USAID Higher Education for Economic Growth

Monitoring and Evaluation Plan

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Monitoring and Evaluation Plan
June 6, 2014 to September 30, 2019

Contract AID-519-C-14-00004

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Acronyms

BMP	Branding and Marking Plan
CDC	Career Development Centers
CDCS	Country Development Cooperation Strategy
COP	Chief of Party
COR	Contract Officer's Representative
CSW	Corporation for a Skilled Workforce
DCOP	Deputy Chief of Party
DO	USAID Development Objective
DQA	Data Quality Assessment
E2ER	Education to Employment Realities
F&A	Finance and Administration
FY	Fiscal Year
GOES	Government of El Salvador
GUC	Grants Under Contract
HE	Higher Education
HEI	Higher Education Institution
HICD	Human Institutional Capacity Development
IIR	Sub-Intermediate Result
IR	Intermediate Result
ICT	Information Communication Technology
LMI	Labor Market Information
LOA	Life of Activity
M&E	Monitoring and Evaluation
MEP	Monitoring and Evaluation Plan
MIS	Management Information System
MOU	Memorandum of Understanding
MS	Master of Science
NGO	Nongovernmental Organization
PALS	Principles of Adult Learning Scale

PfG	Partnership for Growth
PIR	Activity Intermediate Result
PIRS	Performance Indicator Reference Sheets
PPP	Public-Private Partnership
PSM	Professional Science Master
RTI	Research Triangle Institute
STEM	Science, Technology, Engineering, and Mathematics
TA3	Trans-Atlantic Technology and Training Alliance
TBD	To Be Determined
USAID	U. S. Agency for International Development
USD	U.S. Dollars
USG	U. S. Government
WL	World Learning

Executive Summary

USAID Higher Education for Economic Growth ("the Activity") provides technical assistance to enhance the contributions of higher education institutions (HEIs) to the productivity of the private sector and long-term economic growth in El Salvador. The Activity is a $22 million, five-year project financed by the U.S. Agency for International Development (USAID) in El Salvador. The Activity was designed in line with the El Salvador Partnerships for Growth Presidential Initiative (PfG), USAID's education strategy, and El Salvador's Ministry of Education five-year strategic plan (2014–2019). To accomplish this, RTI International leads a consortium, including World Learning, Rutgers University, and Corporation for a Skilled Workforce (CSW)/Trans-Atlantic Technology and Training Alliance (TA3). These main partners bring best practices from leading U.S. Universities and community colleges in industry-linked education and research. In tandem, RTI is collaborating with local resource organizations to build the capacity of these entities alongside Salvadoran HEIs for sustainability beyond the Activity's duration.

The over-arching principle, or goal, of the Activity is to build the human and institutional capacity of Salvadoran HEIs and increase the effectiveness of key government and higher education entities so that they can provide educational programs and research that contribute to the El Salvador's economic growth. At the same time, these key stakeholders aim to contribute to broad-based economic growth by strengthening the country's higher education (HE) system to respond adequately to the country's productive sector needs. To meet that goal, the Activity will strive to enhance the relevance and quantity of tertiary education programs and applied research supporting the competitiveness of private firms in priority sectors for El Salvador, including: information communications technology (ICT), energy and energy efficiency, light manufacturing, agro-industry and food processing, and health products and services (pharmaceuticals).

This initial monitoring and evaluation plan (MEP) covers the period from June 6, 2014, to September 30, 2019. It serves as both an early warning system and a forecasting and reporting tool. The MEP also promotes regular discussions about the Activity's scope and direction and supports effective managerial decision-making. It presents 17 indicators that are a combination of U.S. Government's Foreign Assistance standard (F-indicators) and custom indicators; they are further categorized as output or outcome indicators. Main data sources and implementing partners include partner HEIs, industry advisory boards, subcontractors, and local partners. Targets have been defined for each indicator, including one for the life of the Activity. This document also includes a data collection plan, delineation of roles and responsibilities of those Activity team members involved in monitoring and evaluation, and a description of the management information system that will be develop. The MEP will be updated annually or at the request of USAID.

1   Introduction

1.1   Purpose of the Monitoring and Evaluation Plan (MEP)

Performance monitoring of "USAID Higher Education for Economic Growth", will be ongoing to help clarify and focus activities that support the development objectives of the U.S. Agency for International Development (USAID) in El Salvador. This MEP will help to objectively assess the extent of the desired impact the Activity is having/has had, what areas it is/has been effective, and where corrections should be considered. As such, it will serve as both an early warning system and a forecasting and reporting tool. The MEP will also promote regular discussions about the Activity's scope and direction and will support effective managerial decision-making. In addition, the MEP will keep the Activity on track to meet organizational reporting and other contractual requirements. It will be updated annually or at the request of USAID.

Monitoring progress and evaluating results are key management functions in any activity. Performance monitoring is a continuous process of collecting and analyzing data for performance indicators and comparing them to the expected results. This process allows managers to determine whether an activity is making progress towards its intended results. Performance information plays a critical role in planning and management decisions. Evaluation is the periodic assessment of a program's relevance, performance, efficiency, and impact (both expected and unexpected) in relation to stated objectives.

A MEP is a critical tool for planning and managing the process of assessing and reporting progress towards achieving a development objective. It contributes to the effectiveness of the performance monitoring system by assuring that relevant, reliable data will be collected on a regular and timely basis. MEPs promote the collection of comparable data by sufficiently documenting indicator definitions, sources, and methods of data collection. This MEP corresponds to the Activity progress toward meeting its contractual obligations and will report on overall progress to both USAID and the Government of El Salvador (GOES).

This document lays out the performance management plan for the life of the contract. Because situations, priorities, higher education institutions (HEIs), and political leadership could change during the life of the Activity, the MEP should have the flexibility to reflect any changes in the work plan. The sections below provide the Activity's result framework; the specific indicators that will be used to measure Activity outputs, outcomes, and impacts; a detailed description of the methodology and sources for collecting and analyzing data; disaggregation of data by key categories; baselines; and clearly defined targets for each indicator.

This MEP presents a methodology to measure program activities for the period June 6, 2014, to September 30, 2019, and is founded on an evidence-based strategy for achieving

results. It also reflects the need for flexibility and agility. Continuous learning and adaptation to workplace requirements of the priority sectors, the approach that the Activity has adopted, are incorporated into the design of activities to allow for accommodation of new knowledge, experiences, and external economic and political conditions. Finally, this MEP was developed alongside the Annual Work Plan, since performance measurement will be integrated into activities designed to meet objectives and intermediate results (IRs).

1.2   Activity Description and Approach

The over-arching principle, or goal, of USAID Higher Education for Economic Growth is to build the human and institutional capacity of Salvadoran HEIs and the effectiveness of key government and higher education entities to provide educational programs and research that contribute to the El Salvador's economic growth. At the same time, these key stakeholders aim to contribute to broad-based economic growth by strengthening the country's higher education (HE) system to respond adequately to the country's productive sector needs. To meet that goal, the Activity will strive to enhance the relevance and quantity of tertiary education programs and applied research supporting the productivity and competitiveness of private firms in priority sectors for El Salvador, including: ICT, energy and energy efficiency, light manufacturing, agro-industry and food processing, and health products and services (pharmaceuticals).

The Activity is a $22 million, five-year project financed by USAID in El Salvador. The Activity was designed in line with the El Salvador's Partnership for Growth (PfG), USAID's education strategy, and El Salvador's Ministry of Education five-year strategic plan (2014–2019). To accomplish this, RTI International leads a consortium, including World Learning (WL), Rutgers University, and Corporation for a Skilled Workforce (CSW)/Trans-Atlantic Technology and Training Alliance (TA3). These main partners bring best practices from leading U.S. Universities and community colleges in industry-linked education and research. Activities will take place throughout the country.

The Activity has three focus areas, each of which is the subject of an Activity component.

1. **Qualified HE human capital** for the purpose of increasing the quality of tertiary education by training faculty, academic staff, and researchers in industry-topics in high demand fields, pedagogy, research methods, and English skills. The Activity will expose faculty to international best practices through mentorship programs, industry externships, scholarships, and a train-the-trainer program. By exposing instructors to a varied, yet targeted, array of core activities available on a demand-driven basis, the effectiveness of the education delivered will also dramatically improve.

2. **Relevance and quality of HEI curricula and research** by promoting hand-in-hand collaboration among industry, firm partners, and HEIs in shaping curriculum that responds to labor market needs. The Activity will also improve the school-to-work transition for students and engage in research for HEIs that participate in this

Activity. This focus area will also create industry advisory boards, strengthen science, technology, engineering, and mathematics (STEM) education, and support joint university-private sector research to serve Salvadoran, and potentially Central American, regional, and international markets.

3. **Build HEI institutional capacity and facilitating system effectiveness** for sustainability based on an environment where collaboration and mutually supportive dialogue will occur to design and implement needed reform. The Activity will offer technical assistance and capacity building to HEIs in strategic planning and management, financial management and fundraising, leadership development, use of management information systems (MIS), and advocacy. As a result, sustainable methods will be developed to allow HEIs to adapt to changing needs of the labor market at a pace consistent with market changes.

Further, as part of its contract with RTI, USAID has provided US$5 million for grants under contract (GUC) awarded to participating HEIs to advance Activity goals, mainly under Components 2 and 3. Throughout its implementation, the Activity will take into account crosscutting issues that are reflected in this MEP, including addressing sustainability and capacity building; English language; science, technology and innovation; and women's empowerment.

Following we describe the Activity's organizational structure. In Section 2, we present the overall strategy of how activities will integrate with the development goals of the U.S. Government (USG). We will also present the Results Framework for the Activity. Section 3 outlines critical assumptions relevant to the achievement of the overall development objective related to this Activity. Section 4 offers details of our approach to monitoring, evaluation, analysis, and communication. Sections 5 and 6 present a summary of performance indicators and their reference sheets, respectively. Section 7 links the indicators with the activities presented in the Activity Annual Work Plan. Finally, in Section 8 a task schedule illustrates how the Activity will manage performance from the viewpoint of monitoring and evaluation (M&E).

1.3 Organizational Structure

Figure 1 illustrates the Activity's organizational structure. The Activity is being managed by [REDACTED] Chief of Party (COP), who directs the technical aspects of the Activity, leads the integration of the three components, manages client relations and stakeholder relations, and oversees overall quality control. He is supported by the Deputy Chief of Party (DCOP)[1] who manages all aspects of operations, and serves as second-in-command to the COP. The DCOP supervises the operations and financial staff, and provides oversight of GUC, M&E, and communications.

Component One is led by [REDACTED], Human Capital Expert. [REDACTED] oversees all aspects of Component One implementation including faculty training (in high demand fields, 21st century pedagogy, applied research methods, and English for

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[1] [REDACTED] is currently serving as Acting DCOP while RTI recruits for a permanent DCOP which we expect to have in place in early Quarter One of FY 2016.

Specific Purposes; faculty industry externship program; the development and oversight of a Virtual Institute for faculty development; faculty Master degree scholarship program; and coordination with HEIs' faculty development programs.

Component Two is led by [REDACTED], Private Sector Expert. [REDACTED] oversees all aspects of Component Two implementation including curriculum development (bachelor degree programs and certifications program); CDCs centers and student internship programs; career awareness communication campaign; and applied research projects.

The to-be-selected candidate for Component Three[2], Higher Education System Expert, will oversee all aspects of Component Three implementation including higher education system coordination and policy dialogues and reform; HEI institutional capacity building; and student scholarship program.

The Public-Private Partnerships (PPP) Manager, [REDACTED], is responsible for developing and implementing cost leverage strategies for the overall Activity and leveraging resources specifically for the GUC program and Scholarship Match Fund leverage requirements.

In order to provide direct coordination with the Activity, lead the implementation of Activity component initiatives for each cluster[3], and support with capacity building, the Activity has dedicated two staff members to lead the coordination of each cluster with the Cluster Directors. [REDACTED] is leading the coordination with the ICT and energy and energy efficiency clusters, and [REDACTED] is leading the coordination with the light manufacturing and agro-industry and food processing clusters.

The Activity also has a dedicated operations team to support the Activity's implementation, and the operations team reports to the DCOP. The Sr. Finance and Administration Manager manages the day-to-day administration and all aspects of financial management.

The Grants Manager, [REDACTED], is responsible for GUCs and coordinates closely with the technical team in the design of the grants program to support component activities. The RTI-M&E Specialist, [REDACTED], is responsible for implementing the MEP; managing all M&E activities; coordinating data collection, data analysis, and data quality assurance; monitoring progress against annual targets; and reporting on M&E performance indicators in compliance with USAID policies and procedures.

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[2] RTI expects to have Component Three Lead in place in early Quarter One of FY 2016. In the interim, the COP is overseeing Component Three.

[3] Industry-Higher Education Cluster: Information and Communications Technology (ICT), Energy and Energy Efficiency, Light Manufacturing, Agro-Industry and, Food Processing.

The Communications Specialist is responsible for implementing all aspects of the Activity's communications strategy including developing messaging about the overall goals and implementation objectives; communicating success stories and progress to USAID and multiple stakeholders; managing press relations and social media; implementing events management; and assisting in meeting regular reporting requirements to USAID.

The Activity Manager, [REDACTED], serves as the COP's principal link to the home office and provides general oversight, quality control, and technical and operational support. She is assisted by the Activity Coordinator, [REDACTED], and Activity Associate, [REDACTED], who manage all aspects of home office operations, budget development, and financial management and reporting.

Figure 1.   Activity Organizational Chart [REDACTED]

2   Results Framework

2.1   U.S. Government Assistance Framework

The USG assistance program in El Salvador provides a high-level structure to conceptualize the logic of the Activity and the links of other USG initiatives in El Salvador to this Activity. *Figure 2* shows that the PfG Initiative provides the overall framework with the objective of accelerating and expanding broad-based economic growth to create the next generation of emerging markets, of which El Salvador is one[4]. An analysis undertaken as part of the PfG revealed serious shortcomings in human capital development in El Salvador—specifically in higher education. Findings highlighted that those shortcomings, in turn, negatively impacted productivity in the tradable sector (i.e., exports whose prices are set on the international market) that is necessary for economic growth[5]. The U.S. Departments of State, Commerce, and Labor are also contributing to El Salvador's PfG by strengthening HEIs and job placement programs.

Two components and specific expected results of USAID's programs in El Salvador are linked to the Activity. First, USAID's country strategy will result in strengthened citizen security and rule of law in targeted areas. It also incorporates USAID Forward principles that seek to reduce Crime and Violence in targeted municipalities. Second, USAID's current education strategy is intended to improve the quality of tertiary education and research and the relevance of the country's workforce development programs.

The Activity also supports two GOES plans. The Ministry of Education's five-year strategic plan "*Vamos a la Escuela*" spells out two strategic areas that are linked to the Activity: (i) Strategic Line F — research, science, and technology actions integrated to education ;and (ii) Strategic Line G — strengthening of higher education. The second GOES plan, "*Plan Quinquenal*", also intended for development over five years, outlines the same two strategic lines as those in the Ministry of Education's plan[6].

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[4] Ghana, Philippines, and Tanzania are the other three participating nations.

[5] U. S. Agency for International Development, Report "*Evaluación de la Educación Superior y Recomendaciones*", May 2012

[6] El Salvador Goverment, Report "*Plan Quinquenal de Desarrollo (PQD) 2014-2019*", January 2015

Figure 2.   Framework for USG Assistance in El Salvador

USAID Higher Education for Economic Growth–Monitoring and Evaluation Plan
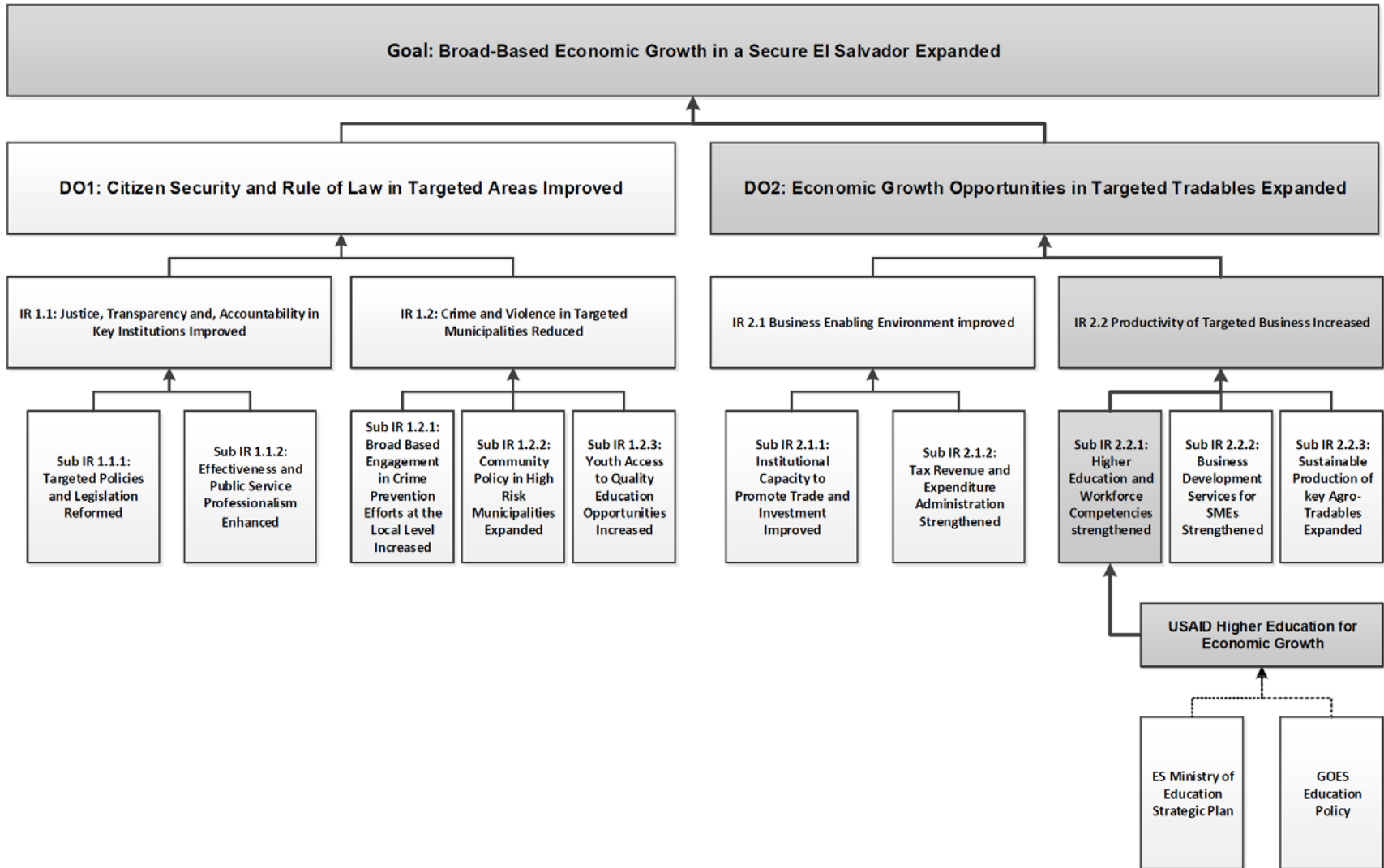
2.2 Activity Results Framework

The Activity Results Framework presented in *Figure 3* sets out the cause and effect logic for achieving the Activity purpose that, in turn, supports the development hypothesis. The Activity goal will be achieved through the implementation of three IRs that will be accomplished through the eight lower-level Sub-IRs (or IIRs). It is important to note that overlap exists with certain Sub-IRs and IR2

The Activity Development Hypothesis

If El Salvador's higher education system is strengthened and aligned with private sector priority needs, then competitiveness and productivity will improve, contributing to long-term, broad-based economic growth.

(e.g., IIR 1.2, IIR 1.3, and IIR 3.2). Activities defined in the accompanying First Annual Work Plan (June 6, 2014, to September 30, 2015), will be measured by 17 indicators that are discussed in detail in Sections 5 and 6 of this report. In summary, the results framework contains a combination of the following indicators: (i) six F-indicators, or USAID's standard indicators; (ii) one USAID crosscutting indicator; (iii) one STIR indicator; and (iv) nine custom indicators. For easy reference, each indicator has been sequentially coded with a corresponding reference number (e.g., HE01 refers to F-indicator 3.2.2–42; HE02 refers to custom indicator CI-01; and HE17 refers to USAID's crosscutting indicator PPP-6).

Figure 3.   Economic Growth / Activity Results Framework

Goal	Contribute to broad-based economic growth by strengthening El Salvador's Higher Education system to adequately respond to the country's private sector needs.
Purpose	To enhance the relevance and quantity of tertiary education programs and applied research supporting the productivity and competitiveness of private firms in priority sectors[7] for El Salvador

Intermediate Result

IR1: QUALIFIED HUMAN CAPITAL IMPROVED

IR2: RELEVANCE AND QUALITY OF CURRICULA AND RESEARCH IMPROVED

IR3. SYSTEM EFFECTIVENESS AND INSTITUTIONAL CAPACITY HEIGHTENED

Sub intermediate Result

DELIVERY
Sub IR 1.1: Improved capacity of faculty to deliver effective instruction (teaching strategies)

DESIGN
Sub IR 1.2: Improved capacity of academic staff to design and develop effective curricula

RESEARCH METHODS
Sub IR 1.3: Researchers qualified to design and conduct applied scientific research

CURRICULA
Sub IR 2.1: Developed content, programs, and educational materials relevant to priority sectors

APPLIED RESERCH
Sub IR 2.2: Developed applied research initiatives relevant to priority sectors for promoting economic growth

HIGHER EDUCATION SYSTEM
Sub IR 3.1: Strengthened higher education system capacity for implementing change

COLLABORATION
Sub IR 3.2: Improved collaboration among higher education stakeholders

LOCAL CAPACITY
Sub IR 3.3: Improved local institutional capacity in higher education institutions

Required USG HE Indicators:
3.2.2-33: Number of USG-supported tertiary education programs that include experiential and/or applied learning opportunities.
3.2.2-35 Number of U.S.-host country joint development research projects
3.2.2-36: Number of USG-supported tertiary programs with curricula revised with private and/or public sector employers' input or on the basis of market research.
3.2.2-39: Number of US-supported tertiary educational programs that develop or implement industry-recognized skills certification.
3.2.2-40: Number of academic research initiatives whose findings have been replicated, applied, or taken to market.
3.2.2-42: Number of tertiary institution faculty or teaching staff whose qualifications are strengthened through USG-supported tertiary education programs.

[7] Priority sectors include information and communications technology (ICT), energy and energy efficiency, light manufacturing, agro-Industry and food processing, and health products and services.

3   Critical Assumptions

In designing the targets for success, the general conditions under which the Activity development hypothesis will hold true, or critical assumptions, were also determined. Those assumptions that are outside the control or influence of USAID and its partners reflect conditions that likely will affect the achievement of results in the Results Framework shown above, and are as follows:

- No natural disaster will disrupt the Salvadoran economy.
- The priority sectors will remain constant over the five years.
- The HEIs and industry partners are willing to participate and engage with the Activity's objectives and to commit human and financial resources in the Activity's implementation.
- The GOES, private sector, and HEIs will be supportive and participate in the Activity.
- The Activity will identify appropriate partners, including grantees, willing to comply with USAID reporting and other requirements.
- Information and access to key personnel will be available for the duration of the Activity.
- The regulatory framework that allows the implementation of changes or reforms is not a constraint.
- The HEI partners will remain in place, even if individual leaders change. Each partner will contribute the necessary technical resources required for Activity implementation.
- Participating HEIs will formulate accurate human institutional capacity development (HICD)-based institutional needs assessments as a base of constructing and implementing the respective tailored capacity building program.

4   Approaches to Monitoring, Evaluation, Analysis, and Communication

4.1   Overall Approach

The strength of M&E lies in its ability to provide timely performance information that enables the Activity team to manage for results and to improve performance. The Activity's approach to monitoring and evaluation will focus on collecting information that can be corroborated and verified by the relevant documentation obtained from Activity partners. The whole Activity team will be involved, as the quality of data requires the input and work of not only the RTI-M&E Specialist, but also that of the

component leads and the Grants Manager and the PPP Manager. This approach is reliable and cost-efficient since the component teams liaise regularly with counterparts and perform field visits to their locations. Therefore, they can assist in data collection for analysis within the scope of their regular activities.

The Activity approach to performance measurement is guided by the following principles:

- **Capacity Building.** M&E is a key management skill for Activity partners. By being involved in M&E, technical team members can also transfer M&E skills to our implementing partners. Where appropriate, Activity staff will work with counterparts to strengthen their M&E capabilities by helping them build data spreadsheets and databases to monitor results. The Activity will involve them in data analysis, where possible, to share techniques for future use. Based on our data requirements and our knowledge of the current M&E capacity of our partners, this will likely take place with counterparts unfamiliar with data collection, analysis, and use. This approach serves two purposes—while counterparts contribute to the Activity's MEP, they will also acquire valuable M&E skills.

- **Results-oriented**. The results framework is the foundation of the MEP. Each of our indicators is linked to a specific result or process. The M&E system will generate alerts about the expected results.

- **Learning process.** The M&E system will contribute to improve practices, foster learning, and generate knowledge about how and why changes happen. Information collected will be useful for management purposes. This will be done by conducting internal review session, collecting most significant change stories and focus groups to determine how project activities contribute to the overall HEPP goal.

- **Participatory.** Performance management is most effective when it involves the entire program team and relevant stakeholders. Technical staff members were involved in the development of indicators; likewise, they will be involved in data collection, interpretation, and in using M&E information. It is also important to obtain stakeholders' buy-in to the anticipated results and critical indicators, and include them as partners in collecting, analyzing, disseminating, and using information about Activity results.

- **Internal and external audiences-oriented.** The M&E system serves two interrelated purposes: (i) it helps the Activity and implementing partners to improve implementation and obtain results; and (ii) it helps the Activity to report on results to USAID and other external stakeholders.

- **Flexibility**. As it is important that the MEP remain relevant to the program's objectives and useful for both monitoring and evaluation of the program, the Activity team will review the MEP and indicators annually and make necessary

adjustments. To help make effective management decisions, the team must internally review and analyze performance data during the course of the year. Depending on the results of these reviews, the team may need to adjust its programming and activities. On a quarterly basis, the Activity team will conduct an operational review, including Activity progress, inputs, outputs, and implementation arrangements. The annual review will examine progress towards results.

The M&E Plan will be implemented at three different levels (see *Figure 4* below):

1. Indicator level – Quarterly and annual progress towards achieving overall Activity goals.

2. Activity level – Monthly, quarterly, and annual progress in the development of activities.

3. Tasks level– Monthly progress in the development of specialized tasks, including site coordinators and subcontractors.

Figure 4.   Dynamic Monitoring of MEP
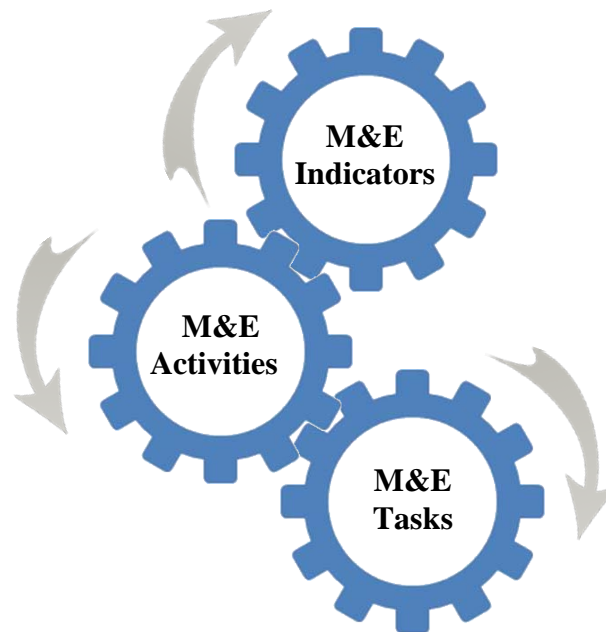
4.2   Baseline and Targets

The Activity will collect data at the Sub-IR level. Baselines and targets form the cornerstone of the Activity approach to M&E, and also to analysis and communication. Additionally, targets will be used as a reference point in designing activities that are presented in the Annual Work Plan. Baseline figures will be collected for certain indicators in order to establish a point of comparison for the five years of Activity implementation. For example, a baseline number will be established to track the percentage of annual increase in value of university research funded by industry from

supported HEIs (indicator HE09) and to evaluate whether activities have had an impact on that level.

Follow up surveys to monitor improvements of that level will be undertaken each year in order to evaluate whether targets are being met. Other indicators do not require a starting point of reference and therefore do not have baseline values (zero). For example, the indicator that measures the number of tertiary institution faculty or teaching staff whose qualifications are strengthened through USG-supported tertiary education programs (HE01, 3.2.2-42) has a starting point of zero (0) because the Activity first must establish the faculty or teaching staff with which the Activity will work and then monitor and evaluate their qualifications. Activity staff will analyze progress made towards achieving the desired targets and in turn will design activities to reach those targets.

4.3   Data Sources and Data Collection Methods

4.3.1   Data Sources

The information needed for M&E comes from different sources. Besides using internal implementation instruments, such as pre-award institutional evaluations and training event participant information, the program will incorporate the collection of M&E data into implementation instruments (e.g., surveys, questionnaires, on-site interviews and visits, case studies, and focus groups). Those instruments will be created during the implementation according to the Activity needs.

Data sources for indicators can be primary or secondary. Primary data will be collected by the Activity itself, and may include administrative or personnel data, Activity records, interviews, and direct observation. Secondary data will be collected by an external organization. While secondary data can be cost-efficient, it should be used with caution as it could be gathered with preconceived goals and agendas that do not represent the goals of the Activity.

Additionally, the Activity will contract international partners to conduct special studies that require broad-based data collection methodologies. For example, with assistance from a local consultant and inputs from Corporation for a Skilled Workforce (CSW)/Trans-Atlantic Technology and Training Alliance (TA3) and Rutgers University, the Activity will evaluate the sectors in consultation with stakeholders according to the defined criteria. Also, the Activity will commence labor market information (LMI) data collection for a major Education-to-Employment Realities (E2ER) Campaign, which will significantly elevate awareness of the mismatched skills problem in El Salvador and motivate HEIs to improve.

The Activity will set up a Management Information System (MIS) to satisfy periodic reporting requirements based on information derived from its implementation mechanisms. The mechanisms will include the preparation and inclusion of monitoring data matrices that need to be completed periodically with the submission of quarterly reports. From time to time the Activity will enter into subcontracts or secure technical

assistance through consultants to undertake baseline studies, assist in producing monthly situation reports, and undertake pre-activity surveys at levels commensurate with the nature of data needs and interventions. Wherever possible, the Activity will maximize the use of existing sources and data to avoid duplication of collection efforts and unnecessary expenditure in capturing already existing data. The Activity will determine that existing data have sufficient validity and reliability before incorporating them for Activity purposes.

Data will be collected on either a monthly, quarterly, or annual basis, depending on the indicator and contractual reporting requirements. The specific data source and frequency of collection and reporting for each indicator are identified in *Annex C*. Generally, data types can be grouped in the following five categories:

1. Primary data from program records.
2. Primary data collection through direct observation.
3. Primary data collection through interviews, focus groups, and surveys.
4. Secondary data from program partners or public records.
5. Secondary data from other existing reliable sources.

The parties responsible for the implementation of the activities, such as professional staff, subcontractors, lead firms, and grantees, will provide primary data. These sources include original data (e.g., documents, results of interviews and surveys, government data, and studies) from organizations, such as beneficiaries, lead firms, nongovernmental organizations (NGOs), HEIs, and industry partners. Secondary data sources include reports that interpret and evaluate the primary data sources and reports on donor-funded activities that are related to the Activity. Secondary data identifies more primary data that can be used. Quarterly reports will be used among Activity team members to identify and review the changes achieved. The RTI-M&E Specialist, technical staff, Communications Specialist, subcontractors, and knowledge management consultants will collect success stories and create case studies.

4.3.2 Data Collection Methods

Primary and secondary quantitative and qualitative data will be collected using a variety of instruments and methods, including surveys, questionnaires, on-site interviews and visits, case studies, and focus groups. Data collection can be purchased as a service, but over time, multi-stakeholder partnerships for education should consider building internal capacity for data collection and analysis.

The data will be collected from forms developed by the RTI-M&E Specialist jointly with partners and components leads. The Activity will first develop a set of master Excel trackers, or templates, which will be expanded as activities accelerate. All templates will be subject to revision or adjustment as long as the master data trackers are harmonized to allow the compilation of the data from activities using newer versions of the template.

Once templates are developed, the RTI-M&E Specialist will conduct a pilot test of these developed instruments to ensure that all the information has been properly collected. Piloting will provide a means of learning early on what does and does not work, so that any modifications or errors can be quickly rectified at a relatively inexpensive rate. As a final step, once these instruments have been tested, the RTI-M&E Specialist will implement an online data collection mechanism. It is considered to use *Form®,* a web-based tool that allows the development of any kind of interactive data collection forms. *Form* is one of the tools that Google offers through Google Drive—a cloud storage service.

Some of its features and advantages include

- sharing of forms via email, a link, or a website
- the creation of more dynamic and intuitive forms
- facilitating review of answers to queries with automatic summaries
- automatically links the results to spreadsheets
- works on "the cloud"
- offers compatibility with mobile devices (cellular phones or tablets)
- is easy to use for staff
- free (no-cost) tool

And some disadvantages include:

- Limited storage capacity of 5GB
- Google Drive depends on the Google interface
- It does not support attachments

Despite the limitations that may affect data collection, it is expected that the database will not be of considerable size. As well as, files will be allocated in the internal network of the Activity.

Where and if necessary, the Activity will commission data collection in coordination with the institutions in charge of each Activity area. Data collection instruments (including surveys and data collection forms and registries) will be designed in a participatory manner with the Activity team and the relevant partners.

*Baseline data collection plan —*Upon finalization of this MEP, the RTI-M&E Specialist will work with partners and Activity staff to collect baseline information for the selected indicators—that is, they will set the initial value of each indicator. The Activity will focus the first several months of M&E activities on baseline data collection and verification. Local partners/subcontractors will receive technical assistance and training to collect the requisite data if necessary. Once the baseline studies are complete, the Activity, together with USAID, will analyze the baseline information and review the targets for the indicators, as they will do annually. If the targets are not realistic, the RTI-M&E Specialist will propose adjustments to USAID accordingly.

4.4   Roles and Responsibilities

M&E activities are responsibilities that are shared between the Activity and its implementing partners (IPs). The main responsibilities of each key player in carrying out the M&E System are shown in *Table 1*.

Table 1. Activity M&E Roles and Responsibilities

Title	Key M&E Responsibilities
Internal to the Activity	
RTI-M&E Specialist	• Promotes accountability for the achievement of the Activity's objectives • Implements the MEP and prepares the modifications for submission to USAID for approval, as needed • Designs data collection instruments, mechanisms, and protocols to conduct verification activities • Conducts verification and auditing of activities • Provides training to Activity staff and IPs on data management and data collection tools • Consolidates data from all activities to report progress on the targets, as defined by the indicators • Manages data collection for performance evaluations • Ensures that specific indicators are identified and findings are disaggregated and reported by indicators, including sex and sector, as applicable • Participates in monitoring through site visits • Facilitates learning exchanges and information dissemination • Organizes and oversees regular data quality reviews. • Enters the data to the USAID systems (AIDTracker+ and TraiNet)
COP	• Ensures that the M&E system is designed and in place • Enforces adherence to M&E system by all parties that provide input • Ensures that the M&E system incorporates all applicable corporate policies and client requirements according to the signed agreement between RTI and USAID
DCOP	• Ensures that Component Leads closely collaborate with RTI-M&E Specialist to collect required data from subcontractors and other IPs
Component Leads	• Monitor grantee and subcontractor performance and verify that they meet the technical requirements and quality standards agreed upon • From a technical viewpoint, approve the grantees' implementation work plans, and/or training or evaluation plans, and oversee compliance and grantee consistency • Collaborate with RTI-M&E Specialist to collect required data from IPs in priority sectors and elsewhere
F&A Manager	• Reviews grantee and subcontractor payment requests against contract stipulations and approves or denies payment requests based on administrative requirements • Monitors grantee and subcontractor financial status

Title	Key M&E Responsibilities
Grants Manager	• Monitors grantee performance and verifies that it meets technical requirements and quality standards agreed upon • From administrative viewpoint, approves grantee work plans, strategies, printed material, and proposes alternatives to address challenges or issues faced
PPP Manager	• Identifies, evaluates, promotes and implements partnerships/alliances in coordination with the Activity.
External to the Activity	
Grantees	• Timely submission of monthly data in template provided by the Activity • Accurate maintenance of financial and Activity records
Subcontractors	• Timely submission of monthly data in template provided by the Activity • Accurate maintenance of financial and Activity records
Other IPs	• Timely submission of monthly data in template provided by the Activity • Accurate maintenance of financial and Activity records

Figure 5 illustrates the interaction among Activity team members and others. Its circular flow indicates that close communication and coordination should be maintained throughout the M&E process, especially between the RTI-M&E Specialist and other team members. In effect, the RTI-M&E Specialist acts as the "hub" of the MEP.

Figure 5. Activity Communication Flow
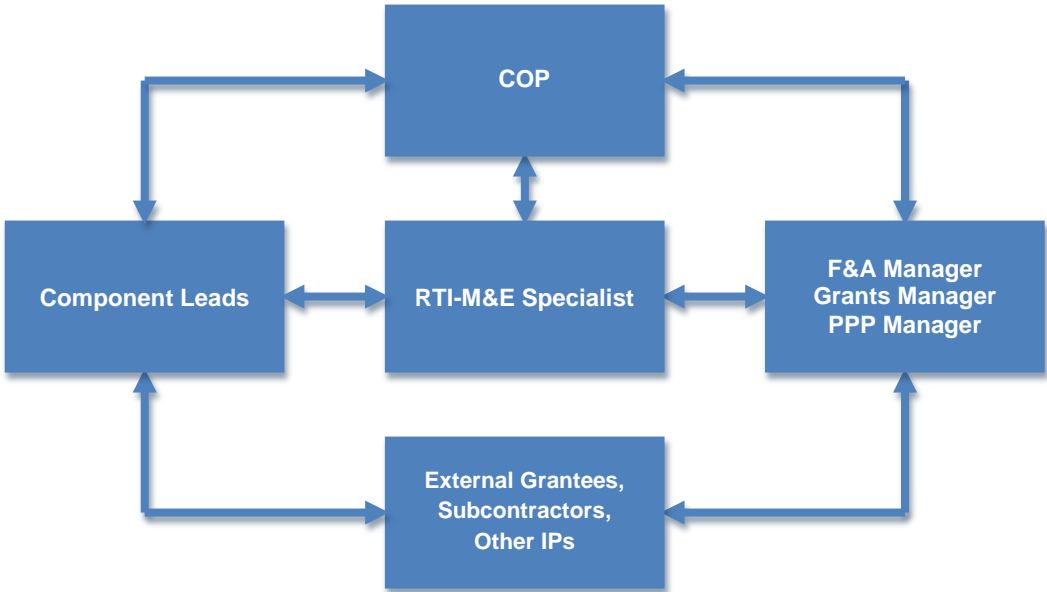
The suggested skills for the RTI-M&E Specialist are as follows: (a) experience in designing and implementing M&E technical systems; (b) ability to produce concrete examples of tools and indicators developed; (c) knowledge and experience with MEP; (d) management of geographic information system, data analysis, results frameworks, and reporting systems; and (e) technical writing ability, strong oral and writing communication skills.

4.5   Data Storage and Analysis Systems

An information system should be considered as a tool that optimizes the entire database management process and allows users to make timely decisions. Nevertheless, no system can properly work if the instruments and process that make up an organized M&E system have not been standardized. Some criteria for the MIS implementation are the following:

- The MIS must be a structurally organized system (e.g., formats, flow charts, and information quality control systems, among others). If the MIS is not structured at the onset of the Activity, the software will be significantly limited. To start developing the MIS, the data collection process should be planned to ensure proper implementation.

- The MIS must be compatible with the data that will be manually registered in USAID's a system.

- The MIS will be the Activity's central information management tool. Some of the highlights of this tool are:

  - **Web-based:** Can be accessed from any internet-connected computer without specialized   software or equipment and will enable program management support in real time.

  - **Secure:** Permissions will be established for different users according to their role. Authorized A ctivity and USAID staff will have ready access to up-to-date data on program progress and performance.

  - **User-friendly:** Easy to use for staff with varying levels of technological proficiency.

  - **Versatile:** Users will be able to easily access relevant databases and produce their own reports on micro-level activities. They will also be able to "tag" activities and data by relevant crosscutting themes and specific data points, partner events, indicators, deliverable due dates, responsible parties, and location information.

  - **Monitoring:** The system will allow for follow-up data input registering the progress of goals, specific activities, achievements, information on problems associated with activities, and next steps.

  - **Dynamic Reports:** A reporting module will show results grouped according to user-specified registered variables.

Figure 6 illustrates the MIS that will support the Activity M&E system. It is linked to USAID's AIDTracker system for indicators.

Figure 6.   M&E Structure and Process
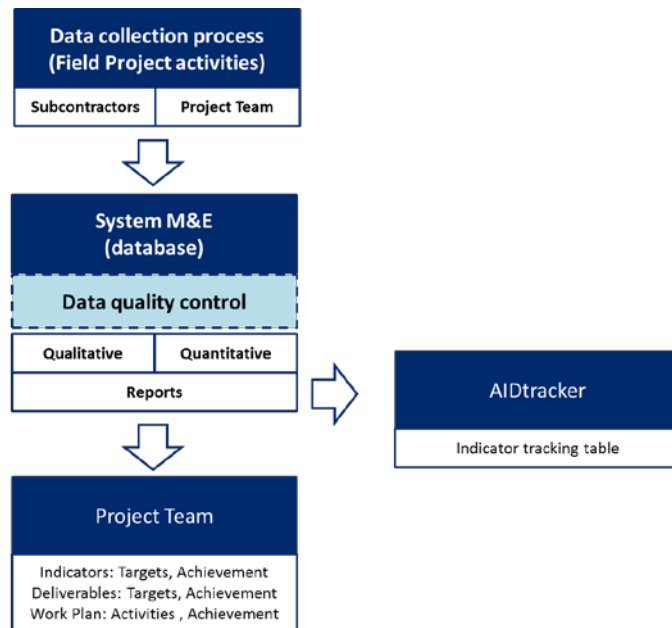
4.6   Data Quality Control

Data quality control is important to ensure that both USAID and the Activity are aware of the strengths, weaknesses, and limitations of performance data and the extent to which data can be trusted and used to influence management decisions. Performance indicators will be analyzed using five data quality standards, as follows:

1. **Validity**. Information provided in Excel files is double-checked to avoid duplication. In addition, periodic verifications allow the M&E team to assess and determine the accuracy of information.

2. **Integrity** (a) Instruments and procedures used to collect data are designed by the RTI-M&E Specialist, defining the support documents that will be required along with the monthly reports; (b) data trackers are standardized to avoid data corruption; and (c) the rights to modify data trackers are only given to the RTI-M&E Specialist.

3. **Precision**. The process followed to obtain the data is consistent regardless of whether the Activity is being implemented through a contract, grant, or with the Activity staff.

4. **Reliability**. Data collection and handling procedures are explained in writing so that any new employee or external implementer can understand the work needed to obtain data for reporting.

5. **Timeliness**. In addition to complying with USAID regulations, information is used in timely decision-making processes during the implementation of activities.

The first Data Quality Assessment (DQA) of three performance indicators was conducted in October 2015. Subsequent DQAs will take place every three years, unless certain indicators are identified as problematic, in which case a DQA will be conducted sooner than planned. The RTI-M&E Specialist, in collaboration with a third party if the DQA is formal, will be responsible for conducting the DQA. Throughout the year, the RTI-M&E Specialist will use checklists to monitor measurement, transcription, or other errors.

4.7   Data Analysis and Reporting

Data will be analyzed on a monthly, quarterly, and annual basis. The analysis will be discussed during a monthly performance review panel meeting led by the COP. Panel members include the DCOP, Component Leads, the F&A Manager, PPP Manager, and the Grants Manager. Any major discrepancy, delay, or issue identified during this meeting will be discussed. Likewise, panel members will seek advice and define possible solutions and alternatives so that activities stay on track.

The M&E system is expected to produce the data and information required as input for the preparation of narrative reports and to complete online reports, such as those in the USAID AIDTracker system. Additionally, the summary of progress towards the indicator targets will be presented in the quarterly reports that the Activity submits to USAID, with a paragraph highlighting the most significant figures and trends shown during the reporting period. The Activity will also produce annual reports.

4.8   Evaluation

The Activity will follow the USAID Evaluation Policy methodology and will consider all aspects included under the contract.[8] The Activity will form part of a performance evaluation initiative, required by USAID. It will be contracted to an external evaluating agency separate from the Activity. However, the Activity shall support the evaluation and provide data collected during the monitoring process, as necessary. The evaluation may include, but is not limited to special considerations identified in *Annex A*. Stakeholders that will be interviewed during the evaluation include representatives from the Ministries of Education, Labor and Economy, the private sector, HEIs, students, and other stakeholders who are considered relevant.

4.9   Communication

Communication is equally important to the MEP, and M&E reports and analyses are integral parts of the Activity communication plan. The communications strategy will

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[8] Section E: Inspection and Acceptance, Subsection E.3 Monitoring and Evaluation, Part B. Evaluation of the Program.

outline an approach to disseminate the results of activities both internally and externally. The Branding and Marking Plan (BMP) illustrates how RTI will promote USAID Higher Education for Economic Growth and deliver the message that the assistance is from the American people. The BMP also outlines the messages and communications that will be used to ensure that the Activity achieves its objectives.

Apart from preparing standard reports, such as those contractually required on an annual and quarterly basis, the Activity's Communication Specialist will write success stories to be shared publicly and for consideration in USAID's *Frontlines* magazine and other newsletters. The Activity will implement a social media campaign whose aim is to educate parents and students about labor market trends, graduate employment outcomes, and private sector perceptions of HEIs. The campaign also will be used to help determine the adequacy of HEI training for contributing to increased productivity and economic growth in El Salvador. In addition to helping students and their parents make more informed choices when choosing education and career decisions, the communications campaign is also intended to motivate HEI leaders to take action to better prepare graduates for high demand careers.

5 Performance Indicator Summary Table

Table 3 presents a summary of the Activity's 17 performance indicators (a graphical representation of the links between indicators and IR and the Activity goal is shown above in *Figure 3*). Data sources and implementing partners are also presented according to indicators, as are baselines and targets. Indicators were chosen according to the seven criteria defined in USAID's Indicator Selection Criteria Checklist:

1. Direct – the indicator clearly represents the intended result;
2. Objective – the indicator is clear and unambiguous about what is being measured;
3. Useful for management decision-making;
4. Attributable – the indicator can be plausibly associated with USAID interventions;
5. Contributable – Helping to achieve results framework
6. Practical in terms of time and cost – data are produced with enough frequency for management purposes, are current when available, and are worth the cost to USAID;
7. Adequate – the indicators, taken as a group, are sufficient to measure the stated result; and
8. Disaggregated, as necessary.

More detailed information for each indicator is contained in *Annex C*, Performance Indicator Reference Sheets.

Table 2. Activity Performance Indicator Summary Table

Indicator Number	Indicator Title	Indicator Type	Unit of Measure	Disaggre-gated by	Data Source & Implementing Partner(s)	Baseline Year	Baseline Value	Fiscal Year (FY) 2015 Target	FY 2016 Target	FY 2017 Target	FY 2018 Target	FY 2019 Target	Life of Activity (LOA) Target	LOA Actual
IR1: QUALIFIED HUMAN CAPITAL IMPROVED														
HE01 (3.2.2-42)	Number of tertiary institution faculty or teaching staff whose qualifications are strengthened through USG-supported tertiary education programs.[9]	Outcome	Number	Sex, sector, training	Partner HEIs, industry advisory boards, subcontractor, local partners, Activity records	FY 2015	0	20	50	100	100	30	300	-
HE02 (CI-01)	Number of faculty members, teaching staff and researchers completing short term USG/ supported specialized training or academic programs leading to enhanced competencies.	Output	Number	Sex, sector, training	Partner HEIs, industry advisory boards, subcontractor, local partners, Activity records	FY 2015	0	80	150	200	200	70	700	-
HE03 (CI-02)	Proportion of faculty members, teaching staff or researchers from USG supported HEIs whose competencies are improved.	Outcome	Percentage	Sex, sector	Partner HEIs, industry advisory boards, subcontractor, local partners, Activity records	FY 2015	0	0%	50%	60%	60%	70%	70%	-

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[9] RTI separated the five-year Target Result #1 (pg. 18 of contract – 1000 faculties, teaching staff and researchers) into one F-indicator (HE01) and one Custom indicator (HE02). Definitions, targets, and measurement notes are detailed in the PIRS.

Indicator Number	Indicator Title	Indicator Type	Unit of Measure	Disaggre-gated by	Data Source & Implementing Partner(s)	Baseline Year	Baseline Value	Fiscal Year (FY) 2015 Target	FY 2016 Target	FY 2017 Target	FY 2018 Target	FY 2019 Target	Life of Activity (LOA) Target	LOA Actual
IR2: RELEVANCE AND QUALITY OF CURRICULA AND RESEARCH IMPROVED														
HE04 (3.2.2-33)	Number of USG-supported tertiary education programs that include experiential and/or applied learning opportunities.	Output	Number	None	Partner HEIs, industry advisory boards, subcontractor, local partners, Activity records	FY 2015	0	0	10	10	5	0	25	-
HE05 (3.2.2-35)	Number of US-host country joint development research projects.	Output	Number	Sector	Partner HEIs, industry advisory boards, subcontractor, local partners, Activity records	FY 2015	0	0	5	5	10	5	25	-
HE06 (3.2.2-36)	Number of USG-supported tertiary programs with curricula revised with private and/or public sector employers input or on the basis of market research.	Output	Number	None	Partner HEIs, industry advisory boards, subcontractor, local partners, Activity records	FY 2015	0	0	5	10	5	0	20	-
HE07 (3.2.2-39)	Number of US-supported tertiary educational programs that develop or implement industry-recognized skills certification.	Outcome	Number	None	Partner HEIs, industry advisory boards, subcontractor, local partners, Activity records	FY 2015	0	2	7	7	6	0	22	-

USAID Higher Education for Economic Growth–Monitoring and Evaluation Plan

Indicator Number	Indicator Title	Indicator Type	Unit of Measure	Disaggre-gated by	Data Source & Implementing Partner(s)	Baseline Year	Baseline Value	Fiscal Year (FY) 2015 Target	FY 2016 Target	FY 2017 Target	FY 2018 Target	FY 2019 Target	Life of Activity (LOA) Target	LOA Actual
HE08 (3.2.2-40)	Number of academic research initiatives whose findings have been replicated, applied, or taken to market.	Outcome	Number	Sector	Partner HEIs, industry advisory boards, subcontractor, local partners, Activity records	FY 2015	0	0	0	0	2	3	5	-
HE09 (STIR-6)	Number of scientific studies published or conference presentations given as a result of USG assistance for research programs.	Outcome	Number	Applied, development, and basic research; sector	Partner HEIs, subcontractor, Activity records	FY 2015	0	0	0	5	5	5	15	-
HE10 (CI-03)	Percentage of change in value of university applied research funded by industry.	Outcome	Percentage	None	Partner HEIs, subcontractor, Activity records	FY 2015	0.76%	0%	2%	5%	8%	10%	10%	-
HE11 (CI-04)	Number of USG supported Career Development Centers (CDCs) established or improved at participating HEIs for the purpose of increased job placement in priority sectors and data collection regarding labor force supply and demand.	Outcome	Number	Sector	Partner HEIs, industry advisory boards, subcontractor, local partners, Activity records	FY 2015	0	1	4	0	0	0	5	-

Indicator Number	Indicator Title	Indicator Type	Unit of Measure	Disaggre-gated by	Data Source & Implementing Partner(s)	Baseline Year	Baseline Value	Fiscal Year (FY) 2015 Target	FY 2016 Target	FY 2017 Target	FY 2018 Target	FY 2019 Target	Life of Activity (LOA) Target	LOA Actual
IR3.SYSTEM EFFECTIVENESS AND INSTITUTIONAL CAPACITY HEIGHTENED														
HE12 (CI-05)	Number of initiatives of national higher education innovation policy, strategies, or plans drafted, presented to stakeholders, approved or implemented attributable to the USG support.	Outcome	Number	Sector	Partner HEIs, public and private sector partners, subcontractor, local partners, Activity records	FY 2015	0	0	0	1	1	1	3	-
HE13 (CI-06)	Number of local and international alliances among higher education institutions for implementing new and improved academic programs aimed at jointly supporting Salvadoran productive sector needs.	Outcome	Number	Sector	Partner HEIs, private sector partners, subcontractor, local partners, Activity records	FY 2015	0	5	2	1	1	1	10	-
HE14 (CI-07)	Number of USG-supported initiatives and/or best practices adopted for institutional strengthening.	Outcome	Number	Sector	Partner HEIs, subcontractor, local partners, Activity records	FY 2015	0	0	0	0	2	3	5	-
HE15	Number of higher education academic programs for which	Outcome	Number	Sex, direct attribution,	Partner HEIs, subcontractor,	FY 2015	0	0	0	0	2	3	5	-

USAID Higher Education for Economic Growth–Monitoring and Evaluation Plan

Indicator Number	Indicator Title	Indicator Type	Unit of Measure	Disaggre-gated by	Data Source & Implementing Partner(s)	Baseline Year	Baseline Value	Fiscal Year (FY) 2015 Target	FY 2016 Target	FY 2017 Target	FY 2018 Target	FY 2019 Target	Life of Activity (LOA) Target	LOA Actual
(CI-08)	an international, regional or national accreditation process is initiated.			indirect attribution	local partners, Activity records									
HE16 (CI-09)	Number of students with scholarships awarded for priority academic programs updated or created with USG support.	Output	Number	Sex, sector, program	Partner HEIs, industry advisory boards, subcontractor, local partners, Activity records	FY 2015	0	0	0	250	375	375	1,000	-
CROSS CUTTING INDICATORS														
HE17 (PPP-6)	Value of new financial and/or in-kind private sector and USG resources contributed to USG-supported public-private partnerships (PPPs) (in USD).	Output	USD	Sector, value of cash/in-kind (in USD) private sector partner(s) contribution	Partner HEIs, public and private sector partners, subcontractor, Activity records	FY 2015	0	$0	$500 K	$1.5 M	$2M	$2M	$6M	-

The Activity indicators are classified as outcome or output indicators, which in turn can be differentiated between impact and monitoring indicators, respectively. Those four terms, defined by USAID, are presented in *Table 4*.

Table 3. USAID Classification of Indicators

Indicator Type	Definition	Indicator Type	Definition
Outcome	Indicators that refer to the changes measured in the program's target population, some or all of which may be the result of a given program or intervention. Outcomes can reasonably be expected to change over the short-to-intermediate term, and that contribute to the program's long-term goals.	Impact	Indicators that measure anticipated results or long-term effects of a program.
Output	Indicators that measure the results of activities achieved at the program level in two forms: the number of activities performed and measures of service utilization.	Monitoring	Indicators that track progress toward program objectives; involves routinely assessing types and levels of resources used, activities conducted, services and products generated by those activities, and the outcomes of those services and products.

Source: Frankel, N. & Anastasia, G. (2007). M&*E Fundamentals – A Self-Guided Minicourse.* Washington DC: USAID.

Following the above classification definitions, the Activity indicators were identified as impact or monitoring indicators, respectively. *Table 5* presents a summary of that classification. A*nnex B* also presents a summary of the indicators according to whether they are standard or customs indicators. The system for monitoring the indicators and the plan for evaluating the impact indicators was described above in Section 4 of this report.

Table 4. Activity Classification of Indicators[10]

Indicator No.	Indicator Title
Outcome/Impact Indicators	
HE01 (3.2.2-42)	Number of tertiary institution faculty or teaching staff whose qualifications are strengthened through USG-supported tertiary education programs.
HE03 (CI-02)	Proportion of faculty members, teaching staff or researchers from USG supported HEIs whose competencies are improved.
HE07 (3.2.2-39)	Number of US-supported tertiary educational programs that develop or implement industry-recognized skills certification.

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[10] Refer to *Annex B* for details.

Indicator No.	Indicator Title
HE08 (3.2.2-40)	Number of academic research initiatives whose findings have been replicated, applied, or taken to market.
HE09 (STIR-6)	Number of scientific studies published or conference presentations given as a result of USG assistance for research programs.
HE10 (CI-03)	Percentage of change in value of university applied research funded by industry.
HE11 (CI-04)	Number of USG supported Career Development Centers (CDCs) established or improved at participating HEIs for the purpose of increased job placement in priority sectors and data collection regarding labor force supply and demand.
HE12 (CI-05)	Number of initiatives of national higher education innovation policy, strategies, or plans drafted, presented to stakeholders, approved or implemented attributable to the USG support.
HE13 (CI-06)	Number of local and international alliances among higher education institutions for implementing new and improved academic programs aimed at jointly supporting Salvadoran productive sector needs.
HE14 (CI-07)	Number of USG-supported initiatives and/or best practices adopted for institutional strengthening.
HE15 (CI-08)	Number of higher education academic programs for which an international, regional or national accreditation process is initiated.
Output/Monitoring Indicators	
HE02 (CI-01)	Number of faculty members, teaching staff and researchers completing short-term USG/ supported specialized training or academic programs leading to enhanced competencies
HE04 (3.2.2-33)	Number of USG-supported tertiary education programs that include experiential and/or applied learning opportunities.
HE05 (3.2.2-35)	Number of US-host country joint development research projects.
HE06 (3.2.2-36)	Number of USG-supported tertiary programs with curricula revised with private and/or public sector employers input or on the basis of market research.
HE16 (CI-09)	Number of students with scholarships awarded for priority academic programs updated or created with USG support.
HE17 (PPP-6)	Value of new financial and/or in-kind private sector and USG resources contributed to USG-supported public-private partnerships (PPPs) (in USD).

6   Performance Indicator Reference Sheets

Performance Indicator Reference Sheets (PIRs) for the 17 indicators are included in *Annex C*. The measurement notes for all indicators were specified for El Salvador when necessary. For example, sectors include ICT, energy and energy efficiency, light manufacturing, agro-industry and food processing, and health products and services (pharmaceuticals), which reflect the Activity priority sectors. The definitions for the standard indicators were maintained to the greatest extent possible.

7   Technical Activities

Table 6 provides the link between indicators and activities of the Activity, by component. The partners for these activities were named above in Section 1.2 of this report. The Year I Annual Work Plan that accompanies this report presents details of all activities, including a schedule for their implementation.

Table 5. Activity Indicators and Activities

COMPONENT 1: HEI HUMAN CAPITAL DEVELOPMENT INDICATORS AND ACTIVITIES
INDICATORS
IR1: QUALIFIED HUMAN CAPITAL IMPROVED
• **HE01 (3.2.2-42):** Number of tertiary institution faculty or teaching staff whose qualifications are strengthened through USG-supported tertiary education programs. • **HE02 (CI-01):** Number of faculty members, teaching staff and researchers completing short-term USG/ supported specialized training or academic programs leading to enhanced competencies • **HE03 (CI-02):** Proportion of faculty members, teaching staff or researchers from USG supported HEIs whose competencies are improved.
ACTIVITIES

1.1 Faculty Continuing Development
    – 1.1.1   21st Century Pedagogy
    – 1.1.2   Faculty Development Program in High Demand Fields
    – 1.1.3   English as a Second Language Program for Faculty and Researchers
    – 1.1.4   Methods and Techniques for Applied Research

1.2 Virtual Institute for Faculty Development
1.3 Hands-on Mentoring in Applied Research Program
1.4. Faculty-Industry Externship Program
1.5 Faculty Scholarships for Professional Science Master (PSM) degrees and Master of Science (MS) degrees

COMPONENT 2: IMPROVING RELEVANCE AND QUALITY OF HEI CURRICULA AND RESEARCH INDICATORS AND ACTIVITIES

INDICATORS

IR2: RELEVANCE AND QUALITY OF CURRICULA AND RESEARCH IMPROVED

- **HE04 (3.2.2-33):** Number of USG-supported tertiary education programs that include experiential and/or applied learning opportunities.

- **HE05 (3.2.2-35):** Number of US-host country joint development research projects.

- **HE06 (3.2.2-36):** Number of USG-supported tertiary programs with curricula revised with private and/or public sector employers input or on the basis of market research.

- **HE07 (3.2.2-39):** Number of US-supported tertiary educational programs that develop or implement industry-recognized skills certification.

- **HE08 (3.2.2-40):** Number of academic research initiatives whose findings have been replicated, applied, or taken to market.

- **HE09 (STIR-6):** Number of scientific studies published or conference presentations given as a result of USG assistance for research programs.

- **HE10 (CI-03):** Percentage of change in value of university applied research funded by industry.

- **HE11 (CI-04):** Number of USG supported Career Development Centers (CDCs) established or improved at participating HEIs for the purpose of increased job placement in priority sectors and data collection regarding labor force supply and demand.

ACTIVITIES

2.1 Establish an Industry Advisory Board for each Cluster

2.2 Curriculum Development
- 2.2.1 Identification of competencies in specific industry areas
- 2.2.2 English for Specific Purpose

2.3 Career Centers and Internships
- 2.3.1 Establish a Career Center at the anchor HEIs
- 2.3.2 Career counseling and guidance
- 2.3.3 Career readiness training
- 2.3.4 Internship/job matching program at each participating HEI

2.4 Communications Campaign

2.5 Student Scholarship Program

2.6 Collaboration Among Higher Education Institutions and Applied Research

COMPONENT 3: HIGHER EDUCATION SYSTEM EFFECTIVENESS AND INSTITUTIONAL CAPACITY BUILDING
INDICATORS
IR3.SYSTEM EFFECTIVENESS AND INSTITUTIONAL CAPACITY HEIGHTENED
HE12 (CI-05): Number of initiatives of national higher education innovation policy, strategies, or plans drafted, presented to stakeholders, approved or implemented attributable to the USG support.   **HE13 (CI-06):** Number of local and international alliances among higher education institutions for implementing new and improved academic programs aimed at jointly supporting Salvadoran productive sector needs.   **HE14 (CI-07):** Number of USG-supported initiatives and/or best practices adopted for institutional strengthening.   **HE15 (CI-08):** Number of higher education academic programs for which an international, regional or national accreditation process is initiated.   **HE16 (CI-09):** Number of students with scholarships awarded for priority academic programs updated or created with USG support.
ACTIVITIES
3.1 Higher Education System Coordination and Policy   3.1.1 Higher education system high-level policy dialogue   3.1.2 Higher Education Summit
3.2 Sustainability Through Institutional Capacity Building   3.2.1 HICD institutional needs assessments   3.2.2 Plans for institutional capacity building

8   Performance Management Task Schedule

Table 7 presents the Activity performance management task schedule for staff for June 2014 to September 2015. The RTI-M&E Specialist will lead MEP-related tasks that include designing surveys and the DQA. The months of November and December 2014, and January 2015 will require input from other Activity staff, who will implement the surveys, collect activity-level data, and analyze the results. The RTI-M&E Specialist will conduct the Activity's first DQA. In August 2015, the RTI-M&E Specialist and COP will lead the updating of this MEP.

Table 6. Activity Year I Monitoring and Evaluation Task Schedule

Task Area/Activity	Person Responsible	2014			2015								
		Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.
Data collection & analysis - IR level													
Conduct baseline	RTI-M&E Specialist			X	X	X	X	X	X	X			
Data collection & analysis - Activity level													
Conducting evaluations and special studies	RTI-M&E Specialist, Component Coordinator					X	X	X	X	X			
Design surveys	RTI-M&E Specialist, Component Coordinator, Subcontractors				X	X	X						
Develop on-line surveys	RTI-M&E Specialist				X	X	X						
Implement surveys	RTI-M&E Specialist, Subcontractors				X	X	X		X	X	X		
Analyze surveys	RTI-M&E Specialist, Subcontractors					X	X						
Collect activity-level data	RTI-M&E Specialist, Component Coordinator						X		X			X	
Analyze activity-level data	RTI-M&E Specialist, Component Coordinator, Subcontractors						X		X			X	
Evaluation design & implementation													
Evaluate effectiveness of data collection & implementation	COP, DCOP, RTI-M&E Specialist, Component Coordinator, PPP Manager, Grants Manager						X	X	X	X	X	X	X
Conduct quarterly after action review	COP, DCOP, RTI-M&E Specialist, Technical Team						X	X	X	X	X	X	X
Collect lessons learned and success stories using qualitative tools including focus group interviews, most significant change, and outcome journals.	COP, DCOP, RTI-M&E Specialist, Technical Team, Communication Specialist						X	X	X	X	X	X	X

Task Area/Activity	Person Responsible	2014			2015								
		Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.
Recommend improvements	COP, DCOP, RTI-M&E Specialist, Component Coordinator, PPP Manager, Grants Manager						■	■	■	■	■	■	■
Review partner performance information	RTI-M&E Specialist						■	■	■	■	■	■	■
Report performance results													
Prepare data for quarterly/annual report	RTI-M&E Specialist				■			■			■		
Write reports	COP, DCOP, RTI-M&E Specialist, Component Coordinator, PPP Manager, Grants Manager, Communication coordinator				■			■			■		
Data quality assessment													
Reviewing and updating MEP	RTI-M&E Specialist, COP											■	
Implement a Monitoring and Evaluation Information System (MIS)	RTI-M&E Specialist										■	■	■

Annex A   Considerations for Activity Evaluation

Illustrative considerations and questions for the Activity performance evaluation:

1. With USAID's support during program implementation, what changes have been made in higher education institutions in terms of their institutional capacity to continue introducing and/or supporting educational reforms and/or academic programs in the future?

   a. In private higher education institutions?
   b. In public higher education institutions?
   c. In official education entities?

2. What interventions were the most effective in strengthening higher education institutional capacity?

   a. In terms of governance and administrative capacity?
   b. In terms of curricular development?
   c. In terms of applied research?
   d. In terms of human capital training?

3. How effective has program implementation been?

   a. What have been the results of inputs (e.g., trainings, technical assistance, and workshops)?
   b. What interventions showed the most tangible results in strengthening human capital?
      i. In strengthening applied research?
      ii. In strengthening national institutional capacity?
   c. What were the major factors (internal and external) that influenced the achievement or non-achievement of program objectives?

4. How was gender integrated in the design of program interventions?

   a. How was gender integrated in the implementation of program interventions?
   b. To what extent did the program influence changes in gender participation in higher education and its relationship with productive sectors?

5. To what extent are the results achieved likely to continue after the program ends?

   a. Has technical assistance to the national education *agencies* led to institutional or behavioral changes that will ensure long-term sustainability of development gains?
   b. Has technical assistance to the higher education *institutions* led to institutional or behavioral changes that will ensure long-term sustainability of development gains?

6. What lessons have been learned about building capacity with local organizations in the higher education sector? What recommendations can be made to build capacity with local organizations for future programming based on these lessons learned?

7. What types of networks and alliances, including the private sector, were formed?

    a. How have these networks and alliances contributed to sustainability (regarding relevance of response to private sector needs) in the higher education sector?
    b. How have they contributed to applied research and development among higher education institutions?
    c. How were different network and alliance stakeholders engaged in program implementation?
    d. Is any of this identifiable stakeholder engagement likely to continue after the program ends?

8. What interventions in this program have attracted private sector investment in applied research?

9. At the midterm point of all the areas and activities pursued by the program to date, which should be considered priority by USAID to focus implementation during the remainder of the program so as to meet program objectives?

10. At the mid-term point what factors (internal and external) have influenced the achievement or non-achievement of program objectives?

11. At the mid-term point of all the program objectives, which are still the most relevant to the higher education sector in terms of meeting the program goal?

Annex B   Performance Indicator Summary Table, by Standard and Custom Indicator

A. Standard Indicators

Indicator Number	Indicator Title	Indicator Type	Unit of Measure	Disaggre-gated by	Data Source & Implementing Partner(s)	Baseline Year	Baseline Value	Fiscal Year (FY) 2015 Target	FY 2016 Target	FY 2017 Target	FY 2018 Target	FY 2019 Target	Life of Activity (LOA) Target	LOA Actual
IR1: QUALIFIED HUMAN CAPITAL IMPROVED														
HE01 (3.2.2-42)	Number of tertiary institution faculty or teaching staff whose qualifications are strengthened through USG-supported tertiary education programs.	Outcome	Number	Sex, sector, training, age	Partner HEIs, industry advisory boards, subcontractor, local partners, Activity records	FY 2015	0	20	50	100	100	30	300	-
IR2: RELEVANCE AND QUALITY OF CURRICULA AND RESEARCH IMPROVED														
HE04 (3.2.2-33)	Number of USG-supported tertiary education programs that include experiential and/or applied learning opportunities.	Output	Number	None	Partner HEIs, industry advisory boards, subcontractor, local partners, Activity records	FY 2015	0	0	10	10	5	0	25	-
HE05 (3.2.2-35)	Number of US-host country joint development research projects.	Output	Number	Sector	Partner HEIs, industry advisory boards, subcontractor, local partners, Activity records	FY 2015	0	0	5	5	10	5	25	-

USAID Higher Education for Economic Growth–Monitoring and Evaluation Plan

Indicator Number	Indicator Title	Indicator Type	Unit of Measure	Disaggre-gated by	Data Source & Implementing Partner(s)	Baseline Year	Baseline Value	Fiscal Year (FY) 2015 Target	FY 2016 Target	FY 2017 Target	FY 2018 Target	FY 2019 Target	Life of Activity (LOA) Target	LOA Actual
HE06 (3.2.2-36)	Number of USG-supported tertiary programs with curricula revised with private and/or public sector employers input or on the basis of market research.	Output	Number	None	Partner HEIs, industry advisory boards, subcontractor, local partners, Activity records	FY 2015	0	0	5	10	5	0	20	-
HE07 (3.2.2-39)	Number of US-supported tertiary educational programs that develop or implement industry-recognized skills certification.	Outcome	Number	None	Partner HEIs, industry advisory boards, subcontractor, local partners, Activity records	FY 2015	0	2	7	7	6	0	22	-
HE08 (3.2.2-40)	Number of academic research initiatives whose findings have been replicated, applied, or taken to market.	Outcome	Number	Sector	Partner HEIs, industry advisory boards, subcontractor, local partners, Activity records	FY 2015	0	0	0	0	2	3	5	-
HE09 (STIR-6)	Number of scientific studies published or conference presentations given as a result of USG assistance for research programs.	Outcome	Number	Applied, development, and basic research; sector	Partner HEIs, subcontractor, Activity records	FY 2015	0	0	0	5	5	5	15	-

Indicator Number	Indicator Title	Indicator Type	Unit of Measure	Disaggre-gated by	Data Source & Implementing Partner(s)	Baseline Year	Baseline Value	Fiscal Year (FY) 2015 Target	FY 2016 Target	FY 2017 Target	FY 2018 Target	FY 2019 Target	Life of Activity (LOA) Target	LOA Actual
CROSS CUTTING INDICATORS														
HE17 (PPP-6)	Value of new financial and/or in-kind private sector and USG resources contributed to USG-supported public-private partnerships (PPPs) (in USD).	Output	USD	Sector, value of cash/in-kind (in USD) private sector partner(s) contribution	Partner HEIs, public and private sector partners, subcontractor, Activity records	FY 2015	0	$0	$500 K	$1.5 M	$2M	$2M	$6M	-

B. Custom Indicators

Indicator Number	Indicator Title	Indicator Type	Unit of Measure	Disaggre-gated by	Data Source & Implementing Partner(s)	Baseline Year	Baseline Value	Fiscal Year (FY) 2015 Target	FY 2016 Target	FY 2017 Target	FY 2018 Target	FY 2019 Target	Life of Activity (LOA) Target	LOA Actual
IR1: QUALIFIED HUMAN CAPITAL IMPROVED														
HE02 (CI-01)	Number of faculty members, teaching staff and researchers completing short-term USG/ supported specialized training or academic programs leading to enhanced	Output	Number	Sex, sector, training, age	Partner HEIs, industry advisory boards, subcontractor, local partners, Activity records	FY 2015	0	80	150	200	200	70	700	-
HE03 (CI-02)	Proportion of faculty members, teaching staff or researchers from USG supported HEIs whose competencies are improved.	Outcome	Percentage	Sex, Sector, age	Partner HEIs, industry advisory boards, subcontractor, local partners, Activity records	FY 2015	0	0%	50%	60%	60%	70%	70%	-
IR2: RELEVANCE AND QUALITY OF CURRICULA AND RESEARCH IMPROVED														
HE10 (CI-03)	Percentage of change in value of university applied research funded by industry.	Outcome	Percentage	None	Partner HEIs, subcontractor, Activity records	FY 2015	0.76%	0%	2%	5%	8%	10%	10%	-
HE11 (CI-04)	Number of USG supported Career Development Centers (CDCs) established or improved at participating HEIs for the purpose of	Outcome	Number	Sector	Partner HEIs, industry advisory boards, subcontractor, local partners, Activity records	FY 2015	0	1	4	0	0	0	5	-

Indicator Number	Indicator Title	Indicator Type	Unit of Measure	Disaggre-gated by	Data Source & Implementing Partner(s)	Baseline Year	Baseline Value	Fiscal Year (FY) 2015 Target	FY 2016 Target	FY 2017 Target	FY 2018 Target	FY 2019 Target	Life of Activity (LOA) Target	LOA Actual
	increased job placement in priority sectors and data collection regarding labor force supply and demand.													
IR3.SYSTEM EFFECTIVENESS AND INSTITUTIONAL CAPACITY HEIGHTENED														
HE12 (CI-05)	Number of initiatives of national higher education innovation policy, strategies, or plans drafted, presented to stakeholders, approved or implemented attributable to the USG support.	Outcome	Number	Sector	Partner HEIs, public and private sector partners, subcontractor, local partners, Activity records	FY 2015	0	0	0	1	1	1	3	-
HE13 (CI-06)	Number of local and international alliances among higher education institutions for implementing new and improved academic programs aimed at jointly supporting Salvadoran productive sector needs.	Outcome	Number	Sector	Partner HEIs, private sector partners, subcontractor, local partners, Activity records	FY 2015	0	5	2	1	1	1	10	-
HE14 (CI-07)	Number of USG-supported initiatives and/or best practices	Outcome	Number	Sector	Partner HEIs, subcontractor,	FY 2015	0	0	0	0	2	3	5	-

Indicator Number	Indicator Title	Indicator Type	Unit of Measure	Disaggre-gated by	Data Source & Implementing Partner(s)	Baseline Year	Baseline Value	Fiscal Year (FY) 2015 Target	FY 2016 Target	FY 2017 Target	FY 2018 Target	FY 2019 Target	Life of Activity (LOA) Target	LOA Actual
	adopted for institutional strengthening.				local partners, Activity records									
HE15 (CI-08)	Number of higher education academic programs for which an international, regional or national accreditation process is initiated.	Outcome	Number	Sex, direct attribution, indirect attribution	Partner HEIs, subcontractor, local partners, Activity records	FY 2015	0	0	0	0	2	3	5	-
HE16 (CI-09)	Number of students with scholarships awarded for priority academic programs updated or created with USG support.	Output	Number	Sex, sector, program, age	Partner HEIs, industry advisory boards, subcontractor, local partners, Activity records	FY 2015	0	0	0	250	375	375	1,000	-

Annex C   Performance Indicator Reference Sheets

Performance Indicator Reference Sheet

Goal: To contribute to broad-based economic growth by strengthening El Salvador's higher education system to adequately respond to the country's productive sector needs.

Activity Intermediate Result IR 1: Qualified human capital improved.

Indicator Title: HE01- Number of tertiary institution faculty or teaching staff whose qualifications are strengthened through USG-supported tertiary education programs.

Is this an Annual Report indicator? Yes, for Reporting Year 1 FY2015, June 6, 2014–September 30, 2015;

Indicator code. HE01 (3.2.2-42).

DESCRIPTION

Definition: This indicator only tracks the number of host country institution faculty and teaching staff participating in long-term training programs to improve their credentials as part of university-strengthening programs. The locale of training may be the United States, host country, or a third country. It is considered "strengthened qualification" once the participant completes the training program and receives a certificate which validates that the participant has successfully completed it. Long-term programs are usually of an extended duration leading to formal qualifications. Formal qualifications are an umbrella term for credentials that include academic degrees (Master or PhD), assessment-based certificates, badges, and/or professional/industry certificates. Partner higher education institutions may be host country, United States, third country, etc.

Rationale: Improving the qualification of faculty is an important component of building the capacity of host country tertiary institutions. Faculty development is necessary to improve the quality of tertiary education. This indicator tracks the number of faculty or teaching staff in training programs as part of the overall activity and adjusts numbers for future programs.

The Activity will support 1,000 faculty, academic staff and researchers participating in USG-supported specialized short and long term training or academic programs relating to improvement of higher education teaching skills, curriculum design, applied research, or other relevant areas for the success of the program[11].

Under this target, the Activity will train at least 300 faculty, academic staff, and researchers in STEM disciplines or industry-relevant fields from HEIs participating in the Clusters through USG-supported long-term specialized training or academic programs relating to improvement of higher education teaching, industry knowledge, curriculum design, applied research, and English capacity. The types of formal training programs are the following: Professional Science Master (PSM) and industry-relevant Master degree programs, 21st Century Pedagogy, Method for Applied Research, High Demand Fields, English for Academic Purposes, and Industry Externships. The remaining 700 faculty and academic staff will be tracked through custom indicators (See PIRs for HE02). To assess the impact of the training the project will use the PALS and IMI assessment and measure change with custom indicator HE03.

Unit of Measure: Number

Disaggregated by: Sex, sector, type of training, age

Type: Output	**Direction of Change:** Higher = better

Data Source: Partner HEIs, industry advisory boards, subcontractors, local partners, Activity records.

Measurement notes: Numbers for U.S. Programs are straightforward and most directly are obtained from TraiNet, the mechanism through which U.S. Visas are obtained. TraiNet data on in-country and third-country programs may be less accurate.

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[11] RTI separated the five-year Target Result #1 (pg. 18 of contract – 1000 faculties, teaching staff and researchers) into one F-indicator (HE01) and one Custom indicator (HE02).

Performance Indicator Reference Sheet
Goal: To contribute to broad-based economic growth by strengthening El Salvador's higher education system to adequately respond to the country's productive sector needs.
Activity Intermediate Result IR 1: Qualified human capital improved.
Indicator Title: HE01- Number of tertiary institution faculty or teaching staff whose qualifications are strengthened through USG-supported tertiary education programs.
Is this an Annual Report indicator? Yes, for Reporting Year 1 FY2015, June 6, 2014–September 30, 2015;   Indicator code. HE01 (3.2.2-42).
PLAN FOR DATA ACQUISITION BY USAID
Data collection method: Primary and secondary quantitative data will be collected using a variety of instruments and methods, including TraiNet reports where applicable, data forms, and on-site interviews and visits.
Method of data acquisition by USAID: Annual reports, DIS Module 1 system, TraiNet system
Frequency and timing of data acquisition by USAID Annual
Estimated Cost of Data Acquisition: N/A
Individual responsible at USAID: Contracting Officer's Representative (COR)
Individual responsible for providing data to USAID: COP
Location of Data Storage: Activity files
DATA QUALITY ISSUES
Date of Initial Data Quality Assessment: October 2015
Known Data Limitations and Significance (if any): See measurement notes above.
Actions Taken or Planned to Address Data Limitations: The RTI-M&E Specialist will ensure that the data collection instrument and its application remain consistent for annual collection and that data are collected in a timely manner**. S**pecific actions to address data limitations will be taken once they are determined.
Date of Future Data Quality Assessments: October 2018
Procedures for Future Data Quality Assessments: Site visits, spot checks; data requirements will be included in partner scopes of work. The RTI-M&E Specialist will conduct ad-hoc reviews of data quality collection and maintenance procedures
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING
Data Analysis: The RTI-M&E Specialist will analyze the data on an annual basis to ensure that Activity targets are being met. Analysis will include comparison of current performance against past and targeted performance, and overall cost effectiveness of program.
Presentation of Data: Written report including narrative (trend analysis), graphs, and tables.
Review of Data: Twice-yearly
Reporting of Data: Twice-yearly reports

Performance Indicator Reference Sheet			
Goal: To contribute to broad-based economic growth by strengthening El Salvador's higher education system to adequately respond to the country's productive sector needs.			
Activity Intermediate Result IR 1: Qualified human capital improved.			
Indicator Title: HE01- Number of tertiary institution faculty or teaching staff whose qualifications are strengthened through USG-supported tertiary education programs.			
Is this an Annual Report indicator? Yes, for Reporting Year 1 FY2015, June 6, 2014–September 30, 2015; Indicator code. HE01 (3.2.2-42).			
OTHER NOTES			
Notes on Baselines/Targets: Baseline is zero for this indicator; targets are reported for all years of the Activity. The annual targets were established according to the Faculty Training Plan for Component 1 elaborated by RTI. Target disaggregated by sex is based on proportion estimated from the "Science and Technology indicators Report"[12] and indicators related to faculties and researchers in STEM fields. The target desegregation will be reviewed and recalculated based on gender assessment results that RTI will complete on September 2015.			
PERFORMANCE INDICATOR VALUES			

Year	Target	Actual	Notes
FY2015	20	22	70% Male and 30% Female
FY2016	50		70% Male and 30% Female
FY2017	100		70% Male and 30% Female
FY2018	100		70% Male and 30% Female
FY2019	30		70% Male and 30% Female
LOA	300		

THIS SHEET LAST UPDATED ON: October 2015

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[12] National Council for Science and Technology, "Statistics on Scientific and Technical Activities, Science and Technology indicators Report", November 2014.

Performance Indicator Reference Sheet

Goal: To contribute to broad-based economic growth by strengthening El Salvador's higher education system to adequately respond to the country's productive sector needs.

Activity Intermediate Result IR 1: Qualified human capital improved.

Indicator Title: HE02- Number of faculty members, teaching staff and researchers completing short term USG/ supported specialized training or academic programs leading to enhanced competencies.

Is this an Annual Report indicator? Yes, for Reporting Year 1 FY2015, June 6, 2014–September 30, 2015;

Indicator code. HE02 (CI-01).

DESCRIPTION

Definition: This indicator only tracks the number of host country institution faculty and teaching staff completing short-term training programs to improve their knowledge, competencies, and skills as part of university-strengthening programs. Short-term programs are of less duration than six months leading to enhanced faculty competencies. Competencies are defined as a measurable pattern of acquired knowledge, skills, abilities, behaviors, and other characteristics that an individual needs to perform work roles or occupational functions. Faculty members, teaching staff and researchers will have completed a training with at least 80% verifiable attendance and completing the PALS and IMI.

Rationale: Improving the competencies of faculty is an important component of building the capacity of host country tertiary institutions. Faculty development is necessary to improve the quality of tertiary education. This indicator tracks the number of faculty or teaching staff in short-term training programs as part of the overall activity

The Activity will support 1,000 faculty, academic staff and researchers participating in USG-supported specialized short and long term training or academic programs relating to improvement of higher education teaching skills, curriculum design, applied research, or other relevant areas for the success of the program.

Under this target, the Activity will train at least 700 faculty, academic staff, and researchers in STEM disciplines or industry-relevant fields through USG-supported short-term specialized training or academic programs relating to improvement of competencies in higher education teaching, industry knowledge, curriculum design, applied research, and English capacity. The types of training programs are the following: 21st Century Pedagogy, Method for Applied Research, High Demand Fields, English for Academic Purposes, ,and Industry Externships. The remaining 300 faculty and academic staff will be tracked through standard indicator 3.2.2-42 (See PIR for HE01)

To improve the pedagogical skills of teachers, in order to generate a change in the teaching methodologies, the Activity will organize a series of hybrid (face-to-face and online) courses, workshops, and training events, open to all professors and instructors on a demand-driven basis to share tools, techniques, and best practices on pedagogy and technology. Training courses in 21st Century Pedagogy may include the following topics: syllabus and course design; student engagement and motivation; methods for leading class team-projects, applied learning projects, and hands-on learning method; integration of technology in teaching; assessment of learning outcomes; and competency-based curriculum design, among other topics. If one person takes more than one training, he/she will be counted just once. To assess the impact of the training the project will use the PALS and IMI assessment and measure change with custom indicator HE03.

Unit of Measure: Number

Disaggregated by: Sex, sector, type of training, age

Type: Output	**Direction of Change:** Higher = better

Data Source: Partner HEIs, industry advisory boards, subcontractors, local partners, Activity records.

Measurement notes: Numbers for U.S. Programs are straightforward and most directly are obtained from TraiNet, the mechanism through which U.S. Visas are obtained. TraiNet data on in-country and third-country programs may be less accurate.

Performance Indicator Reference Sheet

Goal: To contribute to broad-based economic growth by strengthening El Salvador's higher education system to adequately respond to the country's productive sector needs.

Activity Intermediate Result IR 1: Qualified human capital improved.

Indicator Title: HE02- Number of faculty members, teaching staff and researchers completing short term USG/ supported specialized training or academic programs leading to enhanced competencies.

Is this an Annual Report indicator? Yes, for Reporting Year 1 FY2015, June 6, 2014–September 30, 2015;

Indicator code. HE02 (CI-01).

PLAN FOR DATA ACQUISITION BY USAID

Data collection method: Primary and secondary quantitative and qualitative data will be collected using a variety of instruments and methods, including TraiNet reports where applicable, attendance lists, data forms, and on-site interviews, surveys, and visits.

Method of data acquisition by USAID: Annual reports, DIS Module 1 system, TraiNet system

Frequency and timing of data acquisition by USAID Annual

Estimated Cost of Data Acquisition: N/A

Individual responsible at USAID: Contracting Officer's Representative (COR)

Individual responsible for providing data to USAID: COP

Location of Data Storage: Activity files

DATA QUALITY ISSUES

Date of Initial Data Quality Assessment: October 2015

Known Data Limitations and Significance (if any): See measurement notes above.

Actions Taken or Planned to Address Data Limitations: The RTI-M&E Specialist will ensure that the data collection instrument and its application remain consistent for annual collection and that data are collected in a timely manner**. S**pecific actions to address data limitations will be taken once they are determined.

Date of Future Data Quality Assessments: October 2018

Procedures for Future Data Quality Assessments: Site visits, spot checks; data requirements will be included in partner scopes of work. The RTI-M&E Specialist will conduct ad-hoc reviews of data quality collection and maintenance procedures.

PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING

Data Analysis: The RTI-M&E Specialist will analyze the data on an annual basis to ensure that Activity targets are being met. Analysis will include comparison of current performance against past and targeted performance, and overall cost effectiveness of program.

Presentation of Data: Written report including narrative (trend analysis), graphs, and tables.

Review of Data: Twice-yearly

Performance Indicator Reference Sheet

Goal: To contribute to broad-based economic growth by strengthening El Salvador's higher education system to adequately respond to the country's productive sector needs.

Activity Intermediate Result IR 1: Qualified human capital improved.

Indicator Title: HE02- Number of faculty members, teaching staff and researchers completing short term USG/ supported specialized training or academic programs leading to enhanced competencies.

Is this an Annual Report indicator? Yes, for Reporting Year 1 FY2015, June 6, 2014–September 30, 2015;

Indicator code. HE02 (CI-01).

Reporting of Data: Twice-yearly reports

OTHER NOTES

Notes on Baselines/Targets: Baseline is zero for this indicator; targets are reported for all years of the Activity. The annual targets were established according to the Faculty Training Plan for Component 1 elaborated by RTI. Target disaggregated by sex is based on proportion estimated from the "Science and Technology indicators Report" and indicators related to faculties and researchers in STEM fields. The target desegregation will be reviewed and recalculated based on gender assessment results that RTI will complete on September 2015.

PERFORMANCE INDICATOR VALUES

Year	Target	Actual	Notes
FY2015	80	82	70% Male and 30% Female
FY2016	150		70% Male and 30% Female
FY2017	200		70% Male and 30% Female
FY2018	200		70% Male and 30% Female
FY2019	70		70% Male and 30% Female
LOA	700		

THIS SHEET LAST UPDATED ON: October 2015

Performance Indicator Reference Sheet

Goal: To contribute to broad-based economic growth by strengthening El Salvador's higher education system to adequately respond to the country's productive sector needs.

Activity Intermediate Result IR 1: Qualified human capital improved.

Indicator Title: HE03-Proportion of faculty members, teaching staff or researchers from USG supported HEIs whose competencies are improved.

Is this an Annual Report indicator? Yes, for Reporting Year 1 FY2015, June 6, 2014–September 30, 2015;

Indicator code. HE03 (CI-02).

DESCRIPTION

Definition: The indicator refers to the percentage of teachers who improve their skills as a result of the intervention of the Activity through the various training programs for short-term or long-term aim to improve the knowledge and skills. Competencies are defined as measurable pattern of acquired knowledge, skills, abilities, behaviors, and other features that a teacher needs to play its role and professional functions.

Rationale: Indicator monitors the percentage of teachers or teachers in all training programs who improve their competencies and skills as part of the overall activity of the Activity. The trainings will all directly or indirectly improve pedagogical skills of teachers, in order to generate a change in teaching methodologies. The Activity is organizing a series of courses, workshops and training events open to all teachers and instructors to share tools, techniques and best practices on pedagogy and technology.

To quantitatively measure the factors involved in improving skills= an instrument is used to establish the baseline and after the completing of the training the same instrument will be to measure percentage change. This is a mechanism used to evaluate if the teacher has met the objective of having improved their skills. The instrument is the "Principles of Adult Learning Scale" (PALS) method developed by Conti (1979) which is a highly reliable way to measure the teaching style of the teacher scale. The goal of 21st Century Pedagogy-Faculty Development Plan is to create strategies, learning skills, and foster excitement around the possibilities of how these techniques can impact the classroom environment, job satisfaction and student learning. This theory can be validated through the use of PALS. The implementation methodology is explained in Annex D.

Unit of Measure: Percentage

Disaggregated by: Sex, Sector

Type: Outcome	**Direction of Change:** Higher = better

Data Source: Partner HEIs, industry advisory boards, subcontractors, local partners, Activity records.

Performance Indicator Reference Sheet

Goal: To contribute to broad-based economic growth by strengthening El Salvador's higher education system to adequately respond to the country's productive sector needs.

Activity Intermediate Result IR 1: Qualified human capital improved.

Indicator Title: HE03-Proportion of faculty members, teaching staff or researchers from USG supported HEIs whose competencies are improved.

Is this an Annual Report indicator? Yes, for Reporting Year 1 FY2015, June 6, 2014–September 30, 2015;

Indicator code. HE03 (CI-02).

Measurement notes: It is considered "improved" one who has increased at least 10 points compared to the initial qualification PALS instrument. It is important to clarify that all participants will take the PALS just once at the first training (baseline). Additionally, a randomly selected convenience sample will be observed (length of time) from completing the course. It will also be applied direct observation to validate the results of the final evaluations in the PALS.

In order to estimate the percentage of achievement it will be used the following steps:

- The sample will be selected through a simple random sampling for a finite population. To determine the selection of convenience sample size, it will be use following formula:

$$n_0 = \frac{z_{\propto/2}^2}{4E^2}$$

$$n = \frac{n_0}{1 + \frac{n_0}{N}}$$

n = Convenience sample size

n_0 = Auxiliary variable

Level of confidence (1- α) = 95%

$z_{\propto/2}$ = 1.96 (Value corresponding to the gauss distribution)

E = Error expected (5%)

N = Population size

- Apply the PALS instrument to the selected sample
- For each selected teacher, it will determinate the change of scale PALS by using the following formula:

$$Score = \frac{PALS_{Score} - PALS_{Baseline\ score}}{PALS_{Baseline\ score}}$$

- Use the following formula to calculate the percentage of teachers who improve their skills:

$$Percentage\ of\ teachers = \frac{Number\ of\ teachers\ whose\ PALS\ score\ is\ 10points\ or\ more}{Sample\ size} * 100$$

- The final evaluations in the PALS will be conducted one year after the training

PLAN FOR DATA ACQUISITION BY USAID

Data collection method: PALS Survey, direct observation.

Method of data acquisition by USAID: Annual reports, DIS Module 1 system

Frequency and timing of data acquisition by USAID Annual

Performance Indicator Reference Sheet
Goal: To contribute to broad-based economic growth by strengthening El Salvador's higher education system to adequately respond to the country's productive sector needs.
Activity Intermediate Result IR 1: Qualified human capital improved.
Indicator Title: HE03-Proportion of faculty members, teaching staff or researchers from USG supported HEIs whose competencies are improved.
Is this an Annual Report indicator? Yes, for Reporting Year 1 FY2015, June 6, 2014–September 30, 2015;   Indicator code. HE03 (CI-02).
Estimated Cost of Data Acquisition: N/A
Individual responsible at USAID: Contracting Officer's Representative (COR)
Individual responsible for providing data to USAID: COP
Location of Data Storage: Activity files
DATA QUALITY ISSUES
Date of Initial Data Quality Assessment: Not applicable
Known Data Limitations and Significance (if any): See measurement notes above.
Actions Taken or Planned to Address Data Limitations: The RTI-M&E Specialist will ensure that the data collection instrument and its application remain consistent for annual collection and that data are collected in a timely manner. **S**pecific actions to address data limitations will be taken once they are determined.
Date of Future Data Quality Assessments: TBD
Procedures for Future Data Quality Assessments: Site visits, spot checks; data requirements will be included in partner scopes of work. The RTI-M&E Specialist will conduct ad-hoc reviews of data quality collection and maintenance procedures.
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING
Data Analysis: The RTI-M&E Specialist will analyze the data on an annual basis to ensure that Activity targets are being met. Analysis will include comparison of current performance against past and targeted performance, and overall cost effectiveness of program.
Presentation of Data: Written report including narrative (trend analysis), graphs, and tables.
Review of Data: Twice-yearly
Reporting of Data: Twice-yearly reports
OTHER NOTES
Notes on Baselines/Targets: Baseline is zero for this indicator; targets are reported for all years of the Activity.
PERFORMANCE INDICATOR VALUES

Year	Target	Actual	Notes

Performance Indicator Reference Sheet

Goal: To contribute to broad-based economic growth by strengthening El Salvador's higher education system to adequately respond to the country's productive sector needs.

Activity Intermediate Result IR 1: Qualified human capital improved.

Indicator Title: HE03-Proportion of faculty members, teaching staff or researchers from USG supported HEIs whose competencies are improved.

Is this an Annual Report indicator? Yes, for Reporting Year 1 FY2015, June 6, 2014–September 30, 2015;

Indicator code. HE03 (CI-02).

FY2015	0%		Final evaluations in the PALS will be conducted from the year 2016 (one year after the training)
FY2016	50%		Target was estimated based on the first workshop held in June 2015. This target will be verified and adjusted based on the assessment that will take place in the second fiscal year (FY2016).
FY2017	60%		
FY2018	60%		
FY2019	70%		
LOA	70%		
THIS SHEET LAST UPDATED ON: October 2015			

Performance Indicator Reference Sheet

Goal: To contribute to broad-based economic growth by strengthening El Salvador's higher education system to adequately respond to the country's productive sector needs.

Activity Intermediate Results IR 2: Relevance and quality of curricula and research improved.

Indicator Title: HE04-Number of USG-supported tertiary education programs that include experiential and/or applied learning opportunities.

Is this an Annual Report indicator? Yes, for Reporting Year 1 FY2015, June 6, 2014–September 30, 2015;

Indicator code. HE04 (3.2.2-33)

DESCRIPTION

Definition: Experiential learning is an educational practice of supplementing the classroom setting with a work experience in the real world. Applied learning is having the ability to apply the learning gained in a classroom to real-world situations. Both require some structured work experience integrated with classroom learning to apply the learning.

Rationale: The inclusion of experiential learning and/or applied learning opportunities in educational programs increases participants' readiness to enter the labor market upon completion of the program, and is therefore a marker of greater capacity. The problem addressed in activities that support this indicator is the overly theoretical nature of much of the curricula. Upon completion of the program, students and faculty members will be better able to link classroom teaching and learning to real-world applications, integrating skills for current workplace practices (e.g., team approach, problem solving, research, and project management).By monitoring the number of USG-supported higher education institutions implementing this basic pedagogical feature, USAID can link it's funding to greater quality.

This indicator will measure the internship program established between the private sector and HEI. An externship experience provides faculty members the opportunity to deepen their understanding of the field in which they teach by working in a business, industry, or organization. Faculty externships can be especially valuable in rapidly changing industries. Externships support faculty developing a critical understanding of practical applications or provide implementation strategies for theoretical concepts - to connect theory and practice. This helps bring an understanding of business (e.g., problem solving methods, practical applications of theory, and leadership concepts) into the classroom.

Unit of Measure: Number

Disaggregated by: None

Type: Output	**Direction of Change:** Higher = better

Data Source: Partner HEIs, industry advisory boards, subcontractors, local partners, and Activity records.

Measurement notes: A program will be considered "established" when the HEI signs a MOU with the private sector.

PLAN FOR DATA ACQUISITION BY USAID

Data collection method: Primary and secondary quantitative data will be collected using a variety of instruments and methods, including reports, data forms, and on-site interviews and visits.

Method of data acquisition by USAID: Annual reports, DIS Module 1 system

Frequency and timing of data acquisition by USAID: Annually

Estimated Cost of Data Acquisition: N/A

Individual responsible at USAID: COR

Performance Indicator Reference Sheet

Goal: To contribute to broad-based economic growth by strengthening El Salvador's higher education system to adequately respond to the country's productive sector needs.

Activity Intermediate Results IR 2: Relevance and quality of curricula and research improved.

Indicator Title: HE04-Number of USG-supported tertiary education programs that include experiential and/or applied learning opportunities.

Is this an Annual Report indicator? Yes, for Reporting Year 1 FY2015, June 6, 2014–September 30, 2015;

Indicator code. HE04 (3.2.2-33)

Individual responsible for providing data to USAID: COP

Location of Data Storage: Activity files

DATA QUALITY ISSUES

Date of Initial Data Quality Assessment: Not applicable

Known Data Limitations and Significance (if any): Data integrity and precision are dependent on institutions accurately categorizing their programs as experiential and/or applied learning.

Actions Taken or Planned to Address Data Limitations: The RTI-M&E Specialist will ensure that partners use the same definition of "experiential and/or applied learning", and that the data collection instrument and its application remain consistent for annual collection and are collected in a timely manner. Specific actions to address data limitations will be taken once they are determined.

Date of Future Data Quality Assessments: Annually

Procedures for Future Data Quality Assessments: Site visits, spot checks; data requirements will be included in partner scopes of work. The RTI-M&E Specialist will conduct ad-hoc reviews of data quality collection and maintenance procedures.

PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING

Data Analysis: The RTI-M&E Specialist will analyze the data on an annual basis to ensure that Activity targets are being met. Analysis will include comparison of current performance against past and targeted performance, and overall cost effectiveness of program.

Presentation of Data: Written report including narrative (trend analysis), graphs, and tables.

Review of Data: Annually

Reporting of Data: Annual reports

OTHER NOTES

Notes on Baselines/Targets: Baseline is zero for this indicator; targets are reported for all years of the Activity.

PERFORMANCE INDICATOR VALUES			
Year	**Target**	**Actual**	**Notes**
FY2015	0		

Performance Indicator Reference Sheet			
Goal: To contribute to broad-based economic growth by strengthening El Salvador's higher education system to adequately respond to the country's productive sector needs.			
Activity Intermediate Results IR 2: Relevance and quality of curricula and research improved.			
Indicator Title: HE04-Number of USG-supported tertiary education programs that include experiential and/or applied learning opportunities.			
Is this an Annual Report indicator? Yes, for Reporting Year 1 FY2015, June 6, 2014–September 30, 2015; Indicator code. HE04 (3.2.2-33)			
FY2016	10		In order to establish an externship programs between the private sector and HEI, it requires the development of the Cluster strategic plan.
FY2017	10		
FY2018	5		
FY2019	0		
LOA	25		Five internship programs is expected by Cluster
THIS SHEET LAST UPDATED ON: October 2015			

Performance Indicator Reference Sheet

Goal: To contribute to broad-based economic growth by strengthening El Salvador's higher education system to adequately respond to the country's productive sector needs.	
Activity Intermediate Results IR 2: Relevance and quality of curricula and research improved.	
Indicator Title: HE05-Number of U.S.-host country joint development research projects.	
Is this an Annual Report indicator? Yes, for Reporting Year 1 FY2015, June 6, 2014-September 30, 2015; Indicator code. HE05 (3.2.2-35).	

DESCRIPTION

Definition: Joint research projects are those undertaken as part of a U.S.-supported university partnership program or other similar arrangement. The joint research serves to strengthen the host country institution and draw it into application and market priorities.

Rationale: Joint research projects contribute to the capacity of higher education institutions to produce workforce with relevant skills for the market. A vibrant and market-focused research program will produce better graduates and will enable the university to contribute more effectively to development goals.

Unit of Measure: Number

Disaggregated by: Sector

Type: Output	**Direction of Change:** Higher = better

Data Source: Partner HEIs, industry advisory boards, subcontractors, local partners, Activity records.

Measurement notes: Sectors include ICT, energy and energy efficiency, light manufacturing, agro-industry and food processing, and health products and services (pharmaceuticals) are the Activity priority sectors. A research project will be counted when the HEI signs a MOU with the private sector or when the HEI signs Grant Contract for a specific research project focused on priority sectors.

PLAN FOR DATA ACQUISITION BY USAID

Data collection method: Primary and secondary quantitative data will be collected using a variety of instruments and methods, including reports, data forms, and on-site interviews and visits.

Method of data acquisition by USAID: Annual reports, DIS Module 1 system

Frequency and timing of data acquisition by USAID: Annually

Estimated Cost of Data Acquisition: N/A

Individual responsible at USAID: COR

Individual responsible for providing data to USAID: COP

Location of Data Storage: Activity files

DATA QUALITY ISSUES

Date of Initial Data Quality Assessment: Not applicable

Known Data Limitations and Significance (if any): this indicator will not detect the magnitude of the projects, reporting two projects with different levels of efforts and results as equal.

Performance Indicator Reference Sheet			
Goal: To contribute to broad-based economic growth by strengthening El Salvador's higher education system to adequately respond to the country's productive sector needs.			
Activity Intermediate Results IR 2: Relevance and quality of curricula and research improved.			
Indicator Title: HE05-Number of U.S.-host country joint development research projects.			
Is this an Annual Report indicator? Yes, for Reporting Year 1 FY2015, June 6, 2014-September 30, 2015; Indicator code. HE05 (3.2.2-35).			
Actions Taken or Planned to Address Data Limitations: The RTI-M&E Specialist will ensure that the data collection instrument and its application remain consistent for annual collection and that data are collected in a timely manner**. S**pecific actions to address data limitations will be taken once they are determined.			
Date of Future Data Quality Assessments: Annually			
Procedures for Future Data Quality Assessments: Site visits, spot checks; data requirements will be included in partner scopes of work. The RTI-M&E Specialist will conduct ad-hoc reviews of data quality collection and maintenance procedures.			

PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING			
Data Analysis: The RTI-M&E Specialist will analyze the data on an annual basis to ensure that Activity targets are being met. Analysis will include comparison of current performance against past and targeted performance, and overall cost effectiveness of program.			
Presentation of Data: Written report including narrative (trend analysis), graphs, and tables.			
Review of Data: Annually			
Reporting of Data: Annual reports			

OTHER NOTES			
Notes on Baselines/Targets: Baseline is zero for this indicator; targets are reported for all years of the Activity.			

PERFORMANCE INDICATOR VALUES			
Year	**Target**	**Actual**	**Notes**
FY2015	0		In order to establish a research projects between the private sector and HEI, it requires the development of the Cluster strategic plan
FY2016	5		
FY2017	5		
FY2018	10		
FY2019	5		
LOA	25		Five research projects is expected by Cluster
THIS SHEET LAST UPDATED ON: October 2015			

Performance Indicator Reference Sheet

Goal: To contribute to broad-based economic growth by strengthening El Salvador's higher education system to adequately respond to the country's productive sector needs.

Activity Intermediate Results IR 2: Relevance and quality of curricula and research improved.

Indicator Title: HE05-Number of U.S.-host country joint development research projects.

Is this an Annual Report indicator? Yes, for Reporting Year 1 FY2015, June 6, 2014-September 30, 2015;

Indicator code. HE05 (3.2.2-35).

Performance Indicator Reference Sheet

Goal: To contribute to broad-based economic growth by strengthening El Salvador's higher education system to adequately respond to the country's productive sector needs.

Activity Intermediate Results IR 2: Relevance and quality of curricula and research improved.

Indicator Title: HE06-Number of USG-supported tertiary programs with curricula revised with private and/or public sector employers' input or on the basis of market research.

Is this an Annual Report indicator? Yes, for Reporting Year 1 FY2015, June 6, 2014–September 30, 2015;

Indicator code. HE06 (3.2.2-36)

DESCRIPTION

Definition: A curriculum is a set of courses that a student must complete in order to obtain an academic certificate, diploma, or degree offered at an institution/college/department. A curriculum will be counted under this indicator if its development and/or revision include consultations or otherwise integrate stakeholder (private or public sector) input. As appropriate and with explanation, input may be derived from published research.

Rationale: Indicator measures progress toward making higher education curricula more relevant to the needs of the host country labor market through input from private and public sector employers. Assuming qualified teachers are capable of teaching the more market-oriented curricula, and students are performing in the classroom, such curricula will contribute to students being better prepared for the demands of the market upon entering the workforce. Indicator used for decisions regarding targeting market input to curriculum reform interventions. Revisions will be accounted by clusters sectors.

This indicator tracks the number of curricula developed and/or revised with private sector input or on the basis of market research with support from the Activity. Activity-supported means that the curriculum was planned, developed, and/or implemented, in part or in full, with expertise, guidance, and/or funding from USG-support.

A curriculum is a set of all courses that a student must complete in order to obtain an academic certificate, diploma, or degree offered at a HEI. A curriculum developed and/or revised with private sector input or on the basis of market research will be counted under this indicator if its development and/or revision included consultations or otherwise integrated input from private sector with support from the Activity.

The curriculum review process include several steps, such as: Identify International Standards, Identify full-time faculty teaching in priority careers at each HEI in the Cluster, prepare a curriculum gap analysis report, conduct a Curriculum Workshop, and prepare a pilot program.

Unit of Measure: Number

Disaggregated by: None

Type: Output	**Direction of Change:** Higher = better

Data Source: Partner HEIs, industry advisory boards, subcontractors, local partners, Activity records.

Performance Indicator Reference Sheet
Goal: To contribute to broad-based economic growth by strengthening El Salvador's higher education system to adequately respond to the country's productive sector needs.
Activity Intermediate Results IR 2: Relevance and quality of curricula and research improved.
Indicator Title: HE05-Number of U.S.-host country joint development research projects.
Is this an Annual Report indicator? Yes, for Reporting Year 1 FY2015, June 6, 2014-September 30, 2015; Indicator code. HE05 (3.2.2-35).
Measurement notes: None.
PLAN FOR DATA ACQUISITION BY USAID
Data collection method: Primary and secondary quantitative data will be collected using a variety of instruments and methods, including reports, data forms, and on-site interviews and visits.
Method of data acquisition by USAID: Annual reports, DIS Module 1 system
Frequency and timing of data acquisition by USAID: Annually
Estimated Cost of Data Acquisition: N/A
Individual responsible at USAID: COR
Individual responsible for providing data to USAID: COP
Location of Data Storage: Activity files
DATA QUALITY ISSUES
Date of Initial Data Quality Assessment: Not applicable
Known Data Limitations and Significance (if any): None
Actions Taken or Planned to Address Data Limitations: The RTI-M&E Specialist will ensure that the data collection instrument and its application remain consistent for annual collection and that data are collected in a timely manner**. S**pecific actions to address data limitations will be taken once they are determined.
Date of Future Data Quality Assessments: Annually
Procedures for Future Data Quality Assessments: Site visits, spot checks; data requirements will be included in partner scopes of work. The RTI-M&E Specialist will conduct ad-hoc reviews of data quality collection and maintenance procedures.
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING
Data Analysis: The RTI-M&E Specialist will analyze the data on an annual basis to ensure that Activity targets are being met. Analysis will include comparison of current performance against past and targeted performance, and overall cost effectiveness of program.
Presentation of Data: Written report including narrative (trend analysis), graphs, and tables.
Review of Data: Annually

Performance Indicator Reference Sheet

Goal: To contribute to broad-based economic growth by strengthening El Salvador's higher education system to adequately respond to the country's productive sector needs.

Activity Intermediate Results IR 2: Relevance and quality of curricula and research improved.

Indicator Title: HE05-Number of U.S.-host country joint development research projects.

Is this an Annual Report indicator? Yes, for Reporting Year 1 FY2015, June 6, 2014-September 30, 2015;

Indicator code. HE05 (3.2.2-35).

Reporting of Data: Annual reports

OTHER NOTES

Notes on Baselines/Targets: Baseline is zero for this indicator; targets are reported for all years of the Activity.

PERFORMANCE INDICATOR VALUES

Year	Target	Actual	Notes
FY2015	0		
FY2016	5		
FY2017	10		
FY2018	5		
FY2019	0		
LOA	20		Four curricula developed and/or revised is expected by Cluster

THIS SHEET LAST UPDATED ON: October 2015

Performance Indicator Reference Sheet
Goal: To contribute to broad-based economic growth by strengthening El Salvador's higher education system to adequately respond to the country's productive sector needs.
Activity Intermediate Results IR 2: Relevance and quality of curricula and research improved.
Indicator Title: HE07-Number of US-supported tertiary educational programs that develop or implement industry-recognized skills certification.
Is this an Annual Report indicator? Yes, for Reporting Year 1 FY2015, June 6, 2014–September 30, 2015; Indicator code. HE07 (3.2.2-39)

DESCRIPTION
Definition: This indicator measures progress toward aligning tertiary programs with the needs of the labor market. Skills certification is a system attesting to the fact that a graduate has mastered a set of skills agreed to by industry and tertiary institutions. The tertiary institution may develop skill certification lists and programs in consultation with public or private sector employers or may implement certification developed by others, i.e. May design curriculum along skill lists developed by industry. In both cases, implementation means framing the curriculum around skills in demand by the market. Development and implementation of programs around these skills sets are crucial steps to aligning university offerings with the needs of employers.
Rationale: This measure will show the number of USG-supported tertiary programs preparing faculty members, teaching staff, researchers or students for a standardized skill certificate, which will help align tertiary programs with the needs of the market, a key requirement for success in increasing capacity of tertiary institutions to produce workforce with relevant skills. This indicator will be measured by two expected scenarios: (a) developed certification programs as a part of the curriculum review process (b) implemented recognized skills certification programs for faculties and researchers who are part of the USG-supported HEI. It aims at measuring progress toward aligning academic certificates and/or degree programs with the needs of the labor market. An academic certificate program is defined as a structured course of study, based on a defined set of skills resulting in certification.

Unit of Measure: Number
Disaggregated by: None

Type: Outcome	**Direction of Change:** Higher = better

Data Source: Partner HEIs, industry advisory boards, subcontractors, local partners, Activity records.
Measurement notes: None

PLAN FOR DATA ACQUISITION BY USAID
Data collection method: Primary and secondary quantitative data will be collected using a variety of instruments and methods, including reports, data forms, and on-site interviews and visits.
Method of data acquisition by USAID: Annual reports, DIS Module 1 system
Frequency and timing of data acquisition by USAID: Annually
Estimated Cost of Data Acquisition: N/A
Individual responsible at USAID: COR
Individual responsible for providing data to USAID: COP

Performance Indicator Reference Sheet

Goal: To contribute to broad-based economic growth by strengthening El Salvador's higher education system to adequately respond to the country's productive sector needs.

Activity Intermediate Results IR 2: Relevance and quality of curricula and research improved.

Indicator Title: HE07-Number of US-supported tertiary educational programs that develop or implement industry-recognized skills certification.

Is this an Annual Report indicator? Yes, for Reporting Year 1 FY2015, June 6, 2014–September 30, 2015;

Indicator code. HE07 (3.2.2-39)

Location of Data Storage: Activity files

DATA QUALITY ISSUES

Date of Initial Data Quality Assessment: October 2015

Known Data Limitations and Significance (if any): Data integrity – It is difficult to ensure that the list of skills is standardized for course content across the board.

Actions Taken or Planned to Address Data Limitations: The RTI-M&E Specialist will ensure that the data collection instrument and its application remain consistent for annual collection and that data are collected in a timely manner. Specific actions to address data limitations will be taken once they are determined.

Date of Future Data Quality Assessments: Annually

Procedures for Future Data Quality Assessments: Site visits, spot checks; data requirements will be included in partner scopes of work. The RTI-M&E Specialist will conduct ad-hoc reviews of data quality collection and maintenance procedures.

PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING

Data Analysis: The RTI-M&E Specialist will analyze the data on an annual basis to ensure that Activity targets are being met. Analysis will include comparison of current performance against past and targeted performance, and overall cost effectiveness of program.

Presentation of Data: Written report including narrative (trend analysis), graphs, and tables.

Review of Data: Annually

Reporting of Data: Annual reports

OTHER NOTES

Notes on Baselines/Targets: Baseline is zero for this indicator; targets are reported for all years of the Activity.

PERFORMANCE INDICATOR VALUES			
Year	**Target**	**Actual**	**Notes**
FY2015	2	1	June 6, 2014–September 30, 2015
FY2016	7		
FY2017	7		

	Performance Indicator Reference Sheet		
Goal: To contribute to broad-based economic growth by strengthening El Salvador's higher education system to adequately respond to the country's productive sector needs.			
Activity Intermediate Results IR 2: Relevance and quality of curricula and research improved.			
Indicator Title: HE07-Number of US-supported tertiary educational programs that develop or implement industry-recognized skills certification.			
Is this an Annual Report indicator? Yes, for Reporting Year 1 FY2015, June 6, 2014–September 30, 2015; Indicator code. HE07 (3.2.2-39)			
FY2018	6		
FY2019	0		
LOA	22		The annual targets were established according to the Faculty Training Plan for Component 1 elaborated by RTI.
THIS SHEET LAST UPDATED ON: October 2015			

Performance Indicator Reference Sheet

Goal: To contribute to broad-based economic growth by strengthening El Salvador's higher education system to adequately respond to the country's productive sector needs.

Activity Intermediate Results IR 2: Relevance and quality of curricula and research improved.

Indicator Title: HE08-Number of academic research initiatives whose findings have been replicated, applied, or taken to market.

Is this an Annual Report indicator? Yes, for Reporting Year 1 FY2015, June 6, 2014–September 30, 2015; Indicator code. HE08 (3.2.2-40).

DESCRIPTION

Definition: A research initiative under this indicator is any structured and systematic investigation conducted in order to establish innovative facts, solve new or existing problems, prove new ideas, or develop new theories, usually using a scientific method. "Replicated" means research successfully repeated by a peer academic institution or other research center, public, or private, in either the host country or elsewhere; usually a precursor to application. "Applied" means used in a practical application outside of the original research setting. "Taken to market" means produced and sold on the market.

Rationale: Indicator is used for decisions regarding targeting interventions to encourage progress in the linear process of research-replication-application-going to market.

Unit of Measure: Number

Disaggregated by: Sector, stage of the finding (replicated, applied, taken to market)

Type: Output	**Direction of Change:** Higher = better

Data Source: Partner HEIs, industry advisory boards, subcontractors, consultants, local partners, Activity records.

Measurement notes: Sectors include ICT, energy and energy efficiency, light manufacturing, agro-industry and food processing, and health products and services (pharmaceuticals) are the Activity priority sectors.

PLAN FOR DATA ACQUISITION BY USAID

Data collection method: Primary and secondary quantitative data will be collected using a variety of instruments and methods, including reports, data forms, and on-site interviews and visits.

Method of data acquisition by USAID: Annual reports, DIS Module 1 system

Frequency and timing of data acquisition by USAID: Annually

Estimated Cost of Data Acquisition: N/A

Individual responsible at USAID: COR

Individual responsible for providing data to USAID: COP

Location of Data Storage: Activity files

DATA QUALITY ISSUES

Date of Initial Data Quality Assessment: Not applicable

Known Data Limitations and Significance (if any): None

Performance Indicator Reference Sheet

Goal: To contribute to broad-based economic growth by strengthening El Salvador's higher education system to adequately respond to the country's productive sector needs.

Activity Intermediate Results IR 2: Relevance and quality of curricula and research improved.

Indicator Title: HE08-Number of academic research initiatives whose findings have been replicated, applied, or taken to market.

Is this an Annual Report indicator? Yes, for Reporting Year 1 FY2015, June 6, 2014–September 30, 2015; Indicator code. HE08 (3.2.2-40).

Actions Taken or Planned to Address Data Limitations: The RTI-M&E Specialist will ensure that the data collection instrument and its application remain consistent for annual collection and that data are collected in a timely manner**. S**pecific actions to address data limitations will be taken once they are determined.

Date of Future Data Quality Assessments: Annually

Procedures for Future Data Quality Assessments: Site visits, spot checks; data requirements will be included in partner scopes of work. The RTI-M&E Specialist will conduct ad-hoc reviews of data quality collection and maintenance procedures.

PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING

Data Analysis: The RTI-M&E Specialist will analyze the data on an annual basis to ensure that Activity targets are being met. Analysis will include comparison of current performance against past and targeted performance, and overall cost effectiveness of program.

Presentation of Data: Written report including narrative (trend analysis), graphs, and tables.

Review of Data: Annually

Reporting of Data: Annual reports

OTHER NOTES

Notes on Baselines/Targets: Baseline is zero for this indicator; targets are reported for all years of the Activity.

PERFORMANCE INDICATOR VALUES			
Year	**Target**	**Actual**	**Notes**
FY2015	0		
FY2016	0		
FY2017	0		
FY2018	2		
FY2019	3		
LOA	5		At least one academic research initiative is expected by Cluster in the LOA.
THIS SHEET LAST UPDATED ON: October 2015			

Performance Indicator Reference Sheet

Goal: To contribute to broad-based economic growth by strengthening El Salvador's higher education system to adequately respond to the country's productive sector needs.

Activity Intermediate Results IR 2: Relevance and quality of curricula and research improved.

Indicator Title: HE09-Number of scientific studies published or conference presentations given as a result of USG assistance for research programs.

Is this an Annual Report indicator? Yes, for Reporting Year 1 FY2015, June 6, 2014–September 30, 2015;

Indicator code. HE09 (STIR-6).

DESCRIPTION

Definition: The indicator defines "scientific studies" broadly to include all fields of science, technology, engineering, and mathematics. "Published" is defined broadly to include publication in formats such as peer reviewed journals and non-peer reviewed technical reports, including traditional hard-copy papers or electronic formats. "Conference presentations" is defined widely to include formal presentations at workshops, meetings, and other gathering of professionals within a specific discipline of study. USG assistance is defined to include grants or other awards of funding to support scientific studies, as defined above, where the purpose of the award is to directly support research and the distribution of the outcomes of this research – whether through publication or presentations – is a logical and expected outcome. "Research programs" is defined to include applied, development, or basic research. "Applied research" is defined as a systematic study to gain knowledge or understanding necessary to determine the means by which a recognized and specific need may be met. "Development research" is defined as the systematic application of knowledge or understanding, directed toward the production of useful materials, devices, and systems or methods, including design, development, and improvement of prototypes.

Rationale: The number of published scientific reports or conference presentations is a useful proxy to the state of science and technological development. High rates of publications and presentations suggest a healthy environment for science in which empirical data is presented, challenged, confirmed, or rejected and often leads to increased scientific enterprise output.

Unit of Measure: Number

Disaggregated by: Applied, development, and basic research; sector.

Type: Outcome	**Direction of Change:** Higher = better

Data Source: Partner HEIs, subcontractors, consultants, Activity records.

Measurement notes: Sectors include ICT, energy and energy efficiency, light manufacturing, agro-industry and food processing, and health products and services (pharmaceuticals) are the Activity priority sectors.

PLAN FOR DATA ACQUISITION BY USAID

Data collection method: Primary and secondary quantitative data will be collected using a variety of instruments and methods, including reports, data forms, and on-site interviews and visits.

Method of data acquisition by USAID: Annual reports, DIS Module 1 system

Frequency and timing of data acquisition by USAID: Annually

Estimated Cost of Data Acquisition: N/A

Individual responsible at USAID: COR

Performance Indicator Reference Sheet

Goal: To contribute to broad-based economic growth by strengthening El Salvador's higher education system to adequately respond to the country's productive sector needs.

Activity Intermediate Results IR 2: Relevance and quality of curricula and research improved.

Indicator Title: HE09-Number of scientific studies published or conference presentations given as a result of USG assistance for research programs.

Is this an Annual Report indicator? Yes, for Reporting Year 1 FY2015, June 6, 2014–September 30, 2015;

Indicator code. HE09 (STIR-6).

Individual responsible for providing data to USAID: COP

Location of Data Storage: Activity files

DATA QUALITY ISSUES

Date of Initial Data Quality Assessment: Not applicable

Known Data Limitations and Significance (if any): The lag time between when research is conducted and findings are published or presented may make it difficult for implementing partners to capture results during the life of an activity, resulting in an under-reporting of the actual number of papers or presentations that result from USG investments in research. This indicator may not differentiate between the same data published in multiple venues versus publications revealing new data. This may result in incorrect attribution of the impact of USG research funding on the reporting of results of research. The same applies to conference presentations to distinguish between multiple presentations about the same dataset. Additionally, accurately categorizing the type of research funded may be difficult. This indicator depends on accurate and timely reporting by the grantee and does not consider non-USG funding sources.

Actions Taken or Planned to Address Data Limitations: The RTI-M&E Specialist will ensure that the data collection instrument and its application remain consistent for annual collection and that data are collected in a timely manner. **F**or those studies published that could have a time lag, data will be collected also on the dates that research is submitted for review and is publishes. Specific actions to address data limitations will be taken once they are determined.

Date of Future Data Quality Assessments: Annually

Procedures for Future Data Quality Assessments: Site visits, spot checks; data requirements will be included in partner scopes of work. The RTI-M&E Specialist will conduct ad-hoc reviews of data quality collection and maintenance procedures.

PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING

Data Analysis: The RTI-M&E Specialist will analyze the data on an annual basis to ensure that Activity targets are being met. Analysis will include comparison of current performance against past and targeted performance, and overall cost effectiveness of program.

Presentation of Data: Written report including narrative (trend analysis), graphs, and tables.

Review of Data: Twice-yearly

Reporting of Data: Twice-yearly reports

OTHER NOTES

Notes on Baselines/Targets: Baseline is zero for this indicator; targets are reported for all years of the Activity.

PERFORMANCE INDICATOR VALUES

Performance Indicator Reference Sheet

Goal: To contribute to broad-based economic growth by strengthening El Salvador's higher education system to adequately respond to the country's productive sector needs.

Activity Intermediate Results IR 2: Relevance and quality of curricula and research improved.

Indicator Title: HE09-Number of scientific studies published or conference presentations given as a result of USG assistance for research programs.

Is this an Annual Report indicator? Yes, for Reporting Year 1 FY2015, June 6, 2014–September 30, 2015;

Indicator code. HE09 (STIR-6).

Year	Target	Actual	Notes
FY2015	0		
FY2016	0		
FY2017	5		Is expected five research project elaborated in FY2017 (one per Cluster)
FY2018	5		
FY2019	5		
LOA	15		At least three scientific studies are expected by Cluster in the LOA.

THIS SHEET LAST UPDATED ON: October 2015

Performance Indicator Reference Sheet

Goal: To contribute to broad-based economic growth by strengthening El Salvador's higher education system to adequately respond to the country's productive sector needs.

Activity Intermediate Results IR 2: Relevance and quality of curricula and research improved.

Indicator Title: HE10-Percentage of change in value of university applied research funded by industry.

Is this an Annual Report indicator? Yes, for Reporting Year 1 FY2015, June 6, 2014–September 30, 2015;

Indicator code. HE10 (CI-03)

DESCRIPTION

Definition: Average change in annual USD value of research developed through contracts by businesses in targeted sectors from supported HEIs, attributable to USG support. It will be counted as "attributable" to direct contributions from alliances between HEIs and the private sector supported by USG. An "alliance" will be counted when the HEI signs a MOU with the private sector.

Rationale: Funding is meant to support university applied research projects. The cash or in-kind resources funded by industry will show the average of the total amount invested for all applied research projects implemented. The in-kind contribution will be converted to an amount that will be added to the value provided for applied research funded by industry.

Unit of Measure: Percentage

Disaggregated by: None

Type: Outcome	**Direction of Change:** Higher increase = better

Data Source: Partner HEIs, industry advisory boards, subcontractors, local partners, Activity records.

Measurement notes: Sectors include information communications technology (ICT), light manufacturing, energy, agro-processing, and health products and services (pharmaceuticals) are the Activity priority sectors.

The formula to estimate the indicator:

$$\text{Value of research during the current fiscal year} = \frac{\text{Value in US\$ of research during the current fiscal year} - \text{Value in US\$ of research in baseline})}{\text{Value in US\$ of research in baseline}} * 100$$

PLAN FOR DATA ACQUISITION BY USAID

Data collection method: Total amount of the signed MOU.

Method of data acquisition by USAID: Annual reports, DIS Module 1 system

Frequency and timing of data acquisition by USAID: Annually

Estimated Cost of Data Acquisition: N/A

Individual responsible at USAID: COR

Individual responsible for providing data to USAID: COP

Location of Data Storage: Activity files

DATA QUALITY ISSUES

Performance Indicator Reference Sheet

Goal: To contribute to broad-based economic growth by strengthening El Salvador's higher education system to adequately respond to the country's productive sector needs.

Activity Intermediate Results IR 2: Relevance and quality of curricula and research improved.

Indicator Title: HE10-Percentage of change in value of university applied research funded by industry.

Is this an Annual Report indicator? Yes, for Reporting Year 1 FY2015, June 6, 2014–September 30, 2015;

Indicator code. HE10 (CI-03)

Date of Initial Data Quality Assessment: Not applicable

Known Data Limitations and Significance (if any): None

Actions Taken or Planned to Address Data Limitations: The RTI-M&E Specialist will ensure that the data collection instrument and its application remain consistent for annual collection and that data are collected in a timely manner. **S**pecific actions to address data limitations will be taken once they are determined.

Date of Future Data Quality Assessments: Annually

Procedures for Future Data Quality Assessments: Site visits, spot checks; data requirements will be included in partner scopes of work. The RTI-M&E Specialist will conduct ad-hoc reviews of data quality collection and maintenance procedures.

PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING

Data Analysis: The RTI-M&E Specialist will analyze the data on an annual basis to ensure that Activity targets are being met. Analysis will include comparison of current performance against past and targeted performance, and overall cost effectiveness of program.

Presentation of Data: Written report including narrative (trend analysis), graphs, and tables.

Review of Data: Annually

Reporting of Data: Annual reports

OTHER NOTES

Notes on Baselines/Targets: This baseline will be constructed to serve as a comparable benchmark, and the baseline will show the value of university research funded by industry as an average for all HEIs in the country. Please note that the Activity will measuring and monitoring the average value of university research funded by industry only at the participating HEIs in the 5 Clusters supported by this Activity (supported by USG funding). The Activity will not be tracking the average value of industry-funded research for all 40 HEIs in the country. The baseline will be calculated from the average value of the last 5 reports from "Informe de Indicadores de Ciencia y Tecnología, El Salvador 2013", Consejo Nacional de Ciencia Y Tecnología (CONACYT). (2009-2013).

PERFORMANCE INDICATOR VALUES

Year	Target	Actual	Notes
FY2015	0%		
FY2016	2%		
FY2017	5%		

Performance Indicator Reference Sheet			
Goal: To contribute to broad-based economic growth by strengthening El Salvador's higher education system to adequately respond to the country's productive sector needs.			
Activity Intermediate Results IR 2: Relevance and quality of curricula and research improved.			
Indicator Title: HE10-Percentage of change in value of university applied research funded by industry.			
Is this an Annual Report indicator? Yes, for Reporting Year 1 FY2015, June 6, 2014–September 30, 2015; Indicator code. HE10 (CI-03)			
FY2018	8%		
FY2019	10%		
LOA	10%		Targets were estimated from average value of the last 5 reports from "Informe de Indicadores de Ciencia y Tecnología, El Salvador 2013", Consejo Nacional de Ciencia Y Tecnología (CONACYT). The percent change is a change compared to the baseline.
THIS SHEET LAST UPDATED ON: October 2015			

Performance Indicator Reference Sheet

Goal: To contribute to broad-based economic growth by strengthening El Salvador's higher education system to adequately respond to the country's productive sector needs.

Activity Intermediate Results IR 2: Relevance and quality of curricula and research improved.

Indicator Title: HE11-Number of USG supported Career Development Centers (CDCs) established or improved at participating HEIs for the purpose of increased job placement in priority sectors and data collection regarding labor force supply and demand.

Is this an Annual Report indicator? Yes, for Reporting Year 1 FY2015, June 6, 2014–September 30, 2015;

Indicator code. HE11 (CI-04)

DESCRIPTION

Definition: The indicator tracks the number of CDCs established or improved at participating HEIs. The main objective of a CDC is the orientation and training of students for success in their professional performance; through the effective search of employment, entrepreneurship or to continue their studies. It is a service that is available to all students of the HEIs.

Rationale: The CDC is a very important link between the university and the company. The CDC allows the information received by the student through the various guidance and training programs, corresponding to real and specific needs and potential of incorporation of graduates in companies (related in the priority sectors). A CDC will be considered "established" when it becomes operational, providing students with career counseling and career development services, self-assessments, workshops, presentations for academic departments, career fairs, and mock interviews, in addition to other services. A CDC will be considered "improved" when the CDC compliance with CDC model promoted by the Activity (career guidance, guidance for entrepreneurship, continuous improvement orientation). A checklist will be used to identify gaps per each axis of the model.

Unit of Measure: Number

Disaggregated by: New(established), Improved

Type: Outcome	**Direction of Change:** Higher = better

Data Source: Partner HEIs, industry advisory boards, subcontractor, local partners, Activity records

Measurement notes: Sectors include ICT, energy and energy efficiency, light manufacturing, agro-industry and food processing, and health products and services (pharmaceuticals) are the Activity priority sectors.

PLAN FOR DATA ACQUISITION BY USAID

Data collection method: Primary and secondary quantitative data will be collected using a variety of instruments and methods, including reports, data forms, and on-site interviews and visits.

Method of data acquisition by USAID: Annual reports, DIS Module 1 system

Frequency and timing of data acquisition by USAID: Annually

Estimated Cost of Data Acquisition: N/A

Individual responsible at USAID: COR

Individual responsible for providing data to USAID: COP

Performance Indicator Reference Sheet

Goal: To contribute to broad-based economic growth by strengthening El Salvador's higher education system to adequately respond to the country's productive sector needs.

Activity Intermediate Results IR 2: Relevance and quality of curricula and research improved.

Indicator Title: HE11-Number of USG supported Career Development Centers (CDCs) established or improved at participating HEIs for the purpose of increased job placement in priority sectors and data collection regarding labor force supply and demand.

Is this an Annual Report indicator? Yes, for Reporting Year 1 FY2015, June 6, 2014–September 30, 2015;

Indicator code. HE11 (CI-04)

Location of Data Storage: Activity files

DATA QUALITY ISSUES

Date of Initial Data Quality Assessment: Not applicable

Known Data Limitations and Significance (if any): None

Actions Taken or Planned to Address Data Limitations: The RTI-M&E Specialist will ensure that the data collection instrument and its application remain consistent for annual collection and that data are collected in a timely manner**. S**pecific actions to address data limitations will be taken once they are determined.

Date of Future Data Quality Assessments: Annually

Procedures for Future Data Quality Assessments: Site visits, spot checks; data requirements will be included in partner scopes of work. The RTI-M&E Specialist will conduct ad-hoc reviews of data quality collection and maintenance procedures.

PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING

Data Analysis: The RTI-M&E Specialist will analyze the data on an annual basis to ensure that Activity targets are being met. Analysis will include comparison of current performance against past and targeted performance.

Presentation of Data: Written report including narrative (trend analysis) and tables.

Review of Data: Annually

Reporting of Data: Annual reports

OTHER NOTES

Notes on Baselines/Targets: Baseline is zero for this indicator; targets are reported for all years of Activity.

PERFORMANCE INDICATOR VALUES

Year	Target	Actual	Notes
FY2015	1		
FY2016	4		
FY2017	0		

Performance Indicator Reference Sheet

Goal: To contribute to broad-based economic growth by strengthening El Salvador's higher education system to adequately respond to the country's productive sector needs.

Activity Intermediate Results IR 2: Relevance and quality of curricula and research improved.

Indicator Title: HE11-Number of USG supported Career Development Centers (CDCs) established or improved at participating HEIs for the purpose of increased job placement in priority sectors and data collection regarding labor force supply and demand.

Is this an Annual Report indicator? Yes, for Reporting Year 1 FY2015, June 6, 2014–September 30, 2015;

Indicator code. HE11 (CI-04)

FY2018	0		
FY2019	0		
LOA	5		
THIS SHEET LAST UPDATED ON: October 2015			

Performance Indicator Reference Sheet

Goal: To contribute to broad-based economic growth by strengthening El Salvador's higher education system to adequately respond to the country's productive sector needs.

Activity Intermediate Results IR 3: System effectiveness and institutional capacity heightened.

Indicator Title: HE12-Number of initiatives of national higher education innovation policy, strategies, or plans drafted, presented to stakeholders, approved or implemented attributable to the USG support.

Is this an Annual Report indicator? Yes, for Reporting Year 1 FY2015, June 6, 2014–September 30, 2015

Indicator No. HE12 (CI-05).

DESCRIPTION

Definition: The scope of this indicator refers to the number of potential initiatives promoted as a result of USG programs that directly contribute to positive change in modernizing national higher education policy. The approval and implementation of such initiatives will depend on the endorsement of the respective authorities (academia-private sector-government).

The Activity will promote high-level dialogues where these initiatives will be discussed. This dialogue is intended to explore ways to collaborate with academia-private sector- government efforts to improve higher education. Dialogue events include conferences, symposia, roundtable discussions, working groups, or other formal meetings involving at least two sectors (academia, private sector or government).

The term "approved" means than key actors representative approve an initiative in the high-level dialogues. Key actors refer to policy makers, decision makers and opinion-makers from academia, private sector and government. An initiative is considered "implemented" if the initiative is implemented in the Salvadoran Higher Education System.

Rationale: Improved higher education policy is one key component of developing and leveraging science and technology innovation for societal benefit and economic growth.

Unit of Measure: Number

Disaggregated by: *S*ector

Type: Outcome	**Direction of Change:** Higher = better

Data Source: Partner HEIs, public and private sector partners, local partners, Activity records

Measurement notes: None

PLAN FOR DATA ACQUISITION BY USAID

Data collection method: Innovation policy, strategies, or plans

Method of data acquisition by USAID: Annual reports, DIS Module 1 system

Frequency and timing of data acquisition by USAID: Annually

Estimated Cost of Data Acquisition: N/A

Individual responsible at USAID: COR

Individual responsible for providing data to USAID: COP

Location of Data Storage: Activity files

DATA QUALITY ISSUES

Performance Indicator Reference Sheet

Goal: To contribute to broad-based economic growth by strengthening El Salvador's higher education system to adequately respond to the country's productive sector needs.

Activity Intermediate Results IR 3: System effectiveness and institutional capacity heightened.

Indicator Title: HE12-Number of initiatives of national higher education innovation policy, strategies, or plans drafted, presented to stakeholders, approved or implemented attributable to the USG support.

Is this an Annual Report indicator? Yes, for Reporting Year 1 FY2015, June 6, 2014–September 30, 2015

Indicator No. HE12 (CI-05).

Date of Initial Data Quality Assessment: Not applicable

Known Data Limitations and Significance (if any): None

Actions Taken or Planned to Address Data Limitations: The RTI-M&E Manager will ensure that the data collection instrument and its application remain consistent for annual collection and that data are collected in a timely manner**. S**pecific actions to address data limitations will be taken once they are determined.

Date of Future Data Quality Assessments: Annually

Procedures for Future Data Quality Assessments: Site visits, spot checks; data requirements will be included in partner scopes of work. The RTI-M&E Manager will conduct ad-hoc reviews of data quality collection and maintenance procedures.

PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING

Data Analysis: The RTI-M&E Manager will analyze the data on an annual basis to ensure that Activity targets are being met. Analysis will include comparison of current performance against past and targeted performance, and overall cost effectiveness of program.

Presentation of Data: Written report including narrative (trend analysis), graphs, and tables.

Review of Data: Annually

Reporting of Data: Annual reports

OTHER NOTES

Notes on Baselines/Targets: Baseline is zero for this indicator; targets are reported for all years of the Activity.

PERFORMANCE INDICATOR VALUES			
Year	**Target**	**Actual**	**Notes**
FY2015	0		
FY2016	0		
FY2017	1		
FY2018	1		
FY2019	1		

Performance Indicator Reference Sheet			
Goal: To contribute to broad-based economic growth by strengthening El Salvador's higher education system to adequately respond to the country's productive sector needs.			
Activity Intermediate Results IR 3: System effectiveness and institutional capacity heightened.			
Indicator Title: HE12-Number of initiatives of national higher education innovation policy, strategies, or plans drafted, presented to stakeholders, approved or implemented attributable to the USG support.			
Is this an Annual Report indicator? Yes, for Reporting Year 1 FY2015, June 6, 2014–September 30, 2015 Indicator No. HE12 (CI-05).			
LOA	3		The approval and implementation of initiatives will depend on the endorsement of the respective authorities (academia-private sector- government)
THIS SHEET LAST UPDATED ON: October 2015			

Performance Indicator Reference Sheet

Goal: To contribute to broad-based economic growth by strengthening El Salvador's higher education system to adequately respond to the country's productive sector needs.
Activity Intermediate Results IR 3: System effectiveness and institutional capacity heightened.
Indicator Title: HE13-Number of local and international alliances among higher education institutions for implementing new and improved academic programs aimed at jointly supporting Salvadoran productive sector needs.
Is this an Annual Report indicator? Yes, for Reporting Year 1 FY2015, June 6, 2014–September 30, 2015;   Indicator code. HE13 (CI-06).

DESCRIPTION

Definition: This indicator tracks agreements made by two or more higher education institutions, either, local or international, oriented to join and share knowledge and/or experience to effectively support Salvadoran productive sector needs.   An alliance with multiple partners should only be counted as a single alliance. However, an operating unit may form more than one alliance with the same entity and each alliance should be counted separately. An alliance is considered "formed" when there is a clear agreement, written and signed, to work together to achieve a common objective. This is often in the form of a memorandum of understanding (MOU) or, more formally, as a cooperative agreement, and/or a contract. A formal alliance is usually formed when the partners (private firms and USG-supported HEIs) agree to combine resources (cash and/or in-kind) and expertise to achieve key development objectives and mutually determined results. Only an alliance formed in the reporting year should be counted. Any alliance that was formed in a previous year should not be included.
Rationale: Partnerships created and maintained will lead to sustainable change in higher education.
Unit of Measure: Number
Disaggregated by: Sector, Partner (HEI/private firm), local/International.

Type: Outcome	**Direction of Change:** Higher = better

Data Source: Partner HEIs, private sector partners, subcontractors, local partners, Activity records
Measurement notes: Sectors include ICT, energy and energy efficiency, light manufacturing, agro-industry and food processing, and health products and services (pharmaceuticals) are the Activity priority sectors.

PLAN FOR DATA ACQUISITION BY USAID

Data collection method: Primary and secondary quantitative data will be collected using a variety of instruments and methods, including reports, data forms, and on-site interviews and visits.
Method of data acquisition by USAID: Annual reports, DIS Module 1 system
Frequency and timing of data acquisition by USAID: Annually
Estimated Cost of Data Acquisition: N/A
Individual responsible at USAID: COR
Individual responsible for providing data to USAID: COP
Location of Data Storage: Activity files

Performance Indicator Reference Sheet

Goal: To contribute to broad-based economic growth by strengthening El Salvador's higher education system to adequately respond to the country's productive sector needs.

Activity Intermediate Results IR 3: System effectiveness and institutional capacity heightened.

Indicator Title: HE13-Number of local and international alliances among higher education institutions for implementing new and improved academic programs aimed at jointly supporting Salvadoran productive sector needs.

Is this an Annual Report indicator? Yes, for Reporting Year 1 FY2015, June 6, 2014–September 30, 2015;

Indicator code. HE13 (CI-06).

DATA QUALITY ISSUES

Date of Initial Data Quality Assessment: Not applicable

Known Data Limitations and Significance (if any): None

Actions Taken or Planned to Address Data Limitations: The RTI-M&E Specialist will ensure that the data collection instrument and its application remain consistent for annual collection and that data are collected in a timely manner**. S**pecific actions to address data limitations will be taken once they are determined.

Date of Future Data Quality Assessments: Annually

Procedures for Future Data Quality Assessments: Site visits, spot checks; data requirements will be included in partner scopes of work. The RTI-M&E Specialist will conduct ad-hoc reviews of data quality collection and maintenance procedures.

PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING

Data Analysis: The RTI-M&E Specialist will analyze the data on an annual basis to ensure that Activity targets are being met. Analysis will include comparison of current performance against past and targeted performance, and overall cost effectiveness of program.

Presentation of Data: Written report including narrative (trend analysis), graphs, and tables.

Review of Data: Annually

Reporting of Data: Annual reports

OTHER NOTES

Notes on Baselines/Targets: Baseline is zero for this indicator; targets are reported for all years of the Activity.

PERFORMANCE INDICATOR VALUES

Year	Target	Actual	Notes
FY2015	5	4	June 6, 2014–September 30, 2015
FY2016	2		
FY2017	1		
FY2018	1		

Goal: To contribute to broad-based economic growth by strengthening El Salvador's higher education system to adequately respond to the country's productive sector needs.	
Activity Intermediate Results IR 3: System effectiveness and institutional capacity heightened.	
Indicator Title: HE13-Number of local and international alliances among higher education institutions for implementing new and improved academic programs aimed at jointly supporting Salvadoran productive sector needs.	

Is this an Annual Report indicator? Yes, for Reporting Year 1 FY2015, June 6, 2014–September 30, 2015;

Indicator code. HE13 (CI-06).

FY2019	1		
LOA	10		

THIS SHEET LAST UPDATED ON: October 2015

Performance Indicator Reference Sheet

Goal: To contribute to broad-based economic growth by strengthening El Salvador's higher education system to adequately respond to the country's productive sector needs.

Activity Intermediate Results IR 3: System effectiveness and institutional capacity heightened.

Indicator Title: HE14-Number of USG-supported initiatives and/or best practices adopted for institutional strengthening.

Is this an Annual Report indicator? Yes, for Reporting Year 1 FY2015, June 6, 2014–September 30, 2015;

Indicator code. HE14 (CI-07).

DESCRIPTION

Definition: This indicator tracks the number of best practices adopted by selected HEIs as a result of USG support in the areas of institutional strengthening and potential to be replicated in other higher education institutions or other organizations. A best practice is considered a significant change in areas supported by the Activity. Among them are: evaluation practices, management information systems, student monitoring systems, leadership, financial management, fundraising, grant-writing training, and international and regional institutional and program accreditation processes.

Rationale: The anticipated result of the initiatives — improved institutional capacity of beneficiaries – will upgrade the skills of HEI leaders to manage strong institutions with the leadership, accountability, and governance needed to transform higher education, as well as, allow HEIs to adapt to changing needs of the labor market at a pace consistent with market changes.

Unit of Measure: Number

Disaggregated by: Sector

Type: Output	**Direction of Change:** Higher = better

Data Source: Partner HEIs, subcontractors, local partners, Activity records.

Measurement notes: Sectors include ICT, energy and energy efficiency, light manufacturing, agro-industry and food processing, and health products and services (pharmaceuticals) are the Activity priority sectors.

PLAN FOR DATA ACQUISITION BY USAID

Data collection method: Primary and secondary quantitative data will be collected using a variety of instruments and methods, including reports, data forms, and on-site interviews and visits.

Method of data acquisition by USAID: Annual reports, DIS Module 1 system

Frequency and timing of data acquisition by USAID: Annually

Estimated Cost of Data Acquisition: N/A

Individual responsible at USAID: COR

Individual responsible for providing data to USAID: COP

Location of Data Storage: Activity files

DATA QUALITY ISSUES

Date of Initial Data Quality Assessment: Not applicable

Performance Indicator Reference Sheet

Goal: To contribute to broad-based economic growth by strengthening El Salvador's higher education system to adequately respond to the country's productive sector needs.

Activity Intermediate Results IR 3: System effectiveness and institutional capacity heightened.

Indicator Title: HE14-Number of USG-supported initiatives and/or best practices adopted for institutional strengthening.

Is this an Annual Report indicator? Yes, for Reporting Year 1 FY2015, June 6, 2014–September 30, 2015;

Indicator code. HE14 (CI-07).

Known Data Limitations and Significance (if any): None

Actions Taken or Planned to Address Data Limitations: The RTI-M&E Specialist will ensure that the data collection instrument and its application remain consistent for annual collection and that data are collected in a timely manner. Specific actions to address data limitations will be taken once they are determined.

Date of Future Data Quality Assessments: Annually

Procedures for Future Data Quality Assessments: Site visits, spot checks; data requirements will be included in partner scopes of work. The RTI-M&E Specialist will conduct ad-hoc reviews of data quality collection and maintenance procedures.

PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING

Data Analysis: The RTI-M&E Specialist will analyze the data on an annual basis to ensure that Activity targets are being met. Analysis will include comparison of current performance against past and targeted performance, and overall cost effectiveness of program.

Presentation of Data: Written report including narrative (trend analysis), graphs, and tables.

Review of Data: Annually

Reporting of Data: Annual reports

OTHER NOTES

Notes on Baselines/Targets: Baseline is zero for this indicator; targets are reported for all years of the Activity.

PERFORMANCE INDICATOR VALUES

Year	Target	Actual	Notes
FY2015	0		
FY2016	0		
FY2017	1		
FY2018	2		
FY2019	2		
LOA	5		

THIS SHEET LAST UPDATED ON: October 2015

Performance Indicator Reference Sheet
Goal: To contribute to broad-based economic growth by strengthening El Salvador's higher education system to adequately respond to the country's productive sector needs.
Activity Intermediate Results IR 3: System effectiveness and institutional capacity heightened.
Indicator Title: HE14-Number of USG-supported initiatives and/or best practices adopted for institutional strengthening.
Is this an Annual Report indicator? Yes, for Reporting Year 1 FY2015, June 6, 2014–September 30, 2015; Indicator code. HE14 (CI-07).

Performance Indicator Reference Sheet
Goal: To contribute to broad-based economic growth by strengthening El Salvador's higher education system to adequately respond to the country's productive sector needs.
Activity Intermediate Results IR 3: System effectiveness and institutional capacity heightened.
Indicator Title: HE15-Number of higher education academic programs for which an international, regional or national accreditation process is initiated.
Is this an Annual Report indicator? Yes, for Reporting Year 1 FY2015, June 6, 2014–September 30, 2015; Indicator code. HE15 (CI-08).

DESCRIPTION
Definition: The indicator measures the number of academic programs at participating HEIs that initiate a process of accreditation (not institutional accreditation) at a national, regional or international level.
Rationale: Accreditation at a national, regional or international level will strengthen academic programs through external review of quality standards and serves as one indicator of quality. For faculty and administrators, it promotes on-going self-evaluation and continuous improvement and provides an effective system for accountability. For prospective students, it provides assurance that the programs have been evaluated based on standards of quality. For prospective employers, it provides assurance that the curriculum covers essential skills and knowledge needed for today's jobs.
Unit of Measure: Number
Disaggregated by: Sector

Type: Output	**Direction of Change:** Higher = better

Data Source: Partner HEIs, subcontractors, local partners, and Activity records.
Measurement notes: None

PLAN FOR DATA ACQUISITION BY USAID
Data collection method: Primary and secondary quantitative data will be collected using a variety of instruments and methods, including reports, data forms, and on-site interviews and visits.
Method of data acquisition by USAID: Annual reports, DIS Module 1 system
Frequency and timing of data acquisition by USAID: Annually
Estimated Cost of Data Acquisition: N/A

Performance Indicator Reference Sheet

Goal: To contribute to broad-based economic growth by strengthening El Salvador's higher education system to adequately respond to the country's productive sector needs.

Activity Intermediate Results IR 3: System effectiveness and institutional capacity heightened.

Indicator Title: HE14-Number of USG-supported initiatives and/or best practices adopted for institutional strengthening.

Is this an Annual Report indicator? Yes, for Reporting Year 1 FY2015, June 6, 2014–September 30, 2015;

Indicator code. HE14 (CI-07).

Individual responsible at USAID: COR

Individual responsible for providing data to USAID: COP

Location of Data Storage: Activity files

DATA QUALITY ISSUES

Date of Initial Data Quality Assessment: Not applicable

Known Data Limitations and Significance (if any): None

Actions Taken or Planned to Address Data Limitations: The RTI-M&E Specialist will ensure that the data collection instrument and its application remain consistent for annual collection and that data are collected in a timely manner. **S**pecific actions to address data limitations will be taken once they are determined.

Date of Future Data Quality Assessments: Annually

Procedures for Future Data Quality Assessments: Site visits, spot checks; data requirements will be included in partner scopes of work. The RTI-M&E Specialist will conduct ad-hoc reviews of data quality collection and maintenance procedures.

PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING

Data Analysis: The RTI-M&E Specialist will analyze the data on an annual basis to ensure that Activity targets are being met. Analysis will include comparison of current performance against past and targeted performance, and overall cost effectiveness of program.

Presentation of Data: Written report including narrative (trend analysis), graphs, and tables.

Review of Data: Annually

Reporting of Data: Annual reports

OTHER NOTES

Notes on Baselines/Targets: Baseline is zero for this indicator; targets are reported for all years of the Activity.

PERFORMANCE INDICATOR VALUES

Year	Target	Actual	Notes
FY2015	0		
FY2016	0		

	Performance Indicator Reference Sheet		
**Goal:** To contribute to broad-based economic growth by strengthening El Salvador's higher education system to adequately respond to the country's productive sector needs.		
**Activity Intermediate Results IR 3:** System effectiveness and institutional capacity heightened.		
**Indicator Title:** HE14-Number of USG-supported initiatives and/or best practices adopted for institutional strengthening.		
**Is this an Annual Report indicator?** Yes, for Reporting Year 1 FY2015, June 6, 2014–September 30, 2015; Indicator code. HE14 (CI-07).		

FY2017	0		
FY2018	2		The Activity will promote program and institutional accreditation. This accreditation process takes on average two years.
FY2019	3		
LOA	5		

THIS SHEET LAST UPDATED ON: October 2015

	Performance Indicator Reference Sheet	
	**Goal:** To contribute to broad-based economic growth by strengthening El Salvador's higher education system to adequately respond to the country's productive sector needs.	
	**Activity Intermediate Results IR 3:** System effectiveness and institutional capacity heightened.	
	**Indicator Title:** HE16-Number of students with scholarships awarded for priority academic programs updated or created with USG support.	
	**Is this an Annual Report indicator?** Yes, for Reporting Year 1 FY2015, June 6, 2014–September 30, 2015; Indicator code. HE16 (CI-09).	
	**DESCRIPTION**	
	**Definition:** This indicator tracks the number of students pursuing a technical or bachelor degree related to priority sectors who received scholarships awarded. Sectors include ICT, energy and energy efficiency, light manufacturing, agro-industry and food processing, and health products and services (pharmaceuticals).	
**Rationale:** In year two the Activity will design a scholarship program to be administered by the participating HEIs, to support participation of 1,000 students in new or upgraded academic career programs in high demand fields. The Activity will initiate the student scholarship program with the development of alliances with existing programs and other enrichment programs which may provide a pool of qualified and talented students for new careers.	
**Unit of Measure:** Number	
**Disaggregated by:** Sector, Sex, Program	
Type: Output		**Direction of Change:** Higher = better
**Data Source:** Partner HEIs, industry advisory boards, subcontractor, local partners, Activity records	
**Measurement notes:** None	

Performance Indicator Reference Sheet
Goal: To contribute to broad-based economic growth by strengthening El Salvador's higher education system to adequately respond to the country's productive sector needs.
Activity Intermediate Results IR 3: System effectiveness and institutional capacity heightened.
Indicator Title: HE14-Number of USG-supported initiatives and/or best practices adopted for institutional strengthening.
Is this an Annual Report indicator? Yes, for Reporting Year 1 FY2015, June 6, 2014–September 30, 2015;   Indicator code. HE14 (CI-07).
PLAN FOR DATA ACQUISITION BY USAID
Data collection method: Primary and secondary quantitative data will be collected using a variety of instruments and methods, including reports, data forms, and on-site interviews and visits.
Method of data acquisition by USAID: Annual reports, DIS Module 1 system
Frequency and timing of data acquisition by USAID: Annually
Estimated Cost of Data Acquisition: N/A
Individual responsible at USAID: COR
Individual responsible for providing data to USAID: COP
Location of Data Storage: Activity files
DATA QUALITY ISSUES
Date of Initial Data Quality Assessment: Not applicable
Known Data Limitations and Significance (if any): None
Actions Taken or Planned to Address Data Limitations: The RTI-M&E Specialist will ensure that the data collection instrument and its application remain consistent for annual collection and that data are collected in a timely manner**. S**pecific actions to address data limitations will be taken once they are determined.
Date of Future Data Quality Assessments: Annually
Procedures for Future Data Quality Assessments: Site visits, spot checks; data requirements will be included in partner scopes of work. The RTI-M&E Specialist will conduct ad-hoc reviews of data quality collection and maintenance procedures.
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING
Data Analysis: The RTI-M&E Specialist will analyze the data on an annual basis to ensure that Activity targets are being met. Analysis will include comparison of current performance against past and targeted performance, and overall cost effectiveness of program.
Presentation of Data: Written report including narrative (trend analysis), graphs, and tables.
Review of Data: Annually
Reporting of Data: Annual reports

Performance Indicator Reference Sheet

Goal: To contribute to broad-based economic growth by strengthening El Salvador's higher education system to adequately respond to the country's productive sector needs.

Activity Intermediate Results IR 3: System effectiveness and institutional capacity heightened.

Indicator Title: HE14-Number of USG-supported initiatives and/or best practices adopted for institutional strengthening.

Is this an Annual Report indicator? Yes, for Reporting Year 1 FY2015, June 6, 2014–September 30, 2015;

Indicator code. HE14 (CI-07).

OTHER NOTES

Notes on Baselines/Targets: Baseline is zero for this indicator; targets are reported for all years of the Activity.

PERFORMANCE INDICATOR VALUES

Year	Target	Actual	Notes
FY2015	0		
FY2016	0		
FY2017	250		Prior to awarding scholarships to students, it is required to have a scholarship program in alliance with the private sector. It is expected to cover at least 25% of the global target. 50% Male and 50% Female
FY2018	375		50% Male and 50% Female
FY2019	375		50% Male and 50% Female
LOA	1000		

THIS SHEET LAST UPDATED ON: October 2015

Performance Indicator Reference Sheet

Goal: To contribute to broad-based economic growth by strengthening El Salvador's higher education system to adequately respond to the country's productive sector needs.

Cross-Cutting: System effectiveness and institutional capacity heightened.

Indicator Title: HE17-Value of additional financial and/or in-kind resources contributed to USG-supported public-private partnerships (PPPs) (in USD).

Is this an Annual Report indicator? No, it is a Quarterly Report Indicator, Indicator code. HE17 (PPP-6).

DESCRIPTION

Performance Indicator Reference Sheet

Goal: To contribute to broad-based economic growth by strengthening El Salvador's higher education system to adequately respond to the country's productive sector needs.
Activity Intermediate Results IR 3: System effectiveness and institutional capacity heightened.
Indicator Title: HE14-Number of USG-supported initiatives and/or best practices adopted for institutional strengthening.
Is this an Annual Report indicator? Yes, for Reporting Year 1 FY2015, June 6, 2014–September 30, 2015;   Indicator code. HE14 (CI-07).
Definition: The Activity has a $5 million grants under contract (GUC) program designed to achieve program effectiveness, sustainability, and private sector engagement. The GUC mechanism requires matching or leverage funds, in-kind or cash contributions, in the total amount of $5 million in order to leverage resources from (1) higher education institutions (HEIs), (2) other donors, or (3) non-government organizations. Non-government organizations are understood to represent private sector and to encompass the following types of entities: private businesses, financial institutions, entrepreneurs, investors, philanthropists, national or international foundations, and other for-profit and nonprofit non-governmental entities.   The leverage requirement may be met through cash or in-kind resources, assets, and expertise which may include the following examples: use of training or other purpose-specific facilities such as laboratories necessary for implementation; value of time donated by employees or consultants whose work and expertise is necessary to the project; value of salaries for staff dedicated to the project; technology, communications, and capital assets; intellectual property rights; licenses; equipment donations; and other types of contributions.
Rationale: This indicator provides a measurement of the amount of additional resources that were leveraged from outside the USG in order to achieve a broader impact than with USG resources alone. Therefore, this indicator measures the increased scalability of USG funding.
Unit of Measure: USD
Disaggregated by: Sector, value of cash or in-kind (in USD) private sector partner(s) contribution through partnerships or alliances.

Type: Output	**Direction of Change:** Higher = better

Data Source: Partner HEIs, public and private sector partners, subcontractors, Activity records
Measurement notes: Sectors include ICT, energy and energy efficiency, light manufacturing, agro-industry and food processing, and health products and services (pharmaceuticals), are the Activity priority sectors.
PLAN FOR DATA ACQUISITION BY USAID
Data collection method: Primary and secondary quantitative data will be collected using a variety of instruments and methods, including reports and data forms. On-site interviews and visits, when needed.
Method of data acquisition by USAID: Quarterly Reports and Quarterly Leverage Report, DIS Module 1 system
Frequency and timing of data acquisition by USAID: Quarterly
Estimated Cost of Data Acquisition: N/A
Individual responsible at USAID: COR
Individual responsible for providing data to USAID: COP
Location of Data Storage: Activity files

Performance Indicator Reference Sheet

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Is this an Annual Report indicator? Yes, for Reporting Year 1 FY2015, June 6, 2014–September 30, 2015;

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DATA QUALITY ISSUES

Date of Initial Data Quality Assessment: Not applicable

Known Data Limitations and Significance (if any): A key limitation would be the subjective nature of calculating the value of in-kind contributions, or even determining which things count towards the in-kind contribution.

Actions Taken or Planned to Address Data Limitations: The RTI-M&E Specialist will ensure that the data collection instrument and its application remain consistent for annual collection and that data are collected in a timely manner. **S**pecific actions to address data limitations will be taken once they are determined.

Date of Future Data Quality Assessments: Annually

Procedures for Future Data Quality Assessments: Site visits, spot checks; data requirements will be included in partner scopes of work. The RTI-M&E Specialist will conduct ad-hoc reviews of data quality collection and maintenance procedures.

PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING

Data Analysis: The RTI-M&E Specialist will analyze the data on a quarterly basis to ensure that Activity targets are being met. Analysis will include comparison of current performance against past and targeted performance.

Presentation of Data: Written report including narrative (trend analysis), graphs, and tables.

Review of Data: Quarterly

Reporting of Data: Quarterly Reports and Quarterly Leverage Reports

OTHER NOTES

Notes on Baselines/Targets: Baseline is zero for this indicator; targets are reported for all years of the Activity.

PERFORMANCE INDICATOR VALUES

Year	Target	Actual	Notes
FY2015	$0		
FY2016	$500,000		
FY2017	$1.5M		
FY2018	$2M		
FY2019	$2M		

Performance Indicator Reference Sheet			
Goal: To contribute to broad-based economic growth by strengthening El Salvador's higher education system to adequately respond to the country's productive sector needs.			
Activity Intermediate Results IR 3: System effectiveness and institutional capacity heightened.			
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LOA	$6M		
THIS SHEET LAST UPDATED ON: October 2015			

Annex D   PALS Instrument

Principles of Adult Learning Scale (PALS)

Developed by Gary J. Conti

DIRECTIONS

The following survey contains several things that a teacher of adults might do in a classroom. You may personally find some of them desirable and find others undesirable. For each item please respond to the way you **most frequently practice** the action described in the item. Your choices are *Always*, *Almost Always*, *Often*, *Seldom*, *Almost Never*, and *Never*. If the item **does not apply** to you, circle number 5 for never.

Always	Almost Always	Often	Seldom	Almost Never	Never
A	**AA**	**O**	**S**	**AN**	**N**

Question/Item	Response Category	Value
1. I allow students to participate in developing the criteria for evaluating their performance in class.	A AA O S AN N	
2. I use disciplinary action when it is needed.	A AA O S AN N	
3. I allow older students more time to complete assignments when they need it.	A AA O S AN N	
4. I encourage students to adopt middle class values.	A AA O S AN N	
5. I help students diagnose the gaps between their goals and their present level of performance.	A AA O S AN N	
6. I provide knowledge rather than serve as a resource person.	A AA O S AN N	
7. I stick to the instructional objectives that I write at the beginning of a program.	A AA O S AN N	
8. I participate in the informal counseling of students.	A AA O S AN N	
9. I use lecturing as the best method for presenting my subject material to adult students.	A AA O S AN N	
10. I arrange the classroom so that it is easy for students to interact.	A AA O S AN N	
11. I determine the educational objectives for each of my students.	A AA O S AN N	
12. I plan units which differ widely as possible from my students' socio-economic backgrounds.	A AA O S AN N	
13. I get a student to motivate himself/herself by confronting him/her in the presence of classmates during group discussions.	A AA O S AN N	
14. I plan learning episodes to take into account my students' prior experiences.	A AA O S AN N	
15. I allow students to participate in making decisions about the topics that will be covered in class.	A AA O S AN N	
16. I use one basic teaching method because I have found that most adults have a similar style of learning.	A AA O S AN N	
17. I use different techniques depending on the students being taught.	A AA O S AN N	
18. I encourage dialogue among my students.	A AA O S AN N	
19. I use written tests to assess the degree of academic growth rather than to indicate new directions for learning.	A AA O S AN N	
20. I utilize the many competencies that most adults already possess to achieve educational objectives.	A AA O S AN N	
21. I use what history has proven that adults need to learn as my chief criteria for planning learning episodes.	A AA O S AN N	
22. I accept errors as a natural part of the learning process.	A AA O S AN N	
23. I have individual conferences to help students identify their educational needs.	A AA O S AN N	

Question/Item	Response Category	Value
24. I let each student work at his/her own rate regardless of the amount of time it takes him/her to learn a new concept.	A AA O S AN N	
25. I help my students develop short-range as well as long-range objectives.	A AA O S AN N	
26. I maintain a well-disciplined classroom to reduce interference to learning.	A AA O S AN N	
27. I avoid discussion of controversial subjects that involve value judgments.	A AA O S AN N	
28. I allow my students to take periodic breaks during class.	A AA O S AN N	
29. I use methods that foster quiet, productive desk work.	A AA O S AN N	
30. I use tests as my chief method of evaluating students.	A AA O S AN N	
31. I plan activities that will encourage each student's growth from dependence on others to greater independence.	A AA O S AN N	
32. I gear my instructional objectives to match the individual abilities and needs of the students.	A AA O S AN N	
33. I avoid issues that relate to the student's concept of himself/herself.	A AA O S AN N	
34. I encourage my students to ask questions about the nature of their society.	A AA O S AN N	
35. I allow a student's motives for participating in continuing education to be a major determinant in the planning of learning objectives.	A AA O S AN N	
36. I have my students identify their own problems that need to be solved.	A AA O S AN N	
37. I give all my students in my class the same assignment on a given topic.	A AA O S AN N	
38. I use materials that were originally designed for students in elementary and secondary schools.	A AA O S AN N	
39. I organize adult learning episodes according to the problems that my students encounter in everyday life.	A AA O S AN N	
40. I measure a student's long term educational growth by comparing his/her total achievement in class to his/her expected performance as measured by national norms from standardized tests.	A AA O S AN N	
41. I encourage competition among my students.	A AA O S AN N	
42. I use different materials with different students.	A AA O S AN N	
43. I help students relate new learning to their prior experiences.	A AA O S AN N	
44. I teach units about problems of everyday living.	A AA O S AN N	

Always	*Almost Always*	*Often*	*Seldom*	*Almost Never*	*Never*
A	**AA**	**O**	**S**	**AN**	**N**

Scoring the Principles of Adult Learning Scale (PALS)

Positive Questions

Question numbers 1, 3, 5, 8, 10, 14, 15, 17, 18, 20, 22, 23, 24, 25, 28, 31, 32, 34, 35, 36, 39, 42, 43, and 44 are positive items. For positive questions, assign the following values: Always=5, Almost Always=4, Often=3, Seldom=2, Almost Never=1, and Never=0.

Negative Questions

Question numbers 2, 4, 6, 7, 9, 11, 12, 13, 16, 19, 21, 26, 27, 29, 30, 33, 37, 38, 40, and 41 are negative items. For negative questions, assign the following values: Always=0, Almost Always=1, Often=2, Seldom=3, Almost Never=4, and Never=5.

Missing Questions

Omitted questions are assigned a neutral value of 2.5.

Factor 1: Learner-Centered Activities

Question #	2	4	11	12	13	16	19	21	29	30	38	40	Total Score
Score													

Factor 2: Personalizing Instruction

Question #	3	9	17	24	32	35	37	41	42	Total Score
Score										

Factor 3: Relating to Experience

Question #	14	31	34	39	43	44	Total Score
Score							

Factor 4: Assessing Student Needs

Question #	5	8	23	25	Total Score
Score					

Factor 5: Climate Building

Question #	18	20	22	28	Total Score
Score					

Factor 6: Participation in the Learning Process

Question #	1	10	15	36	Total Score
Score					

Factor 7: Flexibility for Personal Development

Question #	6	7	26	27	33	Total Score
Score						

Computing and Interpreting Scores

Factor scores are calculated by summing the value of the responses for each item/question in the factor. Compare your factor score values to their respective means (see table below). If your score is equal to or greater than each respective mean, then this suggests that such factors are indicative of your teaching style. From such factors, you will then begin to identify what strategies you use to be consistent with your philosophy (from the Philosophy of Adult Education Inventory, PAEI). Those scores that are less than the mean indicate possible areas for improving a more learner-centered approach to teaching.

An individual's total score on the instrument is calculated by summing the value of each of the seven factors (see table below). Scores between 0-145 indicate your style is "teacher-centered." Scores between 146-220 indicate your style as being "learner-centered."

For a complete description of PALS and each of the seven factors, see Conti, G.J. (1998). Identifying Your Teaching Style (Ch. 4). In M.W. Galbraith (Ed.), *Adult Learning Methods* (2nd ed., pp. 73-84). Malabar, FL: Krieger Publishing Company.

Factor	Mean	Standard Deviation	Your Score
1	38	8.3	
2	31	6.8	
3	21	4.9	
4	14	3.6	
5	16	3.0	
6	13	3.5	
7	13	3.9	
TOTAL	146	20	