EGRA Plus: Liberia

Quarterly Progress Report: January – March 2010

Early Grade Reading Assessment (EGRA) Plus: Liberia
EdData II Task Number 6
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Prepared for
USAID/Liberia

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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
RTI	RTI International (trade name of Research Triangle Institute)
SO	Strategic Objective
TBD	to be determined
USAID	United States Agency for International Development
USG	U.S. Government

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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 January to March 2010.

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 January–March quarter, LET was audited by a local financial auditor. The preliminary report found LET compliant with USAID rules and regulations.
- **Informal and periodic qualitative assessment.** In the second semester of the 2009–2010 academic year, the EGRA Plus team visited EGRA schools. During this visit, the EGRA team conducted an informal assessment of student performance in a subsample of schools. The assessment focused on story reading and comprehension. Data are still being analyzed.

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.
  - **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 March 2010. 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 second semester of the 2009–2010 academic year, Coaches and District Education Officers (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.

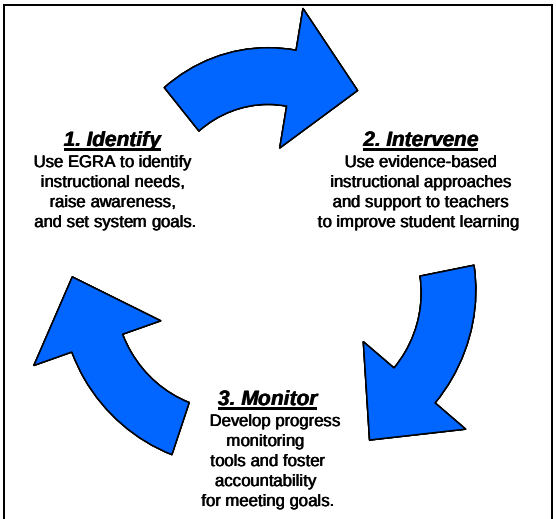
- **Communication and community outreach.** Implementation of the communication strategy began in the previous reporting period and continued in the second semester of the 2009–2010 academic year. The main focus of the campaign was to organize meetings with parent-teacher associations (PTAs) and to air the four radio shows on all 15 district community radio stations.
- **Capacity-building efforts of the Ministry of Education (MOE) staff.** The project has provided opportunities for MOE staff to enhance their skills in the assessment and improvement of student reading skills through a series of workshops. In the reporting period, an MOE staff member accompanied the EGRA Plus team management to several EGRA districts.

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.

Exhibit 1. The continuous cycle of improving student learning



The continuous cycle of improving student learning. EGRA and EGRA-based assessments can be used to *identify needs, intervene* and *monitor* progress toward improving student learning outcomes.

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, not only 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. 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 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 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 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 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, providing 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 two-year period: improve second-grade letter recognition and increase second- and third-grade reading fluency with the newly introduced teaching practices.
- Foster significant interaction with all relevant stakeholders by ensuring that all 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 MOE, 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 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 selected groups of schools that were similar to the natural intervention or supervision area of district officers. Thus, schools were selected in clusters and 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

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

* Some districts are included twice because sampling is 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 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 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 2 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 January–March 2010, LET underwent a financial audit of EGRA funding by a local auditing firm. ***The preliminary draft report indicates that LET is compliant with USAID rules and regulations.***

Technical support, management, and supervision

RTI provides continuous support to the EGRA Plus team on any matter related to project implementation. Dr. Davidson (EGR expert) is consulted on a regular basis for technical and intervention-related questions. For other project management aspects, the EGRA Plus team is supported by the project's Principal Investigator, Dr. Luis Crouch; Task Coordinator, Ms. Medina Korda; and PAS, Anudari Altangerel. 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.[1]

In addition to these assessments, we also conduct informal assessments in a subsample of treatment schools to measure progress midway through a given assessment. One such assessment was conducted in February and March 2010, in 20 FI schools. The total sample of 192 students was sufficient to inform us regarding trends but not to speak about the data with any statistical significance. We sampled 87 students in grade 2 and 105 in grade 3. Data were collected by the EGRA team members and are still being analyzed. Although important, these data are not as reliable as the EGRA assessments listed above.

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.

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

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. Each student book is linked to a lesson plan in the main manual. These books were downloaded from 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, 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 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 PTA meeting.

The reading intervention materials described above are available upon request.

Intervention implementation

Coaches and DEOs

- **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 February 2010.

Coaches visited FI schools two to three times per month and LI schools once per month. To ensure consistency of support, visits followed a schedule and scope of work determined by the workplan. 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 teachers, 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 supported 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 4. For the end of Period 2, 95.9% of teachers sent student report cards back to parents. Data for Period 4 will be included in the next reporting period (Period 4 ended in March and Coaches will collect data for this marking period in April 2010).

LI implementation efforts

Coaches visited LI schools once per month starting in February 2010. The visits to LI schools 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 report cards prepared in this reporting period were for the end of Period 2 with support from Coaches. As with the FI schools, the data collected by Coaches indicated that 89.2% of teachers in LI schools actually sent the report cards out.

Since some teachers struggled with performing some mathematical functions such as addition, division, and calculating averages, the EGRA Plus team purchased some calculators that were distributed to both FI and LI schools in the second semester of the academic year.

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

- Two visits to LI schools took place in support of preparations for Period 2 and 4 student report cards: one in February 2010 to support preparation of the student report cards for Period 2, and one in March 2010 to support teachers for Period 4 reporting and collect data on Period 2 student report cards.

III.4. Project technical and management support

Technical and management visits

In the second semester of the 2009–2010 academic year, the EGRA Plus team organized a technical and management support visit to all Coaches (March 2010). Two teams deployed to provide this support. Ollie White, Technical Coordinator, was accompanied by Nelson Dennis, while the second team was led by Eli Lumei, Assistant to Technical Coordinator, and Moulton Seward, Office Manager. 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. The EGRA Plus team visited all 15 target districts during this visit.

Some challenges, as well progress, discovered during the visit were:

- **Time on task**. Although the majority of teachers are spending more time teaching reading, time on task remains a challenge overall. 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.** The community outreach campaign included one visit by Coaches to work directly with PTAs. This effort has led to more meaningful involvement of parents, especially with the requirement that their children read at home for 20 minutes. While the project has managed to revive PTAs in some communities, there are still instances in which PTAs are not functional.
- **Teachers' skills.** Teachers had difficulty explaining certain spelling rules and exceptions (e.g., a spelling with CK at the end of a word has the /k/ sound). We are continuing with the support.
- **Teacher transfers and replacements.** Coaches are always retraining teachers because teachers are constantly being transferred or replaced. In the reporting period, 25 new teachers in FI schools have been trained, as have 20 new teachers in LI schools. 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 teacher 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.
- **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 school 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

A component of the EGRA Plus: Liberia contract is to assist in building the capacity of MOE staff.

To date, five workshops focusing on reading instruction have been organized: (1) initial training for Coaches in December 2008; (2) retreat for Coaches in April 2009; (3) refresher workshop for Coaches and DEOs with a focus on reading instruction in August 2009; (4) design and implementation of education student-assessment-based surveys for quality assurance; and (5) refresher workshop for Coaches and DEOs with a focus on reading instruction in December 2009. All five workshops were attended by the MOE staff.

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. One more workshop is planned for the final assessment in May 2010.

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 as well as 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 support provided to EGRA Plus target schools.

DEOs were 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), again with Coaches. For this reporting period, most of the DEOs have accompanied Coaches in visiting the EGRA schools at least three times. 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.

The goal of these capacity-building efforts is to provide a foundation for the expansion of reading support to all 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.

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. With this strategy and its implementation so far, RTI has fulfilled its contractual obligation.

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 in 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.

- **Print.** Our community plan included the development of a flyer that would target parents and teachers. However, there was a need to prioritize our communication strategy given the available funding. The draft flyer has been developed and will be used in the future should there be an opportunity. Instead of this media channel, the project decided to dedicate some funding to organizing reading competitions at the EGRA school cluster level. A total of 15 such reading competitions have been organized in March 2010 (one per district).

- **Radio.** Four radio shows, each about 10–15 minutes long, have been created and three have been aired since January 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. The shows have been aired on district community radios, and we are in the process of contacting radio stations like UNMIL to provide countrywide coverage of the issue. In addition, our plan was to organize radio talk shows with high-level officials from the MOE. Finally, we have adapted the 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, and it has been posted on the EdData website. We are exploring the cost of launching this song on local radios in May and June 2010.
- **Interpersonal means.** The Coaches continued 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).
- **Video.** RTI International has allocated some funding to capture the success stories of EGRA schools on video. In March 2010, video production specialists traveled to Monrovia to collect the necessary footage. Three different videos will be produced: (a) reading instruction practices, (b) global marketing aimed at donors, and (c) community outreach to parents.
- **District-level competitions.** In the first semester of the 2009–2010 academic year, we organized a competition among EGRA districts to which DEOs and Coaches were invited to submit their success stories. One such competition is also organized for the second part of the school academic year. Submissions will be reviewed and awards given during the project closeout workshop (dates to be determined). Some of the topics 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; and
- Examples of reading competitions organized at schools.

V. Project Deliverables—Year 2

Exhibit 3 lists all of the deliverables required in the EGRA Plus: Liberia project award for Year 2.

Exhibit 3. 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 conducted 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		The toolkit will be ready for dissemination at the final reading policy workshop in the summer of 2010.
5. Two annual policy and capacity-building workshops held with key stakeholders. One will focus on building the capacity of the MOE's EMIS officers and the other will focus on building the capacity of teacher trainers (16 estimated)	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. Key MOE stakeholders attended the workshop. In December 2009, Dr. Marcia Davidson, Ms. Ollie White, and Ms. Medina Korda conducted a refresher training of 15 Coaches and 15 DEOs. The workshop was also attended by several MOE staff members. The workshop prepared Coaches and DEOs for implementation of the reading intervention in the spring semester of the 2009/2010 academic year.
Approximately 240 teachers trained in FI schools	Year 2: September 5, 2009	Completed	Year 2. A total of 212 teachers 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. (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. Second semester: A total of 3 visits completed to date. Two more planned before the end of the semester in June 2010.

EGRA Plus: Liberia Deliverables for Year 1	Date Due	Status (September 30, 2009)	Notes
Schools, parents, and students in 60 LI and 60 FI schools informed about and understand the implications of their students' reading performance	End of Periods 1, 2, 4, and 6	75%	In the first semester, Coaches assisted teachers in FI and LI schools to produce student report card for Periods 1, 2, and 4. Reporting for Period 6 is planned for May 2010.
At least one communication tool developed and used to communicate findings of assessments to diverse audiences of education stakeholders in Liberia	October 2010	80%	The first draft of the proposed communication strategy was submitted to USAID in July 2009 and implementation began in September 2009 with the EGRA Plus district challenge. The field implementation of other components commenced on January 15, 2010, with the first radio show aired on all 15 EGRA Plus district community radio shows. A total of 3 radio shows were aired, a number of meetings with PTAs were organized, and 15 reading competitions were organized in the 15 EGRA districts (one per district).
Appreciably higher reading fluency and comprehension rates of students in FI classrooms	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.
Measurably improved quality of instruction in LI classrooms	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.
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	Ongoing	Completed for Quarterly Performance Report 1 (QPR1), QPR2, QPR3	First and second quarterly progress reports were submitted to CDIE, as well as shared with partners and stakeholders.
Annual workplan for fiscal year 2010	August 31, 2009	Completed	Annual workplan was submitted in draft format and finalized by September 30, 2009.
Three quarterly reports	Jan 31, Apr 30, Jul 31, 2010	Completed	Three QPRs were submitted according to the fiscal year calendar.
Annual report (end of 4th quarter)	October 30, 2010	Completed	Annual report will be submitted October 30, 2009.

VI. Progress on Project Performance Indicators

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 September 2009–June 2010 second academic year began. 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.

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

Exhibit 4. Performance indicators tailored for EGRA Plus: Liberia

Strategic Objective (SO): Improved Student Reading Performance in Early Grades			
	Year 1 (Oct 7, 2008–Sept 30, 2009)		**Year 2 (Oct 1, 2009–Oct 10, 2010)**
	Baseline (2008)	Midterm (2009)	Final (2010)
SO A. Average correct words read per minute (cwpm) in connected text.[i] (Disaggregated by LI, FI, control; grade 2, 3; male/female; urban/rural).[ii] [Annual]	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) 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; F: 19.165)	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 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 [Targets for Year 1: 20% increase over baseline (FI); 5% increase over baseline (LI)[iii]]	To be determined (TBD) [Targets for Year 2: 35% increase over baseline (FI); 10% increase over baseline (LI)]

Strategic Objective (SO): Improved Student Reading Performance in Early Grades			
	Year 1 (Oct 7, 2008–Sept 30, 2009)		**Year 2 (Oct 1, 2009–Oct 10, 2010)**
	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).[iv] [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)[v]]	TBD [Targets for Year 2: 35% increase over baseline (FI); 10% increase over baseline (LI)]
Intermediate Result 1: Student reading performance accurately assessed			
	Year 1		Year 2
1.A % of instruments unusable following data collection [Biannual (per assessment)]	Baseline (2008)	Midterm (2009)	Final (2010)
	1.22% (36 out of 2,957 observations were excluded) [Target for baseline: less than 5% of instruments unusable]	0% of instruments unusable [Target for midterm: less than 5% of instruments unusable]	TBD [Target for final assessment: less than 5% of instruments unusable]

Intermediate Result 2: Effective remedial interventions designed for teaching reading								
Sub-Intermediate Result 2.1: Effective communication of EGRA results to school communities in Light and Full Intervention schools								
	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%	FI: 95.5% LI: 89.2%		TBD [Year 2 target for FI: 80%] [Year 2 target for LI: 60%]

Sub-Intermediate Result 2.2: Improved teacher performance in teaching reading								
	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%	FI: 98.4%		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: 95.2%	FI: 86.9%		TBD [Year 2 target: 85%]

Sub-Intermediate Result 2.2: Improved teacher performance in teaching reading								
	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]	**FI schools: teachers/ principals** Teacher female: 19 Teacher male: 91 Principal female: 3 Principal male: 54 Total teachers: 110 Total principals: 57 TOTAL teachers/ principals: 167 **Coaches:** 15 Males: 9 Females: 6	**FI schools: teachers/ principals** 7 new male teachers (110 teachers: refreshers through monthly visits by Coaches; we are not reporting on this) **LI schools: teachers/ principals** (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	**FI schools: teachers/ principals** 1	**FI schools**: Total: 175 Teachers: 99 male; 19 female Principals: 54 male; 3 female **LI schools:** Total: 60 principals/ teachers Teachers: 82 male; 26 female Principals: 45 male; 7 female **Coaches:** 15 Males: 9 Females: 6 **Total: 175** teachers/ principals **Total teachers cumulative:** 247 **Total Coaches cumulative:** 30 [Year 1 target: 360 teachers total + 15 Coaches] [vi]	FI: 210 M: 172 F: 38 LI: 181 M: 150 F: 31 **Total teachers 241**	FI: 146 M: 99 F: 23 Principals: 64, male 54, female 10 LI: 120 M: 99 F: 21 Principals: 59, male 49, female 10 **Total teachers: 266** **Total principals 123**		TBD [Year 2 target: 360 teachers total + 15 Coach-es]

Sub-Intermediate Result 2.2: Improved teacher performance in teaching reading								
	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]	**Face-to-face training:** 6,400 hours	**Monthly visits:** FI: 2,970 hours LI: 1,184 hours (Cumulative progress for this reporting period: 10,554)	**Monthly visits:** FI: 1,475 hours LI: 457 hours (Cumulative progress for this reporting period: 12,486)	**Face-to-face training for Year 2:** 6,400 hours **Total hours for Year 1:** 16,886[vii] [Year 1 target: 11,200]	FI:1,460 hrs LI: 593 hrs	FI: 782 hrs LI: 256 hrs		TBD [Year 2 target: 14,080]
2.2.E Number of teacher resource kits distributed to teachers (disaggregated by FI and LI schools)	**FI schools:** 160 teacher kits	**LI schools:** 240 teacher kits (student report card)		**FI schools:** 255 **LI schools:** 255 **Total cumulative FI:** 415[viii] **Total cumulative LI:** 495[ix] [Year 1 target: 360]				TBD [Year 2 target: 360]

Sub-Intermediate Result 2.3: Improved availability of appropriate literacy materials for students								
	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]	**FI schools** Books: 26,250 (target textbooks: 26,760) Teacher kits: 160	**LI schools** Teacher kits: 240		**FI schools** Books: 6,528 **Total cumulative books:** 33,268[x] **Teacher kits:** 255 **LI schools:** teacher kits: 255 **Total cumulative FI:** 415[xi] **Total cumulative LI:** 495[xii] [Year 1 target: 26,760 (18,000 compilations + 8,400 OYSS books (1,200 * an average of 7) + 360 teacher resource kits + manuals][xiii]	**FI schools Addi-tional books:** 8,617 **Teach-er kits**: 30 **LI:** The manual distribu-ted in Q4 covers the entire year			TBD [Year 2 target: 26,760 (18,000 compila-tions + 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][xiv]	15 at baseline (Total of 25 trained)		15 assessors at midterm + 4 MOE officers (Total of 47 trained)	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[xv] Actual data for baseline assessment Nov 2008 Control: 3,178 FI: 3,449 LI: 2,729 Total: 9,355[xvi]			10,719 (inclusive of control schools) Actual at midterm assessment Jun 09 Control: 2,639 FI: 3,026 LI: 3,140 Total: 8,085[xvii] [Year 1 target: actual 10,719]	FI: 3,439[xviii] LI: 3,130 Control: 2,639			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]	**FI schools:** 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 **Coaches:** 15 Males: 9 Females: 6	**FI schools:** 7 new male teachers 110 teachers: refreshers through monthly visits by Coaches **LI schools:** (face-to-face training) Teacher female: 26 Teacher male: 82 Principal female: 7 Principal male: 45 Total teachers: 108	**FI schools: teachers/ principals** 1	**FI schools**: Total: 175 Teachers: 99 male; 19 female Principals: 54 male; 3 female **LI schools:** Total: 60 principals/ teachers Teachers: 82 male; 26 female Principals: 45 male; 7 female **Coaches:** 15 Males: 9 Females: 6 **Total: 175** teachers/ principals **Total teachers cumulative:** 247 **Total Coaches cumulative:**	FI: 210 M:172 F:38 LI: 181 M: 150 F: 31 **Total teachers: 241**	FI: 146 M: 99 F: 23 Principals: 64, male 54, female 10 LI: 120 M: 99 F: 21 Principals: 59, male 49, female 10 **Total teachers 266** **Total principals 123**		[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][xix]				
Number of textbooks and other teaching and learning materials provided with USG assistance (same as Indicator 2.3.A above) [Annual]	**FI schools:** Textbooks: 26,250 Teacher kits: 160 (target textbooks: 26,760)	**LI schools:** Teacher kits: 240		**FI schools** Books: 6,528 **Total cumulative books:** 33,268[xx] Teacher kits: 255 **LI schools:** Teacher kits: 255 **Total cumulative FI:** 415[xxi] **Total cumulative LI:** 495 [Year 1 target: 26,760 (18,000 compilations + 8,400 OYSS books (1,200 * an average of 7) + 360 teacher resource kits + manuals][xxii]	**FI schools** **Additional books:** 8,617 **Teacher kits**: 30 **LI:** The manual distributed in Q4 covers the entire year			TBD [Year 2 target: 26,760 (18,000 compila-tions + 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[xxiii] [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. [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 partici-pants (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]
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 (April – June 2010)

Exhibit 5. Planned activities for April–June 2010

Major Workplan Activities	Dates	Location
Continue supporting grade 2 and 3 teachers in all target schools (FI and LI)	April 1–June 30	Liberia
Implement community outreach campaign	January 15–June 1	Liberia
Conduct the final EGRA assessment in 180 schools	May 1–June 30	Liberia

[i] 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 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 discrete scores. 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).
[ii] Data could not be disaggregated by urban/rural type; this classification is being requested from the MOE for the midterm assessment.
[iii] The targets are the same for grades 2 and 3 for this indicator.
[iv] Data could not be disaggregated by urban/rural type; this classification is being requested from the MOE for the midterm assessment.
[v] The targets are the same for grades 2 and 3 for this indicator.
[vi] The Liberian academic year does not coincide with USAID's fiscal year, and since training for the second academic year (i.e., 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, the 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 in case replacements were needed.
[vii] Same as previous.
[viii] Same as previous.
[ix] Same as previous.
[x] Same as previous.
[xi] Same as previous.
[xii] Same as previous.
[xiii] Same as previous.
[xiv] For indicators 3.A through 3.F, estimates are provided for both baseline and midterm assessments taking place in Year 1 of the project.
[xv] 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.
[xvi] 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.
[xvii]Same as previous.
[xviii] 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.
[xix] The Liberian academic year does not coincide with USAID's fiscal year, and since training for the second academic year (i.e., September 2009–June 2010) took place during the first quarter of fiscal year 2010, we are reporting on these figures now. At the same time, the 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 in case replacements were needed.
[xx] Same as previous.
[xxi] Same as previous.
[xxii] Same as previous.
[xxiii] Although 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.