	United States Agency for International Development
USG	U.S. Government

## **Key Project Participants**

### **RTI International**

Luis Crouch, Principal Investigator  
Medina Korda, Task Coordinator  
Marcia Davidson, Early Grade Reading Expert  
Eileen Reynolds, Monitoring and Evaluation Specialist  
Anudari Altangerel, Project Administration Specialist

### **Liberian Education Trust**

Evelyn Kandakai, Project Supervisor  
Ollie White, Technical Coordinator  
Eli Lumei, Assistant to Technical Coordinator  
David Walton, Finance Director  
Toe Adolphus, Accountant  
Moulton Seward, Office Manager

### **Ministry of Education**

James E. Roberts, Deputy Minister for Policy and Planning  
Hester Williams-Catakaw, Deputy Minister for Curriculum and Instruction  
Rosaline Sherman, Primary Education Department Director  
Isaac Fufflay, Reading Expert  
Farwenee Dormu, Education Management Information System (EMIS) Administrator

### **United States Agency for International Development (USAID) and other U.S. Government**

Luann Gronhovd, USAID/Liberia Acting Education Team Leader  
Miriam White, USAID/Liberia Contracting Officer's Technical Representative (COTR)  
Mardea Nyumah, USAID/Liberia COTR

This report summarizes activities for the Early Grade Reading Assessment (EGRA) Plus: Liberia program, under United States Agency for International Development (USAID) Contract Number Contract EHC-E-06-04-00004-00 for the period October to December 2009.

## I. Overview of Significant EGRA Plus: Liberia Accomplishments

The accomplishments summarized here are grouped to facilitate reading and are listed in random order.

### Project Management

- **Project management and systems improvement.** As per the agreement with USAID, RTI provided support needed by the Liberian Education Trust (LET) to improve its financial management systems and to deepen its skills in monitoring and evaluation (M&E), technical aspects of the project, and supervision and management. The support to the EGRA Plus team was provided by RTI staff specializing in financial management, project management, and M&E. During the October–December 2009 quarter, RTI continued providing support in financial and technical management. An independent auditing firm commenced an audit of LET’s EGRA Plus portfolio in December 2009.
- **Informal and periodic qualitative assessment.** In the first semester of the 2009–2010 academic year, EGRA Plus Coaches visited their assigned schools at least once per month, after conducting refresher training for grade 2 and grade 3 teachers in September 2009. During one of these visits in November 2009, Coaches, with support from the project team, conducted informal assessments to determine student progress. The assessments focused on letter knowledge. The analysis of these data indicated improvements in this reading skill.

### Early Grade Interventions in Reading (EGIR)

- **Intervention implementation.**
  - **Refresher training for grade 2 and grade 3 teachers.** All of the teachers in Full Intervention (FI) schools were trained right before the start of the 2009–2010 academic year in September 2009. At this time, the teacher kits, children’s books, and other resource materials were distributed. In October 2009, the training continued in Light Intervention (LI) schools.
  - **Reading retreat for Coaches and District Education Officers (DEOs).** RTI’s early grade reading (EGR) expert, Dr. Marcia Davidson, facilitated a five-day workshop in December 2009 during which lessons learned and challenges were discussed with Coaches, DEOs, and Ministry of Education (MOE) representatives. Conducting such a retreat midway through the academic year proved to be crucial for gathering needed programming

information, and a similar workshop will be held in December 2009 at the end of the first semester of the 2009–2010 academic year.

- **Support to Coaches.** The EGRA Plus technical coordinator ensured that continuous support was provided to Coaches via phone and technical and management visits. Coaches based close to the project office in Monrovia received support there. The EGRA Plus team visited Coaches in November 2009. The goals of this visit were to provide additional support and training to Coaches, distribute necessary materials and forms, and visit several treatment schools.
- **Continuous support of teachers.** In the first semester of the 2009–2010 academic year, Coaches and DEOs visited FI schools two to three times per month, while the visits to LI schools were conducted once per month, usually timed around the regular academic exam periods. To ensure consistency of support, visits followed a schedule and scope of work determined by the workplan.
- **Communication and community outreach.** Notes on preliminary conclusions and a draft action plan for the outreach campaign were shared with USAID in July 2009, and subsequently discussed with MOE representatives at several meetings. The implementation of the communication strategy began in the reporting period to the extent allowable by the project design (more information in Section IV) , while the major activities will take place in the second semester of the 2009–2010 academic year.
- **Capacity-building efforts of the MOE staff.** The project has provided opportunities for MOE staff to enhance their skills in assessment and improvement of student reading skills through a series of workshops. At the refresher workshop for Coaches and DEOs in December 2009, all of the DEOs were present, as were the representatives from MOE.

The sections below present additional details.

## II. EGRA Plus: Liberia—Overview

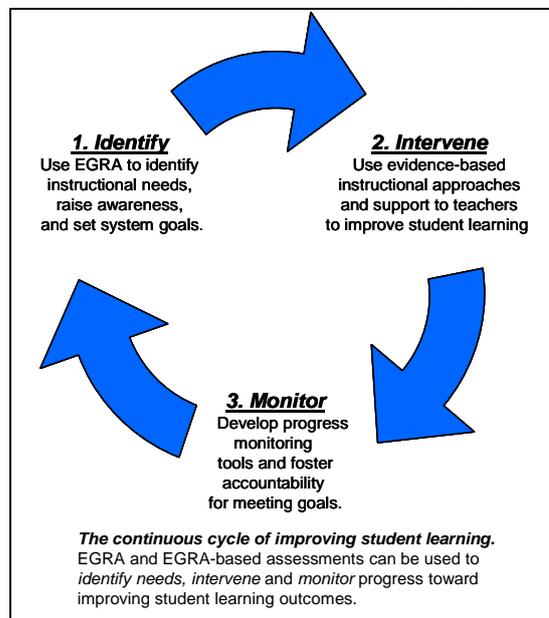
EGRA Plus: Liberia follows a randomized controlled trial by which the target schools will be classified into control and treatment schools. As depicted in *Exhibit 1*, EGRA Plus: Liberia fits into a complete cycle of learning support and improvement. It is used as a comprehensive approach to improving student reading skills, with the first step being an overall system-level diagnosis and identification of areas for improvement. Based on the assessment results, EGRA Plus: Liberia remediates the identified problems by implementing evidence-based reading instruction.

The implementation of EGRA Plus: Liberia commenced in June 2008 with World Bank funding and has continued since October 2008 with funding from USAID. The funding responsibilities between the two donors were agreed upon during RTI's EGRA Expert Panel organized in Washington, DC, in March 2008. The following points were agreed: All activities on or before September 30, 2008, would be funded by the World Bank; all activities following that date are to be funded by USAID.

As part of the **World Bank's task order**, the pilot assessment was conducted in June 2008 in 46 randomly selected schools at the national level, in order to establish the current levels of student reading performance, but even more importantly to collect empirical evidence that fed into the design of the remedial intervention. The design of EGRA Plus: Liberia classifies schools into three different groups: control schools, LI schools, and FI schools. Control schools will serve as a comparison group for measurement of impact—that is, improvements in student reading performance in treatment schools. To elaborate, treatment schools are classified into LI and FI schools, as follows:

The Light Intervention will test both the *power* of information and *accountability* when it comes to improving student performance. That is, it will examine the hypothesis of whether, if parents and teachers are informed that their students are not performing at the desired level, they will simply take advantage of the resources available to them in the existing context and take actions to improve teaching. It is also believed that the availability of such information will increase the level of accountability between parents and teachers, parents and students, and teachers and students, resulting in improved teaching and more effort at home in helping students

**Exhibit 1. The continuous cycle of improving student learning**



with their homework. It is to this end that the intervention for LI schools will simply consist of sharing information with schools and parents on their students' performance.

Students in LI schools will be assessed three times during the project (November 2008, June 2009, and June 2010), and the findings of the assessment will be provided to students, parents, school administrators, teachers, and community groups in the form of a school report card. The report card will also communicate what it is reasonable to expect, in terms of performance, at each grade level (based on the curriculum and on analysis of data from the June 2008 pilot and further analysis of data from the November 2008 baseline). At that time, schools will be informed that their students will have another opportunity to take the EGRA at the end of the 2008–2009 and 2009–2010 academic years to measure improvement. In a sense, then, LI schools will measure the power of pure information dissemination to lead to improvements.

Students in Full Intervention schools will take the EGRA and assessment findings will be disseminated to parents, school administrators, and community groups in a school report card, as in the LI schools. All will be notified that the same students will have another opportunity to take the EGRA again at the end of the 2008–2009 and 2009–2010 academic years to measure improvement. Teachers of grades 2 and 3 in FI schools will be trained in specific techniques for teaching reading. Teacher training will consist of two week-long, face-to-face capacity-building workshops (provided at the beginning of each academic year—December 2008 and September 2009). Additionally, grade 2 and grade 3 teachers in FI schools will be given ongoing school-based support and training.

The overall implementation of the EGRA Plus: Liberia project will be funded by USAID and by the end of 2010, the project will have accomplished the following:

- Establish and monitor student reading performance by conducting three nationally representative quantitative assessments of early grade reading in a total of 180 schools that will provide empirical data for national education policy, planning, and decision-making.
- Finalize the design of remedial interventions for 120 schools; implementing the interventions will introduce more effective practices for teaching reading.
- Improve student reading performance in grades 2 and 3 over the period of two years, namely: second-grade letter recognition improved and second- and third-grade reading fluency increased due to the newly introduced teaching practices.
- Foster significant interaction with all relevant stakeholders by ensuring that all of the project activities, schedules, and proposed accomplishments are achieved in a collaborative and transparent manner.
- Conduct a series of workshops that will strengthen the capacity of government officials and other stakeholders to design and use EGRA instruments and remedial interventions.

- Implement all of the project’s activities in close collaboration with the Ministry of Education, and thus increase the technical capacity of the education management information system.

EGRA Plus: Liberia districts: As per the commitment to USAID and the MOE, the sampling procedure focused on public schools only. The project selected 60 control schools, 60 LI schools, and 60 FI schools. It was agreed previously that in order to make this a proper experiment, allocation of schools into these three groups would be randomized. It also was agreed that to make the schools representative of all of Liberian *children* (because the unit of interest, ultimately, is the child), selection would be random but proportional to school population (enrollment).

In order to make the intervention cost-effective, and to make its implementation reminiscent of what a scaled-up process would look like, the project team proceeded to select groups of schools that were similar in nature to the natural intervention or supervision area of district officers. Thus, schools were selected in clusters. Schools are assisted in clusters of four. It is extremely important to note that this sampling is not for a study, but for an intervention, and the sampling has to respect the nature of such an intervention.

EGRA Plus: Liberia is targeting the following districts (*Exhibit 2*).

## **Exhibit 2. Targeted districts and schools**

<b>Number</b>	<b>District/County</b>	<b>No. of Schools to Choose From, According to EMIS Data</b>
1	Foya/Lofa	51
2	Voinjama/Lofa	64
3	Kolahun/Lofa	82
4	Gbarnga/Bong	27
5	Salala/Bong	38
6	Greater Monrovia I/Montserrado	65
7	Greater Monrovia II/Montserrado	83
8	Saclepea #1/Nimba	38
9	Sanniquellie/Nimba	46
10	Zoe-geh/Nimba	55
11	Right Bank St. Paul*/Montserrado	72
12	Right Bank St. Paul*/Montserrado	72

<b>Number</b>	<b>District/County</b>	<b>No. of Schools to Choose From, According to EMIS Data</b>
13	Kakata/Margibi	69
14	Klay/Bomi	75
15	Kongba/Gbarpolu	14

\* The reader may note that some districts are included twice (in this case, Right Bank St. Paul). That is as it should be if one is sampling proportional to population. For example, the largest three districts in Liberia (Monrovia I, Monrovia II, and Right Bank St. Paul) have 11% of the (public) student population. Since 11% of 15 is more than 1, it makes sense that one district might appear twice in the average sample.

## III. Implementation of EGRA Plus: Liberia

### III.1. Project management and systems improvement

#### *LET systems improvement*

LET was established in Washington, DC, in 2005 to support the restoration of education in Liberia. LET has implemented several activities so far, with the goals of building and renovating a number of schools, training teachers, and disbursing scholarships. These tasks were successfully completed and with support from LET–U.S., LET–Monrovia embarked on an important path of becoming an independent, efficient, and astute organization capable of implementing large and complex projects in Liberia. One such project is EGRA Plus: Liberia.

At the time of the proposal negotiations, RTI and USAID agreed to assist LET with improvements in its systems so that it could implement EGRA Plus: Liberia. Upon contract award in October 2008, the project was rapidly mobilized in order to collect baseline data at the beginning of the academic year and commence the reading interventions as soon as possible. Consequently, RTI delayed the subcontractor system improvements until January 2009. RTI assistance in capacity building focused on three aspects: finance, monitoring and evaluation, and management overall.

The task at hand not only is important for LET, but also represents a step forward in an overall effort by local governments and the international community to revive civil society and the nongovernmental sector in Liberia. Yet the task is very demanding and complex, and calls for higher standards of project management and delivery.

LET was a small nongovernmental organization (NGO) that, due to the EGRA Plus project, grew from two to more than 15 members (inclusive of Coaches) in a matter of a couple of months. This level of growth is challenging even for bigger and established firms in both the developing and developed world. And in the context of rigorous demands to meet USAID rules and regulations, LET is learning fast. RTI will continue building the capacity of LET for the remainder of the project.

#### *Financial systems improvement*

First, RTI focused on assisting LET in establishing and strengthening financial systems that are necessary for full compliance with USAID regulations. In January 2009, RTI's Project Administration Specialist (PAS) traveled to Liberia to conduct a financial compliance review and to assist with the recommended changes. The PAS conducted an immediate assessment of the following: organizational management, policies and procedures, organization and staffing, organizational information, travel expenditures, cash receipt process, cash/check disbursement process, fixed-asset management, accounts receivable, time reporting and payroll, information and technology security, general controls, accounting systems, internal controls, financial controls, and acquisition and procurement process.

In October–December 2009, RTI continued providing support to LET with respect to improvement of EGRA Plus financial systems management. An independent auditor was selected to audit the EGRA Plus portfolio in December 2009. In support of this, RTI’s financial specialist spent one week in November 2009 working with LET to make final changes.

#### *Technical support, management, and supervision*

RTI provides continuous support to the EGRA Plus team on any matter related to the project implementation. With respect to technical and intervention related questions, Dr. Davidson (EGR expert) is consulted on a regular basis. For other project management aspects, the EGRA Plus team is supported by the project’s Principal Investigator, Task Coordinator, and Project PAS. The Task Coordinator provides continuous support, from the home office as well as in Liberia, to all tasks pertaining to project management.

### **III.2. EGRA assessments**

EGRA Plus: Liberia uses empirical data to measure progress toward achieving its target goals. Three such assessments are scheduled to take place before the project ends in 2010: baseline in November 2008, midterm in June 2009, and final assessment in June 2010.<sup>1</sup>

In addition to these assessments, we also conduct informal assessments in a subsample of treatment schools to determine what is the progress midway through a given assessment. One such assessment was conducted in November 2009 in 16 FI schools. The total sample of students was 151, which was sufficient to inform us regarding trends but not to speak about the data with any statistical significance. We sampled 72 students in grade 2 and 79 in grade 3.

Data were collected by Coaches and analyzed by the Task Coordinator in December 2009. The results are presented in Exhibit 3; they seem to continue a trend that we saw in the baseline and midterm assessments. Interestingly, both second and third graders were doing about the same. Most likely, this finding is attributable to the sample size and to the specific teachers teaching in those grades. In order to find out more about this, we would have to conduct a follow-on study, which, at this stage, is not needed.

There are two important remarks that need to be made about these data, especially about the second-grade classrooms. At the time of baseline in November 2008, second graders were reading some 19 words per minute. At the midterm assessment (June 2009) they were reading 26 words per minute, and at the time of this latest informal assessment, they were at the level of 39 correct words per minute. This is a very good trend to see. However, we must be careful when comparing these recent data with those of the baseline and midterm assessment, given critical differences in sample sizes.

---

<sup>1</sup> In our annual report for the project year ending October 2009, we have provided details on each of these two assessments.

The improvements seen in the performance of third graders are somewhat similar. At the time of baseline, the third graders were identifying around 26 words per minute correctly. At the time of midterm, their performance went up to 35 correct words per minute. In November 2009, we see that the third graders were performing at about 40 words per minute. The sluggish improvement in reading performance among third graders might be attributable to the summer break. Readers of this report should keep in mind that we are not speaking about a longitudinal study through which we are following a cohort of students. The EGRA Plus design is that of a cross-sectional study.

**Exhibit 3. Results from informal assessment conducted in 12 Full Intervention schools, November 2009**

Sample	All	Grade 2	Grade 3
Sample	151	72	79
Average correct words per minute	39	38	40
Average correct comprehension	2.7	2.4	2.9
Nonreaders	3.3%	2.8%	3.8%

It is interesting that the percentages of nonreaders (children who could not read at all) are fairly low. This is very good. As long as EGRA Plus manages to move children from the nonreading to the reading pool, the subsequent work in improving their fluency will have a much greater return.

We hope to see similar and better results at the final assessment planned for June 2010.

**III.3. Reading intervention: Implementation continues**

***Intervention design***

The EGRA Plus intervention design was jointly funded by the World Bank and then finalized with USAID’s support. During the several months of reading intervention implementation in Year 1, the EGRA Plus project team compiled lessons learned and used these to further simplify the reading intervention. One of the main goals of this adjustment was to ensure that the reading intervention was even more simplified and structured. Teachers lacked skills in lesson planning and there was a need to develop detailed lesson plans as well as clear guidelines as to how to implement a given lesson plan. In Year 1, the intervention consisted of the main manual and several supplementary manuals. For Year 2, there will be only one manual that combines all exercises that were contained in supplementary manuals.

The Year 2 reading intervention consists of:

### *Full Intervention*

- **Main teacher manual:** The manual consists of the scope and sequence for teaching reading, with daily lesson plans. The manual is broken into two volumes, one for each of the two semesters of the Liberian academic year.
- **Decodable books:** Each student in grades 2 and 3 in FI schools will receive a set of three compilations of decodable books; each compilation has around 20 small (decodable) stories. These books are for students and each book is linked to a specific lesson plan presented in the main manual. These books were downloaded from [www.teachtheworldtoread.com](http://www.teachtheworldtoread.com) and permission for use was granted by the Teach the World to Read Web site manager. The final set of books was presented to and approved by the MOE.
- **Ordinary Yet Significant Series (OYSS) Stella Maris books:** The inclusion of OYSS books was suggested by the MOE. Enough OYSS books for grades 2 and 3 were procured and will be used to build small libraries for students in grades 2 and 3. Teachers will be in charge of making sure that these books are safe (not locked) but also checked out by students for reading at home. A reading-at-home tracker was developed as well, thereby introducing three-way accountability among teachers, students, and parents. Students will be required to read at home (either OYSS books or their own personal books) every day for 20 minutes, and at the end of the week all students, teachers, and parents will sign and confirm that students indeed spent that much time reading at home every day.

### *Light Intervention (also used in FI schools)*

- **Student report card manual:** Students' performance on reading was assessed by teachers three times before the 2008–2009 academic year ended. In 2009–2010, student performance will be assessed four times. Teachers have been given a manual that contains all of the instructions on how to assess and track student performance.
- **Student report card:** Teachers will fill out the student report card and send it home to parents by way of their children. Given that the student report card will list goals to be achieved by students, a discussion arose around the issue of illiterate parents who may not know what the card says. It is customary in Liberia for students whose performance is below a certain benchmark to have their scores written using red ink. For students whose performance is above a certain benchmark, their performance is written in blue ink. Parents are accustomed to interpreting red as performance under a certain benchmark, and blue as performance above a benchmark. It was agreed that teachers should follow this practice with the EGRA student report card.
- **Parent-teacher association (PTA) report card:** Teachers and principals will fill out a PTA card and discuss it with parents and teachers at the time of the PTA meeting.

The reading intervention materials described above are available upon request.

## ***Intervention implementation***

### *Coaches and DEOs*

- **Retreat for Coaches.** In December 2009, The EGRA Plus team organized a retreat for Coaches and DEOs during which various techniques on how to more effectively support teachers were discussed (e.g., how to assist teachers who are teaching multigrade classes, how to maximize the little available time spent on teaching). But most importantly, the participants learned how to intensify the support to schools in order to ensure that the available months for teaching reading are used by teachers to the maximum extent possible. RTI's EGR expert, Dr. Davidson; Ms. Ollie White; and Ms. Medina Korda facilitated this week-long workshop in December 2009.

During the workshop, the participants reviewed the instructional model, scope, and sequence of the lessons for the second semester of the 2009–2010 academic year. Coaches and DEOs practiced all of the sounds of the vowels and consonants and received vowel and consonant charts with examples of words representing the correct vowel sounds. The primary focus of training was to require each Coach to teach a selected lesson, with the ultimate goal of becoming fluent with both the content and the instructional model. Toward the end of the workshop, we reviewed the timelines and content for the five-day teacher workshops to train teachers to use the reading manual. All DEOs supported the five-day training in their districts, and provided suggestions and support to Coaches in the planning process.

We were impressed with the Coaches' skills during their teaching demonstrations that week. Most had learned the instructional model very well and some were able to teach all components of a lesson quite well. Most used the pocket charts effectively and even addressed where a teacher needed to stand to make sure all students could see the chart while teaching was in progress. We will continue building their and DEOs' capacity in teaching reading. Several DEOs demonstrated their skills in teaching reading as well.

- **Ongoing support to Coaches.** The EGRA Plus technical coordinator ensured that continuous support was provided to Coaches via phone and technical and management visits. The EGRA Plus team visited Coaches in November 2009 (more details about this visit appear in Section III.4).

### *EGRA Plus teachers*

Coaches visited FI schools two to three times per month, while the visits to LI schools were once per month. To ensure consistency of support, visits followed a schedule and scope of work determined by the workplan. The implementation of the reading intervention for 2009–2010 academic year in 60 FI schools commenced with teacher training in September 2009. A total of 146 teachers were trained in FI schools.

In addition to continually improving their skills in supporting teachers, another area in which the capacity of Coaches is being strengthened is data collection for the project's M&E needs. Coaches' visits, depending on the schedule, focus on assisting teachers with student assessment, classroom observation and support, school-based

training for individual or all teachers in a given school, and informal assessment of student performance. As mentioned above, Coaches are given a clear schedule about when to visit schools and what tasks to perform during each visit.

In summary, the following activities were completed by Coaches in FI schools during the first semester of the 2009–2010 academic year.

- All target grade 2 and grade 3 teachers in FI schools were trained in September 2009. A total of 210 educators (146 teachers and 64 principals and principals) were trained in FI schools.
- Additional training for all teachers in FI schools took place through two to three visits per month. Some Coaches visited some schools more often if there was a need.
- Teachers in FI schools were tasked with sending out the student report card and PTA report cards at the end of regular academic Periods 1 and 2. For the end of Period 1, 86.1% of teachers sent student report cards back to parents. Data for Period 2 will be included in the next reporting period (Period 2 ended in December and Coaches will collect data for this marking period in January 2010).

### ***LI implementation efforts***

Coaches visited LI schools once per month starting with the training in October 2009. A total of 122 teachers and 59 educators were trained in LI schools.

The visits are scheduled around the end of school Periods, as follows: Coaches (1) assist LI schools with assessments and preparation of student report cards before the end of a given Period (e.g., Period 1), and then (2) go back after the Period ends to confirm that teachers have indeed sent out the student report cards.

The first report cards were prepared for the end of Period 1 with support from Coaches. As with the FI schools, the data collected by Coaches indicated that 88.1% of teachers in LI schools actually sent the report cards out.

Both FI and LI teachers struggled with performing some mathematical functions such as addition, division, and calculating averages. Thus, the EGRA Plus team purchased some calculators to be distributed to both FI and LI schools in Year 2 of the project. The EGRA Plus team also provided additional stopwatches to all FI and LI teachers (one per school), given that most of the teachers did not have watches and schools did not have clocks.

In summary, the following activities were completed by Coaches in LI schools during this reporting period:

- All target grade 2 and grade 3 teachers in LI schools were trained in October 2009. A total of 122 teachers were trained in LI schools.
- Two visits to LI schools took place in support of preparations for Period 1 and 2 student report cards: one in October 2009 to support preparation of the student report cards for Period 1, and one in December 2009 to collect data on Period 2 student report cards.

### III.4. Project technical and management support

#### *Technical and management visits*

In the first semester of the 2009–2010 academic year, the EGRA Plus team organized a technical and management support visit to all Coaches (one more visit is planned for March 2010). Ms. White, Program Coordinator; Mr. Eli Lumei, Assistant Technical Coordinator; and Nelson Dennis, Assistant Logistician, spent 26 days between October 18 and November 12, 2009, in the field supporting Coaches. Also, Moulton Seward, Logistician, spent six days delivering extra materials. The main goals of the visits were to support Coaches in the field and to determine how teachers were doing with the intervention. This was done by randomly selecting intervention schools and observing both the quality of support Coaches gave teachers and teachers' mastery of lesson presentation. Overall, the EGRA Plus team visited all 15 target districts during each field visit.

Some challenges discovered during the visit were:

- **Time on task.** In a number of public schools, reopening in September 2009 was delayed for a few weeks, which affected the number of instructional days for reading. During the regular academic examination period and times when teachers collect their salaries, teaching of reading is reduced from five times per week to two or three times. In addition, in some schools the enrollment is rather high, which requires teachers to spend more time on assessment and production of student report cards.
- **PTAs.** While the project has managed to revive PTAs to some extent, there are still instances in which PTAs are not functional. In the second semester of 2009–2010, we will try again to revive the remaining PTAs.
- **Teachers' skills.** Teachers had difficulty explaining spelling rules and exceptions (e.g., a spelling with CK at the end of a word has the /k/ sound) when they were teaching certain skills. We are continuing with the support.
- **Teacher transfers and replacements.** Coaches are always retraining teachers because teachers are constantly being transferred or replaced. While we hope that those teachers who left their post continue using their skills in their new schools, we note that with every transfer, the results are affected by the time it takes the replacement teachers to acquire the new skills. The transfers also affect the number of instructional days; in some cases, schools go without a new teacher for several days.
- **Volunteer teachers.** In a few districts, volunteer teachers have not yet received government salaries.
- **Road conditions.** Roads are in very poor condition, making it difficult for Coaches to reach their schools. Coaches sometimes walk more than three miles to get to one treatment school for this reason. At the same time, in some areas (e.g., Lofa and Gbarpolu), schools are very far apart, and sometimes it is difficult to find transportation to go to these schools.

- **Large classroom size, poor ventilation, inadequate seating, and poor visibility.** In some classes in about 35% of our districts (just to name a few: Saclepea, Gbarnga, Greater Monrovia I and II, Right Bank St. Paul, Salala), there are more than 100 students in one classroom. This situation makes it challenging for teachers to identify students who need extra help and provide adequate extra support. In about 20% of our districts and their schools, classrooms for students from nursery through sixth grade share one small hall. This poses a serious challenge for teachers to be heard and for students to concentrate on learning.
- **Age variance.** In some districts, we are finding that the children's age range is from 6 to 17 for grade 2, and from 9 to 20 years for grade 3. Because of the vastly different levels of maturity and experience among these students, it is difficult to create age-appropriate lessons for the whole group.

### **III.5. Capacity-building efforts for MOE and sustainability of reading efforts**

#### ***Overview***

A component of the EGRA Plus: Liberia contract is to assist in building the capacity of MOE staff. Two annual capacity-building workshops have been planned (2008–2009 and 2009–2010), with topics in two areas: (1) reading instruction and (2) design and implementation of education student-assessment-based surveys for quality assurance.

To date, three workshops focusing on reading instruction have been organized: (1) initial training for Coaches in December 2008; (2) retreat for Coaches in April 2009; and (3) refresher workshop for Coaches and DEOs with a focus on reading instruction in August 2009. All three workshops were attended by the MOE staff, with much higher representation in April 2009. Two MOE experts who were assigned to form an MOE EGRA Core Team attended the first workshop, whereas in April 2009, seven MOE representatives attended the meeting. For the third reading workshop, the MOE EGRA Core Team attended the meeting along with 15 DEOs from EGRA Plus districts.

In addition, the EGRA Plus team organized two assessor training workshops that focused on implementing EGRA—baseline and midterm assessments. At both of these workshops—baseline assessor training in November 2008 and midterm assessor training in May 2009—dozens of MOE staff members participated and were fully trained in implementing EGRA tools. Finally, in September 2009, we organized a workshop on the use of data in decision making using EGRA Plus: Liberia as a case in point.

With this, RTI has fulfilled its contractual obligations for MOE capacity building. Nevertheless, since its inception, EGRA Plus: Liberia has grown very important in terms of its value to the MOE. In May 2009, the EGRA Plus team met with both USAID and MOE to discuss providing more opportunities for capacity building through the existing project, but also to start discussing the future of the reading intervention in Liberia beyond the project itself.

The August 2009 reading workshop marked the beginning of more in-depth involvement of DEOs from the EGRA Plus target districts. During Year 1 they were engaged in supporting the project at the district level. However, from August 2009 onward, they were fully involved in the training activities and the support provided to EGRA Plus target schools.

DEOs were all trained in instructional methods for reading in August 2009. Between September and December 2009, all DEOs made at least four visits to their EGRA Plus schools together with Coaches. This gave them opportunities to practice some of their skills in teaching reading as well as to provide pedagogical support to teachers. They then attended a refresher training in December 2009 (see next subsection), once again, with Coaches. The same number of visits to EGRA Plus schools is planned for the second semester (January–May 2010). Finally, DEOs will be invited to attend the final reading policy workshop planned for the end of the project.

At the national level, the capacity building of MOE staff has been deepened to allow more opportunities for turning newly acquired knowledge into practice. Dozens of MOE staff learned how to assess student reading, and most of them were also deployed for data collection. In Year 2 of the project, they will be paired with project staff to learn how to calibrate (equate) instruments, be co-facilitators of assessor training, supervise data collection, do data entry and analysis, supervise the implementation of reading interventions, and assist with the training and support provided to teachers.

The goal of these capacity-building efforts is to provide a foundation for expansion of reading support to all of the schools in the current EGRA Plus districts, as a first step. It is our hope that the donors and MOE will recognize these efforts and start planning soon on how to ensure that all children in Liberia can experience the same increases in their early reading skills.

### ***Accomplishments in this quarter***

As per the workplan, the EGRA Plus team organized a five-day workshop for DEOs and Coaches between December 14–18, 2009. The goal of this workshop was to introduce the second manual (i.e., volume 2 for the second semester of the intervention), brush up the techniques in teaching reading, have Coaches present lesson plans, and develop the workplan for the second semester. An additional component of this workshop was to review success stories that were submitted by Coaches and DEOs as part of the Reviving Reading in Liberia competition that was organized among the 15 participating districts (see Section IV).

Overall, we have seen an improvement in performance of Coaches. The EGRA Plus team concluded that at this stage, Coaches are skilled enough to implement the entire EGRA intervention. At present they are perfecting their skills. However, some improvements still need to be made. The EGRA Plus team will monitor Coaches closely in the second semester of 2009/10 academic year in order to bridge these gaps.

On the other hand, we have witnessed exemplary commitment to the project by both DEOs and Coaches. Coaches and DEOs are now working closely together. It seems quite clear that the support of the DEOs will prove to be essential to the success of

this project. Even if the Coach is not the most skilled, when that person is committed to the project and makes regular, frequent visits and understands the reading program, the Coach and DEO together can make an important difference.

Coaches who are “problem solvers” also seem to be more effective than others who list barriers as though they are simply limitations to success. For example, in one of our Coaches’ FI schools, a teacher was quite ineffective. The teacher did not respond to her coaching efforts, so the Coach was able to get a very skilled teacher from her other FI school to be a “guest teacher” at this school. The demonstration was highly successful and as a result, the ineffective teacher has become more committed and willing to work with the Coach to be a better reading teacher.

Finally, the importance of PTAs to the success of EGRA Plus has become quite clear. Coaches who have become involved in building relationships between the local PTA and the EGRA Plus project seem to be finding more success, although we will have to examine the data to learn whether there is a specific impact on student learning. Some examples of Coaches’ involvement with PTAs include contests in which students who read the most are rewarded with an opportunity to read aloud on the local radio station; and working with PTAs to establish local libraries that are accessible to children.

As was the case during previous workshops, in December 2009 both Coaches and DEOs presented some challenges. Teaching sounds remains the biggest challenge for teachers. In response, one Coach created cartoon characters to represent various types of phonics skills. Children reacted very positively to this approach and there was increased engagement and interest in learning. Also, time on task remains a problem. With so many competing priorities, it can be challenging to make sure all students are taught reading five days a week—for example, in some villages Market Day is an all-community event; in others, children need to help their parents work on the farm. So one Coach began holding Saturday classes for children. Further, teachers continue complaining that EGRA Plus means extra work despite Coaches’ efforts in persuading them otherwise. Several Coaches met with their DEO to make certain that teaching assignments in FI schools grades 2–3 are tied directly to teaching the EGRA Plus program. Teachers are told it is not an extra program but is an essential part of their teaching assignment.

There are some other challenges that cannot be tackled easily through the project efforts. For instance, some schools have no feeding program, which makes it much harder to keep children in school. Availability of books continues to be another hampering factor. And then, there are teachers who are still not teaching reading despite our efforts. They teach only on the days when either the Coach or DEO comes. This is obvious from their students’ performance and from the fact that they are not on schedule.

All of these challenges and efforts to overcome them paint a very good picture of the conditions in which teachers are teaching and students are learning. Toward the end of the project, we will compile all of our lessons learned, best practices, and tips on how to solve some of these problems together with the district officers. And we will share this information with the MOE and donors. More importantly, the progress that is

being made in such a challenging environment is all the more significant and speaks volumes about the commitment to reviving reading in Liberia.

## IV. Community Outreach Campaign

As per the EGRA Plus: Liberia contract, RTI is responsible for developing one communication tool. As a result of discussions with stakeholders at the MOE and USAID, we developed a draft strategy for community outreach. A combination of media channels will be used such as radio, print, and interpersonal means.

- **Print.** We propose to create a flyer on why reading is important; how to quickly assess whether children can read well (and what the desired level of reading is); and, if children do *not* read well, what tips parents and teachers can use to improve student reading. This flyer most likely will be designed like a comic strip. It will be organized as follows: one side of the page will be the cartoon with its message (why reading, how to assess reading with a story provided, etc.), and the other side will contain brief information about the project, overall reading efforts in Liberia, and a message from the MOE about the importance of reading. The flyer will be published in newspapers and also printed separately to be handed out at markets, PTA meetings, and other such events.
- **Radio.** Three to four radio shows, each about 10–15 minutes long, will be created and aired one per month, starting in January and ending in May 2010. Topics for these shows are: (1) why reading is important, what the expected levels of reading are, and what we can all do to revive a reading culture in Liberia; (2) the role of PTAs and tips for parents as to how to assist their children in becoming fluent readers; and (3) the “big five” reading skills—tips for teachers on how to teach reading better. These shows will be aired from district community radio stations in 15 EGRA Plus districts. We will reach out to UNMIL, STAR, and Talking Drum to seek free air time for repeating these shows at the national level. In addition, we will organize radio talk shows with high-level officials from the Ministry of Education. Finally, we will adapt the famous children’s song “If you are happy and you know it” to become a reading song for Liberia that can be played as a radio jingle.
- **Interpersonal means.** First, we will continue organizing regular meetings with PTAs, teachers, and principals, during which the importance of reading will be discussed. The likelihood of children reading at home will increase with parents’ and teachers’ increased interest and commitment to improving reading. Second, we will organize several types of competitions among EGRA Plus districts for the second semester of the 2009–2010 academic year. As with the Coaches’ and DEOs’ submissions that were evaluated at the December 2009 workshop, the entrants will write short descriptions of their efforts to improve reading, and awards will be given to the best three stories at the final project closeout workshop in the summer of 2010 (more details in the text that follows).

### ***Accomplishments in this quarter:***

The EGRA Plus: Liberia project is a controlled randomized experiment, which means that the only way to know if the program is producing results is to compare the performance of students in treatment schools with those of control schools. Such a design dictated that implementation of the community outreach strategy commence in Year 2—that is, after we had determined whether the efforts put forward in Year 1 of the project had yielded results. Once we learned through the midterm assessment that the program was on the right track, the project staff proceeded with the implementation of the community outreach strategy.

Even with this approach, there was a danger that control schools could be “contaminated” in Year 2. Thus, we chose to begin the community outreach by first focusing efforts on our treatment schools. The first step was to organize a competition in the first semester of the 2009–2010 academic year among EGRA Plus districts in a number of different categories, some of which are:

- District that mobilized the highest number of FI and LI PTAs;
- Successful or exceptional teachers;
- Exceptional student stories;
- Exceptional principals;
- Examples of effective collaboration between DEOs and Coaches;
- Number of schools that established reading clubs;
- Examples of exceptional parents who helped teachers and principals in developing a reading culture at school;
- Example of schools that made the small libraries functional;
- Examples of reading competitions organized at schools.

As noted earlier, at the December 2009 refresher reading workshop, both DEOs and Coaches submitted their stories. A total of 16 hand-written success stories were received, and the project staff—Dr. Davidson, Ms. White, and Ms. Korda—selected the six top stories.<sup>2</sup> The recipients of awards were as follows:

1. District Kolahun: Teerix Beh (Coach) and William Kollie (DEO)
2. District Bopolu: Evelyn Varmah (Coach) and Korlu M. Okwumuo (DEO)
3. District Voinjama: Wellington Green (Coach) and Richard Korsor (DEO)
4. District Gbarnga: Isaac Garlo (Coach) and (DEO)
5. District Right Bank of St. Paul: Yolanda Isaac (Coach) and Ms. Grace Massaquoi (DEO)
6. District Bong: Varnel Kizolu (Coach) and Lakollie Queenayou (DEO)

A special award was given to a DEO from Voinjama District – Anthony Arzoaquoi - who submitted a story of his own, in addition to the work done with his Coach.

---

<sup>2</sup> The stories are being typed up and once edited will be sent to USAID as part of the final submission of this report.

## V. Project Deliverables—Year 2

*Exhibit 4* lists all of the deliverables required in the EGRA Plus: Liberia project award for Year 2.

### Exhibit 4. Progress toward project deliverables—Year 2

EGRA Plus: Liberia Deliverables for Year 1	Date Due	Status (September 30, 2009)	Notes
1. Milestone/Annual Workplan for Year 2	October 31, 2009	Completed	The draft annual workplan for Year 2 was submitted to USAID. The workplan was discussed with MOE representatives in August 2009.
2. Refresher training for Coaches and DEOs	December 31, 2009		The refresher workshop for Coaches, DEOs, and MOE staff was completed on December 14–18, 2009.
3.a. Final assessment data collected—EGRA conducted in target schools	June 31, 2010		To be done in May/June 2010 for all items under point 3.
3.b. 18 Enumerators trained and deployed			See 3.a.
3.c. Data entry clerks trained			See 3.a.
3.d. Data entry completed			See 3.a.
3.e. Data analyzed and two final assessment reports written (for November 2008 and June 2009 assessments)			See 3.a.
3.f. Data sets provided to MOE and USAID			See 3.a.
4. A high-quality toolkit/manual developed for handover to relevant institutions in Liberia	October 1, 2010		To be ready for the dissemination at the final reading policy workshop in the summer of 2010.
6. Two annual policy and capacity-building workshops held with key stakeholders. One will focus on building the capacity of the MOE's EMIS officers, while the other will focus on building the capacity of teacher trainers (estimated 16 of them)	September 30, 2009 December 18, 2009	Completed	In September 2009, Dr. Luis Crouch taught a course on how to use educational data in decision making. The workshop was attended by the key stakeholders from the national Ministry of Education.  In December 2009, Dr. Marcia Davidson, Ms. Ollie White, and Ms. Medina Korda conducted a refresher training of 15 Coaches and 15 District Education Officers. The workshop was also attended by several staff members from the National MOE. The main goal of this workshop was to prepare Coaches and DEOs for implementation of the reading intervention in the spring semester 2009/10 academic year
Approximately 240 teachers trained in FI schools	Year 2: September 5, 2009	Completed	Year 2. A total of 212 teacher and principals were trained in September 2009. The training will continue on a regular basis through school-based support.
Approximately 240 teacher resource kits distributed to teachers in FI schools	Year 2: September 30, 2009	Completed	Year 2. A total of 212 teachers and principals received a package consisting of reading instruction manuals and student report card manuals. (Note that more have been produced and kept with Coaches in case replacements are needed.)
Eight follow-up capacity-building workshop training sessions held for teachers in FI schools	June 30, 2010	Ongoing	First semester: A total of 4 monthly visits were conducted by each Coach to FI schools.

<b>EGRA Plus: Liberia Deliverables for Year 1</b>	<b>Date Due</b>	<b>Status (September 30, 2009)</b>	<b>Notes</b>
<b>Schools, parents, and students in 60 LI and 60 FI schools informed about and understand the implications of their students' reading performance</b>	End of Periods 1, 2, 4, and 6	50%	In the first semester, Coaches assisted teachers in FI and LI schools to produce student report card for Periods 1 and 2.
<b>At least one communication tool developed and used to communicate findings of assessments to diverse audiences of education stakeholders in Liberia</b>	October 2010	20%	The first draft of the proposed communication strategy was submitted to USAID in July 2009. The implementation began in September 2009 with the EGRA Plus district challenge. The actual implementation of other components will commence on January 15, 2010, with the first radio show to be aired on all 15 EGRA Plus district community radio shows.
<b>Appreciably higher reading fluency and comprehension rates of students in FI classrooms</b>	June 30, 2009 New date: September 30, 2009	Completed	After 3.5 months of reading intervention, the FI schools have outperformed control schools on all tasks tested by the EGRA tool.
<b>Measurably improved quality of instruction in LI classrooms</b>	June 30, 2009	Completed	After 3.5 months of reading intervention, LI schools have outperformed control schools on all tasks tested by the EGRA tool.
<b>Copies (hard and electronic) of all development experience documents submitted to Center for Development Information and Evaluation (CDIE) as required under the Blanket Purchase Agreement</b>	Ongoing	Completed for Quarterly Performance Report 1 (QPR1), QPR2, QPR3	First and second quarterly progress reports submitted to CDIE, as well as shared with partners and stakeholders.
<b>Annual workplan for fiscal year 2010</b>	August 31, 2009	Completed	Annual workplan was submitted in draft format and finalized by September 30, 2009.
<b>Three quarterly reports</b>	Jan 31, Apr 30, Jul 31, 2009	Completed	Three QPRs were submitted according to the fiscal year calendar.
<b>Annual report (end of 4th quarter)</b>	October 30, 2009	Completed	Annual report was submitted as planned on October 30, 2009.

## VI. Progress on Project Performance Indicators

There are three points that we would like to mention for this section.

First, some of the Year 2 activities listed in the workplan and Performance Monitoring Plan (PMP), such as training of teachers and Coaches and distribution of resource materials, took place in August and September 2009—that is, before the second academic year began – September 2009-June 2010. We have reported on these figures as part of Year 1 reporting, and for this report we are only reminding the readers that these Year 2 targets were accomplished in Year 1 of the project. The following indicators fall into this category: 2.2. C, 2.2. D, 2.2 E, and 2.3. A, along with their relevant counterpart indicators in the section on U.S. Government Foreign Assistance Framework Indicators for EGRA Plus.

Second, we recalculated comprehension scores to be presented in terms of percentages of correct answers given.

**Exhibit 5. Performance indicators tailored for EGRA Plus: Liberia**

<b>Strategic Objective (SO): Improved Student Reading Performance in Early Grades</b>			
	<b>Year 1 (Oct 7, 2008–Sept 30, 2009)</b>		<b>Year 2 (Oct 1, 2009–Oct 10, 2010)</b>
	Baseline (2008)	Midterm (2009)	Final (2010)
<p>SO A. Average correct words read per minute (cwpm) in connected text.<sup>i</sup></p> <p>(Disaggregated by LI, FI, control, grade 2, 3; male/female; urban/rural).<sup>ii</sup></p> <p>[Annual]</p>	<p>Grade 2: FI: 12.966 (M: 15.326; F: 10.688); LI: 16.034 (M: 17.572; F: 14.080), C: 14.446 (M: 16.407; F: 11.785)</p> <p>Grade 3: FI: 26.001 (M: 27.659; F: 26.001); LI: 26.699 (M: 28.525; F: 24.101), C: 22.335 (M: 24.811; 19.165)</p>	<p>Grade 2: FI: 24.41 LI: 23.24 C: 22.8 FI: 78.49% increase over baseline. LI: 29.63% increase over baseline. C: 24.50% increase over baseline.</p> <p>Grade 3: FI: 36.13 LI: 34.25 C: 24.21 FI: 38.96% increase over baseline. LI: 28.28% increase over baseline. C: 8.42% increase over baseline.</p> <p>[Targets for Year 1: 20% increase over baseline (FI); 5% increase over baseline (LI)<sup>iii</sup>]</p>	<p>To be determined (TBD)</p> <p>[Targets for Year 2: 35% increase over baseline (FI); 10% increase over baseline (LI)]</p>

<b>Strategic Objective (SO): Improved Student Reading Performance in Early Grades</b>			
	<b>Year 1 (Oct 7, 2008–Sept 30, 2009)</b>		<b>Year 2 (Oct 1, 2009–Oct 10, 2010)</b>
	Baseline (2008)	Midterm (2009)	Final (2010)
SO B. Average score of participating students on comprehension (story understanding) exercise.  (Disaggregated by LI, FI, control, grade 2, 3; male/female; urban/rural). <sup>iv</sup> [Annual]	Grade 2: FI: 16.8 LI: 20.48 C: 21.41  Grade 3: FI: 30.96 LI: 31.84 C: 29.89	Grade 2: FI: 19.37 LI: 21.91 C: 16.08 FI: 15.30% increase over baseline. LI: decrease over baseline of: -21.48% C: decrease over baseline of: -28.21%  Grade 3: FI: 25.83 LI: 24.34 C: 22.07 FI: decrease over baseline of: -5.14% LI: decrease over baseline of: -16.33% C: decrease over baseline of: -33.26%  [Targets for Year 1: 20% increase over baseline (FI); 5% increase over baseline (LI) <sup>v</sup> ]	TBD  [Targets for Year 2: 35% increase over baseline (FI); (10% increase over baseline (LI))]
<b>Intermediate Result 1: Student reading performance accurately assessed</b>			
	<b>Year 1</b>		<b>Year 2</b>
	Baseline (2008)	Midterm (2009)	Final (2010)
1.A % of unusable instruments following data collection  [Biannual (per assessment)]	1.22% (36 out of 2,957 observations were excluded) [Target for baseline: less than 5% of unusable instruments]	0% of unusable instruments  [Target for midterm: less than 5% of unusable instruments]	TBD  [Target for final assessment: less than 5% of unusable instruments]

<b>Intermediate Result 2: Effective remedial interventions designed for teaching reading</b>								
<i>Sub-Intermediate Result 2.1: Effective communication of EGRA results to school communities in Light and Full Intervention schools</i>								
	Year 1				Year 2			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
2.1.A % of teachers who disseminated student report card to parents after last term (disaggregated by LI, FI) [Quarterly]	n/a (not applicable)	FI schools: 53.3% LI schools: 35.6%	FI schools: 86% LI schools: 69%	FI schools: 86 % (data from Q3)  LI schools: 69 % (data from Q3)  [Year 1 target for FI: 80%]  [Year 1 target for LI: 30%]	FI:86.1%  LI: 88.1%			TBD  [Year 2 target for FI: 80%]  [Year 2 target for LI: 60%]

<i>Sub-Intermediate Result 2.2: Improved teacher performance in teaching reading</i>								
	Year 1 (Oct 7, 2008–Sept 30, 2009)				Year 2 (Oct 1, 2009–Oct 10, 2010)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
2.2.A % of teachers in FI schools observed using the reading kit materials provided by project during last observation. [Quarterly]	n/a	54.3%	92%	92% (data from Q3)  [Year 1 target: 80%]	FI: 99.1%			TBD  [Year 2 target: 85%]
2.2.B % of FI teachers following the schedule of intervention. [Quarterly]	n/a	57.1 %	77%	77% (data from Q3)  [Year 1 target: 80%]	FI: 5.2%			TBD  [Year 2 target: 85%]

<i>Sub-Intermediate Result 2.2: Improved teacher performance in teaching reading</i>									
	Year 1 (Oct 7, 2008–Sept 30, 2009)				Year 2 (Oct 1, 2009–Oct 10, 2010)				
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
2.2.C Number of teachers/educators trained with U.S. Government (USG) support in past reporting period (disaggregated by male/female, FI and LI schools). [Quarterly]	<b>FI schools: teachers/principals</b> Teacher female: 19 Teacher male: 91 Principal female: 3 Principal male: 54 Total teachers: 110 Total principals: 57 TOTAL teachers/principals: 167  <b>Coaches: 15</b> Males: 9 Females: 6	<b>FI schools: teachers/principals</b> 7 male new teachers (110 teachers: refreshers through monthly visits by Coaches; we are not reporting on this)  <b>LI schools: teachers/principals</b> (face-to face training) Teacher female: 26 Teacher male: 82 Principal female: 7 Principal male: 45 Total teachers: 108 Total principals: 52 TOTAL teachers/principals: 160	<b>FI schools: teachers/principals</b> 1	<b>FI schools:</b> Total: 175 Teachers: 99 male; 19 female Principals: 54 male; 3 female.  <b>LI schools: Total:</b> 60 principals/ teachers Teachers: 82 male; 26 female Principals: 45 male; 7 female  <b>Coaches: 15</b> Males: 9 Females: 6  <b>Total: 175</b> teachers/principals <b>Total teachers cumulative:</b> 247  <b>Total Coaches cumulative:</b> 30  [Year 1 target: 360 teachers total + 15 Coaches] <sup>vi</sup>	FI: 210 M: 172 F: 38  LI: 181 M: 150 F: 31				TBD  [Year 2 target: 360 teachers total + 15 Coaches]

<i>Sub-Intermediate Result 2.2: Improved teacher performance in teaching reading</i>								
	Year 1 (Oct 7, 2008–Sept 30, 2009)				Year 2 (Oct 1, 2009–Oct 10, 2010)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
2.2.D Number of hours of reading instruction training provided by Coaches to teachers in the past reporting period (FI schools) [Quarterly]	<b>Face-to-face training:</b> 6,400 hours	<b>Monthly visits:</b> FI: 2,970 hours LI: 1,184 hours  (Cumulative progress for this reporting period: 10,554)	<b>Monthly visits:</b> FI: 1,475 hours LI: 457 hours  (Cumulative progress for this reporting period: 12,486)	<b>Face-to-face training for Year 2:</b> 6,400 hours  <b>Total hours for Year 1:</b> 16,886 <sup>vii</sup>  [Year 1 target: 11,200]	FI: 1460 hrs  LI: 593 hrs			TBD  [Year 2 target: 14,080]
2.2.E Number of teacher resource kits distributed to teachers (disaggregated by FI and LI schools)	<b>FI schools:</b> 160 teacher kits	<b>LI schools:</b> 240 teacher kits (student report card)		<b>FI schools:</b> 255 <b>LI schools:</b> 255  <b>Total cumulative FI:</b> 415 <sup>viii</sup> <b>Total cumulative LI:</b> 495 <sup>ix</sup>  [Year 1 target: 360]				TBD  [Year 2 target: 360]

<i>Sub-Intermediate Result 2.3: Improved availability of appropriate literacy materials for students</i>								
	Year 1 (Oct 7, 2008-Sept 30, 2009)				Year 2 (Oct 1, 2009–Oct 10, 2010)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
2.3.A Number of textbooks and other teaching and learning materials provided with USG assistance (disaggregated by FI and LI schools) [Annual]	<b>FI schools</b> Books: 26,250 (target textbooks: 26,760) Teacher kits: 160	<b>LI schools</b> Teacher kits: 240		<b>FI schools</b> Books: 6528 <b>Total cumulative books:</b> 33,268 <sup>x</sup>  <b>Teacher kits:</b> 255  <b>LI schools:</b> teacher kits: 255  <b>Total cumulative FI:</b> 415 <sup>xi</sup> <b>Total cumulative LI:</b> 495 <sup>xii</sup>  [Year 1 target: 26,760 (18,000 compilations + 8,400 OYSS books (1,200 * an average of 7) + 360 teacher resource kits + manuals] <sup>xiii</sup>	<b>FI schools Additional books:</b> 8617 <b>Teacher kits:</b> 30  <b>LI:</b> The manual distributed in Q4 covers the entire year			TBD  [Year 2 target: 26,760 (18,000 compilations + 8,400 OYSS books (1,200 * an average of 7) + 360 teacher resource kits + manuals]

Intermediate Result 3: Strengthened in-country capacity for data collection, analysis, and dissemination								
	Year 1 (Oct 7, 2008–Sept 30, 2009)				Year 2 (Oct 1, 2009–Oct 10, 2010)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
3.A Number of MOE staff who participated in enumerator training [Annual] <sup>xiv</sup>	15 at baseline (Total 25 trained)		15 assessors at midterm + 4 MOE officers (Total trained 47)	30 + 4 = 34 (cumulative) [Year 1 target: 30]	n/a	n/a	n/a	TBD [Year 2 target: 10]
3.B Number of MOE staff who were deployed for EGRA data collection [Annual]	10		4	14 [Year 1 target: 15]	n/a	n/a	n/a	[Year 2 target: 2]
3.C Number of MOE staff who participated in EGRA data entry application development [Annual]	1 + 6 data entry clerks		1	8 [Year 1 target: 7]	n/a	n/a	n/a	[Year 2 target: 1]
3.D Number of MOE staff who participated in data entry training [Annual]	7		1	8 [Year 1 target: 7]	n/a	n/a	n/a	[Year 2 target: 1]
3. E Number of MOE staff who performed EGRA data entry [Annual]	7		1	8 [Year 1 target: 7]	n/a	n/a	n/a	[Year 2 target: 1]
3. F Number of MOE staff who participated in training on EGRA data analysis and dissemination [Annual]			25 MOE staff members	25 MOE staff members [Year 1 target: 20]	n/a	n/a	n/a	[Year 2 target: 20]

U.S. Government Foreign Assistance Framework Indicators for EGRA Plus								
	Year 1 (Oct 7, 2008–Sept 30, 2009)				Year 2 (Oct 1, 2009–Oct 10, 2010)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Number of learners enrolled in USG-supported primary schools or equivalent nonschool settings (disaggregated by male/female) [Annual]	10,719 <sup>xv</sup> Actual data for baseline assessment Nov 2008  Control: 3178 FI: 3449 LI: 2729 Total: 9355 <sup>xvi</sup>			10,719 (inclusive of control schools) Actual at midterm assessment Jun 09  Control: 2639 FI: 3026 LI: 3140 Total: 8085 <sup>xvii</sup> [Year 1 target: actual 10,719]	FI: 3439 <sup>xviii</sup> LI: 3130 Control: 2639			TBD  [Year 2 target: actual]
Number of teachers/educators trained with USG support (disaggregated by male/female), (same as Indicator 2.2.C above) [Annual]	<b>FI schools:</b> Teacher female: 19 Teacher male: 91 Principal female: 3 Principal male: 54 Total teachers: 110 Total principals: 57 TOTAL: 167  Total principals: 52 TOTAL: 160  <b>Coaches: 15</b> Males: 9 Females: 6	<b>FI schools:</b> 7 male new teachers 110 teachers: refreshers through monthly visits by Coaches  <b>LI schools:</b> (face-to face training) Teacher female: 26 Teacher male: 82 Principal female: 7 Principal male: 45 Total teachers: 108	<b>FI schools: teachers/principals</b> 1	<b>FI schools:</b> Total: 175 Teachers: 99 male; 19 female Principals: 54 male; 3 female. <b>LI schools:</b> Total: 60 principals/ teachers Teachers: 82 male; female 26 Principals: 45 male; 7 female <b>Coaches: 15</b> Males: 9 Females: 6  <b>Total: 175 teachers/principals</b> <b>Total teachers cumulative: 247</b> <b>Total Coaches cumulative:</b>				[Year 2 target: 360 teachers + 15 Coaches]

U.S. Government Foreign Assistance Framework Indicators for EGRA Plus								
	Year 1 (Oct 7, 2008–Sept 30, 2009)				Year 2 (Oct 1, 2009–Oct 10, 2010)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
				30 [Year 1 target: 360 teachers + 15 Coaches] <sup>xix</sup>				
Number of textbooks and other teaching and learning materials provided with USG assistance (same as Indicator 2.3.A above) [Annual]	<b>FI schools:</b> Textbooks: 26,250 Teacher kits: 160 (target textbooks: 26,760)	<b>LI schools:</b> Teacher kits: 240		<b>FI schools</b> Books: 6528 <b>Total cumulative books:</b> 33,268 <sup>xx</sup> Teacher kits: 255  <b>LI schools:</b> Teacher kits: 255  <b>Total cumulative FI:</b> 415 <sup>xxi</sup> <b>Total cumulative LI:</b> 495  [Year 1 target: 26,760 (18,000 compilations + 8,400 OYSS books (1,200 * an average of 7) + 360 teacher resource kits + manuals)] <sup>xxii</sup>				TBD  [Year 2 target: 26,760 (18,000 compilations + 8,400 OYSS books (1,200 * an average of 7) + 360 teacher resource kits + manuals]
Number of laws, policies, regulations, or guidelines developed or modified to improve equitable access to or the quality of education services. [Annual]								TBD <sup>xxiii</sup>  [Year 2 target: 1 reading policy]

U.S. Government Foreign Assistance Framework Indicators for EGRA Plus								
	Year 1 (Oct 7, 2008–Sept 30, 2009)				Year 2 (Oct 1, 2009–Oct 10, 2010)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Number of host country institutions with improved management information systems as a result of USG assistance. [Annual]				To be decided by USAID. We believe that the program accomplished this target.  [Year 1 target = 2: LET + MOE]				TBD [Year 2 target = 2: LET + MOE]
Number of host country institutions that have used USG-assisted EMIS information to inform administrative/management decisions. [Annual]				1  [Year 1 target = 1: MOE]				TBD [Year 2 target = 1: MOE]
Number of people trained in monitoring and evaluation with USG assistance. [Annual]		25 enumerators 25 Coaches 3 LET staff Total: 53	34 at reading workshop 47 at assessor workshop  Total: 81 Total cumulative 134	46 at refresher reading workshop  26 at capacity-building workshop September 2009  Cumulative: 206 (M: 136; F: 70)  [Year 1 target: 46]	Refresher reading workshop: 35 participants (15 Coaches, 15 DEOs, 5 MOE)			TBD [Year 2 target: 46]
Number of people trained in research with USG assistance. [Annual]				26 at capacity-building workshop September 2009 Total: 26  [Year 1 target: 20]				TBD [Year 2 target: 20]

U.S. Government Foreign Assistance Framework Indicators for EGRA Plus								
	Year 1 (Oct 7, 2008–Sept 30, 2009)				Year 2 (Oct 1, 2009–Oct 10, 2010)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Number of people trained in strategic information management with USG assistance. [Annual]	7		7 +1	Cumulative 15 [Year 1 target: 7]				TBD [Year 2 target: 7]

## VII. Next Quarter Activities (January–March 2010)

### Exhibit 6. Planned activities for January–March 2010

Major Workplan Activities	Dates	Location
Continue supporting grade 2 and 3 teachers in all target schools (FI and LI)	January 10–March 31	Liberia
Carry out EGRA Plus team management and technical visits to EGRA Plus districts and Coaches	March 15–March 31	Liberia
Conduct an informal assessment in a subsample of FI schools	March 15–31	Liberia
Implement community outreach campaign	January 15–June 1	Liberia

---

<sup>i</sup> This is one of the proposed replacement indicators for “Percent of learners that demonstrate increased reading fluency (disaggregated by sex, grade, and urban/rural)” (listed in the RTI contract). Because the project is not tracking individual learners, it will be not be possible to report on the progress of individual students over time (comparing baseline to Year 1 to Year 2 results for any given student). The measurement of “reading fluency” includes both cwpm and comprehension, which although measured in the same section of the EGRA, have different discreet scores. For this reason (because there is no combined “score” for cwpm and comprehension), we divide the measure of oral reading fluency into two indicators: cwpm (indicator SO.A. and comprehension indicator SO.B).

<sup>ii</sup> Data could not be disaggregated by urban/rural type; this classification is being requested from the MOE for the midterm assessment.

<sup>iii</sup> The targets are the same for grades 2 and 3 for this indicator.

<sup>iv</sup> Data could not be disaggregated by urban/rural type; this classification is being requested from the MOE in time for the midterm assessment.

<sup>v</sup> The targets are the same for grades 2 and 3 for this indicator.

<sup>vi</sup> The Liberian academic year does not coincide with USAID’s fiscal year, and since training for the second academic year September 2009-June 2010 took place during the first quarter of fiscal year 2010, we are reporting on this training now.. At the same time, number of teachers and students in target schools was lower than anticipated, which had an impact on the number of trainees trained and resources distributed. Unused resources were used in the second academic year (Sept 2009-June 2010). Finally, extra copies of teacher manuals were given to Coaches just in case replacements are needed.

<sup>vii</sup> Same as previous.

<sup>viii</sup> Same as previous.

<sup>ix</sup> Same as previous.

<sup>x</sup> Same as previous.

<sup>xi</sup> Same as previous.

<sup>xii</sup> Same as previous.

<sup>xiii</sup> Same as previous.

<sup>xiv</sup> For indicators 3.A through 3.F, estimates are provided for both baseline and midterm assessments taking place in Year 1 of the project.

<sup>xv</sup> Data used to indicate the total number of learners enrolled in USG-supported primary schools are based on the official EMIS data. These have been verified in June 2009 and updated figures are included.

<sup>xvi</sup> For our planning purposes and PMP development, we used official EMIS data to set the target. However, the actual enrollment in the schools was somewhat lower once we collected it through our baseline and assessment. We will include the actual figures with the understanding that we are reaching out to all students in EGRA schools even if actual enrollment is lower.

<sup>xvii</sup> Same as previous

<sup>xviii</sup> Data collected in September for both LI and FI schools. Coaches are not visiting control schools, so we just copied over the enrollment from the midterm assessment conducted in June 2009

<sup>xix</sup> The Liberian academic year does not coincide with USAID’s fiscal year, and since training for the second academic year (Sept 2009-Jun 2010) took place during the first quarter of fiscal year 2010, we are reporting on these figures now. At the same time, number of teachers and students in target schools was lower than anticipated, which had an impact on the number of trainees trained and resources distributed. Unused resources were used in the second academic year. Finally, extra copies of teacher manuals were given to Coaches just in case replacements are needed.

<sup>xx</sup> Same as previous.

<sup>xxi</sup> Same as previous.

<sup>xxii</sup> Same as previous.

<sup>xxiii</sup> While EGRA Plus does not have a direct policy component, we hope our interventions will help lead the MOE to develop a policy or guidelines on reading instruction.