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AGENCY FOR INTERNATIONAL DEVELOPMENT
WASHINGTON, D C 20523

SEP 29 1989

Dr. Hatem Abu Ghazaleh, Chairman
Society for the Care of Handicapped Children
Box 146
Gaza City, Gaza

SUBJECT: Grant No. ANE-0159-G-SS-9046-00

Dear Dr. Ghazaleh:

Pursuant to the authority contained in the Foreign Assistance Act of 1961, as amended, the Agency for International Development (hereinafter referred to as "A.I.D." or "Grantor") hereby grants to the Society for the Care of Handicapped Children (hereinafter referred to as "SCHC" or "Grantee"), the sum of $1,000,000 in support of a program entitled "Pre-School Education" as more fully described in the Schedule and the Program Description of this Grant.

This Grant is effective and obligation is made as of the date of this letter, and shall apply to commitments made by the Grantee in furtherance of program objectives during the period beginning with the effective date and ending September 29, 1992. Funds disbursed by A.I.D. but uncommitted by the Grantee at the expiration of this period shall be refunded to A.I.D.

The total estimated amount of the program is $2,328,601, of which $1,000,000 is hereby obligated. A.I.D. shall not be liable for reimbursing the Grantee for any costs in excess of the obligated amount. However, subject to the availability of funds, and program priorities at the time A.I.D. may provide additional funds during the Grant period up to a maximum of $1,328,601.

This Grant is made to "SCHC", on condition that the funds will be administered in accordance with the terms and conditions as set forth in Attachment 1, entitled "Schedule", and Attachment 2, entitled "Program Description", and Attachment 3, entitled "Standard Provisions", which have been agreed to by your organization.

Please sign the original and seven (7) copies of this letter to acknowledge your receipt of the Grant and return the original and six (6) copies to the Office of Procurement.

Sincerely,

Judith D. Johnson
Grant Officer
Office of Procurement
Overseas Division/ANE

Attachments:

1. Schedule
2. Program Description
3. Standard Provisions

ACKNOWLEDGE:

Society for the Care of Handicapped Children

BY _____

TITLE: CHAIRMAN

DATE: February 20, 1990

FISCAL DATA

PIO/T No.:	398-0159-3-9636516
Appropriation No.:	72-119/01037
Budget Plan Code:	QES9-89-37398-KG-12
Technical Office:	ANE/TR/HPN
Paying Office:	PFM/FM/CMPD/DCB
Total Estimated Amount:	$2,328,601
Total Obligated Amount:	$1,000,000
DUNS No.:	99-905-5486
Allotment No.:	970-63-398-00-69-91

FUNDS AVAILABLE
Gloria Craig
SEP 30 1989
o/c 4190
Program Acctg Fin Division
Office of Financial Management

SOCIETY FOR THE CARE OF
HANDICAPPED CHILDREN
GAZA – P. O. Box. 146
Tel – 051 – 65799

جمعية رعاية الاطفال المعوقين في قطاع غزة
تليفون ٦٥٧٩٩ – ٠٥١
ص . ب ١٤٦ غـزة

THE MOTHERS HOME CARE/EARLY INTERVENTION OUTREACH PROGRAM
EXTENSION OF PROGRAM TO 1000 FAMILIES OF NON-HANDICAPPED CHILDREN
FOR A THREE YEAR PERIOD

ESTIMATED COSTS

OCTOBER 1988

THE MOTHERS HOME CARE/EARLY INTERVENTION OUTREACH PROGRAM EXPANSION PROPOSAL FOR NON-HANDICAPPED AT RISK CHILDREN AND THEIR FAMILIES

Part I: Summary/Abstract

The Society for the Care of Handicapped Children in the Gaza Strip has been operating the Mothers' Home Care/Early Intervention Outreach Program for nearly four years. This program, supported by the U.S. Agency for International Development (AID), is home based and designed to instruct parents of handicapped children to teach their own children in the home. The program presently serves 475 children and families per week and has been well documented as an exemplary, successful program as reported in attached documents. This program has become a positive service model for the entire community as evidenced by the acceptance of the program by families and the community, the significant participation of parents and family members in the home teaching process and the developmental gains exhibited by the children that have been served. A significant number of handicapped children served by this program are attending institutions for non-handicapped children.

This proposal describes the intent of the Society to extend the Mothers' Home Program to serve non-handicapped children, aged birth through four, living in the refugee camps, villages and cities within the Gaza Strip. This expansion is based upon a) the obvious need to serve normal children considered to be at risk of developmental delays and disabilities especially under the present circumstances in the Israeli occupied territories and b) the overwhelming success of the current program.

While there remains a significant number of handicapped preschool children living in the Gaza Strip that need services, the needs of the non-handicapped, at risk, preschool children can no longer be ignored. Early intervention with direct involvement of the parents, is as important and effective with the at risk population as it is with the handicapped. The parents and families of these children require training in early infant stimulation, the provision of good nutrition, proper child rearing practices, behavior management, child

development and the value of an enriching environment. The extension of the Mothers' Home Program to serve the non-handicapped children and their families is viewed as a natural and sequential step towards serving all preschool children and families living within the Gaza Strip.

Part II: Narrative Description of the Program

1. Perceived Problem:

It is estimated that there are over 100,000 children ages birth to four who reside within the Gaza Strip. Because of the poor environmental conditions of the refugee camps and most of the villages and towns and because of the severe stresses of life under the present uprising against the occupiers, nearly all of these children are at risk of developmental delays and disabilities. These children through the lack of early stimulation, poor nutrition, and inferior health conditions are vulnerable to slow or retarded development which will seriously jeopardize their ability to succeed in their school experience as well as their ability to become contributing members of their community.

The extension of the Mothers' Home Program to serve the non-handicapped preschool children and their families is viewed as a natural and sequential step towards the improvement and expansion of human services that the Society can provide. The Mothers' Home Program, patterned after the Portage Project originally developed in the United States, is a proven model that has been operating in the Gaza Strip for nearly four years. Since the Portage model has had considerable success in adapting the system to serve non-handicapped children and their families the extension of the Mothers' Home Program will be a smooth and easy transition for the program and staff. For example, after three years of piloting, an adaptation of the Portage system at present serves as a national model for non-handicapped children and their families in Peru (An AID grant).

Since the aim of this expansion is to serve at risk, non-handicapped children ages birth to four, the program would not duplicate or compete with the few preschool services available in the Gaza Strip at the present time. On the

contrary, the proposed program develops effective parenting skills insuring structure and enrichment that can be capitalized upon by the existing preschool and early school programs.

The situation in the Gaza Strip is ideal for an early intervention program. Most mothers are available as the majority do not have to go out to work and many have a relatively large number of pre-school children. An extended family is usually available, increasing the effectiveness of the program. It is likely that many families will have more than one child under four years and the home teacher will have a chance to provide the mother with support for these children. As already stated above the oppressive conditions of life under a ruthless occupation has put an even greater number of children at risk of developmental delays. The program will, also, help to provide much needed employment under the prevailing harsh economic situation in the occupied territories.

2. Background/PVO Track Record

The Society for the Care of Handicapped Children in the Gaza Strip was established in 1975 as a private voluntary organization. This beginning was the result of the realization of the extremely poor conditions and total lack of services for the handicapped in the Gaza Strip. After considerable work under the most deplorable conditions e.g. few medical services, the Israeli occupation, virtually no financial resources, no proper social services, the Society has initiated several successful programs for the handicapped. These include: a school program for handicapped children between the ages of seven and eighteen. This program is funded by a number of Arab and international sources. Additionally, the U.S. AID funded Mothers' Home Program has been providing a home teaching service since 1984 for handicapped children and their families from birth through age nine. The Society also conducts a vocational training and rehabilitation program for handicapped adults over the age of eighteen. Another effort by the Society is the diploma and degree program for the training of rehabilitation personnel. This program conducted in Gaza leads to a diploma or a degree for participating students from the Mount Royal College, Calgary and the University of Calgary. Both these

programs are supported by grants for CIDA, the Canadian International Development Agency. The Society also has established the Gaza Beach Camp unit which serves within an UNRWA school campus and is hoped to be the fore runner of a number of such units in schools for non-handicapped children. Please refer to the attached documents for a complete description of each of the above programs.

All of these operations reflect the comprehensive planning that has taken place by the Society for the improvement and expansion of services to handicapped community and their families. As one can observe, the planning has addressed many needs that exist in the Gaza Strip. The programs serve new born handicapped children and their families, the school age population as well as adults. Additionally, there is no locally available professional training for young people wishing to enter this field. Thus, the Society has planned and implemented an on-site diploma degree training program which results in highly qualified professionals in the fields of special education and rehabilitation with degrees and diplomas awarded by the University of Calgary and Mount Royal College in Calgary, Canada.

The Society's adaptation of the Portage Project and its successful implementation locally, has also received considerable recognition internationally. The Mothers' Home Program has been presented, on invitation at:

1) The 7th World Congress of the International Association of the Scientific Study of Mental Deficiency - New Delhi, India, March, 1985;

2) The Division for Early Childhood (DEC) of the International Council for Exceptional Children (CEC) annual conference, Denver, Colorado, USA, October, 1985;

3) The International Portage Conference, Southampton University, England, September, 1986. The organizers of this conference have included the Gaza address in the printed proceedings of the conference.

4) The International Conference on Special Education held at Beijing, China, June 1988.

Since the proposed program for the non-handicapped preschool children and their families will use most of the techniques used by the Mothers' Home

Program to measure the impact and success of services provided and because of the success of the Mothers' Home Program a few examples documenting this success are cited.

a) Teacher Performances:

" Based upon direct observation of every home teacher working in the home, each home teacher was following the curriculum planning and implementation process as well as the home teaching process successfully." (Progress Report and Evaluation, Shearer, D.E. December, 1986)

" There can be no doubt that the SCHC Mothers' Teachers are doing an excellent job in the utilization of the Portage system for this population,having adapted the system very well to the cultural needs of their clients." Afifi, et al, " Evaluation of the Home Based Rehabilitation Programs for Disabled Children in the West Bank and the Gaza Strip." July, 1988.

b) Child Development Gains:

" Of all developmental activities that have been prescribed in the home over 94% have been accomplished. The mean developmental gains as measured by a standardized instrument over a twelve month period include: 10.4 months in physical development, 11 months in self help development, 12.5 months in socialization, 13 months in academic development, and six months in language development." (Progress Report and Evaluation, Shearer, D.E. December, 1986)

" They have and are making a positive difference for the families that have been fortunate enough to be served by the program. Many disabled children in these families have gained more functional capacity. Some have entered regular schools and are being educated along with their non-handicapped peers.In some situations , children who may be born after the disabled child in the family who is being treated, may be prevented from having the same disability, e.g. PKU, by virtue of the counseling provided by the home teacher." Afifi, et al, Evaluation of the Home Based Rehabilitation Programs for Disabled Children in the West Bank and the Gaza Strip. July, 1988.

" It is obvious that the program is being received very well by parents, and is felt to be rewarding by staff. " Neufeldt, A.H., Report to AID on Services for Handicapped Persons in the West Bank and Gaza. June, 1985.

d) Cost Effectiveness

" All the activities in the mothers program are being conducted by a private organization, a job usually being carried out by a governmental institution. While the cost per child has been estimated as $1.81 per day by SCHC, it is presently costing approximately $12.74 per visit for each child, or $622.25 per year per child. The yearly cost remains the same for either estimate. This is extremely cheap considering the cost of medical care for complications. Afifi, et al, Evaluation of the Home Based Rehabilitation Programs for Disabled Children in the West Bank and the Gaza Strip. July, 1988.

e) Overall Program Evaluation

" In the Gaza program, 300 families were brought into the program in the first year of operation which was the goal for the third year. In the second year, 470 families, the number currently being served entered the program a number far in excess of the second year goal." Afifi, et al, Evaluation of the Home Based Rehabilitation Programs for Disabled Children in the West Bank and the Gaza Strip. July, 1988.

"The supervisory system of the Mothers Program is an excellent system, with teachers receiving adequate supervision. The system of one day a week with a designated supervisor as well as small and large group discussions allowing for sharing of experiences with their peers is an excellent system for both supervision and peer learning. The inclusion of an added period of time for inservice education is excellent and allows for the entire group to be together for additional learning experiences. " Afifi et. al. 1988.

" All elements of the evaluation, Home Teachers performance, administrative performance, parent participation and satisfaction, child gains and training are at least, and in many cases exceed the standards that have been required

in other replication and implementation sites in the United States, Canada, Peru, Great Britain, Japan, India, New Zealand, and Guam." Shearer, D.E. Progress Report and Evaluation, December, 1986.

f) Parent Participation and Satisfaction

" Since the parents are responsible for the day to day teaching of their child during the week, the fact that the children in the program are achieving 97% of the prescribed developmental activities left in the home demonstrates active and successful parent participation. Additionally, in a survey of over 365 homes served by the program, 97% of the parents answered yes to the question, " Do you think your child has made progress in the program " Progress Report and Evaluation, Shearer,D.E. December, 1986.

" The Mothers' Teachers appear to have excellent relationships and work well with mothers of the children. In all, observed cases, the mother observed carefully and was able to give return demonstrations of needed activities for the following week." Afifi, et al, " Evaluation of the Home Rehabilitation Programs for Disabled Children in the West Bank and the Gaza Strip. July, 1988.

3. Project Goals and Purpose

The Society for the Care of Handicapped Children in the Gaza Strip proposes to extend the Mothers' Home Program to serve non-handicapped children and their families living within the Gaza Strip. The original program, supported by U.S.AID, has been operating in the Gaza Strip for nearly four years. Because of the enormous number of young at risk non-handicapped children living in Gaza and because of the overwhelming success of the existing Mothers' Home Program this extension is viewed as a natural and sequential step in improving and expanding services to the preschool population and their families. Currently, the Mothers' Home Program is serving 475 handicapped children and their families in the Gaza Strip. It employs Home Teachers who have been trained in the home teaching approach and each has a case load of 19 children. Evaluation results indicate that the children are developing beyond their

expected developmental rate, the parents and families are teaching their own children and the home teaching staff is planning and implementing the program very effectively. (Please see report of the AID evaluation team, July, 1988.)

The program is an adaptation of the Portage Project, an international model home teaching program originally developed in the United States. This program entails a complete program package which includes:

1) A culturally appropriate curriculum complete with assessment tools, covering early childhood education as well as nutrition, health and hygiene;

2) A training program for non-professional home teachers with relatively low levels of education and little experience with young children. This makes the program particularly suitable for the present conditions in the Gaza Strip where the provision of work opportunities has become a critical need;

3) A work methodology, carried out with minimum disruption to daily family patterns;

4) A systematic evaluation, measuring program results and providing feedback for future modification.

The central focus of this intervention program is the family in its primary and pivotal role of providing for the basic caretaking needs and early teaching of its young children. Research has demonstrated the importance of this role in the physical and psycho-social development of the child in his/her performance in the school and later life. In this program the family is viewed as teachers and change agents in its own right as well as students of early childhood development and of educational methods. The program practices a methodology which assures that parents acquire adequate child rearing and caretaking practices and guides and helps them to implement these practices in their daily routines.

The program provides direct intervention in the home rather than in a school or community center. By working in the natural environment of the home, the

program helps to overcome difficulties of the possible psycho-social distance between the school and home, as well as costs of building infrastructures that are adequate to accommodate all of those in need of service.

The program provides a developmentally sequenced curriculum designed to be used as an evaluation and programing instrument. Each child's particular strengths and weaknesses are identified so that a personalized program can be developed, based on the child's present knowledge and abilities.The curriculum serves as a criterion referenced instrument to measure short and long term progress. Implementation of the curriculum is based on a prescriptive teaching approach where specific objectives are developed, taught, evaluated then adjusted for future teaching, based upon feedback from evaluation results. This approach affords constant monitoring of program implementation and provides specific detailed work plans to guide families in the teaching of their children.

Finally, the program uses non-professional, community based personnel for its implementation. The use of community non-professionals, besides making it easier to offer employment to the most needy, assists in the communication and understanding between the families and the program staff, facilitates entry and acceptance into the home, and avoids possible problems of prejudices and divergence of social values between the program implementors and the program recipients. The training of community personnel also provides the community with a cadre of knowledgeable persons dedicated to the problems and needs of the child and family.

4. Project Elements (a,b,c,d,& e.)

The Portage Project, the model after which the Mothers' Home Program is patterned, has had considerable success in adapting the system to serve non-handicapped children and their families. For example, after three years of piloting, an adaptation of the system serves as a national model for non-handicapped children in Peru. Additionally, the model has been successfully implemented on a national level for Head Start programs in the United States. Since the aim of this expansion is to serve at risk, non-handicapped, children

from birth to four years, and their families the program does not duplicate or compete with the few preschool services available in the Gaza Strip at the present time. On the contrary, the proposed program develops effective parenting skills insuring structure and enrichment that can be capitalized upon by existing preschool and early school programs.

The Portage Project, which is the basis of this proposed program has been proven to be exceptionally suitable to a developing area. It is simple in its design and provides children with basic, yet critical skills which affect important aspects of learning and development. When the program was translated to Arabic only very few modifications were found necessary to meet cultural differences.

The program will be delivered in an environment where there is little enrichment, and where the effects of the present uprising against the occupiers and the resulting beatings, curfews, gas bombs, and bullets are certain to have a detrimental effect on the development of infants and children. It is hoped that this program will prevent to a very considerable degree, the accumulative negative effects arising out of these poor and stressful environmental conditions.

With the need for an expansion of the Mothers' Home Program, coupled with the demonstrated success in other locations of adapting the system to serve non-handicapped children, it is proposed that the program expands the present intervention system to serve 500 non-handicapped children aged birth to four living in the towns, villages and refugee camps .of the Gaza Strip for the first year and to 1000 in the years after.

Because the basic approach of this program is teaching families to teach their own children in the child's natural environment, the home remains the basis of the program. It is proposed that the major components of the model including developmental assessment, individualized curriculum and reporting procedures, staff training, and configuration, and the evaluation process be followed in serving the expanded population.

It is proposed that the Society for the Care of Handicapped Children in the Gaza Strip has the experience and resources (senior home teaching staff) to implement the expansion process. Existing senior staff has easily supervised the implementation of new staff training programs. Since the existing Mothers' Home Program currently has a staff located virtually throughout the Gaza Strip, the enrollment of children and families, the training of staff, and the reporting and monitoring of expanded staff would be easily put into place. Additionally, the Society has a long list of applicants for teaching positions in this program, therefore, making the recruitment and hiring of staff a rather simple task.

The Society has developed highly successful pre-service and in-service training for the non-professional home teachers. This training includes:

Preservice:

Each new applicant must participate in a preservice training program that is conducted by the Project Director, the Project Supervisors and the Psychologist. This training lasts for three months prior to formal employment into the program. The training includes: classroom lectures regarding assessment, curriculum planning and implementation, child development, working in partnership with parents and families, recording and reporting procedures, and evaluation. It also includes field experiences with home teachers, first as an observer, then as an intern home teacher working with family under the direct supervision of her assigned home teacher.Each trainee's performance is closely monitored by the project supervisors with on-going pre and post examinations and assessments of teaching performances while interning in the homes. After successfully completing the three month preservice course the trainees will be employed in a accordance with funding availability.

Inservice:

The project also has an on-going inservice component. All of the home teachers come to the Center one day per week for the inservice training day. During this day each teacher meets with her respective supervisor to review each child's curriculum and performance, to review any difficulties the teacher may be having with either the child or family, and to plan each child's curriculum

for the coming week. This provides the supervisors with the opportunity to train the teachers individually and to schedule her monitoring visits for the coming week. Additionally, the entire staff meets during this day for training from the supervisors or by resource personnel and outside visiting consultants.

The Society has found that it is easy to choose personnel to fulfill home teaching positions because of this comprehensive preservice and inservice training scheme. Thus the Society can build the program around training and employing those who are needy yet are not with any formal training to fill the position. On the other hand, if a particular area of the Gaza Strip is in need of services the Society can select female personnel from that community and train them to become that areas home teachers.

It is proposed to start the program as soon as funding arrives. The first year will provide service to 500 families while in each of the second and third years service will be extended to 1000 children and families. All training of the new home teachers will be done locally by staff of the present program.

In the second year an identical unit of staff to that functioning in the first year will be formed. This unit will be directed independently from the original unit by the Deputy Director of the Program. From experience gained through the present program, we think that its size is optimal and expansion should be made by forming duplicate units.

As distinguished from the original program where home teachers have to be transported to the homes of handicapped children scattered all over the Strip, this new program can be implemented with minimal use of transportation since a Home Teacher can serve 20 families in her immediate vicinity. This does not only materially reduce costs but insures effective implementation despite the present problems that delay travel whether due to roadblocks, burning tires or curfews. A total of four vehicles are needed to implement the program. These vehicles will be used for transporting administrative and technical staff, e.g. the director, supervisors, social worker, and psychologist. The buses will also be used to transport trainee teachers for field experience. It is

proposed that all equipment will be bought at the start of the program with the exception of two vehicles to be bought in the second year when the program is expected to serve 1000 children and families. The cost effectiveness of this program can easily be demonstrated by the very low cost per family per day which comes to no more than $2.60/day in the first year, $1.60 in the second, and $1.43 in the third. (Please see costs schedule)

5. Expected Achievements and Accomplishments

This program is expected to help in two major ways:
a) It is hoped to have a significant impact on a large number of families who have one or more children under four years. As explained above both mother and child and perhaps other members of the family are expected to benefit from the knowledge imparted to them from the weekly home visits.
b) Under the present adverse economic condition this program will provide employment opportunities for 41 persons in the first year and 72 in the following years thus insuring means of livelihood for this number of families. The home teachers and others employed through this program will have had the chance to train in very important and useful practices relating to health, hygiene, nutrition and proper child rearing practices. This will make them better future mothers and more useful citizens generally.

It is hoped that this program will present its workers a model for better living to look forward to through for example the provision of proper living conditions as can be seen through the proposed personnel kitchen and dining rooms, excellent inservice training facilities and well planned offices that are provided with the necessary modern equipment.

The proposed set up for the new program is designed to be a model for other Gaza and West Bank community organizations to emulate. The original program that has enjoyed such fine facilities proved that despite their deprivation and misfortunes the Palestinian people can learn quickly to achieve better living and utilize to the maximum modern business implements and techniques.

The new program like the old one will have proper facilities in which parents

are received and welcomed. A separate reception room for parents make it possible to welcome and talk to parents away from offices.

The most important achievement, however, will once again be the establishment of a model pre-school program that will hopefully be the for runner of similar programs in the rest of the Arab world.

It is worth mentioning that the original program will be replicated in Kuwait and Saudi Arabia and through the newly formed Cairo based Arab Council for the Advancement of Infancy and Childhood in many Arab counties.

It will be noticed that the number of consultants from U.S.A has been doubled. This is in part a response to some of the recommendations of the AID evaluation team. We hope to be able to start the process of building up a child development center by inviting to Gaza medical, developmental and educational experts in this field. We, also, hope that actual services will be enriched by getting consultant help in the fields of speech therapy, physical education and recreation.

6. Program Management

A project director will coordinate and supervise the operation of the program. She will be responsible to the Director-General of the Society and will oversee the work of the project staff, the identification and enrollment of children and families, the reporting of child and teacher performances and the overall evaluation of the project.

The project will employ supervisors chosen from the staff of the original program. Their responsibilities include daily supervision of the home teachers, monitoring each child's curriculum, monitoring each family's participation and satisfaction, conducting preservice and inservice training for intern and employed home teachers, and report all difficulties to the project director.

The Home Teachers are responsible for the planning and implementation of each child's curriculum on their caseloads. Each home teacher will have a case load

of twenty children and families. The home teacher will visit each child's home one day per week for a period of one and a half hours. The home teachers will make home visits five days a week with the sixth day reserved for in service training at the Center.

Each home teacher must participate and be successful in the preservice training conducted by the project supervisors and director. As described earlier the home teachers participate in a three month preservice training program. This training includes lectures accompanied by pre-post exams of the teachers comprehension of the program as well as on-site observations during the teachers internship in the field.

The project will also contract with short term consultants who will assist in the implementation and the introduction of new components to the program as well as conduct third party evaluations of the project.
The programs will be implemented as follows:

'Year I: Major Tasks

a- Identify and Employ Project Supervisors - within one month of funding
b- Identify and train home teaching interns - within three months of funding
c- Identify and enroll children - within two months of funding
d- Conduct assessments of children and families - within two months of funding
e- Implement home teaching services - within three moths of funding
f- Conduct ongoing assessments of child's and family's progress.
g- Conduct ongoing supervision of home teachers performance.
h- Conduct ongoing staff inservice training sessions
i- Conduct a year end assessment of the projects performance.

Year II:

a- Add 500 more families to the program thus increasing the total served to 1000 families.
b- continue to conduct weekly home visits with each child and family enrolled in the program
c- Continue to monitor child's performance

d- Continue with ongoing monitoring of staff performances

e- Continue to conduct ongoing staff inservice training programs

f- Conduct year end evaluation of the project's performance.

Year III:

Continue doing items b-f as in year II.

7. Evaluation

The proposed expansion of the Mothers' Home Program to serve non-handicapped children and their families will be monitored by many evaluation methods. These evaluation methods include an assessment of teacher performance, child development gains, parent participation and satisfaction, cost effectiveness and an evaluation of the success of the overall program e.g. meeting implementation timeliness, enrolling and serving the proposed number of children and families, training and hiring home teachers.

There are several indicators and methodologies that will be used for evaluation of the project. Every aspect or component of the project will be closely monitored initially, and ongoing, to insure that each child and family is receiving a quality early intervention program. These indicators include:

I. Child Performance:

a) Pre - Post Assessment

Every child receives a comprehensive assessment, using a standardized testing instrument, to determine the child's developmental strengths and needs in the developmental areas of academic, language, social, physical and self help skills. Additionally the child's learning style is also assessed at the beginning of the program which assists in curriculum planning and implementation. The children are also assessed at the end of the program year to determine the overall progress each child has made during the year.

b) Curriculum Assessment

Each child receives a curriculum assessment which is more comprehensive than

the pre-post assessment. This assessment is more detailed regarding the skill levels in the developmental areas and leads to the individualized curriculum planning by the Home Teachers. The child's progress is assessed every three months as comparisons are made on The Portage Curriculum Guide to Early Education, translated into Arabic and adapted to the culture.

c) Ongoing Assessment

Each activity that is planned and implemented in the home is recorded evaluated by the home teacher and eventually by the teacher's supervisor. An activity chart is written for each activity which indicates what is to be taught, the methods to use in the teaching process, what to record and how to reinforce success efforts by the child. The home teacher demonstrates each activity for the parent (s) then has the parent practice the activities under the teacher's observation to insure that the parents understand the methods to be used and that reinforcers are being used appropriately. The parents record the child's daily progress on the activity chart. At the end of the week the home teacher reviews the activity with the child and validates the child's progress, or lack there of, on the activity. Based upon this evaluation, the teacher determines the child's success at learning each child's progress and uses this data to develop new or revised activities for the coming week. Every child's progress is recorded in their behavioral log which records every activity that is introduced in the home and the success of each activity. These records are reviewed by the teacher's supervisor weekly, thus each child's performance is monitored by the supervisors and the teacher's skills of planning and implementing activities are also monitored.

II Teacher's Performance

a) On the job Evaluations

Each home teacher has a supervisor who monitors her work performance. Examples of this monitoring and evaluation are: Review of each teacher's curriculum plan and activity charts for every child on her caseload. A home teacher does not see a child and family two consecutive times without seeing and reporting

to her supervisor. In other words, the supervisor can determine within one visit whether the teacher needs some assistance, whether a child is failing, or whether the family is participating as expected. Thus the supervisor can intervene when necessary before the home teacher see the child two consecutive weeks.

b) Inservice Training

Teacher performances during inservice training sessions are also monitored. When it is apparent that a particular teacher needs further training or assistance, training is provided during the inservice day scheduled once a week.

III Parent Participation and Satisfaction

Parent participation is monitored through the weekly activity charts left in the home. The program's success is completely dependent upon the parents teaching the child daily. If the child is unsuccessful during the week, it will assumed that the fault does not lie with the parents but with the teacher who either prescribed an inappropriate activity for the child or failed to insure that the parents understood the teaching methodology to be used. However, when the child does succeed it is obvious that it has been the parents that have taught the skill to the child. In the Mothers' Home Program the children were successful in 94% of the weekly activities left in the home.

Another major concern of the project is the parents satisfaction with the program. A survey will be conducted to determine the parents satisfaction. In a similar survey in the Mothers' Home Program 97% of the parents responded that they felt their child was benefiting from the program. Additionally, the supervisors ask the parents about their satisfaction and/or concerns about the services they are receiving while on an observation visit with one of her teachers.

IV Supervisors

Supervisors are monitored by the Director, records are checked periodically

and dual observation visits are made by the supervisor and the director simultaneously to monitor the supervisors performance with the teachers.

V Internal - 3rd Party Evaluation

The Society will contract with unbiased third party experts in the field to conduct an internal evaluation of the project. This evaluation will address all phases of the project and will be conducted in an objective fashion at the end of each year of the projects life span.

VI External Evaluation

Additionally, the Society expects and welcomes an external evaluation administrated by the U.S.AID such as the one conducted for the Mothers' Home Program in the summer of 1988.

CONCLUDING REMARKS

The SCHC wishes to stress that due to the present dire economic conditions in the Israeli occupied Palestinian territories which are aggravated by the present uprising against this longest occupation in modern history, there is an urgent and critical need to a) provide support services to the community at the family level and b) create as many work opportunities as is possible. It is therefore the intent of the SCHC to approach many Arab and international funding sources in the hope of securing additional grants to expand this program. All funds secured will be used to add more supervisors and home teachers units to this program.

The SCHC would emphasize that the major investments of this program will be in the social support and the upgrading of the knowledge of both its recipients and implementors. The great value of this program lies in its investment in the human being and this will remain even if for funding considerations the program can not be continued in the future. It is our hope, however, that this program, like its precursor, will be a land mark in the social progress of the Palestinian community under Israeli occupation and that it will be adopted by many Arab countries and that means for its long survival will eventually be at hand.

Attachment 1

Schedule

A. Purpose of Grant

The purpose of this Grant is to assist the Society for the Care of Handicapped Children (SCHC) in the provision of pre-school support to children under four years and their families in the Gaza Strip. This project will benefit from the experience and achievements of an earlier A.I.D. supported SCHC project designed to assist handicapped children in the Gaza Strip.

B. Period of Grant

1. The effective date of this Grant is the date of this letter. The expiration date of this Grant is September 29, 1992.

Funds obligated hereunder are available for program expenditures for the estimated period September 29, 1989 to December 31, 1990 as shown in the Grant budget below.

C. Method of Payment and Amount of Grant

1. The total estimated amount of this Grant for the period shown in B.1 above is $2,328,601.

2. A.I.D. hereby obligates the amount of $1,000,000 for program expenditures during the period set forth in B.2 above and as shown in the Financial Plan below.

3. Payment shall be made to the Grantee in accordance with procedures set forth in Attachment 3, Standard Provision No. 01, entitled "Payment Periodic Advance".

4. Additional funds up to the total amount of the Grant shown in C.1 above may be obligated by A.I.D. subject to the availability of funds, and to the requirements of the Standard Provision of the Grant, entitled "Revision of Financial Plans".

D. Financial Plan

The following is the Financial Plan for this Grant, including local cost financing items, if authorized. Revisions to this Plan shall be made in accordance with the Standard Provision of this Grant entitled "Revision of Grant Budget" (November 1985). Except as specified in the aforesaid, the Grantee may adjust line item amounts within the total obligated amount as may be reasonably necessary to attain program objectives, with the advance approval, in writing, by A.I.D. Project Officer.

	FR: 9/30/89 TO: 9/29/90	FR: 9/30/90 TO: 9/29/91	FR: 9/30/91 TO: 9/29/92	Total FR: 9/30/89 TO: 9/29/92
Salaries	$ 171,000	$ 300,000	$ 300,000	$ 771,000
Employee Insurances	14,380	25,500	25,500	65,380
Travel	6,000	12,000	12,000	30,000
Equipment & Furnishings	304,497	60,500	500	365,497
Consultants	79,500	79,500	79,500	238,500
Other direct costs	42,938	48,938	38,938	130,814
Overhead	121,410	213,000	213,000	547,410
Research & Evaluation	60,000	60,000	60,000	180,000
TOTAL	$ 799,725	$ 799,438	$ 729,438	$2,328,601

Diff
51,600
37958
36,636
126,194
97,580

822,600 Sal. (274,200)
103 338 Ins. (34,446)
584,046 Over (194,682)

4r

E. Reporting and Evaluation

In addition to the evaluations described in Attachment 2, the following reports are
to be submitted by SCHC to A.I.D. through the American Embassy in Tel Aviv:

a) Semi-annual progress report will contain cover sheet (one page) addressing project objectives (22 lines), project status (24 lines), and major actions over the following six months (5 lines). Body of the report (not to exceed nine pages) will address:
-- status of project components or subprojects (continuation from cover page, as required);
-- results and accomplishments as they relate to goals;
-- explanation of delays/problems;
-- actions taken or contemplated to resolve delays/problems;
-- lessons learned and any unexpected positive or negative results experienced;
-- status of finances and expenditures;
-- "success stories" of ongoing subprojects/activities;
-- other pertinent information, such as list of products.

b) Final report due within 90 days of termination of the Grant Agreement. This report should summarize the total experience of the project and address the same items required for the semi-annual reports.

c) SCHC shall complete all 269 reports to A.I.D. to present financial data by cost element as identified in the Grant budget. In this manner, the report will depict for each cost element:

-- prior period expenditures (line a)
-- current period expenditures (line b)
-- cumulative expenditures to-date (line c)
-- accrued expenditures (line h)
-- cumulative accrued and actual expenditures (line k)

Financial reporting shall be made as follows:

1. Financial reports shall be submitted quarterly pursuant to the Standard Provision of this - Grant entitled "Payment - Periodic Advance".

2. The original and two copies of all financial reports shall be submitted in English, through the American Embassy/Tel Aviv, to:

Office of Financial Management
Room 700, SA-2
Agency for International Development
Washington, D.C. 20523

F. Special Provisions

1. The Grant Standard Provisions, appended hereto as Attachment 3, are considered applicable to this Grant.

2. All logistic support to be provided by Grantee.

3. Standard Provision entitled "Payment Periodic Advance is altered as follows:

a. Grantee is not required to submit "Federal Cash Advance Status Report" (Report Control No. W-245).

b. A.I.D. funds shall not be commingled with other grantee owned or controlled funds. The grantee shall deposit all A.I.D. cash advances in a separate bank account and shall make all disbursements for goods and services from this account.

c. Grantees shall submit requests for advances at least monthly on SF-270, "Request for Advance or Reimbursement," in an original and two copies, to the address specified in the Schedule of this grant.

d. The granteee shall submit one copy of SF-272, "Federal Cash Transactions Report," 15 working days following the end of each quarter to the payment office address specified in the schedule. Grantees receiving advances totaling more than $1 million per year shall submit SF-272 on a monthly basis within 15 working days following the close of the month. Grantees shall report in the Remarks section of SF-272 the amount of cash advances in excess of thirty days requirement in the hands of subrecipients or the grantee's overseas field organizations and shall provide short narrative explanations of actions taken by the grantee to reduce the excess balances.

e. A " Financial Status Report," SF-269, shall be prepared on an accrual basis by the grantee and submitted quarterly no later than 30 days after the end of the period in an original and two copies to the payment office specified in the schedule. If the grantee's accounting records are not normally kept on the accrual basis, the grantee shall not be required to convert its accounting system, but shall develop such accrual information through best estimates based on an analysis of the documentation on hand. The final SF-269 must be submitted to the payment office within 90 dyas after the conclusion of the grant.

G. Cost Principles (if applicable)

The cost principle applicable to this Grant is Circular A-122.

H. Authorized Geographic Code

The authorized Geographic Code for procurement of goods and services under this Grant is 000, plus local sources.

I. Title to Property

Title to all property financed under this Grant shall rest in the Grantee, subject to the conditions of the Standard Provision entitled "Title and Use of Property (Grantee Title)".

J. Method of Payment

Under this Grant, the method of providing assistance to the SCHC will be periodic advances into a separate purpose account. This method of payment will be reviewed by the financial review team during an audit to be conducted approximately 6 months after the effective date of this grant.

K. Environmental Requirements

All environmental requirements, as outlined in the "Initial Environmental Examination", should be included in the grant.

L. Consultants

The use of consultants is authorized under this Agreement subject to the technical concurrence of the USAID Project Officer that the proposed individual is suitable for the task assigned. Fees paid to consultants and reimbursed hereunder shall be reasonable in accordance with the applicable cost principles entitled Professional Service Costs, and shall not exceed, without specific approval of the Grant Officer, the maximum daily rate of a Foreign Service 1 (FS-1). NOTE: The daily rate of a Foreign Service 1 is determined by dividing the annual salary at the FS-1 level by 260 days.

M. Personnel Compensation

Direct compensation of personnel will be reimbursable in accordance with the established policies, procedures and practices of the Recipient and the provision of the applicable cost principles entitled, "Compensation for Personal Services". Such policies, procedures and practices shall be the same as used in contracts and/or grants with other Government agencies and accepted by the cognizant U.S. Government agency assigned primary audit responsibility, shall be in writing and shall be made available to the grant Officer, or his/her designated representative, upon request. Compensation (i.e., the employee's base annual salary) which exceeds the maximum level of the Foreign Service 1 (FS-1 or the equivalent daily rate as from time to time amended) will be reimbursed only with the approval of the Grant Officer.

Attachment 2

A. PURPOSE OF GRANT

The purpose of this grant is to assist the Society for the Care of Handicapped Children (SCHC) in the provision of pre-school support to children under four years and their families in the Gaza Strip. This project will benefit from the experience and achievements of an earlier A.I.D. supported SCHC project designed to assist handicapped children in the Gaza Strip.

B. PROJECT DESCRIPTION

The description contained in the proposal and other accompanying documents (attached and listed above in Item 22) will be incorporated into the terms aand conditions of this grant agreement.

C. OBJECTIVES

SCHC will provide cost effective home-based educational support services to approximately 1000 children under four years of age and their families over a 3-year period. The project will finance approximately 18 person-months of technical assistance during the three years to assist SCHC staff in the design and implementation of an educationally sound and culturally adapted program. The project will be implemented through home-based pre-school interventions by specially trained community teachers. The project consists of the following elements:

a) a training program for non-professional home teachers with relatively low levels of education and little experience with children.
b) an implementation strategy designed to reinforce family living patterns.
c) an evaluation plan designed to permit project modification during implementation and to measure improvements attributable to project interventions in pre-schoolers and their families.

D. IMPLEMENTATION

The SCHC will be responsible for implementing the project through the following organizational arrangements. At the community level one trained home teacher will work with approximately 20 children and their families. All of the 50 home teachers working at this level of the project will be trained intensively for 3 months before they are assigned to work with families. They will continue to be trained and one day a week while engaged in community work. Experienced staff from the previous project will supervise the home teachers in their community work with pre-schoolers families and a project Director will supervise the supervisors and he or she will, in turn, be supervised by the Director General of the Society. Project implementation will follow the following schedule:

YEAR ONE

a)-identify and hire project supervisors within one month of funding.
b)-identify and train home teaching interns within three months of funding.
c)-identify and enroll children within two months of funding.
d)-conduct assessments of children and their families-within two months of funding.
e)-Implement home teaching services-within three months of funding.
f)-conduct ongoing assessments of child's and family's progress.
g)-conduct ongoing supervision of home teachers performance.
h)-conduct ongoing staff inservice training sessions.
i)-conduct annual assessment of project performance.

YEAR TWO

a)-increase families served by 500 to a total of 1000.
b)-conduct routine weekly home visits to each child and family enrolled on program.
c)-continue monitoring the performance of each child.
d)-continue routine monitoring of staff performance.
e)-continue routine inservice staff training
f)-conduct annual evaluation

YEAR THREE

a)-perform routine activities as in year two i.e. items b) through f) above.
b)-conduct final project evaluation.

F. EVALUATION

1). A.I.D.will conduct a separately funded evaluation of the project in focusing on:

a)-Overall project implementation;
b)-Institutionalization; and
c)-Financial Sustainability

The implementation plan outlined above and the budget in attachment 3 will be subject to revision in order to accommodate the findings and recommendations of this evaluation.

2). Under this project SCHC will conduct two evaluations and submit a copy of the evaluation report to A.I.D within thirty days of the completion of the evaluation. No evaluation will be expected of SCHC during the year A.I.D. performs an external evaluation of the project. The evaluations will include , but not be limited to, the following:

a)-Progress made in meeting the overall goal and objectives of the project;
b)-Success in completing each activity of the project;
c)-Impact of the project on direct and indirect beneficiaries;
d)-Problems encountered and lessons learned ;and
e)-Overall financial summary of all project inputs,including A.I.D., SCHC and other donor resources.

3). Research: Important programmatic and policy features of this program will be investigated in order to help ensure its continued success. Programmatically, research efforts are needed that enhance the development of educational programs which meet a diverse and broad range of needs among children and their families. The needs of children and their families differ considerably. Thus, differentiated programs are needed that respond to their various needs. The existing program, based on the Portage Program, requires considerable research and development in order to maximize its relevance for Palestinian children and families living in Gaza. Questions addressed by the programmatic research include such questions as to whether the program is more effective for children who differ by age, gender, birth order level of entry behaviors, family size, and family resources.

Various policy issues also require research. On a macro level, the Society is firmly committed to the project's continuation and institutionatization. Thus, research is needed as to ways to sustain support for this and other programs in countries that have little or no means to raise taxes for such programs. Research on this issue is relevant to most of the underdeveloped countries.

28

Policy research also is needed that enhances our ability to create and sustain infrastructures that support key ingredients of the program. These may include the efficient and effective preparation of educators and support staff, sustained financial support, the organization and utilization of community resources, the fostering of positive community attitudes, and the maintenance of high levels of motivation by the staff and families.

At a micro level, research is needed that leads to an improved understanding of familiar qualities associated with effective early childhood development. Policy issues addressed by this research may include the effective and efficient utilization of family resources for educating their children, the nature and length of support services families need; the ages of children at which direct interventions should begin, and relationships between family-based education programs and other community services (e.g., public education, medical, and social services.)

A detailed description of the scope of work is herewith attached from the proposal submitted by SCHC, which is incorporated by reference. Where inconsistency exists, between the Schedule of this grant and the proposal, the Schedule will govern.