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USAID/DR Effective Schools Program
Mid-Term Evaluation

Listing of Annexes

Annex A: USAID/DR Effective Schools Program (ESP) Mid-Term Evaluation

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Annex A: Table of Contents

1. Introduction

The DR/ USAID Effective Schools Program (ESP) Mid-Term Evaluation is designed to provide insight on the performance, sustainability and efficiency of the ESP program. The report presents findings and conclusions within each of these domains. This document also serves as a point of reflection to inform the next half of the ESP and provides recommendations for USAID and implementing partner(s) to consider.

At the same time, this report contributes to the Education Portfolio Evaluation Integrated Report (Integrated Report). Within the Integrated Report the ESP's primary focus is in the cross cutting component of the formal education sector which reflects (1) teacher training and coaching, (2) teaching materials, (3) school management. Ultimately, with the USAID Strategy (2011-2015) on the horizon, final thoughts are provided in terms of reaching the Goal of, "improved reading for children in primary grades by 2015."

1.1 Background and Description of the Program Evaluated

The education system in the Dominican Republic consists of the Ministry of Education (MINERD), the Ministry of Higher Education, Science and Technology and the National Institute for Technical Formation. Through a national forum, these three institutions created the National Education Plan (2008-2018). Within the education system, the MINERD is responsible for executing the General Law of Education, 66-97, which articulates; "education is the permanent right of being human" (article 4). Within this context the ESP program operates in the basic education cycle, specifically in the first cycle (grades 1-4). The MINERD's current strategy calls on the ESP to expand to the Northern region of the country; see Appendix A-1 (MINERD, 2011). The policy identifies three interventions: the ESP, the Cultural Center POVEDA, and the Organization of Ibero-American States (OEI) to support basic education services via strategies in teacher training in mathematics and literacy, the provision of resources and education management support throughout the DR; see Appendix A-2 for program descriptions.

The ESP is implemented via a Cooperative Agreement ($US16.2 Million, 2009-2014) with the Pontifica Universidad Católica Madre Maestra (PUCMM). The ESP program builds on the Centers for Excellence in Teacher Training (CETT) and the Activities to Improve the Effectiveness of Teachers (TEF), which were USAID education programs implemented in the DR in the early 2000s. Whereas the CETT (2002) focused on literacy in grades 1-3, the TEF (2006) focused on mathematics in grades 1-4 and extending literacy work to grade 4.

The ESP responds to the demand for quality education. The overall program objective is: "to significantly contribute to the improvement of quality learning of students in the first cycle of primary education." (p.11, USAID, 2010). To meet this objective the program works in three component areas:

- In-service Literacy and Mathematics Teacher Training and Curriculum Development;
- Education Management; and,
- Monitoring and Evaluation.

The full intervention, in other words, all three program components, are implemented in La Vega, Jarabacoa, Santo Domingo Oeste, Herrera and Santiago, Santiago; other selected districts receive one or more intervention(s). Districts are selected in coordination with the MINERD. The Safe Schools Program, which works in grades beyond the first cycle of primary, was piloted in two districts. See the first column in Appendix A-2 for an overview of ESP materials and strategies.

In section 2 below, a brief description is provided before the analysis of performance for each component.

1.2 Methodology

For a detailed description of the methodology employed in the USAID/DR Midterm Portfolio Performance Review see the Integrated Report.

Data specific to this individual report includes: 30 key informant interviews, 42 classroom observations (30 minutes each on average), 24 director interviews, 28 teacher interviews, 3 group interviews with youth from the Safe Schools program and 3 group interviews with parents from the ESP schools (see Appendix A-3 for list of key informant interviews, and Appendix A-4 for a list of schools). Key informant interviews and group interviews were recorded and coded into general themes. Similarly, teacher and director interview responses were grouped by question and responses consolidated. Classroom observation data was tallied and percentages calculated; they were differentiated between duration in mathematics and literacy interventions when applicable.

Also unique to the ESP methodology is the review of student achievement data from student assessments administered between 2008 and 2011. This data includes a control sample in 2010 and 2011. Analysis can be found in Annex B.

2. Performance

The portfolio review employs the following definition of performance; "the contribution of each component to quality basic education, benefiting girls and boys equally" (AMEX International, 2012). Guiding questions include: Which components are being implemented and where?, How are they being implemented?, What are the characteristics?, Who is benefiting and to what degree?, and Is the project on track to meeting targets? In order to answer these questions and produce clear findings, conclusions and recommendations this section examines each of the ESP's components. Based on project documentation (quarterly reports, annual reports and implementation plans) outputs are identified. The analysis focuses on the main intervention: "In-service training and curriculum development," and then on the components: "Education Management", "Safe Schools", and "Monitoring and Evaluation." Findings from performance serve a foundation on which to build the discussion about efficiency and sustainability.

2.1 In-service teacher training and curriculum development

The "In-service teacher training and curriculum development" component of the ESP encompasses the literacy and the mathematics subcomponents; their purpose is to "contribute to the improvement of quality education through requiring teachers and technical staff to be effective in achieving an impact in mathematics, reading and writing competencies in first through fourth grade." (p. 6, ESP, 2012b)

2.1.1 In-service literacy teacher training and curriculum development

Output 1: The reading and writing literacy competencies (concepts, procedures, attitudes) of trained teachers and technical staff are strengthened.

Finding #1: Teachers participate in trainings and innovation circles; they primarily attribute their growth in competencies to accompaniment.	**Conclusion #1:** Classroom level support visits are important to developing teacher competencies.
Finding #2: The project's technical staff engage in a continuous process of professional development to strengthen competencies.	**Conclusion #2:** The district level technicians have not developed competencies on par with project staff in order to assume the support role.

While teachers participate in trainings and Innovation Circles[1], and attribute these activities to their development of literacy competencies, they primarily attribute their growth to accompanying visits[2] from technical staff. A challenge identified in key informant interviews and reiterated by teachers is that they often feel isolated when implementing new methodologies in their classrooms. The accompaniment support they receive mitigates feelings of isolation and facilitates their ability to implement the strategies they learn. As one teacher noted, "the project technical staff is educated and professionally prepared, every time they come they give us follow-up; they are not here to judge us, but to help us."

In addition, the project's technical staff engage in a continuous process of professional development to strengthen competencies. This professional development appears to be different from the district technician's competency development. The high quality expertise and commitment of the project technical staff is recognized by teachers, directors, and even district technicians. Teachers and directors, differentiate between the support they receive from district technical staff and project technical staff. One director commented; "The project technical staff provide visits that actually give results, compared to the district technical staff that come once every three months."

Classroom level support by quality technicians is essential to developing teachers' competencies. The district level technical staff have not developed competencies on par with project level technical staff. What's more, in order to support teachers in the development of their competencies, it appears unlikely that district level technical staff will be able to play this crucial supporting role. It is important to note that the findings and conclusions on teachers' competencies are based exclusively on interview data from teachers, directors, and key informants. There are no assessments to date which measure changes in teachers' literacy competencies. Findings discussed in relation to Output 2 below focus on the *application* of teachers' competencies.

Output 2: The pedagogical and methodological strategies of teachers trained are consistent with the curriculum proposed by the MINERD and applied in the classroom for strengthening student learning.

Finding #3: The MINERD curriculum was developed with guidance from the CETT and ESP programs. **Finding #4:** Teachers and administrators perceive that students are motivated and interested to learn reading and writing, they suggest this leads to better results. Assessments indicate increases in performance with some exceptions. **Finding #5:** Teachers and administrators perceive that students are learning how to think for themselves, analyze, infer, and communicate effectively.	**Conclusion #3:** Teachers and administrators perceive the literacy component intervention strategies as effective in strengthening student learning and assessment results largely confirm that they do.

[1] Innovation Circles are capacity building activities facilitated by project technical staff at the school level. They are held on a monthly basis for a portion of the school session (maximum 4 hours). They address specific teaching-learning needs and encourage teachers to share practices. The ESP includes 24 hours of Innovation Circle participation.

[2] Accompaniment usually entails observation by technical staff of teachers teaching in the classroom. Technicians use an observation tool to determine teacher progress in the ESP strategies. They share their observations with teachers and provide feedback. Teachers receive, on average, 1-2 visits per month per subject area.

Not only are the strategies and methodologies of teachers trained in the ESP program consistent with the curriculum proposed by the MINERD, but the MINERD developed its curriculum with guidance from the CETT and ESP programs.

Findings 4 and 5 relate to the perception of teachers and directors and changes in student learning, arguably the most important part of the ESP program. Consistently, teachers and directors, reflect that students are motivated and interested to learn reading and writing. They also suggest that the students are more interactive, engaged and responsible. They go on to note that this level of participation, which they attribute to the new methodologies, leads to improved student learning in reading and writing.

Statistical analysis of assessment data examines if there are statistically significant differences in student learning in literacy (see Annex B). According to the analysis of students in the ESP, the average response rate correct on assessments for students in fourth grade has increased significantly each year between 2008 and 2011; the same is true in first grade between 2010 and 2011. However there was no significant increase in second or third grade (See Table 12, Annex B). When examining results from a control sample collected in 2010 and 2011, there are significant differences between intervention and non-intervention schools in third and fourth grade, such that students in ESP schools on average perform better on the assessments[3] (see Table 27, Annex B).

At the same time, directors and teachers provide useful insights about skills which are more difficult to assess through standardized assessments. Teachers and directors perceive that students learn how to think for themselves, analyze, infer, and communicate effectively. As one Director stated, “the work with materials motivates them [the students], they think and innovate, they are able to think for themselves, not only what is in the book.” Based on these findings we can conclude that there is statistical evidence to support the perceptions held by teachers and school administrators that student learning has strengthened due to the ESP.

Output 2 (cont): The pedagogical and methodological strategies of teachers trained are consistent with the curriculum proposed by the MINERD and applied in the classroom for strengthening student learning.

Finding # 6: There is variation in strategies employed; teachers develop materials and infrequently dictate to students.	**Conclusion #4:** Teachers are in the process of applying the strategies and methodologies in the classroom.

The final group of findings related to Output 2 examine if the pedagogical changes teachers and directors describe can be observed taking place in the classroom. Additional details on teaching methodologies employed are included in Appendix A-5, which specifically examines the 14 classroom observations conducted during Spanish Language period with teachers who had either completed or were in the literacy intervention.

Classroom observations indicated:

- *Materials on classroom walls:* Teachers develop materials and they are seen in the classroom. Of all the classrooms observed (n=42 total observations), 50 percent had relevant materials on the walls that were age appropriate and were created by the teacher and students. An additional 32 percent had at least some materials (for a total of 82 percent). In some cases teachers went above and beyond; see the picture below.

[3] Treatment and control groups were not randomly assigned.

- *Classroom Learning Corners*[4]*:* Forty-six percent of the classrooms observed had at least one Learning Corner. However, they varied in their development from simply a poster on the wall which said "Corner" to a developed resource about a specific theme.
- *Teaching strategies employed:* None of the teachers were observed dictating to students. The most common pedagogical methods observed included teachers asking students questions out loud as a group (57 percent), followed by teachers writing questions on the board for students to answer (50 percent), and having students copy from the board (50 percent). Having students copy from the board is not reflective of the constructivist approach.[5]
- *Demonstrating with materials:* Despite the fact that teachers and directors discussed students motivated to learn through the use of materials, only 15 percent of teachers demonstrated with materials.

Based on these observations, it appears teachers are in the process of applying the strategies and methodologies in the classroom. Some strategies, for example designing classroom walls, are easier to implement than others, like teaching first graders to read using the letters of their names, see below.

[4] Learning Corners are created by teachers and students with materials facilitated by the ESP and their own materials. They are a resource in the classroom about a specific content area and reflect the current curriculum being taught. Students should be able to access the Corners, read and engage with the materials. Although labeled "Corner" they are usually located on the classroom wall.

[5] Constructivist teaching is based on the belief that learning occurs as learners are actively involved in a process of meaning and knowledge construction as opposed to passively receiving information. Constructivist teaching fosters critical thinking, and creates motivated and independent learners.

What's more, resource limitations (i.e. no workbooks) contribute to students spending large portions of time copying from the blackboard. (See Recommendations.)

With regard to **Output 3**, "Competencies for critical reading and writing of first- fourth grade students improved" see discussion presented above (Finding 4) and Annex B for detailed statistical analysis.

Output 4 states, "Teachers, directors, technicians, instructors and the program's technical team document the experiences to propagate the model and make it sustainable." Although there are various quarterly reports and other project documentation, the evaluation team did not receive any documentation, such as a systematized document of experiences, about the Literacy subcomponent or the ESP in general. (See Recommendations.)

2.1.2 In-service mathematics teacher training and curriculum development

Output 1: Teachers' mathematics competencies (knowledge, skills, aptitude and attitude) improved.
Output 2: Teachers' correct knowledge on mathematics curriculum and cross cutting themes included in the curriculum improved.

Finding #7: Teachers participate in trainings and accompaniment and attribute these activities to growth in their mathematic competencies. **Finding #8:** Teachers have low capacity in terms of content knowledge of the mathematics curriculum; no subsequent assessment to detect improvement.	**Conclusion #1:** Classroom level support visits are important to developing teacher competencies. **Conclusion #5**: The project has not provided sufficient evidence to determine if teacher capacity has improved, however it is an important issue to address given the low levels of teacher capacity evidenced.

The Mathematics subcomponent has similar features to the Literacy subcomponent. Output 1 is virtually the same and Finding 7 is parallel to Finding 1 for the Literacy subcomponent and leads to the same conclusion. (Conclusion 1 is repeated in the above box.) Classroom level support, through the accompaniment visits is critical to developing teacher competencies. However, Output 2 specifically states: "Teachers' correct knowledge of the mathematics curriculum and cross cutting themes included in the curriculum are improved;" whereas the Literacy subcomponent does not address teacher content knowledge. Key informant interviews revealed that, to date, it appears that teachers have low capacity in terms of content knowledge of the mathematics curriculum. Findings from an anonymous assessment administered to a sample of teachers who participate in the mathematics Saturday trainings seemed to yield similar findings. Related documentation on the "State of Numeracy in Latin America" indicates: "school teachers exhibit extraordinary weaknesses in their knowledge of content (only about half of the fourth-grade teachers in the provinces of Santiago and Santo Domingo recognized that the common fraction 1/2 is greater than 1/3)." (p. 12, Valverde & Naslund-Hadley, 2010).

However, since the assessment was only administered once, the results provide no indication of whether or not there has been a change in teacher content knowledge. Therefore, the project has not provided sufficient evidence to determine if teacher capacity has improved. This is an important issue to address given the low levels of teacher capacity. (See Recommendations.)

Output 3: Teachers' skills to develop an annual teaching program that can be implemented in the time available in the school year are improved.

Finding #9: Teachers have improved their planning processes but cannot cover all of the content in the mathematics curriculum.	**Conclusion #6**: Teachers have improved their planning of the annual teaching program; however deficiencies (content knowledge) remain in implementation of the overall program.

Teachers have improved their planning processes in order to implement the annual teaching program. This finding is reflected by school directors. As one director noted; "now teachers have plans; this is the requirement of the ESP, and the accompaniers help the teachers with their plans." However, it also appears that teachers struggle to cover all of the content areas in the mathematics curriculum during the school year. For example, project data indicates that only 61.72 percent of teachers in third grade were able to cover the content corresponding to geometric figures and only 70 percent of teachers in fourth-grade were able to cover the content corresponding to geometric figures (PEF, 2011).

Based on these findings, it appears that teachers have improved their planning of the annual teaching program but that implementation of the overall program remains a challenge. There may be a relationship between the findings related to teacher capacity identified above (Finding 8) and ability to implement the annual teaching program. Teachers can only implement the program if they have the content knowledge in the areas (for example geometry) to do so. (See Recommendations.)

Output 4: Lesson plans are structured coherently in alignment with the MINERD's curriculum and show the efficient time management programming.

Finding #10: The ESP program is aligned to the MINERD's mathematics curriculum; the ESP mathematics is the curriculum in the classroom. **Finding #11**: Teachers develop daily lesson plans reflective of the efficient time management programming but face challenges in implementation.	**Conclusion #7**: Teachers create lesson plans based on the efficient time management program; they require reinforcement to ensure that plans are implemented as designed.

Similar to the findings under the Literacy subcomponent, the Mathematics subcomponent is aligned with the MINERD curriculum. In fact, in reality the ESP is the curriculum in the classroom given that the MINERD requested the ESP to be implemented in all schools in the Northern region. Key informant interviews and project documentation indicate that the MINERD authorized the use of its own funds to purchase the mathematics texts for the Northern regions.

In addition to annual plans, teachers develop daily lesson plans and they reflected the efficient time management program. Seventy-five percent of teachers observed had developed a lesson plan; with variation in terms of if they relied on them heavily, referred occasionally or did not use it at all. (See Appendix A-6). The lessons reflect an awareness of the efficient approach (building on knowledge, constructing knowledge, reviewing what was learned, etc). Students were also knowledgeable about the approach. Despite the plans, during classroom observations it appeared that teachers struggled to implement their plans in the time allocated; this appears due to (a) varying student learning needs, (b) large class sizes, (c) class discipline problems, and in some cases (d) teachers did not have sufficient command of the textbook (they would have the students complete all questions rather than selecting a representative few). These findings indicate that teachers create lesson plans based on the efficient time management approach but they do not always use them or not able to implement them as designed. (See Recommendations in terms of managing textbooks.)

Output 5: Teachers use of strategies and adequate innovative materials are present in the mathematics teaching and learning process.

Finding #12: Teachers and directors identify innovative materials as important to motivate learning in mathematics, particularly textbooks; they rely heavily on the textbooks and infrequently use other materials. **Finding #13**: Classroom observations indicate that, to a large extent, students are excited to learn math.	**Conclusion #8**: Teachers value the materials and strategies but in application they use a mixed traditionalist/ constructivist approach. **Conclusion #9:** The mathematics textbooks are a fundamental ingredient to the teaching of mathematics.

The analysis of classroom implementation continues with Output 5. Similar to the Literacy subcomponent, teachers and directors reflect on the use of materials to motivate student learning through a constructivist approach. Teachers and directors frequently referred the ESP mathematics materials and their importance. In interviews they discussed the mathematics textbooks and the mathematics box materials including the geometric figures, the blocks of ten, among others. Classroom observations confirm that students are motivated to learn mathematics; the fear of mathematics has been dissipated. As one teacher noted, "before there was a fear of mathematics, now it is improved, the kids are interested in

mathematics." See Appendix A-6 for the 21 classroom observations conducted during the mathematics period with teachers who had either completed or were in the mathematics intervention.

Classroom observations indicated:

- *Mathematics textbooks:* Teachers rely on the mathematics textbooks, in classroom observations during mathematics classes (n=21), nearly 70 percent of the observations indicated that all students used textbooks; the exception was in Herrera (1505).

- *Using teaching-learning materials:* While teachers referenced the ESP mathematics materials during interviews, observations indicated only 8 percent of students and 25 percent of teachers used materials during classroom observations.
- *Teaching strategies employed:* The strategies employed by teachers were largely: teacher writes on board to: have students read (70 percent), answer questions (58 percent), and for discussion (52 percent).

Teachers appear to believe in the constructivist strategies but in practice rely on a mix of traditional and constructivist approaches. This may be due to teacher capacity or, as previously indicated, other challenges in the classroom. The structured constructivist approach employed may be the most effective approach given the limitations teachers face. (See Recommendations.) What's more, the mathematics textbooks are a fundamental ingredient for learning in the classroom. As one teacher indicated, "the books apply the steps and students can work independently."

In terms of **Output 6,** "Teachers' competencies to develop student evaluation strategies improved" despite the fact that the MINERD requires formative/ summative evaluation; it did not appear to be a focus of teachers' work. For a discussion on results in mathematics performance see the Monitoring and

Evaluation component (Section 2.4) and detailed analysis in Annex B; note the project does not define changes in student learning as an output of the Mathematics subcomponent.

2.2 Education Management Component

The Education Management Component piloted the "Quality Management" model developed by the MINERD, with the objective of strengthening school governance by working with district directors, technicians, school directors and parents' associations in four districts (1503, 1505, 0803, 1603). There are three Outputs identified in project documentation. Findings are predominately related to the first two outputs.

Output 1: Improve the capacity to perform the functions of technical assistance, mentoring, supervision and evaluation by district technical staff and school directors. (*The output is best examined as it applies to school directors and then district technical staff.)*
Output 2: Implement Education Management Component in centers for education management, institutional management and creating learning communities.

Finding #14: School directors associate the trainings they receive with their ability to perform their roles. **Finding #15:** School directors infrequently identify school management support from district technical staff. **Finding #16:** District technical staff who have participated in the program are knowledgeable about the "Quality Management" model.	**Conclusion #10:** The direct intervention approach of trainings to school directors is more effective than the cascade model via district technicians. **Conclusion #11:** Given the administrative demands on directors and on districts; it is more effective for project technical staff to provide accompaniment directly to directors.

School directors reflect on the trainings they receive and associate them with their ability to perform their roles as directors. In particular, they identify the "Director's Diploma" as improving their ability to lead, manage, and communicate with their schools and school communities. The ESP is not responsible for the "Director's School," a MINERD lead initiative; however the ESP offered the module on leadership to directors who participate in the "Director's School." Directors also reflect positively on participation in this program.

School directors infrequently identify district technical staff as supporting them in the management of their schools. It is important to note that this was consistent in districts in which the Education Management intervenes, which is designed to build the capacity of districts to support school directors. Changes at the central level of the Minister (February, 2011) and related policies regarding decentralization may complicate findings related to the effectiveness of the district technical staff, however this reality further reinforces the importance of working at the school base, rather than a trickle down approach which can be plagued by political turnover.

However, the reality is that school directors face numerous administrative responsibilities (and cannot leave school for trainings). In many cases, if there is a coordinator or sub director, they take on the pedagogical leadership roles. Similarly, district technical staff who participate in the Education Management component have multiple additional responsibilities. For example, one key informant interview with a district technician indicated that she supported over 50 schools in addition to the schools she worked with for the Education Management component. While district technicians in the program

know the "Quality Management" model and its components, they are not effectively transferring these components to their directors.

In light of administrative demands on school directors it is most effective to bring reinforcement to the school center, via accompaniment by project technical staff. (For more discussion on creating learning communities, especially for/with parents, see Sustainability.)

In terms of the final **Output 3**, "The districts and centers have a monitoring and evaluation system that allows for the "Quality Management" model to verify results," key informant interviews with districts and central MINERD verified that a process is in place and referenced the "System of Accompaniment and Supervision," however no profound findings or conclusions emerged.

2.3 Safe Schools program

The focus of the Safe Schools intervention is to integrate students, teachers, parents and community members in the process of addressing School-Related Gender Based Violence (SRGBV). The program was piloted in two districts Herrera, Santo Domingo (1505) and Jarabacoa, La Vega (0603) in a total of 41 schools.

Output 1,2,3: Help students (**Output 1**) teachers (**Output 2**) and communities (**Output 3**) learn how to prevent violence and increase their self-efficacy through enhanced knowledge, attitudes and skills regarding healthy relationships, reproductive health issues, HIV prevention and children's rights and responsibilities.

Finding #17: Youth discuss with ease the rights of the child, they are most confident and comfortable discussing this area of the program; they are not as familiar or do not feel comfortable discussing other areas addressed in the Safe Schools curriculum.	**Conclusion #12**: Youth discuss themes related to the rights of the child with ease; sensitive themes in the Safe Schools curriculum require time, trust, and the appropriate cultural context to develop.
Finding #18: Teachers, parents, directors identify discipline and violence problems in schools, homes and communities; they often attribute these problems with challenges in student leaning.	**Conclusion #13:** The Safe Schools program, through its broad based approach to community involvement, has the potential to influence student learning through addressing discipline and violence problems that plague homes, communities and schools.

In group interviews with youth participants in the Safe Schools program, it appears that youth easily discuss the rights of the child and they are most confident and comfortable discussing this area of the program. For example, one youth expressed, "the rights of the child are to study, eat, have a roof over your head, to have a family and to have love." Another articulated, "children have the right to not be treated badly and to express their opinions." However, youth are not as familiar or do not feel comfortable discussing other areas addressed in the Safe Schools curriculum, for example, SRGBV. It appears that the sensitive themes in the Safe Schools curriculum require time, trust, and the appropriate cultural context to develop.

With regard to parents, teachers, and directors, these actors consistently identify discipline and violence problems in schools, homes and communities. They often attribute these problems with challenges in student leaning. The Safe Schools program, through its broad based approach to community involvement, has the potential to influence student learning through addressing discipline and violence problems that plague homes, communities and schools. (See section on Efficiency with regard to project

coordination.) It should be noted that to date, the Doorways manuals, have been culturally adapted but final reproductions have not been distributed.

2.4 Monitoring and Evaluation

The Monitoring and Evaluation component is designed to "assess the impact of the different program components on students' learning… and to provide valid and reliable information for feedback and refinement of program processes." (ESP, 2012b). It also is designed to provide the MINERD with information to make decisions.

With regard to **Output 1,** "Evaluation of student learning in mathematics and reading comprehension," see detailed Annex B. Findings with regard to performance in reading comprehension were identified in Section 2.1.1 given the literacy subcomponent specifically identifies student learning improvement as an output. On the contrary, the mathematics subcomponent does not identify student learning as an output, it only identifies teacher content knowledge improvement (which the literacy subcomponent does not identify). However, it is important to note with regard to mathematics that the statistical analysis indicates the following: of students in the ESP, on average responses correct on student assessments increased significantly each year between 2008 and 2011 in fourth grade and between 2008 and 2010 in third grade; however there were no significant increases in average responses correct in first or second grade between 2010 and 2011 (see Table 19, Annex B. Comparison data indicates that on average students in ESP schools performed better on mathematics assessments than their control group peers in third and fourth grade in 2010 and 2011[6] (see Table 27, Annex B). In general terms student learning in mathematics has strengthened, with exceptions.

Output 2: Evaluation of teacher knowledge of mathematics and reading comprehension.

Finding #19: There was one anonymous evaluation of teachers in mathematics conducted with a sample of teachers who participate in the Saturday mathematics program, using a test for students and no evaluation of teachers in reading comprehension.	**Conclusion #14:** There has been no rigorous evaluation of teacher knowledge of mathematics or reading comprehension to date to detect change.

With regard to Output 2 "Evaluation of teacher knowledge of mathematics and reading comprehension," discussion and findings related to mathematics can be found in section 2.1.1; there has been no evaluation to date in literacy.

Output 3, "Evaluation of school governance practices," pertains to evaluation within the Education Management component. This evaluation has not been conducted, but key informant interviews suggest that three assessments exist which will be utilized in achieving this output. These assessments are the Segundo Estudio Regional Comparativo y Explicativo (SERCE) survey for principals, the Research Triangle Institute (RTI) Principal Survey, and a previously developed survey from mathematics and literacy components for principals. While no profound findings emerge, the component may want to consider including other participants who are beneficiaries of the Education Management component in the evaluation.

Output 4: Assist the MINERD in developing capacity building plans in terms of evaluation, testing, measurement, and analysis skills for the General Direction of Evaluation.

[6] Treatment and control groups were not randomly assigned.

Finding #20: Currently, the Direction of Evaluation is conducting three assessments simultaneously. **Finding #21:** There are a limited number of professionals with the skills required to conduct evaluation work. **Finding #22:** INOFOCAM is developing a scholarship program with input from the ESP evaluation component for university students to study testing and evaluation.	**Conclusion #15:** The MINERD has the capacity to build plans for evaluation, testing, measurement and analysis; the challenge is having enough human capital resources to implement them simultaneously.

Currently the Direction of Evaluation is conducting three assessments simultaneously; international assessments (UNESCO), assessments for graduation, and assessments with a sample of schools to compare the three interventions (ESP, OEI, and POVEDA). These multiple demands are stretching the Direction of Evaluation's limited resources. There are a limited number of professionals with the skills required to conduct evaluation work in the DR. In order to address this challenge, key informant interviews revealed that INOFOCAM is developing a scholarship program with input from the ESP Monitoring and Evaluation component for university students to study testing and evaluation. It appears that the MINERD has the capacity to build plans for evaluation, testing, measurement and analysis. The challenge is having enough human capital resources to implement them simultaneously.

3. Efficiency

Based on findings and conclusions related to performance, efficiency must be examined. Efficiency pertains to the relationship between inputs and outputs; this evaluation employs the definition: "The utilization of USAID investment and effort in design, management and execution of program components" (AMEX International, 2012). Guiding questions include: What are the aspects of the projects that are operating more or less efficiently and why?, What are the necessary and sufficient conditions for efficient implementation?, and How can the design, management and execution be more efficient in achieving program goals? First findings related to project management are identified. Then findings related to implementation in schools are discussed.

Project Efficiency

Finding #23: Working autonomously allows each component to adjust to specific needs and realize efficiency gains, however, there opportunities for mutual reinforcement and interdependence between the project components that is not expressed.	**Conclusion #16:** There are tradeoffs in working independently; efficiency or outputs are not maximized to their potential from project collaboration.

As a program composed of different components, it appears that each component operates autonomously which allows the components to be adjusted to specific needs encountered in the field. For example, components can adapt training programs or adjust to changes in ministry policies. At the same time it also appears that there are commonalities across components at the project and school level. For example; (1) literacy, mathematics, education management, and Safe Schools all employ a methodology reflective of "constructivism;" (2) the literacy and mathematics interventions work in the same schools, at times teachers receive accompaniment from two project staff at the same time. However, shared aspects of components do not support one another. For example, (1) the evaluation information from the Monitoring and Evaluation component could be disseminated via the Education Management component to parents, teachers, and directors, (2) Education Management's work with parents does not broadly

support literacy or mathematics interventions (literacy fairs and mathematics Olympics which include parental participation do not coordinate with the Education Management component).

With regard to the Mathematics and Literacy subcomponents there is interdependence between the two that is not expressed. For example, classroom observations indicate that: (1) teachers use mathematics textbooks to teach their Spanish Language classes, in other words, in order to teach their Spanish Language classes with limited resources, they rely on the mathematics textbooks for access to a text to teach reading and writing literacy skills, and (2) students in advanced grades can only work independently in mathematics books if they can read. Along these lines, when asked: "Do students respond to the new methodologies in mathematics?" a member of the mathematics technical team answered: "There is a problem, with reading, in order to solve mathematics problems you have to be able to read."

The relationships between the components are important to consider as they pertain to efficiency, especially with regard to literacy and mathematics and USAID's strategy (see Final Thoughts). Working autonomously allows each component to adjust to specific needs and realize efficiency gains. However, it also appears that there are tradeoffs in working in isolation. In turn, efficiency or outputs are not maximized to their potential from project collaboration.

Project Efficiency (cont)

Finding #24: The ESP is systematic, organized, and efficient, as perceived by the private sector and the MINERD. **Finding #25:** There are challenges in accessing reliable and accurate administrative information about the program.	**Conclusion #17:** The ESP administration is efficient, but can be improved.

During key informant interviews with the private sector and the MINERD, interviewees consistently noted that the ESP is systematic, organized, and efficient. As one member of the private sector indicated, "The ESP is distinct with their level of efficiency, quality of the materials, and the technical quality of their team." A member of the MINERD noted with regard to evaluation, "The ESP is the project that has everything systematized and organized, they demonstrate year after year what they are doing." This was also the experience of the evaluation team, with the exception of challenges experienced in accessing program administrative information, for example, how many schools are in the program. This was seen in the most recent report document (ESP, 2012a) which suggests that there are: 89 schools in Spanish Language, 192 schools in Mathematics, 225 schools in Education Management and 41 schools in Safe Schools, for a total of 547 schools. However this does not reflect the fact that these various components are often implemented in the same schools.

Implementation Efficiency

Finding #26: There is a perception that materials are costly, however each time materials are reproduced the overall investment increases (cost per book decreases) because the materials have already been developed and validated. **Finding #27:** Materials have been purchased that have not been distributed to schools or are underutilized in schools.	**Conclusion #18:** To ensure the efficiency of materials they must be distributed and used in classrooms. **Conclusion #19:** There are efficiency loses

Finding #28: Teachers leave/ rotate schools frequently. **Finding #29:** Teachers teach in more than one session (i.e. morning and afternoon). **Finding #30**: Teachers in pre-service teacher training programs have practicum experiences in the ESP schools and learn strategies from teachers in the program.	when teachers leave schools, at the same time the ESP may be under representing some efficiency gains with regard to the benefits of teachers trained in their program.

There is a perception that materials are costly, as reflected in key informant interviews with the private sector and with the MINERD. However it is also clear that each time the investment in materials decreases because the materials have already been developed and validated in DR classrooms. On average, mathematics textbooks cost $2.00 USD. However, regardless of views on initial cost, it is crucial to note that materials have been purchased that have not been distributed to schools or are underutilized in schools. For example, the classroom libraries encountered distribution complications and during classroom observations were not found in schools, similarly mathematics box materials were underutilized, see Appendices E and F respectively. Each day that goes by that students do not have access to materials is a depreciating rate of return on the initial investment. To ensure the efficiency of materials they must be distributed and used in classrooms.

Similar to the investment made in materials is the investment made in training teachers. Teachers leave their teaching positions frequently. When they go to other schools, they may bring with them the methodologies they have learned from the ESP, although given findings on accompaniment and a culture of support, it is unlikely that the unaccounted positive spillovers are greater than the losses in efficiency. At the same time, positive gains arise when teachers teach in two sessions (morning and afternoon). For example, of available data from teacher interviews over 63 percent of teachers taught in more than one session (examined 22 interviews, 12 indicated they teach more than one session and 3 did not indicate a response). In some cases teachers taught in a grade other than the first cycle. What's more, during school visits, it was noted that student teachers complete their practicums or student teaching experiences with teachers from the ESP who share with the new teachers the ESP strategies. As such, while there are efficiency loses when teachers leave schools, there may be some under representation of efficiency gains.

4. Sustainability

With a foundation of findings and conclusions on the ESP's performance and efficiency the discussion can turn towards sustainability or "the likelihood that components will continue without USAID assistance;" AMEX International (2012). The guiding questions include: Which program components are sustainable (most/ least- why)?, Does the private sector/ GoDR believe the program is important enough to be supported?, and Do program beneficiaries believe that the benefits are important enough to continue to seek services? Sustainability is viewed first in terms of if behavioral changes will sustain and then in terms of the continuation of the program. The link between the two is made.

Sustaining Behaviors

Finding #31: Teachers participate in a professional program that becomes a part of their professional career trajectory. **Finding #32:** Teachers are convinced of the learning benefits in the methodologies and are committed to implementing them; they continue to implement them even after training is complete. **Finding #33:** Teachers feel isolated in schools where they do not have a support community of fellow teachers who implement the same approach. **Finding #34:** Teachers depend on materials, for example the mathematics textbooks, in order to be able to implement the strategies.	**Conclusion #20:** Teachers are committed to sustaining the interventions in literacy and mathematics and they do; especially when they have a community of support. **Conclusion #21:** Teachers will need material resources, for example textbooks, in order to sustain the approach.

This section looks at the sustainability of changes in behaviors, particularly of those of teachers who are the main focus of the ESP program. Teachers participate in a professional program implemented by a highly esteemed university in the DR; it becomes a part of their professional career trajectory. Key informant interviews and teachers confirm that the program is different from a sporadic training, and is recognized with either a certificate or a diploma which are acknowledged in the national teachers' competitions for teaching positions.

What's more, teachers are convinced of learning benefits of the ESP methodologies (in both subject areas) and are committed to implementing them. Teachers appear to continue to implement ESP strategies even when the interventions are complete. For example, in school 03856, the teacher had completed the training program and continued to implement the strategies in the classroom. This same teacher left the school and went to a non-ESP school, when he did it was challenging to continue to implement strategies. Teachers feel isolated in schools where they do not have support community of fellow teachers and a director who implement the same approach. Teachers are committed to sustaining the interventions in literacy and mathematics and they do; especially when they have a community of support.

Similar to school culture for sustaining behaviors and as discussed above, teachers depend on crucial materials, for example the mathematics textbooks, in order to continue to implement strategies. It is virtually impossible to continue to implement the mathematics methodology without this resource and teachers will not be able to sustain the approach without it.

Program Sustainability: The Ministry of Education (MINERD)

Finding #35: The MINERD has requested the expansion of the program and uses its own resources coupled with donor funds to expand the program in the Northern region. **Finding #36:** The MINERD has limited funds for expansion activities and the intervention has not been implemented with the same design of the full ESP program.	**Conclusion #22:** Aspects of the ESP program can be sustained; however tradeoffs will be made resulting in sacrifices in terms of quality.

How will classroom visits continue without project technical staff? Who will be responsible for providing mathematics textbooks? In order to answer these questions the analysis turns towards program

sustainability and the role of three sets of actors: (1) the state, in this case the GoDR and specifically the MINERD (central and decentralized levels), (2) the private sector and (3) communities, in particular, parents. As noted earlier, districts are not able to implement the approach due to their limited capacity. It seems that aspects of the ESP program can be sustained, but tradeoffs will be made resulting in sacrifices in quality.

The MINERD has requested the expansion of the program and uses its own resources coupled with donor funds to expand the program in the Northern region. PUCMM receives funds from the MINERD and has shifted its own resources in order to implement the intervention in expansion schools (ESP-MINERD schools) via a lighter approach which includes training school coordinators. However, the MINERD has limited funds for expansion activities and the intervention has not been implemented with the same design as the full ESP program.

Program Sustainability: Donors and Lending Agencies

Finding #37: IDB funds have been used to support expansion of the ESP program however there are concerns about funding programs without evaluation; future funding will focus on infrastructure.	**Conclusion #23:** In order to garner resources programs including ESP need to conduct rigorous evaluations and disseminate findings. **Conclusion #24:** It is unlikely funds to support ESP will come from IDB. MINERD will need to use its own resources.

Given the MINERD's resource constraints, it is important to consider the role of donors and lending agencies. The largest donor in the DR is the Inter-American Development Bank (IDB). IDB funds have been used to support the expansion (including: ESP, POVEDA and OEI), however the funds are limited. Key informant interviews indicate that only $US 3.5 Million of the original $US 7 Million funds have been allocated for the expansion. Specifically, the IDB is funding an evaluation of the programs. There is apprehension about funding programs on a national scale that have not been rigorously evaluated. In order to garner resources, programs (including the ESP) need to conduct rigorous evaluations and disseminate findings. Lastly, the new IDB loan for $US 50 Million is primarily for infrastructure with 15 percent for the extended class schedule. It is unlikely that funds will be used for basic education; this implies that funds for sustaining ESP activities by MINERD will need to come from sources other than the IDB.

Program Sustainability: The Private Sector

Finding #38: Fundación INICIA supported the ESP because they were presented with results and were convinced by the program's methods; schools were selected where MINERD or USAID programs are not already being implemented.	**Conclusion #25:** The private sector can be included in the expansion of the program through convincing them of the program and its results. **Conclusion #26**: The relationship can be a partnership between PUCMM, the private sector actor, and the MINERD in order to maximize results.

It is also important to consider the private sector when discussing sustainability. Fundación INICIA supported the ESP because they were presented with results and were convinced by the program's methods. To date Fundación INICIA has invested over $US 1.5 Million to expand the program in a select number of schools (49 schools) in the Cibao region. These ESP-INICIA schools were selected following the negotiations to determine the ESP-USAID schools and ESP-MINERD schools.

The private sector can be included in the expansion of the program through convincing them of the program and its results. In this case, the partnership between PUCMM, the private sector actor, and the MINERD ensures the greatest number of schools receive basic education support in the Northern region of the DR, rather than replicating interventions in the same schools. It is also important to note that, in this case, Fundación INICIA has accepted the full ESP program in mathematics (and will do the same in literacy) and implements the program as designed (including all materials, trainings, and visits). However, Fundación INICIA also has the liberty of only selecting 49 schools with which to work; compared to the MINERD. These conclusions have implications beyond just the ESP program; see the Evaluation Portfolio Evaluation Integrated Report.

Program Sustainability: Communities and Parents

Finding #39: Teachers and directors argue that lack of parental participation is the source of school problems and prevents achieving learning goals.	**Conclusion #27:** There is a disconnect between the perception of teachers, directors and parents about parents' role in their children's education.
Finding #40: Parents participate in their children's education at home and at school; when they do not participate it is because they do not know how or face competing demands.	**Conclusion #28:** Parents want to help their children succeed in school; they require a supportive school community context and training to be able to do so.

School communities and, in particular, parents are a fundamental pillar of sustainability. During interviews teachers and directors consistently argue that lack of parental participation is the source for school problems and a challenge for achieving mathematic and literacy goals. At the same time, interviews with parents suggest that in many cases parents do participate in their children's education, through in school and at home activities. Interviews also indicate that parents are resourceful in finding ways to help their children, especially when they may not have the specific skills to do so, for example one mother noted, "I am illiterate so I send my daughter to my sister to help her with her homework."

In other cases, parents do not participate in their children's education because they do not know how or because they face competing work or home demands, such as care for another child. As one parent indicated, "sometimes we are mother and father at the same time." These findings suggest that there is a disconnect between the perception of teachers, directors and parents about how parents participate in their children's education. The conclusion also emerges that parents want to help their children succeed in school; however, they require a supportive school community context and training to be able to do so. (See Recommendations.)

5. Recommendations

This section draws together the findings and conclusions from performance, efficiency and sustainability into six coherent recommendations for the duration of the project and one recommendation for future consideration, they include:

Recommendation #1: Continue to implement the program as designed and exercise caution in shifting resources for expansion demands; in particular maintain the classroom visits to teachers and school visits to directors.	
Based on the Conclusions:	**Conclusion #1:** Classroom level support visits are important to developing teacher competencies.
	Conclusion #4: Teachers are in the process of applying the strategies and methodologies in the classroom.
	Conclusion #6: Teachers have improved their planning of the annual teaching program; however deficiencies remain in implementation of the overall program.
	Conclusion #7: Teachers create lesson plans based on the efficient time management program; they require reinforcement to ensure that plans are implemented as designed.
	Conclusion #11: Given the administrative demands on directors and on districts; it is more effective for project technical staff to provide accompaniment directly to directors.

Recommendation #2: Ensure that materials are reproduced and delivered and trainings are offered focusing on their use, especially the mathematics textbooks, literacy workbooks, and classroom libraries.	
Based on the Conclusions:	**Conclusion #8**: Teachers value the materials and strategies but in application they use a mixed traditionalist/ constructivist approach.
	Conclusion #18: To ensure the efficiency of materials they must be distributed and used in classrooms.
	Conclusion #21: Teachers will need material resources, for example textbooks, in order to sustain the approach.

Recommendation #3: Create a user friendly systematized document of the ESP experience with project components and findings from evaluations and studies. Disseminate the product.	
Based on the Conclusions:	**Conclusion #23:** In order to garner resources programs including ESP need to conduct rigorous evaluations and disseminate findings.
	Conclusion #25: The private sector can be included in the expansion of the program through convincing them of the program and its results.

Recommendation #4: The ESP should seek opportunities to collaborate across components at the project and at the school level.	
Based on the Conclusions:	**Conclusion #16:** There are trade-offs in working independently; efficiency or outputs are not maximized to their potential from project collaboration.
	Conclusion #17: The ESP administration is efficient, but can be improved.

Recommendation #5: Concentrate project activities directly with parents and directors at the school level to sustain ESP interventions and achievements; consider expanding Mothers and Fathers in Action[7].	
Based on the Conclusions:	**Conclusion #10:** The direct intervention approach of trainings to school directors is more effective than the cascade model via district technicians.
	Conclusion #11: Given the administrative demands on directors and on districts; it is more effective for project technical staff to provide accompaniment directly to directors.
	Conclusion #27: There is a disconnect between the perception of teachers, directors and parents about parents' role in their children's education.
	Conclusion #28: Parents want to help their children succeed in school; they require a supportive school community context and training to be able to do so.

Recommendation #6: Ensure student evaluations and teacher evaluations are implemented, analyzed and results disseminated to all levels of the education system to inform decision making; hire someone locally to respond to ongoing M&E needs.	
Based on the Conclusions:	**Conclusion #14:** There has been no rigorous evaluation of teacher knowledge of mathematics or reading comprehension to date to detect change.
	Conclusion #17: The ESP administration is efficient, but can be improved.
	Conclusion #23: In order to garner resources programs including ESP need to conduct rigorous evaluations and disseminate findings

For future consideration…

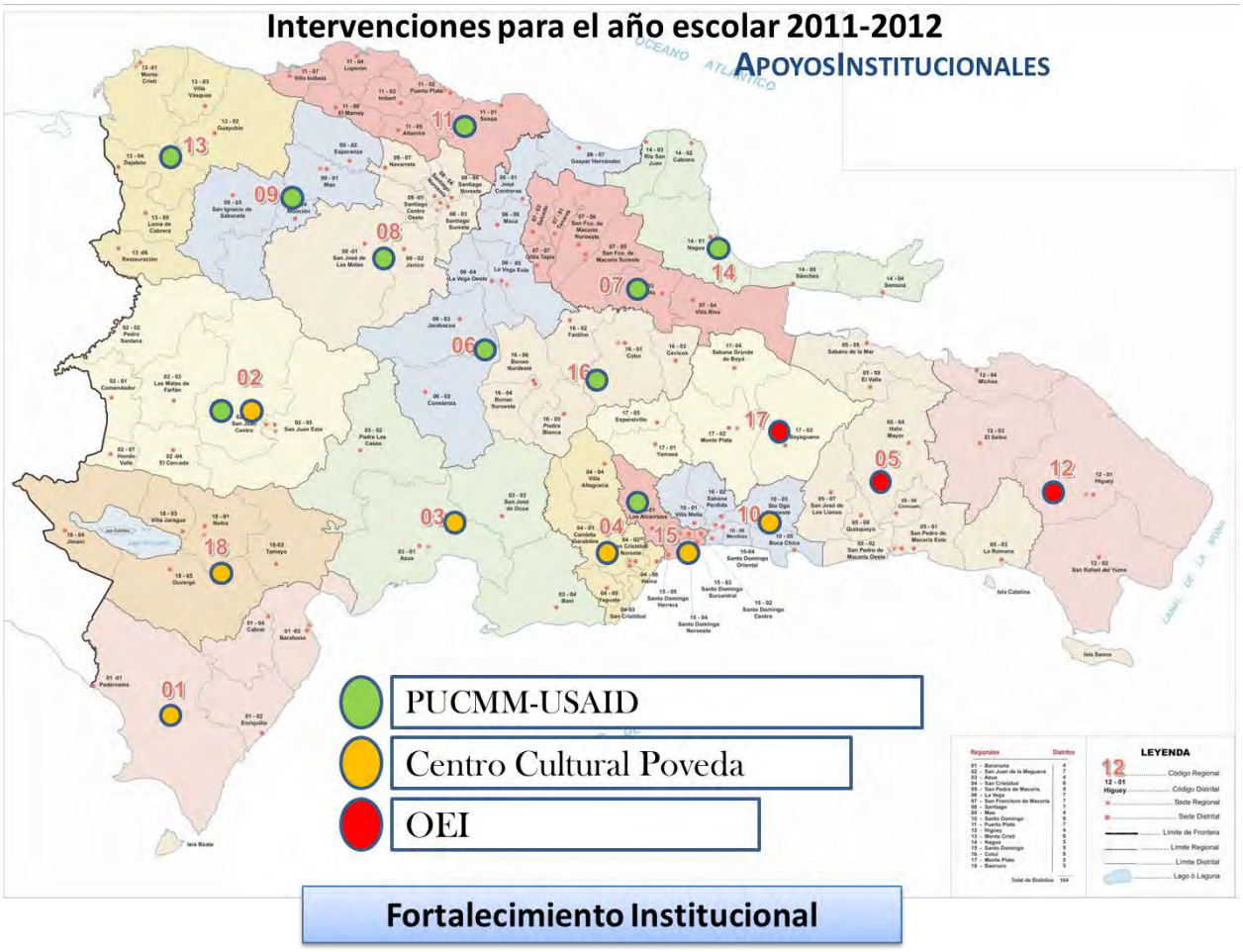
Recommendation #1: Reinforce pre-service teacher training program to address the root of low teacher capacity; design a pre-service ESP pilot program for a small sample of teachers for long-term systemic change; and evaluate the change in teacher content knowledge.	
Based on the Conclusions:	**Conclusion #5**: The project has not provided sufficient evidence to determine if teacher capacity has improved, however it is an important issue to address given the low levels of teacher capacity evidenced.
	Conclusion #6: Teachers have improved their planning of the annual teaching program; however deficiencies (content knowledge) remain in implementation of the overall program.

6. Final Thoughts

In conclusion, this evaluation has provided insight on performance, sustainability and efficiency of the ESP program. In light of the USAID Strategy (2011-2015) it is important to recall that CETT focused on literacy, TEF focused on mathematics and ESP focuses on both. In the second half of the ESP program it will be essential to reflect on the Mathematics and Literacy subcomponents and their interdependence. With a swing back towards literacy interventions reflected in USAID's current Education Strategy, it may be pertinent to consider aspects of the Mathematics subcomponent, that despite being a different content area, may apply to reaching literacy goals. For example, a more structured constructivist approach, a concentrated training program on Saturdays, or a stand-alone resource, like workbooks available for each student, that can facilitate the teaching-learning process.

[7] The Mothers and Fathers in Action program was piloted under the Education Management component in which parents received trainings on how to help their students at home.

Appendix A -1. Map of Expansion, source: MINERD, 2011



Appendix A-2. Description of Interventions: ESP, POVEDA, OEI

Table 1. Interventions in Literacy

ESP	POVEDA	OEI
Strategies	**Strategies**	**Strategies**
• Training "presencial" 24 hours, annually, three times a year • Innovation Circles • Independent study 40 hours annually • Accompaniment in the classroom, between 20-30 hours each teacher • Annual fair for reading/ writing • Competition for children stories, annually	• Diversity of text in the classroom • A focus on text, function and communication of language • Diversity in learning writing and reading • Strategies for acquiring and developing reading competencies and writing production • A lettered environment	• A plan of accompaniment based on the special needs in reading and writing • Support in reading and writing • Reading and writing fairs by school networks • Literacy for mothers and attention to children younger than 6 years old
Resources for teachers		
• A book for training • Guides for reading-writing • Interactive modules, videos, and audio resources • A lettered environment (materials)		
Resources for the student		
• Classroom library • Diagnostic and formative assessments		

Table 2. Interventions in Mathematics

ESP	POVEDA	OEI
Strategies	**Strategies**	**Strategies**
• Training "presencial" of 150 hours for teachers • Accompaniment in the classroom, between 20-30 hours each teacher • Mathematics Olympics • Clubs for mathematics and science • Strategies for parents to help with their children	• Strategies for modeling mathematics learning • Strategies for learning mathematics from the DR curriculum • Training "presencial" for 54 hours • 16 hours of accompaniment • Space for action-reflection in the learning community	• Plan for accompanying students in first grade that present special needs in mathematics • Pedagogical support in mathematics • Meet every fifteen days to identify themes with weaknesses • Review special cases that present difficulty • Teachers reflect on their own practice

• Environmental themes	• Individual reflection for 40 hours annually • Seminars for 4 hours every district • A training for each district for 16 hours, and accompaniment for each session per school for 4 hours	• Trainings that focus on human development and the development of the teacher as a person • Training of teaching teams within the school • Accompaniment in the classroom with teacher pairs and pedagogical groups and school center networks • Use of technology to exchange with teachers in other countires • Elaborate trimester plans for monitoring by OEI • Communication with the authorities of MINERD
Resources		**Resources**
• A book for each child 1-4 grade • A guide for teachers		• Laboratory • Manipulative materials, audio visual materials, communication materials

Source: ESP, 2010, 2011, 2012; MINERD, 2011

Appendix A-3. List of Key Informant Interviews

Name	Title	Organization	Date
Liliana Degiorgis	Investigator	EDUCA	10/2/2012
Marina Taveras	Agreements Officer Technical Representative	USAID	10/3/2012
Kevin Roberts	Education Specialist	USAID	10/3/2012
Sarah González de Lora	Vicerrectora de Investigación e Innovación	Pontificia Universidad Católica Madre y Maestra	10/3/2012
Francisco G. Estrella F.	Dir. General de Auditoria y Control de Procesos Educativos	Ministerio de Educacion	10/3/2012
Ancell Scheker Mendoza	Dir. General de Evaluacion y Control de la Calidad de la Educacion	Ministerio de Educacion	10/4/2012
Jose Alberto Contreras (4 yrs), Tania Jimenez Rosa (4 yrs), Oscar Amargos	Coordinadores de Processos- Edu Mgt	Pontificia Universidad Católica Madre y Maestra	10/5/2012
Romona Santana (4yrs)	Asistente Tecnico de Padres y Madres en Accion	Pontificia Universidad Católica Madre y Maestra	10/5/2012
Barbara Campos, Sonya Mendez	Coordinadores de MAT	Pontificia Universidad Católica Madre y Maestra	10/8/2012
Gineda Castillo	previous Directora Ejucativa INOFOCAM, pending Dir. Edu Mgt	*Pontificia Universidad Católica Madre y Maestra/ INOFOCAM	10/8/2012
Marys Encarnacion, Jose Anibal Paula Ceballos, Denia Feliz Gomez, Dulce Maria del Rosario	Accompanantes de Gestion	Pontificia Universidad Católica Madre y Maestra	10/8/2012
Catalina Andujar Schekler	Representante Permanente de la OEI	Organizacion de Estados Iberoamericanos	10/10/2012
students, female,Franciel Hernandez (12), Nicole Torro (13)	Salesiana San Jose, Herrera (1505); Safe Schools		10/11/2012
Teacher, Angela Gonzalez	Salesiana San Jose, Herrera (1505); Safe Schools		10/11/2012
Denia Burgos	Directora Ejucativa	INOFOCAM	10/12/2012
Sarah Guilamo	Directora, Escuelas Seguras	PUCMM	10/12/2012
Victoria Rosado (2 years), Daily Yajahira Perez Salvador (5 years), Ariel Pacheco	Capacitadoras- LE	PUCMM	10/12/2012
Alta Gracia Herrera (3 years)	Coordinadora- LE [same interview as 014]	PUCMM	10/12/2012
Angela Espanol	Gerente de Projectos	Fundacion Inicia	10/12/2012
Ana Dolores Guzman	Directora Ejucativa	ISFODOSA	10/12/2012
Gilbert Valverde	Sr. Researcher, Academic Chair, Director of Evaluation Component	SUNY-Albany	10/17/2012
Eleuterio Martinez	Accompante Matematicas	PUCMM	10/17/2012
Rosario Concepcion (late), Yajaira Munoz (6, 4, 3), Ramona Garcia (4), Gleiry Munoz (3, 1)	Madres de le la escuela- Mauricia Parello Rochet, Santiago		10/18/2012
Maria Veronica Rosario	Tecnica del Distrito 0803	Distrito 0803	10/18/2012
Dra. Liliana Montenegro	Directora del Centro de Excelencia para la Investigacion y Difusion de la Lectura y Escritura (CEDILE)		10/22/2012
Rosalina Aquio Ortiz (1,3, 5), Rosa Maria Lena Mora (4, 5, 5), Santa Monica Abreu (2)	Madres de la escuela- Barrio Blanco, Jarabacoa		10/23/2012

Rosalba Adames (14), Luisa Maria (12), Nicol Bremont (13), Melizza Perez (12), Adonis Pena (13)	Safe Schools jovenes- Barrio Blanco, Jarabacoa		10/23/2012
Willianna Jacqueline Abreau Molina (13), Britney Yelena Abreu Molina (10), Lissy Masiel Alonzo Abreu (13), Filneiry Belliard Urena (10)	Safe Schools jovenes- Jose Antonio Guzman, Jarabacoa		10/23/2012
Fernando Ogando		MINERD	10/25/2012
Angel Daniel Franco Madera	Ecargado de Planificacion, tecnico del Distrito	Distrito 1503	10/29/2012
Horacio Alvarez Marinelli	Education Specialist	Inter-American Development Bank	10/29/2012
Rita Ceballos, Onelda Gomez	Rita*- Directora General, Onelda- Coordinara del primer ciclo	MINERD- Direcion de Educacion Basica; *coordinated POVEDA	10/29/2012

Appendix A-4. List of Schools visited

Date	School	Code	Tanda	Director interview	Teacher interview(s)	Observation(s)
10/9	Anibal Ponce	00132	Ves	1	2	2
10/11	Salesiana San Jose	00421	Mat	1	1	2
10/11	Curazao Libertador	00114	Mat	1	2	2
10/11	Basica Herrera/ Cristobalina Batista	00015	Ves	1	1	1
10/11	Basica Durate	00010	Ves	1	1	1
10/15	Jose Antonio Cespedes	04399	Mat	1	1	2
10/15	Padre Betancourt	04405	Mat	1	1	2
10/15	Sebastian Paredes	04385	Ves	1	1	2
10/16	Federico Munoz, Prof. Caimito Afuera	01856	Ves	1	1	2
10/17	Bao	03973	Mat	1	1	3
10/17	Francisco Ramon Collado	04051	Ves	1	1	3
10/17	Francisco Antonio de las nueces	03924	Mat	1	1	1
10/17	Genaro Perez	03842	Mat	1	1	2
10/18	Marcelino Valenzuela	04175	Mat	1	1	2
10/18	Rafaela Jiminian de Cruz	04172	Mat	1	2	2
10/18	Mauricia Perello Rochet- la Cruz de Isalguez	03991	Ves	1	1	1
10/23	Barrio Blanco	01956	Mat	1	0	2
10/23	Piedra Blanca Hatillo	01975	Mat	1	1	1
10/23	Jose Antonio Guzman	01960	Ves	1	1	1
10/23	Ana Graciela Morillo	01819	Ves	1	2	2
10/24	Olivia Capella	02521	Ves	1	1	2
10/24	Sabana Grande	02551	Ves	1	1	2
10/24	Fermina Altagracia	03856	Mat	1	1	2
10/24	El Guano	04133	Ves	1	2	
Total				**24**	**28**	**42**

Appendix A-5. Classroom observations (data related to Literacy subcomponent)

Table 1. Education Material on Walls

	#	%
Covered w/ relevant materials	19	50
Some relevant materials	12	32
Little to no materials	7	18
Missing value	4	
Total	**42**	

Table 2. Learning Corners

	#	%
Have	18	46
Do not have	21	54
Missing	3	
Total	**42**	

Figure 1. Teaching-learning strategies observed, n= 14 (classroom observations- LE)

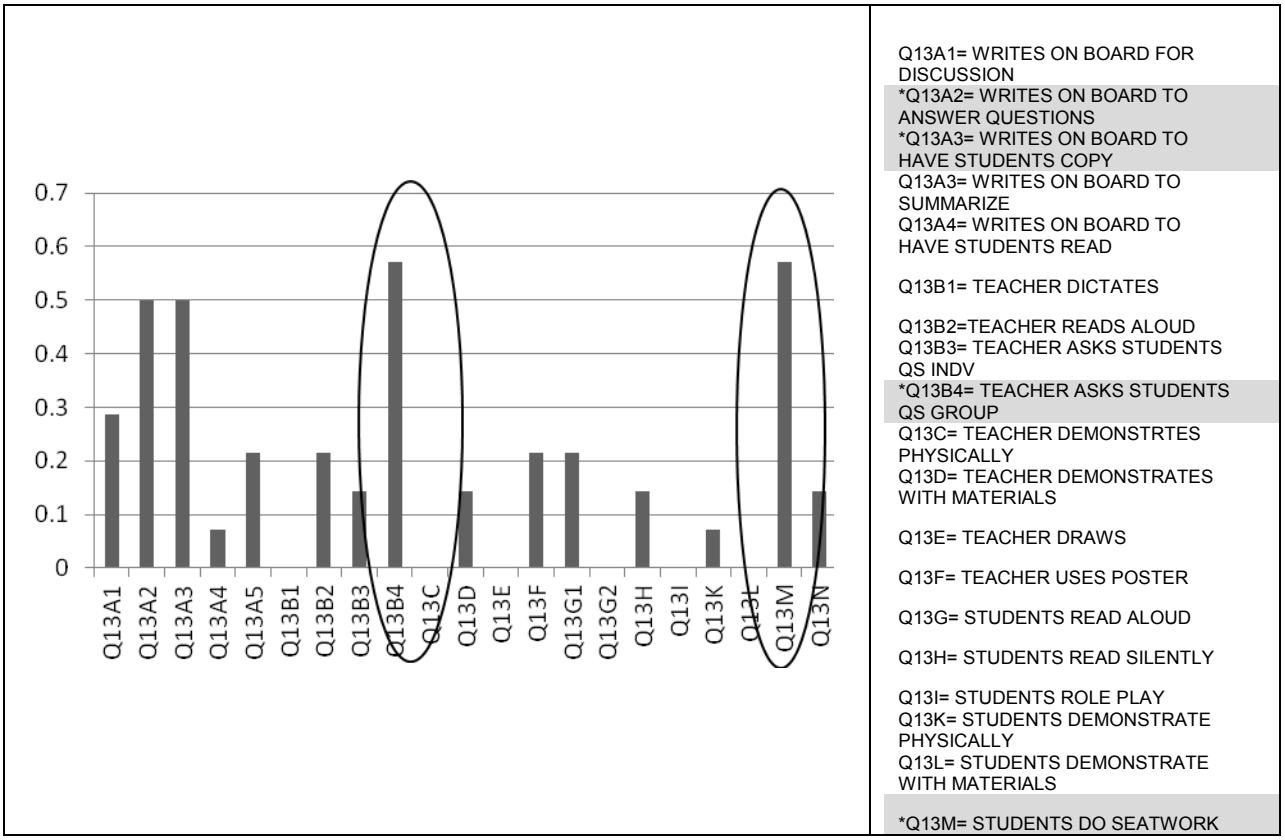


Table 3. Classroom libraries

	#	%
Have	11	28
Do not	28	72
Missing	3	
Total	**42**	

Appendix A-6. Classroom Observations (data related to Mathematics subcomponent)

Table 1. Teacher guidebook*

	#	%
Has a guide and consults	16	46
Has a guide and does not consult	8	23
No teacher guide	11	31
Missing	7	
Total	**42**	

*Applies to Literacy and Mathematics

Table 2. Teacher lesson plan*

	#	%
Has plan, refers heavily	6	17
Has plan, refers occasionally	8	23
Has a plan, but does not use	12	34
No plan	9	26
Missing	7	
Total	**42**	

*Applies to Literacy and Mathematics

Table 3. Mathematics textbooks for students

	#	% *
All students (100 percent)	14	67
More than half (50-99 %)	1	5
Less than half (1-49%)	0	0
No texts (0 %)	6	29
Missing	0	
Total	**21**	

*Percentages do not sum to 100 due to rounding

Figure 1. Teaching-learning strategies observed, n= 21 (classroom observations- MAT)

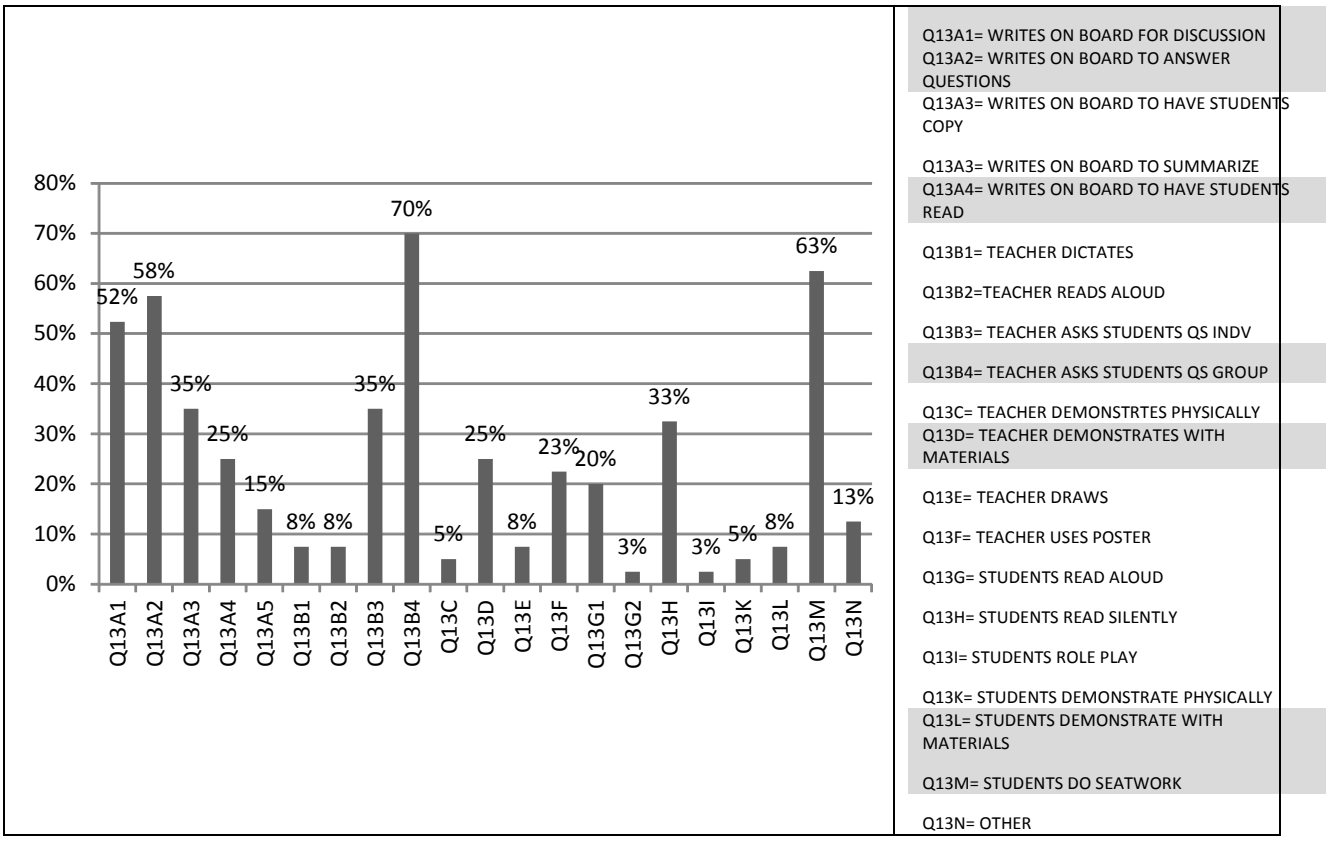


Table 4. Mathematics boxes

	#	%
Have	5	14
Do not have	32	86
Missing	5	
Total	**42**	

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Annex B: USAID/DR The Effective Schools Program-Analysis of the Program Database/*Análisis de las Bases de Datos del Programa*

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Siglas usadas (Acrónimos)

CL	Comprensión Lectora
MC	Muestra de Comparación
MT	Matemática
PEF	Programa Escuelas Efectivas
PUCMM	Pontificia Universidad Católica Madre y Maestra
USAID	United States Agency for International Development

Resultados

1. Introducción

El presente informe presenta el análisis de información derivado de las bases de datos suministradas por el Programa Escuelas Efectivas (PEF), ejecutado por la Pontificia Universidad Católica Madre y Maestra (PUCMM) y ejecutados con fondos de USAID, bajo el Cooperative Agreement No. 517-A-00-10-00102-00.

Los datos consisten en las medias de las puntuaciones (proporción de respuestas correctas) alcanzadas por estudiantes de escuelas del PEF, tanto en Comprensión Lectora (CL) como en Matemática (MT), así como datos generales de identificación de estudiantes y escuelas (edad, sexo, localización geográfica, año de la evaluación), para los grados 1º a 4º de la Educación Básica, y en los años 2008 al 2011. También se analizó una muestra de comparación de escuelas que no estaban en el PEF, tomada solamente para 3º y 4º grados y en los años 2010 y 2011.

Los análisis comienzan con una revisión de la distribución de escuelas y estudiantes que participan en el PEF, analizados por grado y año en que se produce la evaluación, según las distintas variables de comparación: Sexo, zona (rural/urbana), edad, sobre-edad e índice de feminización.

Más adelante, se realiza un análisis más profundo sobre los resultados de las evaluaciones cognoscitivas en las áreas objeto del Programa: Los datos se analizan, para cada área, por grado y año de evaluación, agregados por sexo, sobre-edad, zona o “estrato” y rangos de puntuaciones. Se hacen estudios de regresión linear simple en cada caso.

Por último, se hace un análisis comparativo de los resultados en CL y MT de los años 2010 y 2011 en 3º y 4º grados, con la muestra de comparación (MC) de escuelas no-PEF, por sexo y sobre-edad.

Los principales resultados son los siguientes:

a) Se han evaluado 75,354 estudiantes del PEF, en Comprensión Lectora y Matemática, en los grados 1º a 4º, de los años 2008 al 2011: No todos los años están todos los grados ni ambas áreas. También se evaluaron 9,418 niños y niñas (NN) de escuelas que no estaban en el PEF, en lo que se denominó “Muestra de Comparación”(MC), en los grados 3º y 4º, y los años 2010 y 2011, tanto para CL como para MT.
b) El porcentaje de niñas (femenino) en aulas tiende a incrementarse al aumentar los años de escolaridad.
c) La sobre-edad (dos años por encima de la edad normativa), tiende a aumentar con el grado académico; y es un fenómeno que interesa prioritariamente más a los varones (niños)
d) El programa PEF, al avanzar en los años de ejecución, tiende a hacerse más “urbano”: Integra más escuelas clasificadas como del sector urbano que el rural.
e) Se percibe un incremento general en el rendimiento en Comprensión Lectora año tras año, en el 4º grado y en el 1º grado.
f) Por lo general, las niñas tienen mejor resultado en CL que los niños, la mayor parte de ellos estadísticamente significativos.
g) En los grados 3º y 4º, NN en sobre-edad tienen significativamente resultados más bajos que los que no están en sobre-edad, en CL.
h) Para 2º, 3º y 4º grados, NN del sector urbano tienen mejor resultado que los del sector rural, en los dos últimos años (2010 y 2011), en CL.
i) Para CL, se nota un significativo incremento de NN que ocupan los tercios medio y superior de la distribución de las calificaciones sobre 100 puntos, y una diminución significativa de los que están en el tercio inferior, desde el 2008 al 2011.
j) El análisis de regresión de los resultados en CL muestra que las variables año del programa, sexo, sobre-edad, zona rural/urbana y grado académico son significativas para predecir el rendimiento de NN en las evaluaciones.

El perfil de mayor éxito es el de una niña de cuarto grado matutino de una escuela urbana que está en la edad normativa para su grado, durante el año 2011.

k) Para MT se observa que el progreso en los resultados de las evaluaciones parece haber alcanzado una cima en los años 2009 y 2010, y que para el 2011 muestra haberse detenido o hasta retrocedido.
l) Al igual que en CL, las niñas tiene significativamente mejores resultados que los niños en MT.
m) Lo mismo se confirma con respecto a la sobre-edad en 3º y 4º grados: NN en sobre-edad tienen resultados más bajos en esos grados que los sin sobre-edad.
n) El diferencia en el rendimiento por zona urbana/rural en MT es semejante al de CL, donde la zona urbana presenta mejor rendimiento; aunque a ciertos niveles (3º en el 2008, 1º en el 2010 y 2º en el 2011), la situación era inversa a la observada más tarde: Los resultados de la zona rural eran superiores a los de zona urbana.
o) La distribución por rangos de puntuaciones en MT, a diferencia de CL, muestra que los años 2009 y 2010 los resultados fueron significativamente más altos (más estudiantes pasan de un rango al superior) que en el 2008 y el 2011. Esto es bastante lineal en 3º grado, pero en 4º grado lo que se observa es que, luego del 2008, la proporción de NN en el rango superior (más del 66% de aciertos en la evaluación) se mantiene inalterada (9%).
p) El análisis de regresión arroja resultados semejantes a los de CL, aunque con un menor nivel de significatividad, sobre todo en la variable “Tanda”. El perfil es semejante al de CL. Se sospecha que algunas variables (año de la evaluación, por ejemplo) no son lineales, como se observó en los resultados disgregados.
q) La comparación con la “Muestra de Comparación”, para 3º y 4º en los años 2010 y 2011, muestra los siguientes resultados:
    a. En todos los casos, los resultados del PEF son estadísticamente superiores a los de la MC.
    b. El análisis de los cambios entre un año y otro no muestra grandes diferencias en el comportamiento de la MC versus PEF: En algunos casos (En CL para 3º grado MC y 4º grado PEF) el cambio es significativo, pero en otros no se observa significatividad, y aún más, en MT en 3º grado para NN en el PEF, los resultados son SUPERIORES en el 2010 que en el 2011.
    c. Tanto en el PEF como en la MC, las niñas tienen mejores resultados en CL que los niños; y en MT las niñas del PEF aventajan a los niños, mientras que en la MC no hay diferencia entre los sexos en el resultado en MT.
    d. La sobre-edad está asociada a rendimiento más bajo en el PEF, y que en la MC se observa lo mismo, excepto en CL en 3º y 4º grados en el 2010, y en MT en 3º grado del 2011, donde no hay diferencias significativas debidas a la sobre-edad.

2. Distribución de la muestra de escuelas participantes en PEF

Los siguientes datos muestran la distribución de la muestra bajo diferentes criterios (general, por sexo, por sobre-edad…). La mayor parte de las tablas presentan la proporción (porcentaje) de casos en el criterio considerado; y la significatividad estadística de la diferencia entre esas proporciones. En las tabla, las casillas sombreadas muestran la significatividad de las proporciones de casos al compararse entre sujetos en cada uno de los criterios: Cuando la proporción de sujetos del criterio a la izquierda es mayor que el del criterio a la derecha, se marca con un color naranja, indicando que en ese grado y año el criterio a la derecha es significativamente inferior que el de la izquierda. Lo contrario se indica con un sombreado azul sobre el criterio significativamente más elevado.

2.1 Muestra general

Table 1: Muestra de sujetos en escuelas participantes, según año, grado y área académica

		2008	2009	2010	2011	Total
Comprensión Lectora	1ro			191	269	*460*
	2do			379	291	*670*
	3ro			5,454	6,039	*11,493*
	4to	1,832	1,444	5,187	5,797	*14,260*
	Total	*1,832*	*1,444*	*11,211*	*12,396*	*26,883*
Matemática	1ro			393	544	*937*
	2do			355	358	*713*
	3ro	3,839	5,189	7,262	8,345	*24,635*
	4to	2,518	4,537	7,583	7,548	*22,186*
	Total	*6,357*	*9,726*	*15,593*	*16,795*	*48,471*
TOTAL	1ro			584	813	*1,397*
	2do			734	649	*1,383*
	3ro	3,839	5,189	12,716	14,384	*36,128*
	4to	4,350	5,981	12,770	13,345	*36,446*
	Total	*8,189*	*11,170*	*26,804*	*29,191*	*75,354*

En total se recibió información de 75,354 estudiantes, de los cuales el 36% son del componente de Comprensión Lectora, mientras el resto (48,471) son de Matemática. Para los años 2008 y 2009 no hubo muestra en 1º y 2º grados; como tampoco para Comprensión Lectora (CL) en 3º grado de esos años.

Figure 1: Sample in CL, by grade and year

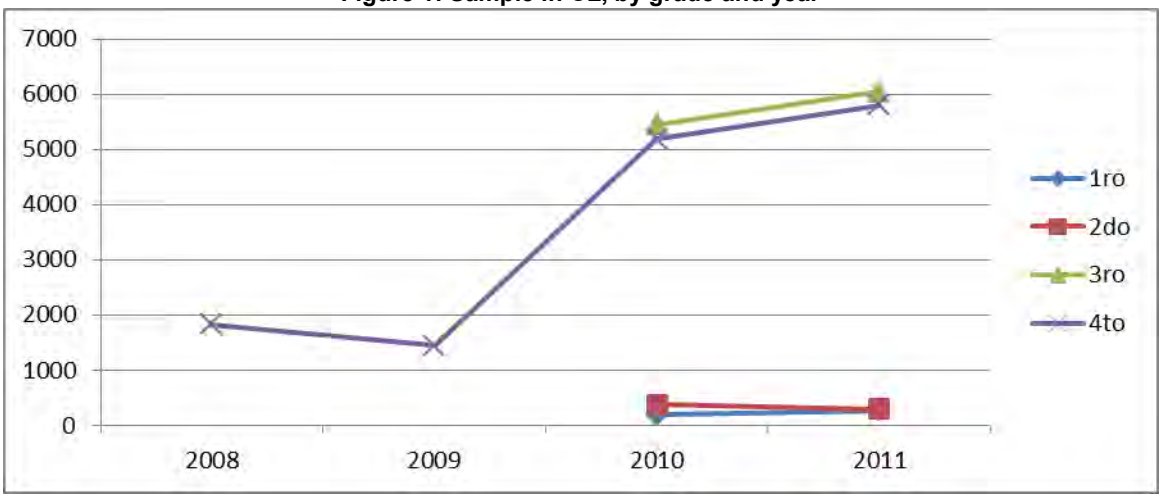
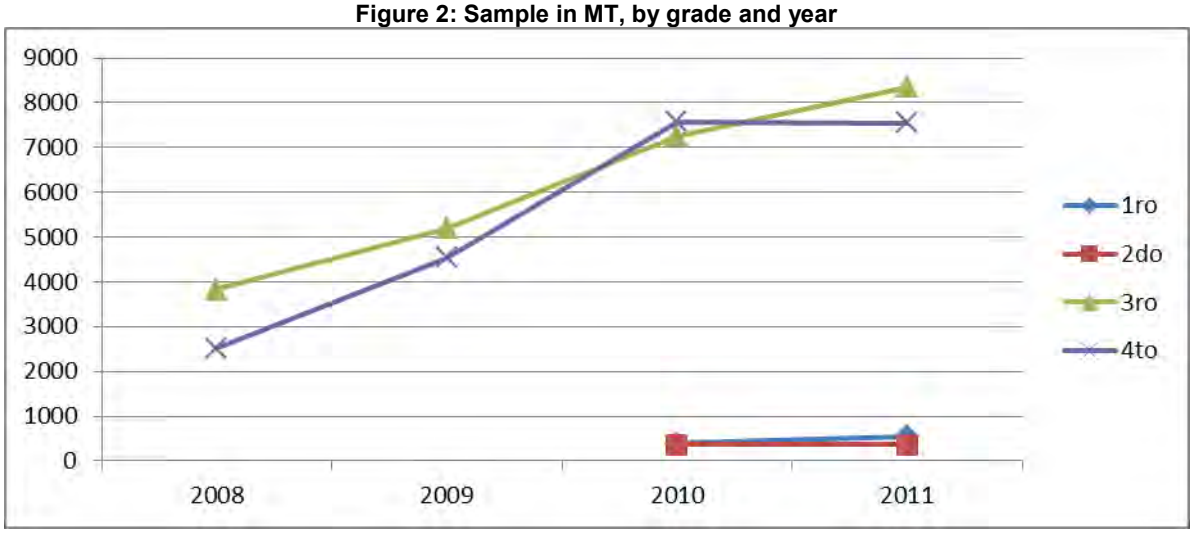


Figure 2: Sample in MT, by grade and year



2.2 Distribución por sexo

Table 2: Distribución sexo en CL

			2008	2009	2010	2011	Total
Grado	1ro	Niñas			106	134	240
		Niños			84	135	219
	2do	Niñas			179	131	310
		Niños			200	160	360
	3ro	Niñas			2562	2790	5352
		Niños			2883	3206	6089
	4to	Niñas	972	745	2480	2766	6963
		Niños	818	674	2698	3020	7210
	Total	Niñas	972	745	5327	5821	12865
		Niños	818	674	5865	6521	13878

Figure 3: Total de casos por grado y año, según sexo, en Comprensión Lectora

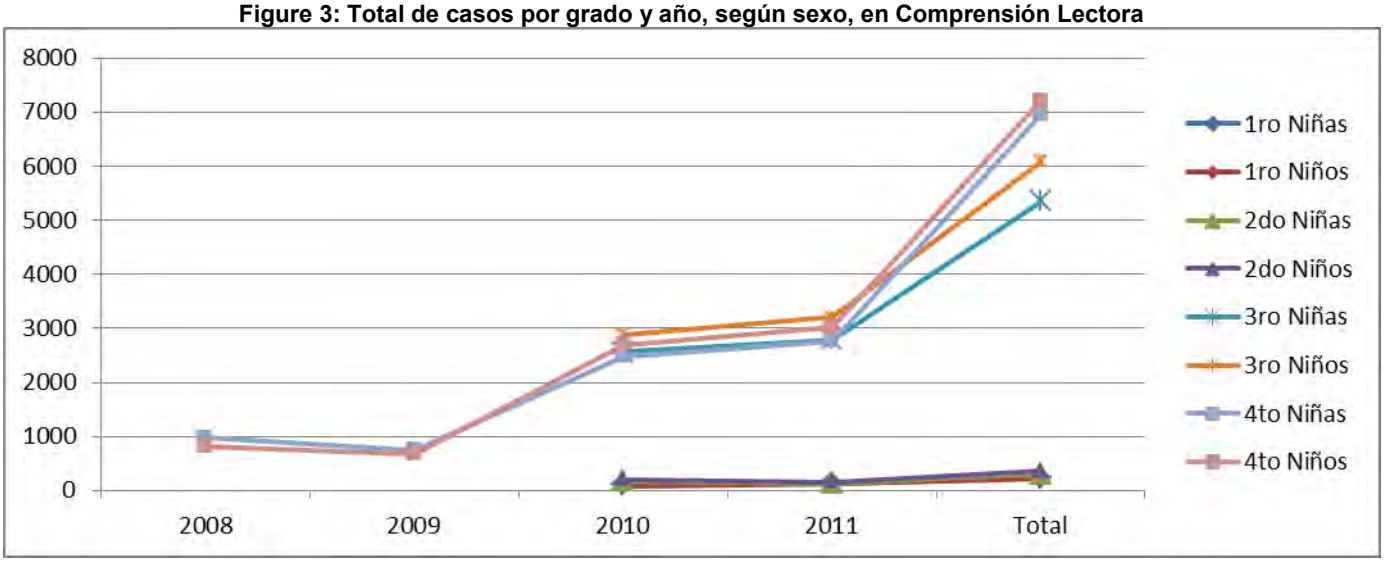
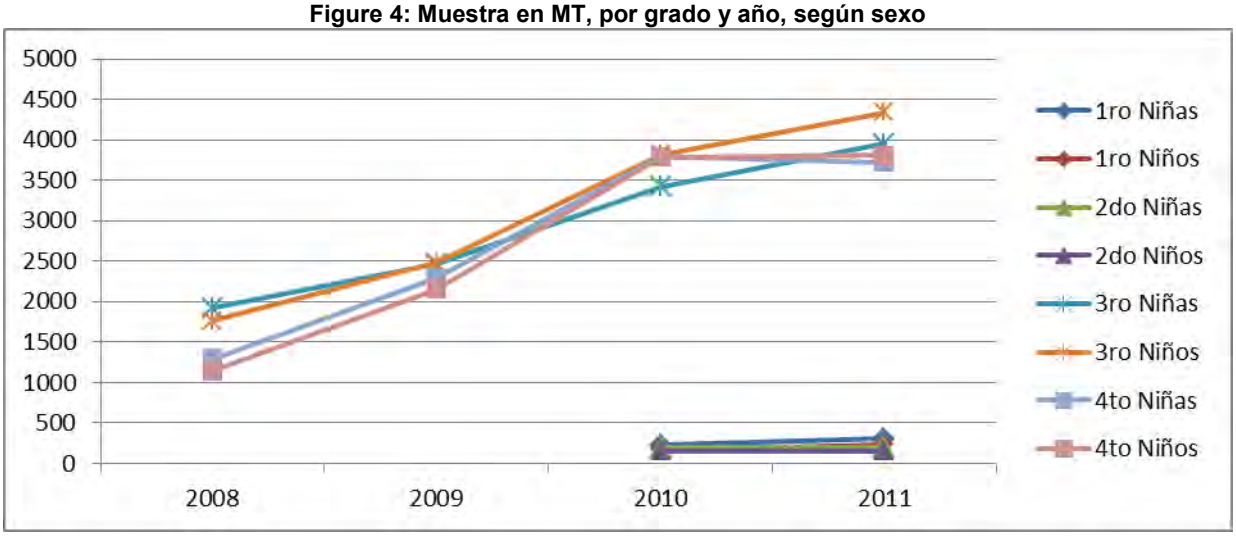


Table 3: Muestra en Matemática, por sexo

			2008	2009	2010	2011	Total
Grado	1ro	Niñas			226	307	533
		Niños			167	236	403
	2do	Niñas			196	203	399
		Niños			157	155	312
	3ro	Niñas	1922	2463	3420	3952	11757
		Niños	1765	2474	3820	4339	12398
	4to	Niñas	1297	2283	3790	3718	11088
		Niños	1145	2153	3782	3811	10891
	Total	Niñas	3219	4746	7632	8180	23777
		Niños	2910	4627	7926	8541	24004

Figure 4: Muestra en MT, por grado y año, según sexo



Al analizar la muestra en función del porcentaje de niñas/niños, se detectan tendencias interesantes: Hay más niñas en 1º grado que niños, en los grupos de CL evaluados en el año 2010. En MT se observa que en casi todos los cursos, excepto en 3º, la proporción de niñas es significativamente mayor que la de niños, en el 2010, mientras que en el 3º es

mayor el porcentaje de varones. En el 2011 se aprecia el mismo fenómeno, con la diferencia que para 4º no hay diferencias significativas, aunque numéricamente el porcentaje de niñas es menor que el de varones.

Table 4: Muestra de sujetos en escuelas participantes, según año, grado y área académica

		2008		2009		2010		2011		Total	
		Niñas	Niños	Niñas	Niños	Niñas	Niños	Niñas	Niños	Niñas	Niños
Comprensión Lectora	1ro					**56%**	44%	50%	50%	52%	48%
	2do					47%	53%	45%	55%	46%	54%
	3ro					47%	53%	47%	53%	47%	53%
	4to	54%	46%	53%	47%	48%	52%	48%	52%	49%	51%
Matemática	1ro					**58%**	42%	**57%**	43%	57%	43%
	2do					**55%**	45%	**57%**	43%	56%	44%
	3ro	52%	48%	50%	50%	47%	**53%**	48%	**52%**	49%	51%
	4to	53%	47%	51%	49%	**50%**	50%	49%	51%	50%	50%
Total	1ro					57%	43%	54%	46%	55%	45%
	2do					51%	49%	51%	49%	51%	49%
	3ro	52%	48%	50%	50%	47%	53%	47%	53%	48%	52%
	4to	54%	46%	52%	48%	49%	51%	49%	51%	50%	50%

Leyenda: Naranja: Significativamente mayor que la cifra que le queda a la derecha. Azul: Significativamente mayor que la cifra que le queda a la izquierda,

Figure 5: Proporciones de casos según sexo, grado y año, en Comprensión Lectora

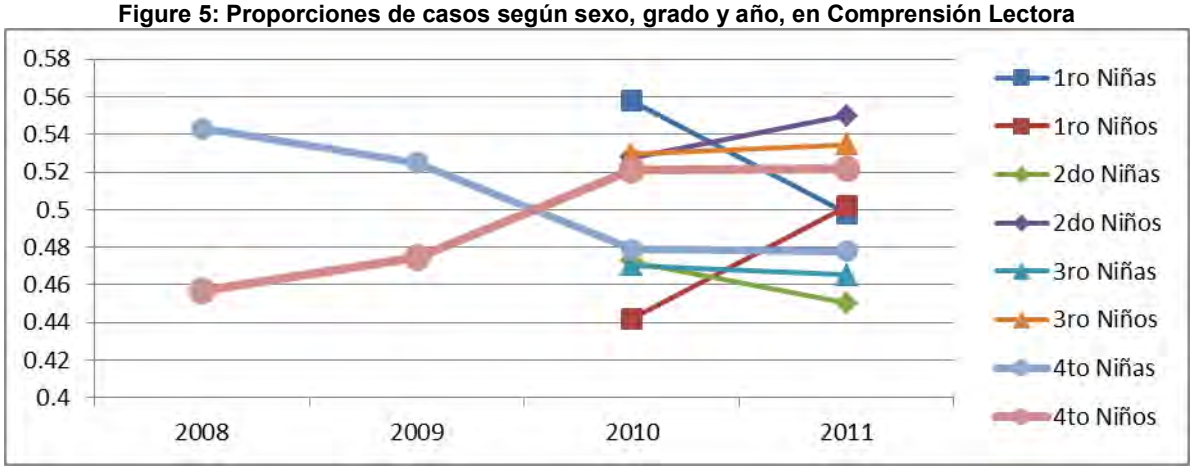
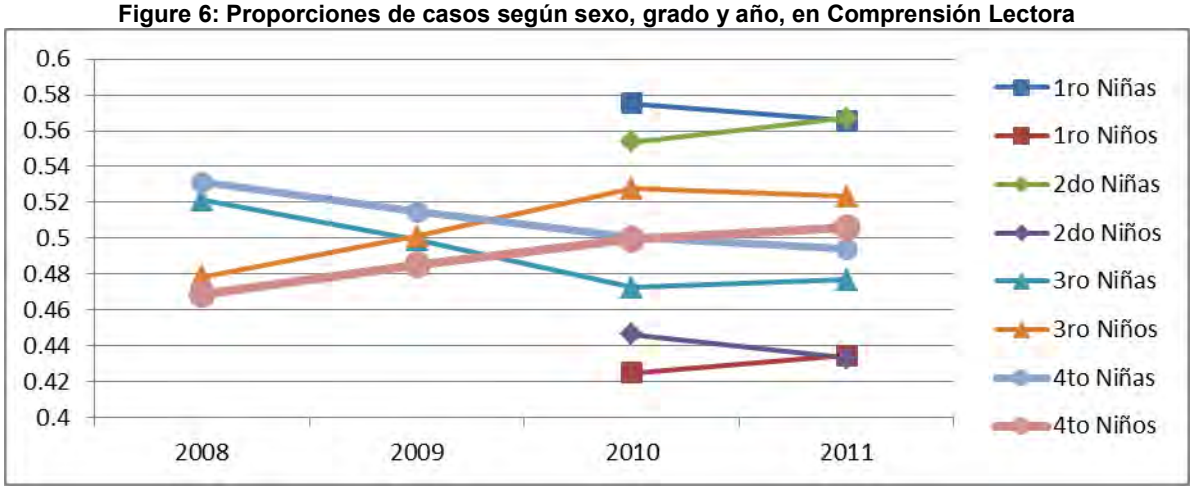


Figure 6: Proporciones de casos según sexo, grado y año, en Comprensión Lectora



2.3 Muestra por Zona

Table 5: Distribución de las proporción de casos por zona (rural/urbana) donde se ubica la escuela

		2008		2009		2010		2011	
		Rural	Urbano	Rural	Urbano	Rural	Urbano	Rural	Urbano
Comprensión Lectora	1ro					43%	57%	41%	59%
	2do					**50%**	50%	**44%**	56%
	3ro					38%	62%	37%	63%
	4to	47%	53%	59%	41%	37%	63%	35%	**65%**
Matemática	1ro					**42%**	58%	34%	66%
	2do					25%	**75%**	16%	**84%**
	3ro	41%	**59%**	51%	**49%**	34%	66%	**35%**	65%
	4to	**44%**	56%	**54%**	46%	33%	67%	33%	67%

Leyenda: Naranja: Significativamente mayor que la cifra que le queda a la derecha. Azul: Significativamente mayor que la cifra que le queda a la izquierda,

Figure 7: Distribución de la muestra según zona donde se ubica la escuela, en CL

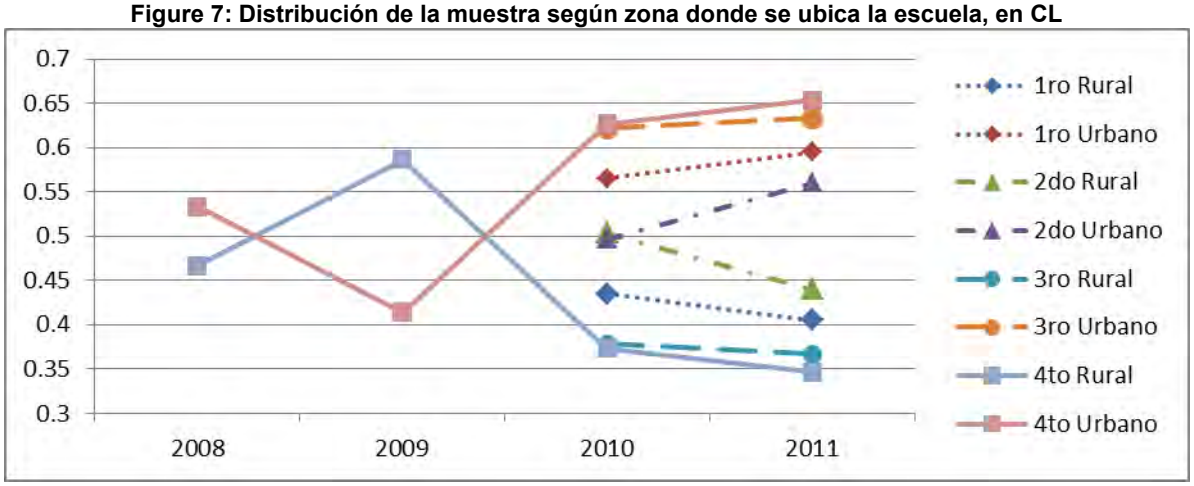
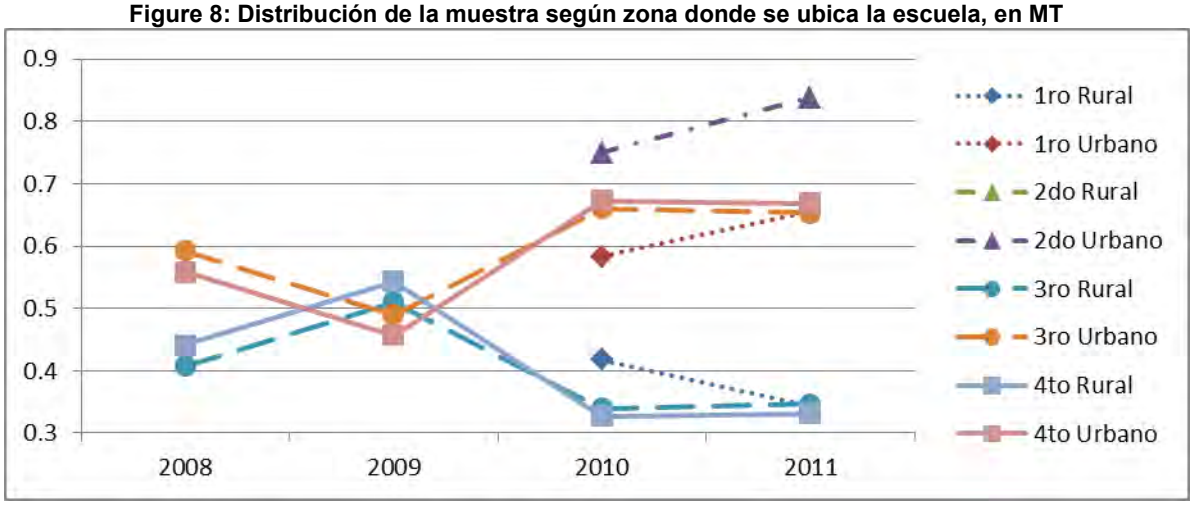


Figure 8: Distribución de la muestra según zona donde se ubica la escuela, en MT



En el transcurso de los años, la muestra tiende a hacerse más “urbana”, aunque en 3º en Matemática y en 2º en CL la tendencia es a la inversa: tiende a ser más “rural”.

2.4 Sobre-edad

Los niños evaluados se clasificaron como “en sobre-edad”, cuando su edad en años cumplidos era de 2 años o más por encima de la edad normativa para el grado (6 años para primero). La siguiente tabla muestra la distribución de sobre-edad en la muestra, por año, grado y área académica evaluada. Se ha enfatizado el efecto “año de la evaluación” sobre el de grado, para intentar aproximarse a un “efecto programa”.

Table 6: Proporción de casos en sobre-edad, según año, grado y Área

		1ro		2do		3ro		4to	
		No	Sí	No	Sí	No	Sí	No	Sí
Comprensión Lectora	2008							84%	**16%**
	2009							**89%**	11%
	2010	97%	3%	94%	6%	88%	12%	87%	13%
	2011	98%	2%	94%	6%	89%	11%	**88%**	12%
Matemática	2008					85%	**15%**	82%	**18%**
	2009					86%	**14%**	84%	**16%**
	2010	**100%**	0%	91%	**9%**	**89%**	11%	86%	14%
	2011	**98%**	2%	**97%**	3%	**89%**	11%	**87%**	13%

Leyenda: Naranja: Significativamente mayor que la cifra que le queda a la derecha. Azul: Significativamente mayor que la cifra que le queda a la izquierda,

La sobre-edad es más marcada en 3º y 4º grados para matemática, en los años 2008 y 2009; y para el 2010 en 4º. En Comprensión Lectora esta se presenta solamente en el 2008 en 4º grado. Este dato es interesante, porque señala que la sobre-edad tiende a disminuir con los años de evaluación, sugiriendo que el programa podría estar interviniendo en ese sentido. La serie, para los grados 1º y 2º es corta (solamente dos años) para poder pronosticar tendencias.

Figure 9: Sobre-edad en CL, según año, por grado

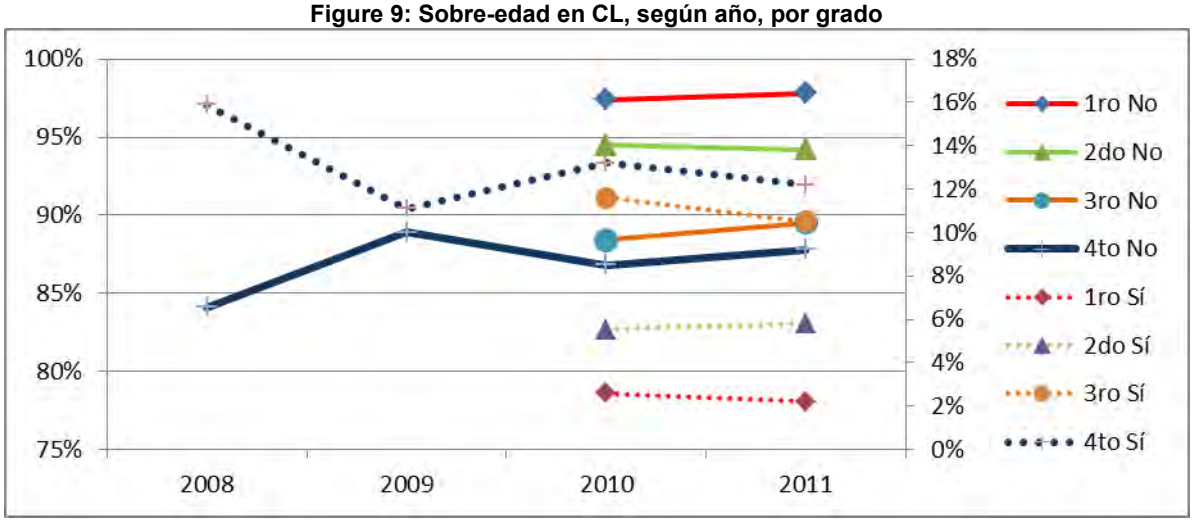
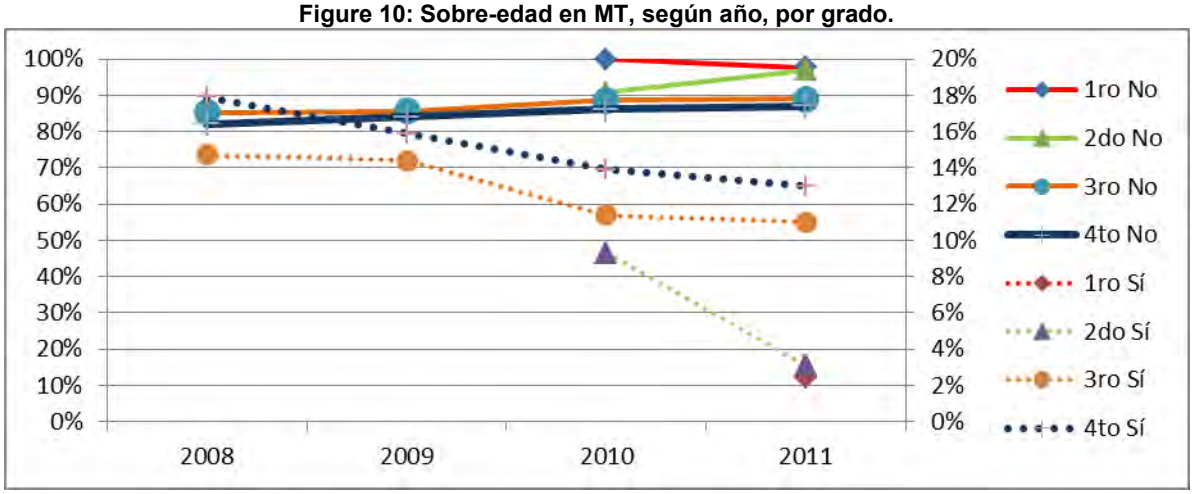


Figure 10: Sobre-edad en MT, según año, por grado.



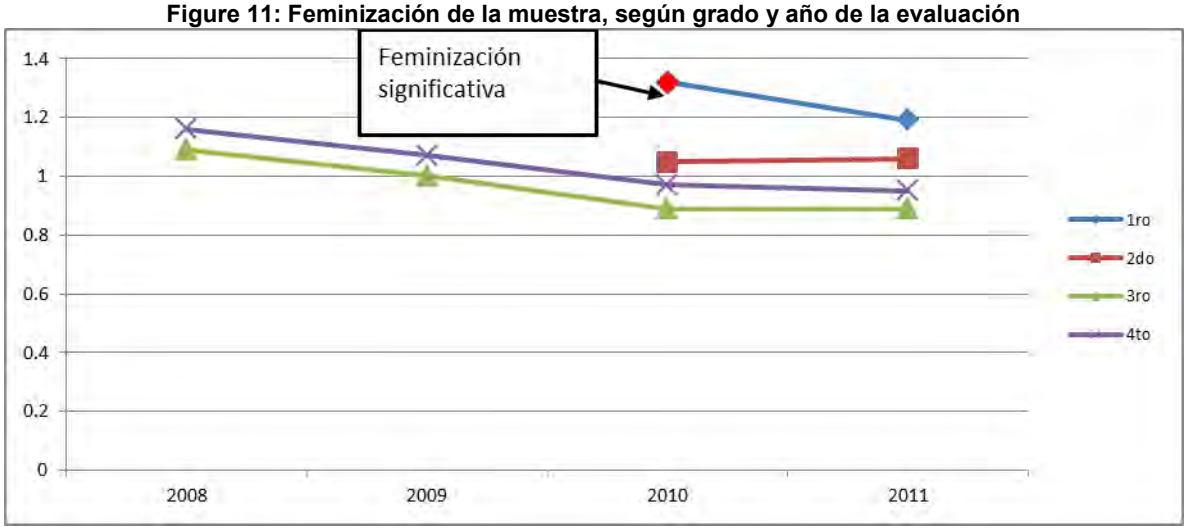
2.5 Feminización según año de evaluación y grado

El siguiente cuadro muestra el índice de feminización en cada grado, según año de la evaluación. Este índice es la relación (ratio) de número de niñas dividido número de niños. Si la proporción de niñas es mayor que la de niños, el índice será superior a 1.00. Cuando el índice es igual o mayor de 1.20 se ha indicado con color verde (Ejemplo: ***1.32***), indicando una significativa proporción de mujeres mayor que de hombres. Cuando la proporción de niños supera a la de niñas (0.80 ó menos), se indica con caracteres rojos (ejemplo: **0.45**). En la siguiente tabla se muestra el índice de feminización para todas las edades, según grado y año en que se realizó la evaluación. Solamente se destaca una mayor feminización en 1º grado, en el 2010. Para el resto de los años, el índice cae dentro del rango de lo normal.

Table 7: Índice de feminización por grado y año de la evaluación

		Año de Evaluación			
		2008	**2009**	**2010**	**2011**
Grado	1ro			***1.32***	1.19
	2do			1.05	1.06
	3ro	1.09	1.00	0.89	0.89
	4to	1.16	1.07	0.97	0.95

Figure 11: Feminización de la muestra, según grado y año de la evaluación



2.6 Feminización y sobre-edad

2.6.1 Feminización según edad y grado

En el siguiente cuadro se reporta el índice de feminización, con respecto a la edad y el grado. La zona sombreada es la correspondiente a la edad normativa para el grado reportado (+/- 1 año para la edad normativa, que es de 6 años para primer grado). La zona por debajo de esta área sombreada es el área de sobre-edad para el grado considerado (2 años o más por encima de la edad normativa); mientras el área por encima de la zona sombreada es la de infra-edad (2 años o más POR DEBAJO de la edad normativa.

Nótese que, a parte del 1° grado, la sobre-edad es un fenómeno masculino, mientras el estar en la edad normativa es más bien característico de las niñas.

Table 8: Índice de feminización, según edad y grado

		Grado			
		1ro	2do	3ro	4to
Edad (años cumplidos)	5	0.83	Área de infraedad		
	6	*1.34*	**0.75**	1.00	
	7	*1.22*	*1.48*	*1.72*	*2.54*
	8	**0.67**	0.95	*1.30*	*1.64*
	9	*1.20*	**0.60**	0.95	*1.39*
	10	*1.33*	**0.32**	**0.62**	1.04
	11		**0.33**	**0.49**	**0.69**
	12		1.00	**0.45**	**0.57**
	13			**0.36**	**0.47**
	14	Área de sobre-edad		**0.43**	**0.38**
	15			**0.51**	**0.35**
	16			**0.47**	**0.40**
	17			1.00	**0.25**

Algunas observaciones a este cuadro:

a) Se eliminaron de la base de datos sujetos con edades superiores a los 17 años (unos 12 casos, del total de 75,000).

b) Del cuadro de análisis se eliminaron las casillas en que había solamente uno o dos casos en cualquiera de los sexos, ya que una variación de uno daba indicadores de feminización significativamente altos o bajos, distorsionando el indicador.

2.7 Muestra de Comparación

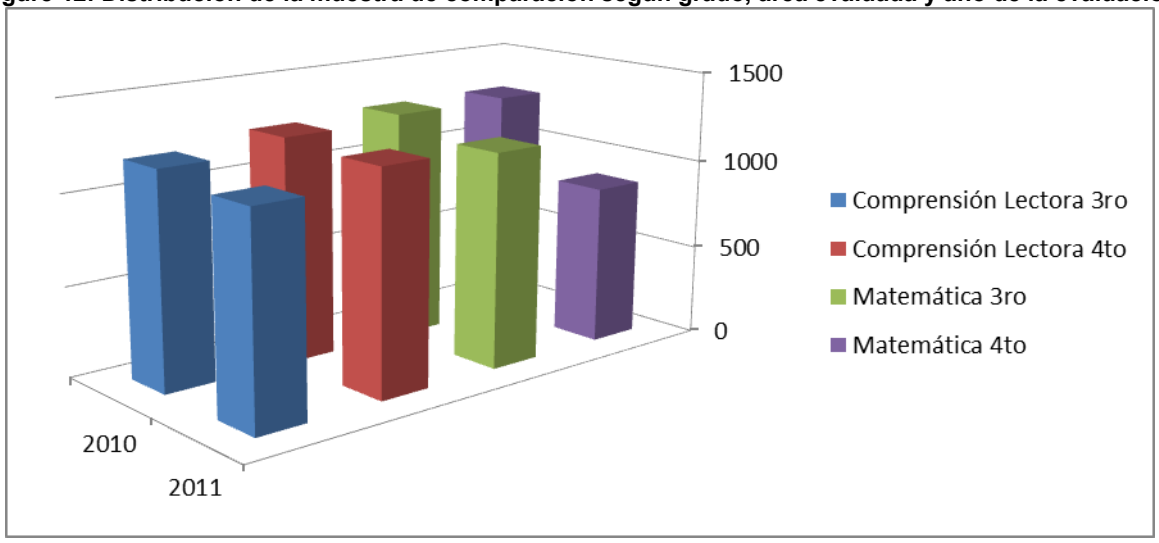
Para los años 2010 y 2011 se trabajó una "Muestra de Comparación" (MC), consistente en casos de 37 escuelas del sector público. Las siguientes tablas resumen los datos descriptivos de esta muestra.

2.8 Total casos por año, grado y área

Table 9: Cantidad de casos evaluados en la Muestra e Comparación, por área evaluada, grado y año de la evaluación

		2010	2011	Total
Comprensión Lectora	3ro	1188	1141	2329
	4to	1248	1221	2469
	Total	2436	2362	4798
Matemática	3ro	1278	1185	2463
	4to	1284	873	2157
	Total	2562	2058	4620

Figure 12: Distribución de la muestra de comparación según grado, área evaluada y año de la evaluación



2.9 Por sexo

Table 10: Distribución por sexo en la muestra de comparación, según grado, área y año de evaluación

		Año de Evaluación					
		2010		2011		Total	
		Niñas	Niños	Niñas	Niños	Niñas	Niños
Comprensión Lectora	3ro	47.3%	52.7%	49.7%	50.3%	48.5%	51.5%
	4to	49.1%	50.9%	50.2%	49.8%	49.7%	50.3%
Matemática	3ro	49.6%	50.4%	46.2%	53.8%	48.0%	52.0%
	4to	48.9%	51.1%	50.9%	49.1%	49.7%	50.3%
Total	3ro	48.5%	51.5%	47.9%	52.1%	48.2%	51.8%
	4to	49.0%	51.0%	50.5%	49.5%	49.7%	50.3%

Leyenda: Naranja: Significativamente mayor que la cifra que le queda a la derecha. Azul: Significativamente mayor que la cifra que le queda a la izquierda,

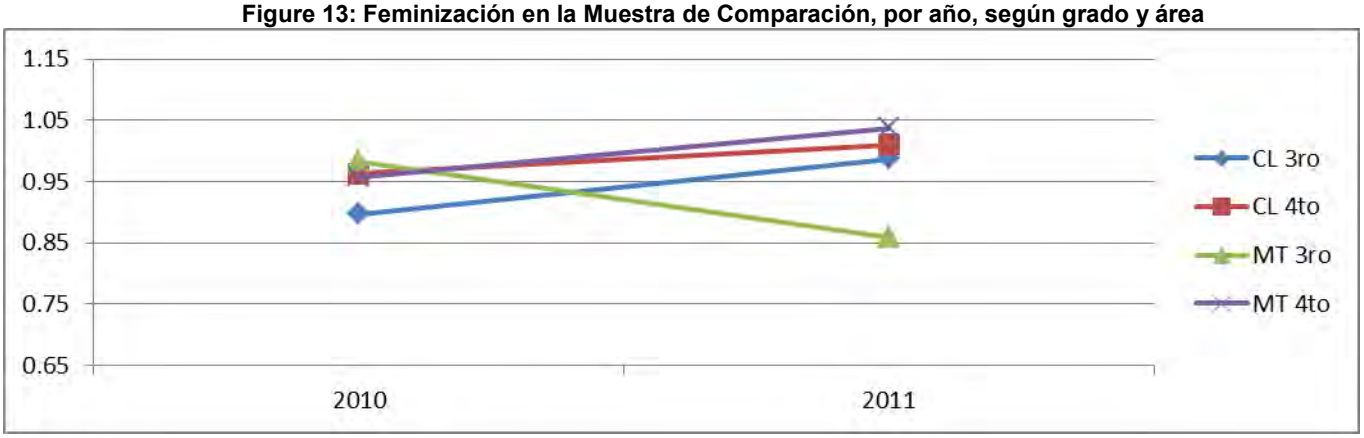
La distribución por sexo es relativamente homogénea, según se muestra en la tabla de índices de feminización por grado y año. La distribución por género es bastante semejante a la del PEF, con una ligera tendencia a incrementase el número de niñas en 4º grado, en el 2011 respecto al 2010, pero lo contrario sucede en 3º grado, siempre en MT. Aunque no sea estadísticamente significativo, la tendencia observada es hacia una mayor feminización, en el transcurso de los años.

Table 11: Índice de feminización, por grado, área y año

		2010	2011
Comprensión Lectora	3ro	0.90	0.99
	4to	0.96	1.01
Matemática	3ro	0.98	0.86
	4to	0.96	1.04

Leyenda: Naranja: Significativamente mayor que la cifra que le queda a la derecha. Azul: Significativamente mayor que la cifra que le queda a la izquierda,

Figure 13: Feminización en la Muestra de Comparación, por año, según grado y área



2.10 Sobre-edad

Table 12: Proporción de sujetos en sobre-edad en la muestra de comparación, por curso, área evaluada y año

		3ro		4to	
		No	Sí	No	Sí
Comprensión Lectora	2010	86%	14%	100%	0%
	2011	87%	13%	85%	15%
Matemática	2010	86%	14%	88%	12%
	2011	86%	14%	84%	16%

Leyenda: Naranja: Significativamente mayor que la cifra que le queda a la derecha. Azul: Significativamente mayor que la cifra que le queda a la izquierda,

La sobre-edad en la MC oscila entre 12% y 16% (media para MT = 13.7% y 10.03 para CL). En el 2010, en 4º grado, en CL, no se detectó ningún caso de sobre-edad.

3. Resultados en las Evaluaciones

3.1 Resultados en Comprensión Lectora (CL)

3.1.1 Resultados Generales (Año y Grado)

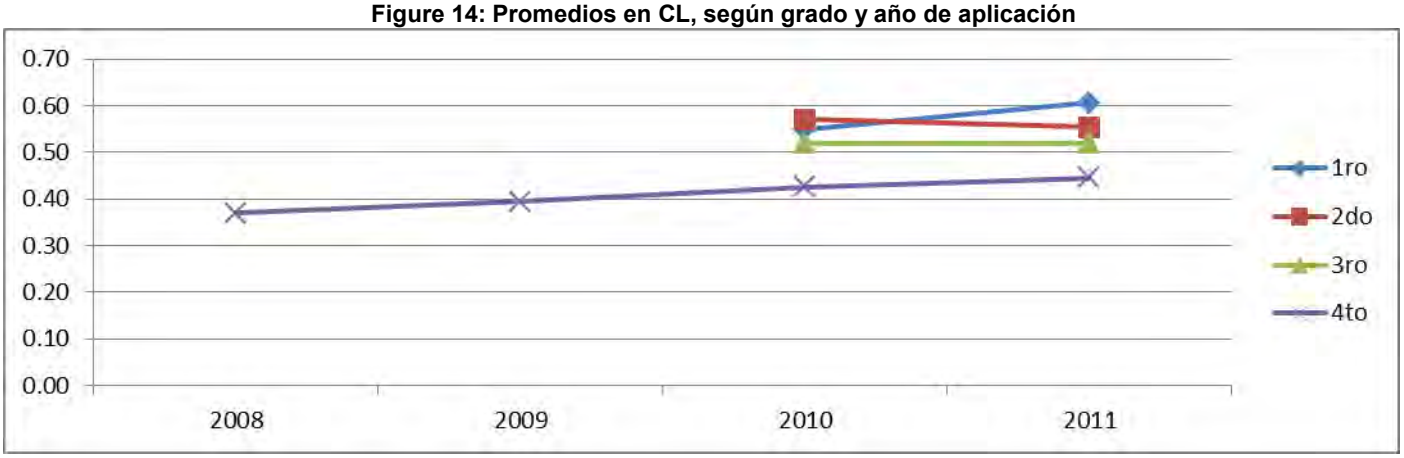
El promedio general en CL es de 47% de respuestas correctas. Por lo general, los porcentajes más bajos son en 4º grado, donde los mismos no superan el 44% en ningún año. En la tabla siguiente, se observa que para 4º grado, las puntuaciones obtenidas en promedio cada año son significativamente mejores que en el año precedente. Lo mismo se observa para 1º Grado entre el 2010 y el 2011 (las zonas sombreadas significan que las puntuaciones son significativamente mayores que las del período precedente.). No se observan variaciones significativas entre el 2010 y el 2011 para 2º y 3º grados.

Table 13: Promedio en Comprensión Lectora, por año y grado

	Año de Evaluación				
	2008	2009	2010	2011	Total
1ro			.55	.61	.58
2do			.57	.55	.56
3ro			.52	.52	.52
4to	.37	.39	.43	.44	.42
Total	.37	.39	.48	.49	.47

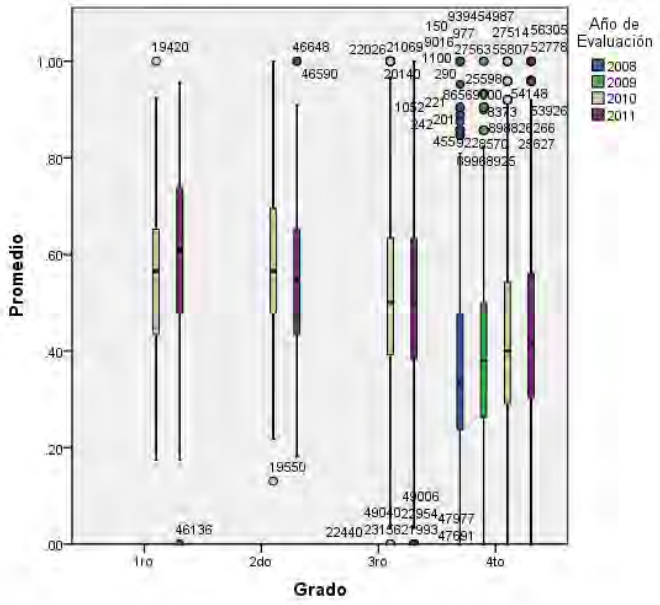
Leyenda: Naranja: Significativamente mayor que la cifra que le queda a la derecha. Azul: Significativamente mayor que la cifra que le queda a la izquierda

Figure 14: Promedios en CL, según grado y año de aplicación



Otro dato importante lo muestra el siguiente gráfico, donde se analiza la dispersión de las puntuaciones y la distribución de la mediana con los cuartiles Q2 y Q3. Se nota la amplitud de la distribución (que siempre va de 0% al 100%), y la fuerte presencia de valores extremos (outliers), sobre todo en 3º y 4º grados, lo que indica una gran variabilidad en los casos evaluados, reforzando la idea de que no son poblaciones homogéneas.

Figure 15: Distribución de la mediana de las puntuaciones y de los cuartiles intermedios en CL, según grado y año.



3.1.2 Resultados en CL, según género

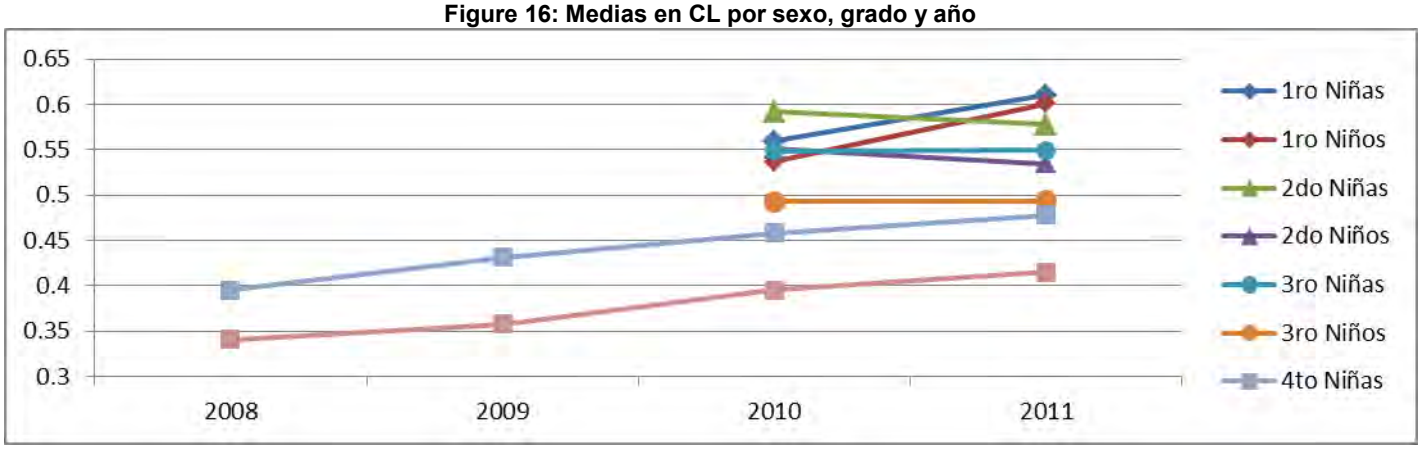
La comparación de las medias de niñas y niños muestra que las niñas siempre tienen promedios más altos que los varones. Estas diferencias son significativas, excepto para 1º grado, aunque aún aquí las niñas tienen resultados numéricos superiores a los varones.

Table 14: Promedios en CL, por sexo, según grado y año de evaluación

	Año de Evaluación							
	2008		2009		2010		2011	
	Niñas	Niños	Niñas	Niños	Niñas	Niños	Niñas	Niños
1ro					.56	.54	.61	.60
2do					**.59**	.55	**.58**	.53
3ro					**.55**	.49	**.55**	.49
4to	**.40**	.34	**.43**	.36	**.46**	.40	**.48**	.41
Total	.40	.34	.43	.36	.51	.45	.52	.46

Leyenda: Naranja: Significativamente mayor que la cifra que le queda a la derecha. Azul: Significativamente mayor que la cifra que le queda a la izquierda

Figure 16: Medias en CL por sexo, grado y año



3.1.3 Sobre-edad y CL

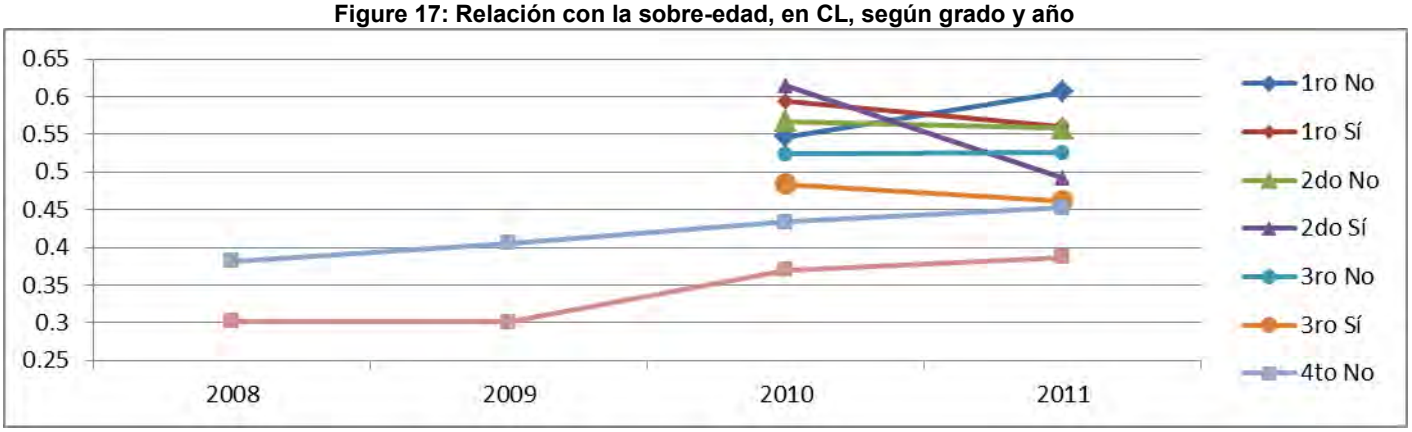
Los resultados considerando la variable sobre-edad, muestran que en 3º y 4º grados, las puntuaciones medias en CL son significativamente mayores en los sujetos **SIN** sobre-edad, mientras que en 1º y 2º grados este efecto no es tan marcado, aunque numéricamente son cifras más elevadas.

Table 15: Relación con la sobre-edad, en CL, según grado y año

	Año de Evaluación							
	2008		2009		2010		2011	
	Sobre-edad		Sobre-edad		Sobre-edad		Sobre-edad	
	No	Sí	No	Sí	No	Sí	No	Sí
1ro					0.55	0.59	0.61	0.56
2do					0.57	0.61	0.56	0.49
3ro					**0.52**	0.48	**0.53**	0.46
4to	**0.38**	0.30	**0.41**	0.30	**0.43**	0.37	**0.45**	0.39
Total	.38	.30	.41	.30	.48	.43	.49	.42

Leyenda: Naranja: Significativamente mayor que la cifra que le queda a la derecha. Azul: Significativamente mayor que la cifra que le queda a la izquierda.

Figure 17: Relación con la sobre-edad, en CL, según grado y año



3.1.4 Estrato (Zona Urbana o Rural), en Comprensión Lectora

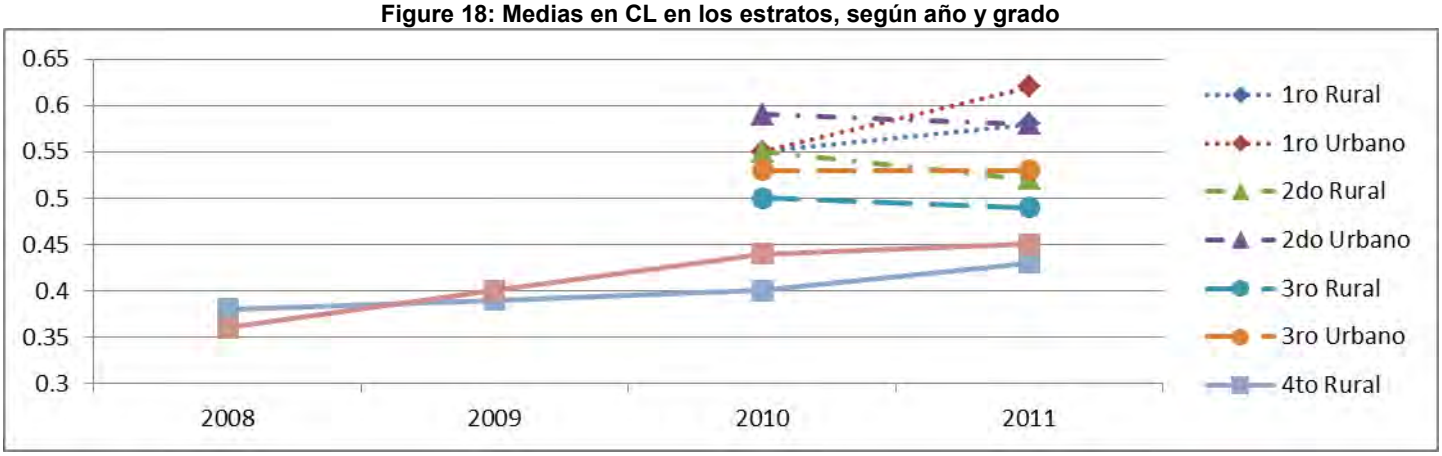
El estrato donde se ubica la escuela tiene relevancia en las evaluaciones de los años 2010 y 2011, donde los estudiantes de escuelas clasificadas como "urbanas" obtienen resultados significativamente superiores a los de los de zona rural, excepto en 1º grado.

Table 16: Estrato, según grado y año, en CL

	Año de Evaluación							
	2008		2009		2010		2011	
	Rural	Urbano	Rural	Urbano	Rural	Urbano	Rural	Urbano
1ro					0.55	0.55	0.58	0.62
2do					0.55	**0.59**	0.52	**0.58**
3ro					0.50	**0.53**	0.49	**0.53**
4to	0.38	0.36	0.39	0.40	0.40	**0.44**	0.43	**0.45**
Total	.38	.36	.39	.40	.46	.49	.47	.50

Leyenda: Naranja: Significativamente mayor que la cifra que le queda a la derecha. Azul: Significativamente mayor que la cifra que le queda a la izquierda

Figure 18: Medias en CL en los estratos, según año y grado



3.1.5 Distribución por rangos en CL

Observando la tabla de dispersión de las puntuaciones, llama la atención la gran varianza en las mismas, donde el rango de las calificaciones va de 0% a 100%, aunque la media se concentra en puntuaciones entre 30% a 60%. Para hacer un análisis de cómo se mueven estos rangos a lo largo de los años, se dividió la muestra en tres grupos: Grupo 1: Con puntuaciones de 0 a 33%, Grupo 2: con puntuaciones superiores a 33% hasta 66%; y Grupo 3 con puntuaciones superiores a 66%.

Table 17: Proporción de estudiantes en los diferentes rangos, según año de evaluación, en CL

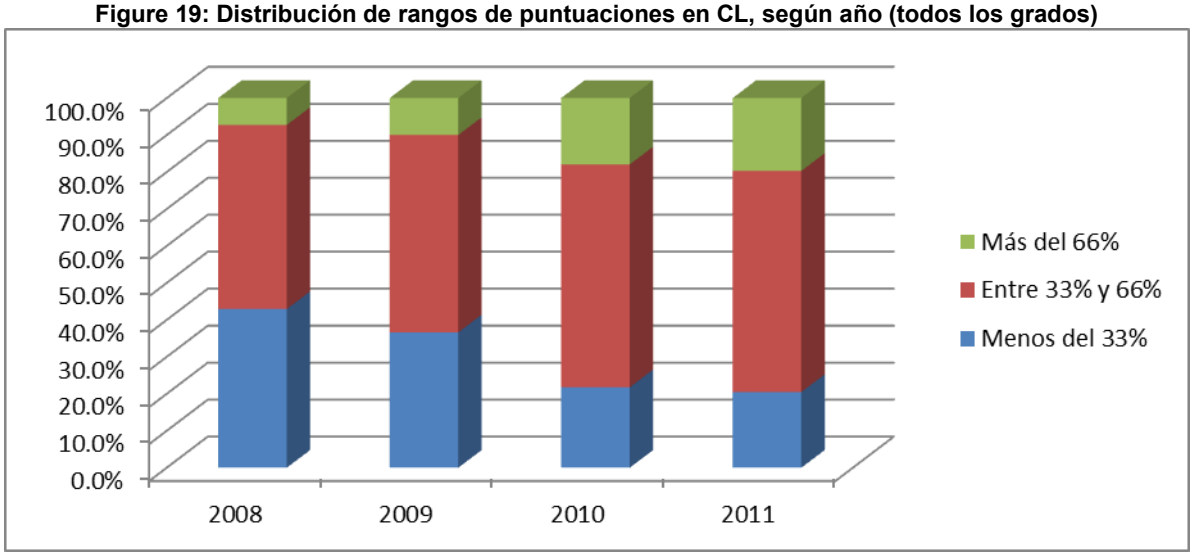
	Año de Evaluación				
	2008	2009	2010	2011	Total
Menos del 33%	42.9%	36.6%	21.8%	20.5%	23.4%
Entre 33% y 66%	49.8%	53.4%	60.3%	59.8%	59.0%
Más del 66%	7.3%	10.0%	18.0%	19.7%	17.6%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Leyenda: Naranja: Significativamente mayor que la cifra que le queda a la derecha. Azul: Significativamente mayor que la cifra que le queda a la izquierda, Verde: Significativamente mayor que los anteriores, excepto el que le queda directamente a la izquierda.

La siguiente tabla muestra la significancia de la diferencia entre las proporciones observadas; y su interpretación es que para el primer grupo (menos del 33%), la proporción de casos en el 2008 es significativamente mayor que en los siguientes años; e igual sucede en el 2009; mientras no es significativa la diferencia entre el 2010 y el 2011.

Para los casos del grupo superior, cada año es significativamente mayor la proporción de sujetos en ese grupo, con respecto a todos los años anteriores. Por último, el grupo "medio" (33 – 66) presenta dos grandes supergrupos: 2008 + 2009 y 2010 + 2010, donde no hay diferencia al interior de ellos (intergrupo: 2010 no se diferencia de 2011), pero sí entre ellos (2010+2011 tiene mayor proporción que en los dos años anteriores).

Figure 19: Distribución de rangos de puntuaciones en CL, según año (todos los grados)



Lo observado confirma que a medida que avanzan los años en la evaluación, el rango de más de 66% y el del grupo medio (entre 33 y 66%) se incrementa, reduciéndose el de "Menos de 33%".

Dado que para los grados 1º a 3º solamente se dispone de información de dos años, se realizó el análisis de la distribución por rangos para el 4º grado, solamente, que sí presenta la serie 2008 al 2011 completa.

Table 18: rangos de puntuaciones por año, para 4º grados, Comprensión Lectora

		Año de Evaluación			
		2008	2009	2010	2011
4to	<= 0.33	43%	37%	33%	30%
	0.34 a 0.66	50%	53%	55%	55%
	0.67 y más	7%	10%	12%	15%

Leyenda: Naranja: Significativamente mayor que la cifra que le queda a la derecha. Azul: Significativamente mayor que la cifra que le queda a la izquierda, Verde: Significativamente mayor que los anteriores, excepto el que le queda directamente a la izquierda. Morado: Significativamente mayor que el primer valor a la izquierda, Amarillo: Significativamente mayor que el último valor a la derecha.

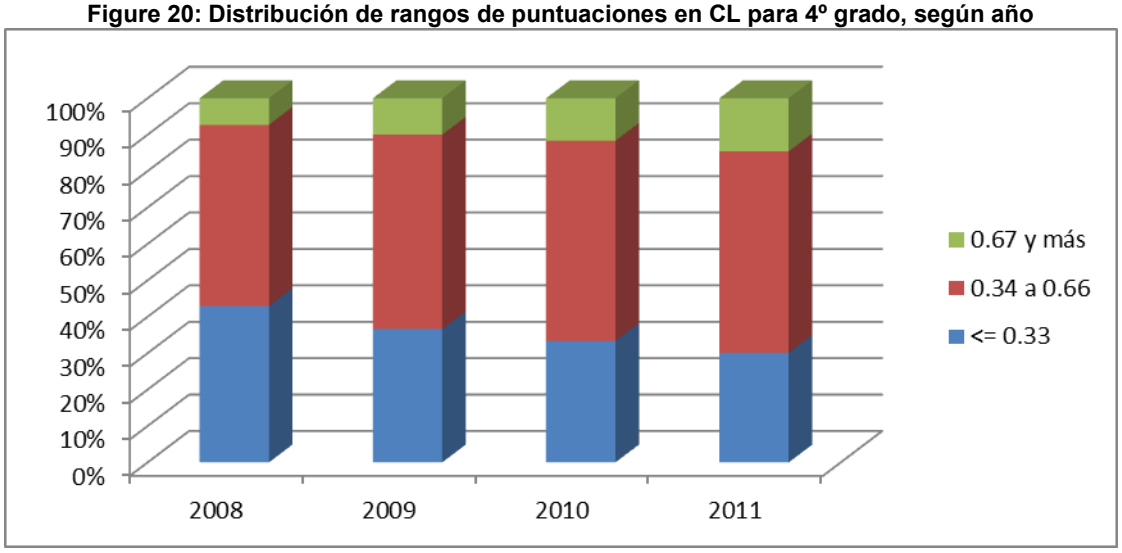
Los resultados con esta serie indican que:

a) El grupo de más bajo rendimiento es significativamente mayor en el 2008 que en todos los siguientes años. Para el 2011, el grupo de más bajo rendimiento es significativamente menor que en todos los anteriores años.

b) El grupo de rendimiento medio (0.37 a 0.66), en el 2010 y el 2011 es mayor que en el 2008.

c) El grupo de rendimiento más elevado (más de 0.66) en el 2011 es mayor que en todos los años anteriores, y el 2009 y 2010 son mayores que en el 2008.

Figure 20: Distribución de rangos de puntuaciones en CL para 4º grado, según año



En síntesis, se puede concluir que la proporción de estudiantes que alcanza rangos superiores a los obtenidos anteriormente en sus puntuaciones varía con los años de intervención en el programa, sobre todo los de rangos medios e inferiores.

3.1.6 Un análisis de regresión simple, para CL

Se realizó un análisis de regresión lineal simple, con la introducción de Promedio en CL, como variable dependiente; y las variables Año de evaluación (2008 al 2011), Estrato (0=Rural, 1=Urbano), Sobre-edad (0=No, 1=Sí), Sexo (0 Femenino, 1 Masculino), Tanda (0=Matutina, 1=Vespertina) y Grado (años de escolaridad en Básica) como explicativas. En anexo se presenta todo el output de dicho análisis, y aquí se describen los principales resultados.

a) El modelo explica cerca del 35% de la varianza observada.
b) Todas las variables introducidas se correlacionan con la variable dependiente (porcentaje de respuestas correctas en la prueba de CL)
c) El modelo en sí es altamente significativo, con p<0.0005
d) Todas las variables introducidas resultaron ser significativas para explicar el modelo.

Table 19: Resumen del modelo de regresión para Comprensión Lectora (Model Summary[b])

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.346[a]	.120	.120	.17311	.120	590.892	6	25993	.000

a. Predictors: (Constant), Tanda (Dummy), Sexo, Grado, Estrato (Dummy), Sobre-edad, Año de Evaluación
b. Dependent Variable: Promedio

Los coeficientes del modelo se presentan en la siguiente tabla:

Table 20: Coeficientes del análisis de regresión lineal en Comprensión Lectora (Coefficients[a])

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	-41.992	2.647		-15.862	.000	-47.180	-36.803
	Año de Evaluación	.021	.001	.098	16.148	.000	.019	.024
	Estrato (Dummy)	.027	.002	.071	12.044	.000	.022	.031
	Sobre-edad	-.050	.003	-.087	-14.885	.000	-.057	-.044
	Grado	-.069	.002	-.239	-39.750	.000	-.073	-.066
	Sexo	-.054	.002	-.145	-24.755	.000	-.058	-.049
	Tanda (Dummy)	-.012	.002	-.032	-5.492	.000	-.016	-.008

a. Dependent Variable: Promedio

Los coeficientes detallan la fórmula predictora de la puntuación real obtenida con base en las variables del modelo. Lo que estos coeficientes significan (tomando los coeficientes no-estandarizados) es que, a paridad de los demás factores, se encuentra que:

a) Por cada año del Programa hay una ganancia de un 2% en la calificación final
b) Por estar en la escuela urbana se recibe un 3%.
c) No estar en sobre-edad, significa una ventaja de un 5%.
d) Cada año de escolaridad otorga un 7%
e) Por el hecho de ser niña, se gana 5% en la calificación final.
f) Los estudiantes de la tanda matutina ganan un 1%

La fórmula predictora se convierte en: Pp = -41.992 + (0.021 * Año de Evaluación) + (0.027 * Estrato) - (0.050 * Sobre-edad) - (0.069 * Grado) - (0.054 * Sexo) - (0.012 * Tanda).

Traducido en un lenguaje figurativo, el perfil de los más aventajados es el de una niña de cuarto grado matutino de una escuela urbana que está en la edad normativa para su grado, durante el año 2011.

3.2 Resultados en Matemática (MT)

3.2.1 Resultados Generales (Año y Grado)

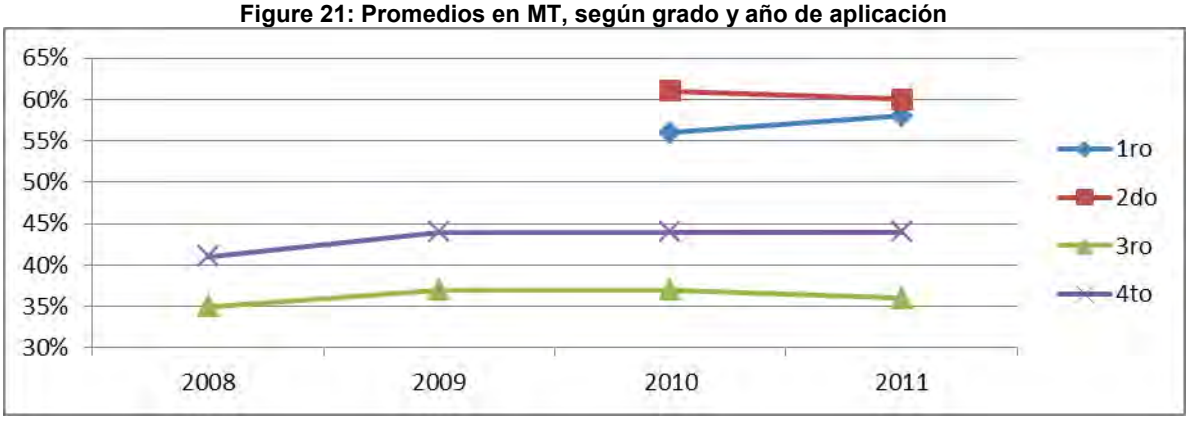
El promedio general en MT es de 40% de respuestas correctas. Por lo general, los porcentajes más bajos son en 3º grado, donde los mismos no superan el 37% en ningún año. En la tabla siguiente, se observa que para 3º grado, las puntuaciones obtenidas en los años 2009 y 2010 son significativamente mejores que en los años 2008 y el 2011. Para 4º grado, los años 2009 al 2010 presentan promedios significativamente más elevados que para el 2008, pero entre ellos no hay diferencias: Se mantienen estables en un 44% de logro en los 3 años. No se observan diferencias estadísticamente significativas entre el 2010 y el 2011 para 1º y 2º grados.

Table 21: Promedio en Matemática, por año y grado

	Año de Evaluación				
	2008	2009	2010	2011	Total
1ro			0.56	0.58	0.57
2do			0.61	0.60	0.61
3ro	0.35	0.37	0.37	0.36	0.36
4to	0.41	0.44	0.44	0.44	0.44
Total	0.38	0.40	0.41	0.41	0.40

Leyenda: Verde: Significativamente mayor que el año 2008 Y el año 2011. Marrón claro: Significativamente mayor que la cifra que le queda a la izquierda

Figure 21: Promedios en MT, según grado y año de aplicación



3.2.2 Resultados en MT, según género

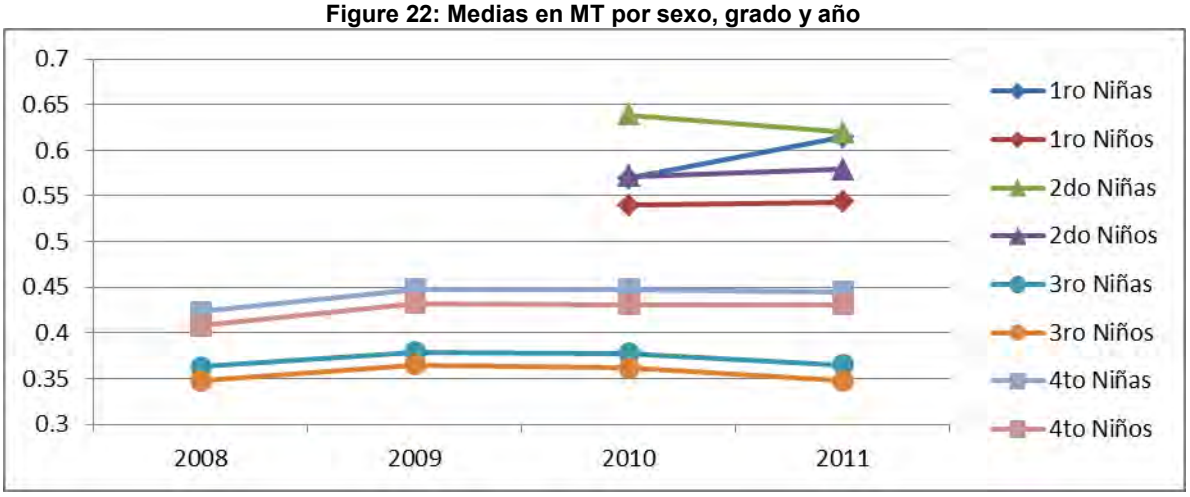
La comparación de las medias de niñas y niños muestra que las niñas siempre tienen promedios más altos que los varones. Estas diferencias son significativas, excepto para 1º grado en el 2010 y 2º grado en el 2011, aunque en ambos casos las niñas tienen resultados numéricos superiores a los varones, en un comportamiento semejante al observado en CL.

Table 22: Diferencias de Promedios en MT, entre niñas y niños, según grado y año de evaluación

	Año de Evaluación							
	2008		2009		2010		2011	
	Niñas	Niños	Niñas	Niños	Niñas	Niños	Niñas	Niños
1ro					0.57	0.54	**0.61**	0.54
2do					**0.64**	0.57	0.62	0.58
3ro	**0.36**	0.35	**0.38**	0.37	**0.38**	0.36	**0.36**	0.35
4to	**0.42**	0.41	**0.45**	0.43	**0.45**	0.43	**0.45**	0.43
Total	0.39	0.37	0.41	0.40	0.43	0.40	0.42	0.39

Leyenda: Naranja: Significativamente mayor que la cifra que le queda a la derecha. Azul: Significativamente mayor que la cifra que le queda a la izquierda

Figure 22: Medias en MT por sexo, grado y año



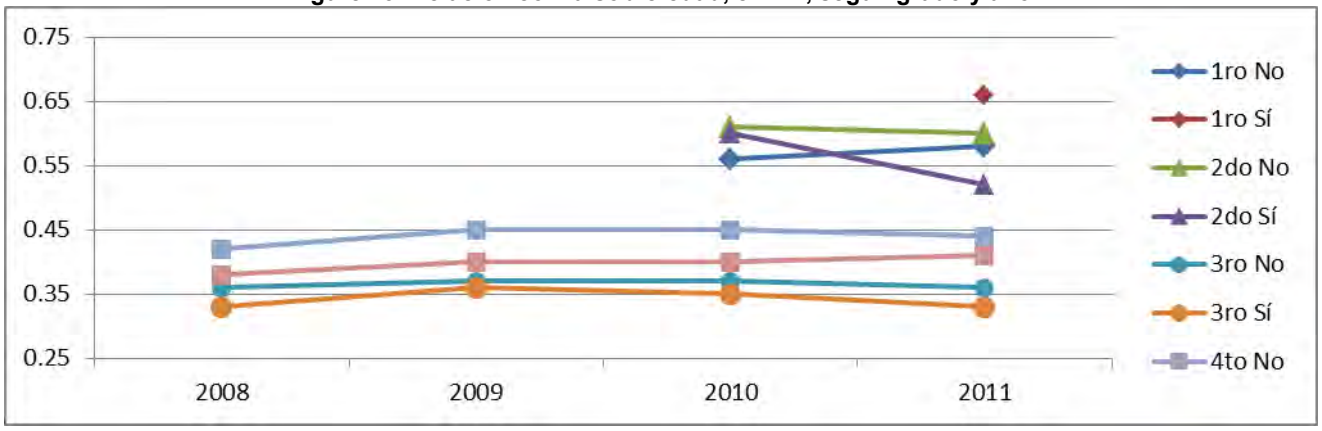
3.3 Sobre-edad y MT

Los resultados, considerando la variable sobre-edad, muestran que en 4º grado, las puntuaciones medias en MT son significativamente mayores en los sujetos sin sobre-edad, y lo mismo se observa en 3º grado, excepto en el año 2009 , mientras que en 1º y 2º grados este efecto no es tan marcado.

Table 23: Relación con la sobre-edad, en MT, según grado y año

	Año de Evaluación							
	2008		2009		2010		2011	
	Sobre-edad		Sobre-edad		Sobre-edad		Sobre-edad	
	No	Sí	No	Sí	No	Sí	No	Sí
1ro					0.56		0.58	0.66
2do					0.61	0.60	0.60	0.52
3ro	**0.36**	0.33	0.37	0.36	**0.37**	0.35	**0.36**	0.33
4to	**0.42**	0.38	**0.45**	0.40	**0.45**	0.40	**0.44**	0.41
Total	.38	.35	.41	.38	.42	.38	.41	.38

Figure 23: Relación con la sobre-edad, en MT, según grado y año



3.3.1 Estrato (Zona Urbana o Rural), en Matemática

El estrato donde se ubica la escuela tiene relevancia en casi todas las evaluaciones, pero con resultados muy diferentes a los observados en CL. En 1º grado, alumnos de escuelas clasificadas como rurales en el 2010 obtienen promedios significativamente superiores a los de la zona urbana, pero la situación se revierte en el 2011. Para 2º grado, el comportamiento es diametralmente opuesto al del 1º grado: Urbano en el 2010 y rural en el 2012 son los que obtienen

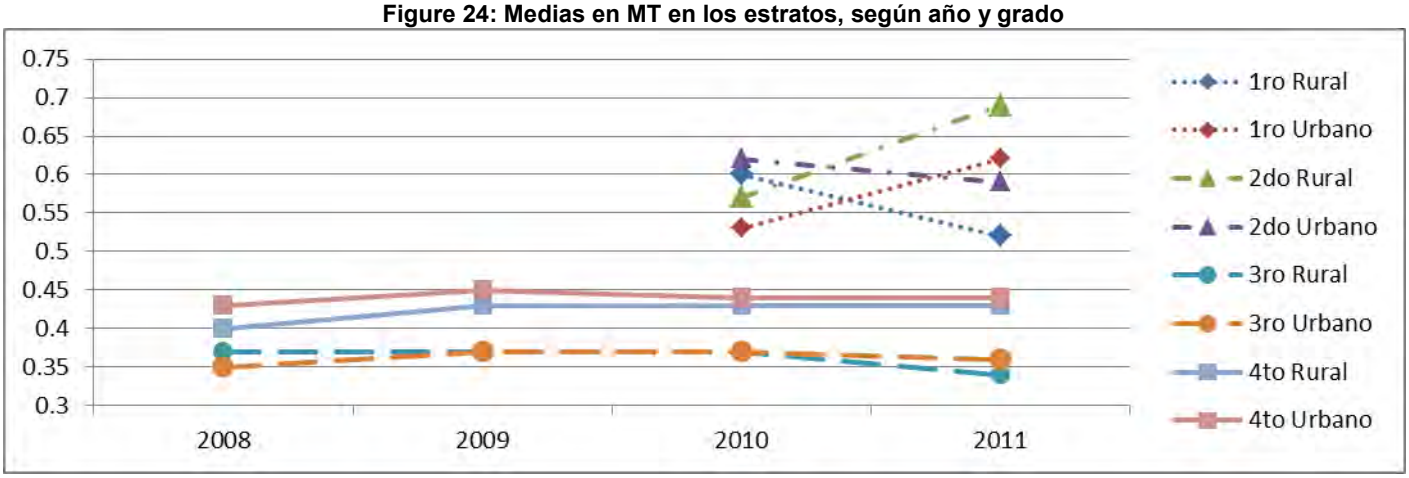
promedios significativamente superiores. Para 3º grado se observan diferencias en el 2008 (Rural es superior), y en el 2011 (Urbano es superior). Por último, en 4º grado, todos los años los alumnos de zona urbana tienen resultados superiores a los de zona rural.

Table 24: Estrato, según grado y año, en MT

	Año de Evaluación							
	2008		2009		2010		2011	
	Rural	Urbano	Rural	Urbano	Rural	Urbano	Rural	Urbano
1ro					**0.60**	0.53	0.52	**0.62**
2do					0.57	**0.62**	**0.69**	0.59
3ro	**0.37**	0.35	0.37	0.37	0.37	0.37	0.34	**0.36**
4to	0.40	**0.43**	0.43	**0.45**	0.43	**0.44**	0.43	**0.44**
Total	.38	.38	.40	.41	.41	.42	.39	.42

Leyenda: Naranja: Significativamente mayor que la cifra que le queda a la derecha. Azul: Significativamente mayor que la cifra que le queda a la izquierda,

Figure 24: Medias en MT en los estratos, según año y grado



3.3.2 Distribución por rangos en MT

Los siguientes reproducen el análisis por rangos de puntuaciones realizado para CL, esta vez para los resultados en Matemática.

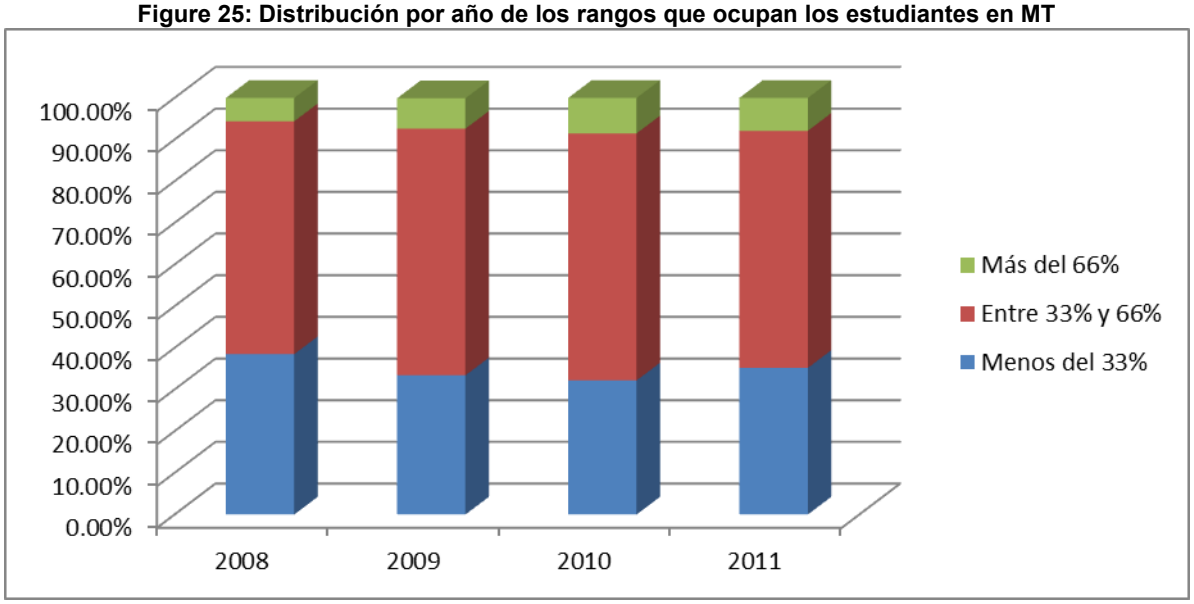
Table 25: Proporción de estudiantes en los diferentes rangos, según año de evaluación

	Año de Evaluación				
	2008	2009	2010	2011	Total
Menos del 33%	38.5%	33.4%	32.2%	35.2%	34.3%
Entre 33% y 66%	55.9%	59.2%	59.3%	56.9%	58.0%
Más del 66%	5.6%	7.3%	8.5%	7.9%	7.7%
Total	100.%	100.%	100.%	100.%	100.%

Leyenda: Naranja: Significativamente mayor que la cifra que le queda a la derecha. Azul: Significativamente mayor que la cifra que le queda a la izquierda, Verde: Significativamente mayor que los años 2008 y 2011. Amarillo: Significativamente mayor que el 2008

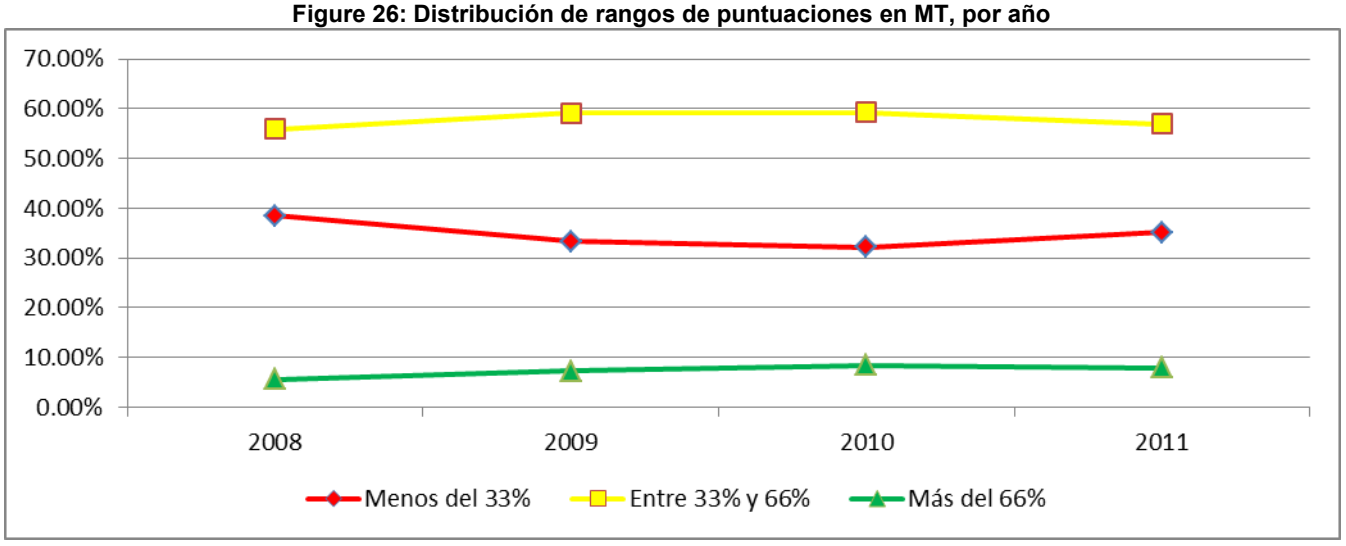
La tabla de significatividad de las diferencias muestra que los casos de puntuaciones superiores al 66% son más frecuentes posterior al 2008, pero el 2012 solamente es significativamente diferente al 2008, mientras que en los otros años (2009 y 2010) estos son significativamente diferentes a los anteriores años. La proporción de casos con puntuaciones inferiores al 33% es significativamente mayor en el 2008 que en todos los restantes años, pero en el 2011 la proporción de puntuaciones bajas es mayor que en el 2009 y el 2010. Las puntuaciones en el grupo medio (entre 33% y 66%) son significativamente mayores en el 2009 y el 2010 que en el 2008 y el 2011.

Figure 25: Distribución por año de los rangos que ocupan los estudiantes en MT



En resumen, estos datos indican que en el 2011 se ha detenido el avance observado en los dos años precedentes, y sería interesante determinar cuáles factores están presentes en la implementación del Programa en ese año, para identificar las causas de esta detención, en relación con lo presentado en los resultados de Matemática.

Figure 26: Distribución de rangos de puntuaciones en MT, por año



Dado que, para Matemática, los grados 1º y 2º solamente se dispone de información de dos años, se realizó el análisis de la distribución por rangos para el 3º y 4º grados, solamente, que sí presenta la serie 2008 al 2011 completa.

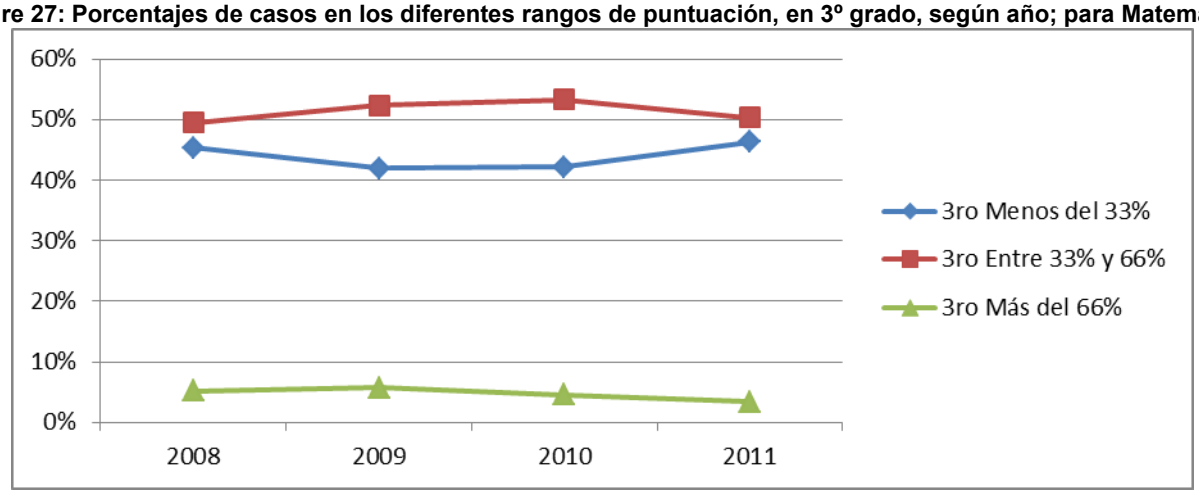
Table 26: rangos de puntuaciones por año, para 3º y 4º grados, Matemática

		Año de Evaluación			
		2008	2009	2010	2011
3ro	Menos del 33%	45%	42%	42%	46%
	Entre 33% y 66%	49%	52%	53%	50%
	Más del 66%	5%	6%	5%	3%
4to	Menos del 33%	29%	24%	25%	26%
	Entre 33% y 66%	65%	67%	66%	65%
	Más del 66%	6%	9%	9%	9%

Leyenda: Naranja: Significativamente mayor que todos los que le siguen. Azul: Significativamente mayor que la cifra que le queda a la izquierda, Verde: Significativamente mayor que 2008 y 2011. Morado: Significativamente mayor que 2009 y 2010, Amarillo: Significativamente mayor que 2011. Rojo: Significativamente mayor que 2008

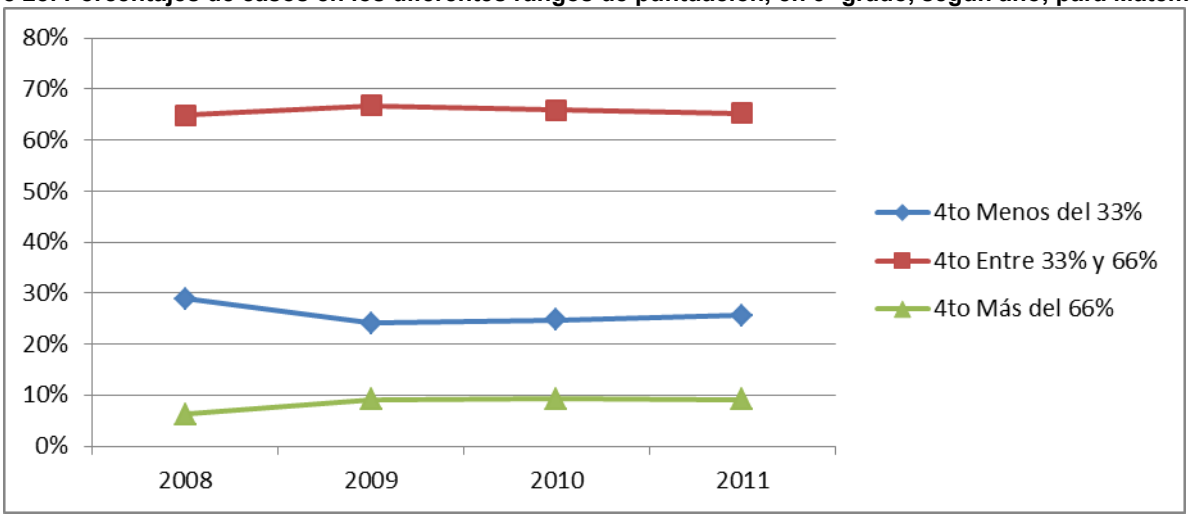
Los grandes cambios se observan para 3º grado, donde los años 2009 y 2010 parecen ser los de mayor logro, con una caída o retorno en el 2011. La proporción de estudiantes que obtienen calificaciones por debajo del 33% se reduce significativamente en los años 22009 y 2010, pero regresa a valores semejantes a los del 2008 en el 2011. La proporción de casos superiores al 66% tiene su pico máximo en el 2009, luego se reduce hasta alcanzar niveles inferiores al 2008 en el 2011.

Figure 27: Porcentajes de casos en los diferentes rangos de puntuación, en 3º grado, según año; para Matemática



Para 4º grado, el 2008 es el año en que la mayor proporción de casos se queda con puntuaciones por debajo del 33%, mientras que luego de ese año la proporción de casos mayores a 66% es significativamente mayor que en el 2008. No se observan diferencias entre la distribución de proporciones en los años 2009 al 2011: No hay un efecto programa observable para esta variable.

Figure 28: Porcentajes de casos en los diferentes rangos de puntuación, en 3º grado, según año; para Matemática



3.3.3 Un análisis de regresión simple, para MT

También para MT se realizó un análisis de regresión lineal simple, con la introducción de Promedio en MT, como variable dependiente; y las variables Año de evaluación (2008 al 2011), Estrato (0=Rural, 1=Urbano), Sobre-edad (0=No, 1=Sí), Sexo (0 Femenino, 1 Masculino), Tanda (0=Matutina, 1=Vespertina) y Grado (años de escolaridad en Básica) como explicativas. Los principales resultados son semejantes a los observados en Comprensión Lectora, pero con un modelo menos explicativo:

a) El modelo explica cerca del 11% de la varianza observada.
b) Todas las variables introducidas se correlacionan con la variable dependiente (porcentaje de respuestas correctas en la prueba de MT), excepto la variable TANDA
c) El modelo en sí es altamente significativo, con p<0.0005
d) Todas las variables introducidas resultaron ser significativas para explicar el modelo, incluso la variable TANDA.

Table 27: Sumario de los modelos detectados para MT (Model Summary[b])

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.113[a]	.013	.013	.16814	.013	100.219	6	46878	.000

a. Predictors: (Constant), Tanda (Dummy), Sexo, Grado, Estrato (Dummy), Sobre-edad, Año de Evaluación
b. Dependent Variable: Promedio

Los coeficientes del modelo se presentan en la siguiente tabla:

Table 28: Coeficientes del análisis de regresión lineal en Matemática (Coefficients[a])

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	-12.257	1.574		-7.790	.000	-15.341	-9.173
	Año de Evaluación	.006	.001	.038	8.018	.000	.005	.008
	Estrato (Dummy)	.013	.002	.038	8.111	.000	.010	.016
	Sobre-edad	-.031	.002	-.061	-13.196	.000	-.035	-.026
	Grado	.015	.001	.054	11.771	.000	.012	.017
	Sexo	-.017	.002	-.050	-10.741	.000	-.020	-.014
	Tanda (Dummy)	.006	.002	.017	3.656	.000	.003	.009

a. Dependent Variable: Promedio

Los coeficientes detallan la fórmula predictora de la puntuación real obtenida con base en las variables del modelo. A paridad de otros factores, se encuentra que:

a) Por cada año del Programa hay una ganancia de un 1% en la calificación final
b) Por estar en la escuela urbana se recibe un 1%.
c) No estar en sobre-edad, significa una ventaja de un 3%.
d) Cada año de escolaridad otorga un 2%
e) Por el hecho de ser niña, se gana 2% en la calificación final.
f) Los estudiantes de la tanda matutina ganan un 1%

La fórmula predictora se convierte en: Pp = -12.257 + (0.006 * Año de Evaluación) + (0.013 * Estrato) - (0.031 * Sobre-edad) + (0.015 * Grado) - (0.017 * Sexo) + (0.006 * Tanda).

Traducido en un lenguaje figurativo, el perfil del estudiante más exitoso es semejante al ya descrito para CL: Una niña de cuarto grado matutino de una escuela urbana que está en la edad normativa para su grado, durante el año 2011; pero se sospecha que la relación con Año de Evaluación no es lineal, por lo que debe ser estudiado más a fondo.

4. Escuelas del Programa Versus Muestra de Comparación

Los siguientes análisis reflejan los resultados comparativos entre escuelas del Programa PEF y la muestra de escuelas no en el programa (“Muestra de Comparación” o “MC”). Esta muestra solamente compara los grados 3º y 4º, para los años 2010 y 2011.

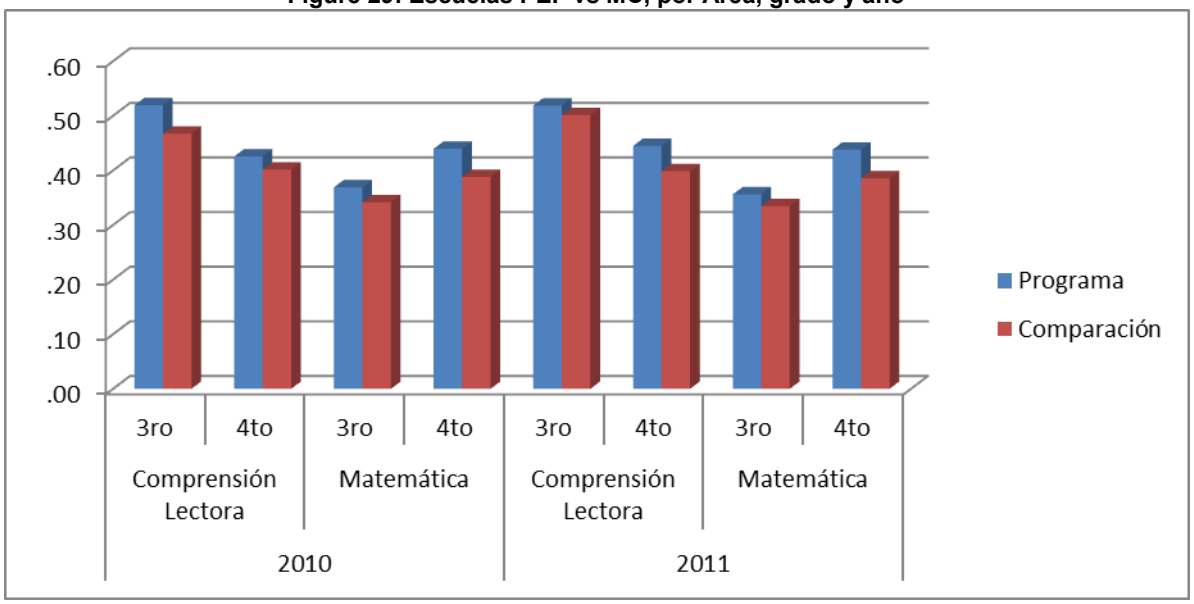
Table 29: Proporción de sujetos en sobre-edad en la muestra control, por curso, área evaluada y año

		Año de Evaluación			
		2010		2011	
		Programa	Comparación	Programa	Comparación
Comprensión Lectora	3ro	**0.52**	0.47	**0.52**	0.50
	4to	**0.43**	0.40	**0.44**	0.40
Matemática	3ro	**0.37**	0.34	**0.36**	0.33
	4to	**0.44**	0.39	**0.44**	0.39

Leyenda: Naranja: Significativamente mayor que la cifra que le queda a la derecha. Azul: Significativamente mayor que la cifra que le queda a la izquierda,

En todos los años y grados, la muestra de escuelas PEF obtienen resultados promedio superiores significativamente a los de la muestra de comparación.

Figure 29: Escuelas PEF vs MC, por Área, grado y año



Diferencias entre años, entre PEF y MC

Table 30: Diferencias en los resultados entre años en PEF y MC, según área y grado (3º y 4º)

			Año de Evaluación	
			2010	2011
Comprensión Lectora	3ro	PEF	0.52	0.52
		MC	0.47	**0.50**
	4to	PEF	0.43	**0.44**
		MC	0.40	0.40
Matemática	3ro	PEF	**0.37**	0.36
		MC	0.34	0.33
	4to	PEF	0.44	0.44
		MC	0.39	0.39

Leyenda: Naranja: Significativamente mayor que la cifra que le queda a la derecha. Azul: Significativamente mayor que la cifra que le queda a la izquierda,

Aunque hay diferencias significativas entre PEF y MC, el análisis de los últimos dos años no muestra grandes avances diferenciales: Para CL, tanto PEF en 4º grado como MC en 3º muestran resultados más altos en el 2011 que en el 2010; mientras en MT, los estudiantes de 3º grado del PEF tienen mejores resultados en el 2010 que en el 2011, manteniéndose inalterados los demás resultados.

4.1 Sexo y resultados en PEF y MC

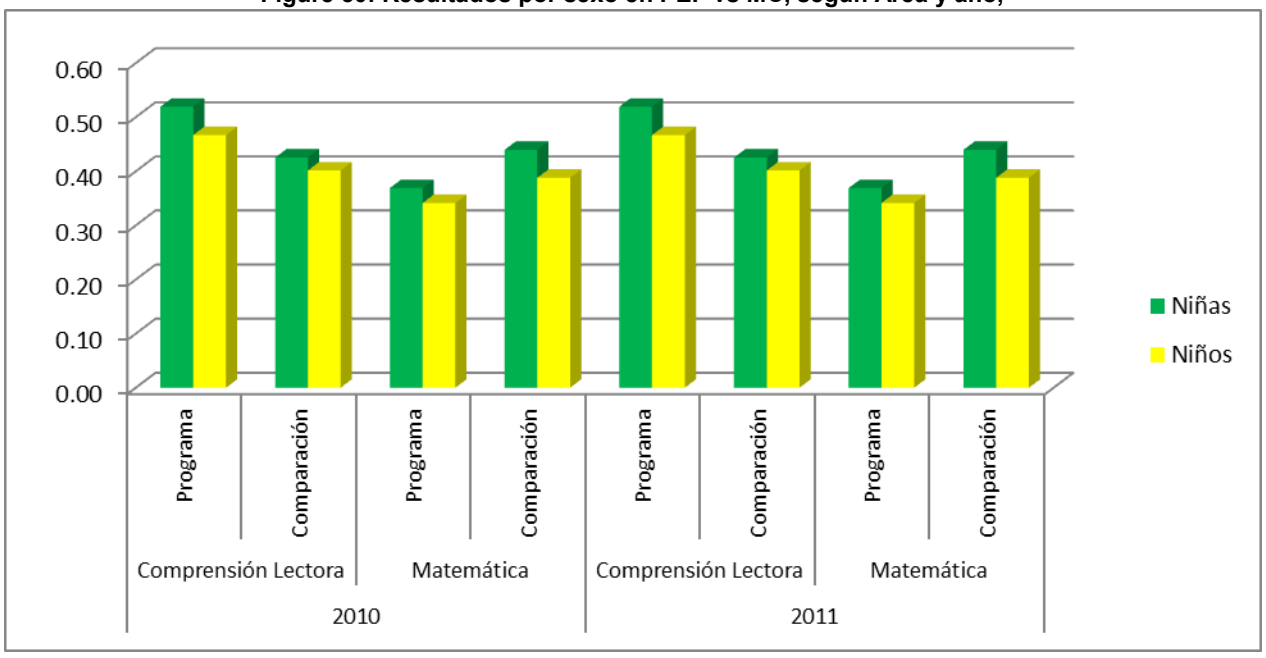
Los resultados muestran que, excepto en Matemática para la Muestra de Comparación, los resultados de las niñas son significativamente superiores a los resultados de los niños, en todos los años.

Table 31: Resultados comparativos por sexo, con relación a la MC, por Área y año

			Niñas	Niños
2010	Comprensión Lectora	Programa	**0.52**	0.47
		Comparación	**0.43**	0.40
	Matemática	Programa	**0.37**	0.34
		Comparación	0.44	0.39
2011	Comprensión Lectora	Programa	**0.52**	0.47
		Comparación	**0.43**	0.40
	Matemática	Programa	**0.37**	0.34
		Comparación	0.44	0.39

Leyenda: Naranja: Significativamente mayor que la cifra que le queda a la derecha. Azul: Significativamente mayor que la cifra que le queda a la izquierda,

Figure 30: Resultados por sexo en PEF vs MC, según Área y año,



4.2 Sobre-edad y MC

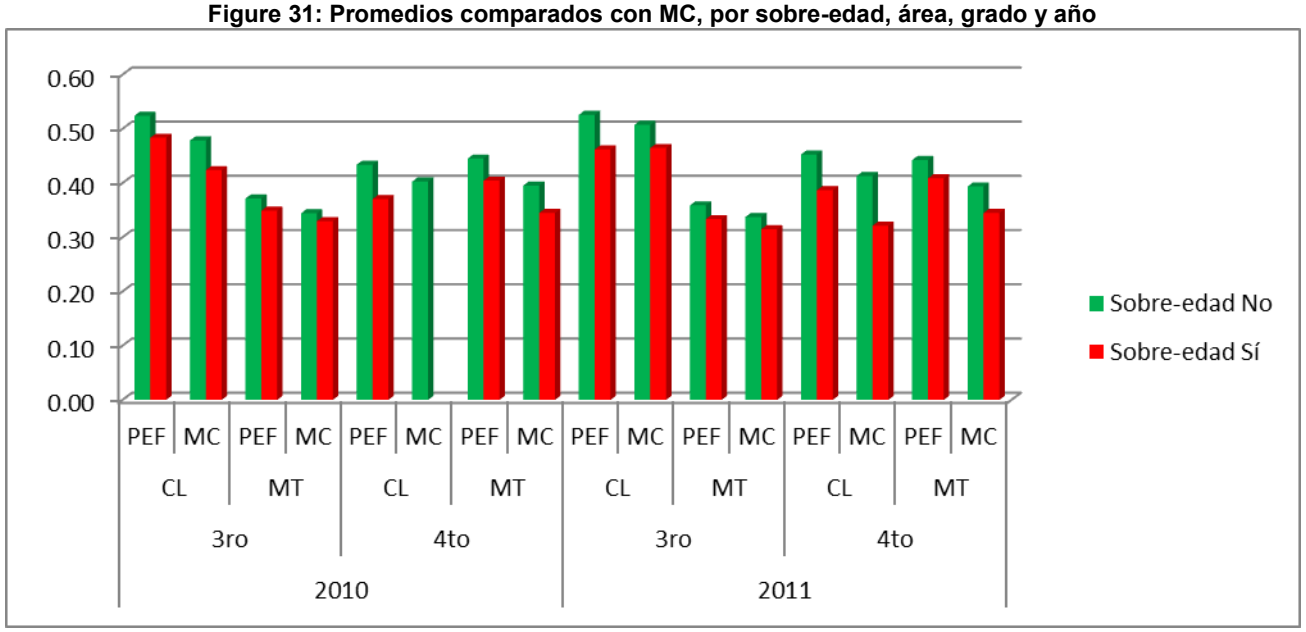
La comparación de estar o no en sobre-edad con las variables de año, grado, tipo de muestra (PEF o MC), muestra que los sujetos que no están en sobre-edad obtienen significativamente mayores promedios en las evaluaciones, excepto en el caso de la Muestra de Comparación en el año 2010 para MT en 3º grado, CL en 4º y en el año 2011 para MT en 3º grado.

Table 32: Promedio en las pruebas, en casos con y sin sobre-edad, según tipo muestra (PEF o Comparasión), área, grado y año

				Sobre-edad	
				No	Sí
2010	3ro	CL	PEF	**.52**	.48
			MC	**.48**	.42
		MT	PEF	**.37**	.35
			MC	.34	.33
	4to	CL	PEF	**.43**	.37
			MC	.40	
		MT	PEF	**.45**	.40
			MC	**.40**	.34
2011	3ro	CL	PEF	**.53**	.46
			MC	**.51**	.46
		MT	PEF	**.36**	.33
			MC	.34	.31
	4to	CL	PEF	**.45**	.39
			MC	**.41**	.32
		MT	PEF	**.44**	.41
			MC	**.39**	.34

Leyenda: Naranja: Significativamente mayor que la cifra que le queda a la derecha. Azul: Significativamente mayor que la cifra que le queda a la izquierda,

Figure 31: Promedios comparados con MC, por sobre-edad, área, grado y año



APÉNDICE B-1

Tablas del Análisis de Regresión Lineal de Comprensión Lectora

Regression Comprensión Lectora

Descriptive Statistics

	Mean	Std. Deviation	N
Promedio	.4707	.18451	26000
Año de Evaluación	2010.28	.848	26000
Estrato (Dummy)	.6113	.48747	26000
Sobre-edad	.12	.321	26000
Grado	3.47	.636	26000
Sexo	.52	.500	26000
Tanda (Dummy)	.4904	.49992	26000

Correlations

		Promedio	Año de Evaluación	Estrato (Dummy)	Sobre-edad
Pearson Correlation	Promedio	1.000	.163	.087	-.123
	Año de Evaluación	.163	1.000	.083	-.031
	Estrato (Dummy)	.087	.083	1.000	-.017
	Sobre-edad	-.123	-.031	-.017	1.000
	Grado	-.267	-.248	-.005	.054
	Sexo	-.150	.036	-.016	.122
	Tanda (Dummy)	-.054	-.083	-.088	.021
Sig. (1-tailed)	Promedio	.	.000	.000	.000
	Año de Evaluación	.000	.	.000	.000
	Estrato (Dummy)	.000	.000	.	.003
	Sobre-edad	.000	.000	.003	.
	Grado	.000	.000	.208	.000
	Sexo	.000	.000	.005	.000
	Tanda (Dummy)	.000	.000	.000	.000
N	Promedio	26000	26000	26000	26000
	Año de Evaluación	26000	26000	26000	26000
	Estrato (Dummy)	26000	26000	26000	26000
	Sobre-edad	26000	26000	26000	26000
	Grado	26000	26000	26000	26000
	Sexo	26000	26000	26000	26000
	Tanda (Dummy)	26000	26000	26000	26000

Correlations

		Grado	Sexo	Tanda (Dummy)
Pearson Correlation	Promedio	-.267	-.150	-.054
	Año de Evaluación	-.248	.036	-.083
	Estrato (Dummy)	-.005	-.016	-.088
	Sobre-edad	.054	.122	.021
	Grado	1.000	-.016	.025
	Sexo	-.016	1.000	-.004
	Tanda (Dummy)	.025	-.004	1.000
Sig. (1-tailed)	Promedio	.000	.000	.000
	Año de Evaluación	.000	.000	.000
	Estrato (Dummy)	.208	.005	.000
	Sobre-edad	.000	.000	.000
	Grado	.	.006	.000
	Sexo	.006	.	.257
	Tanda (Dummy)	.000	.257	.
N	Promedio	26000	26000	26000
	Año de Evaluación	26000	26000	26000
	Estrato (Dummy)	26000	26000	26000
	Sobre-edad	26000	26000	26000
	Grado	26000	26000	26000
	Sexo	26000	26000	26000
	Tanda (Dummy)	26000	26000	26000

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	Tanda (Dummy), Sexo, Grado, Estrato (Dummy), Sobre-edad, Año de Evaluación	.	Enter

a. All requested variables entered.

b. Dependent Variable: Promedio

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.346[a]	.120	.120	.17311

Model Summary[b]

Model	Change Statistics				
	R Square Change	F Change	df1	df2	Sig. F Change
1	.120	590.892	6	25993	.000

a. Predictors: (Constant), Tanda (Dummy), Sexo, Grado, Estrato (Dummy), Sobre-edad, Año de Evaluación

b. Dependent Variable: Promedio

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	106.238	6	17.706	590.892	.000[a]
	Residual	778.892	25993	.030		
	Total	885.130	25999			

a. Predictors: (Constant), Tanda (Dummy), Sexo, Grado, Estrato (Dummy), Sobre-edad, Año de Evaluación

b. Dependent Variable: Promedio

Coefficients[a]

Model		Unstandardized Coefficients	
		B	Std. Error
1	(Constant)	-41.992	2.647
	Año de Evaluación	.021	.001
	Estrato (Dummy)	.027	.002
	Sobre-edad	-.050	.003
	Grado	-.069	.002
	Sexo	-.054	.002
	Tanda (Dummy)	-.012	.002

Coefficients[a]

Model		Standardized Coefficients			95.0% Confidence Interval for B	
		Beta	t	Sig.	Lower Bound	Upper Bound
1	(Constant)		-15.862	.000	-47.180	-36.803
	Año de Evaluación	.098	16.148	.000	.019	.024
	Estrato (Dummy)	.071	12.044	.000	.022	.031
	Sobre-edad	-.087	-14.885	.000	-.057	-.044
	Grado	-.239	-39.750	.000	-.073	-.066
	Sexo	-.145	-24.755	.000	-.058	-.049
	Tanda (Dummy)	-.032	-5.492	.000	-.016	-.008

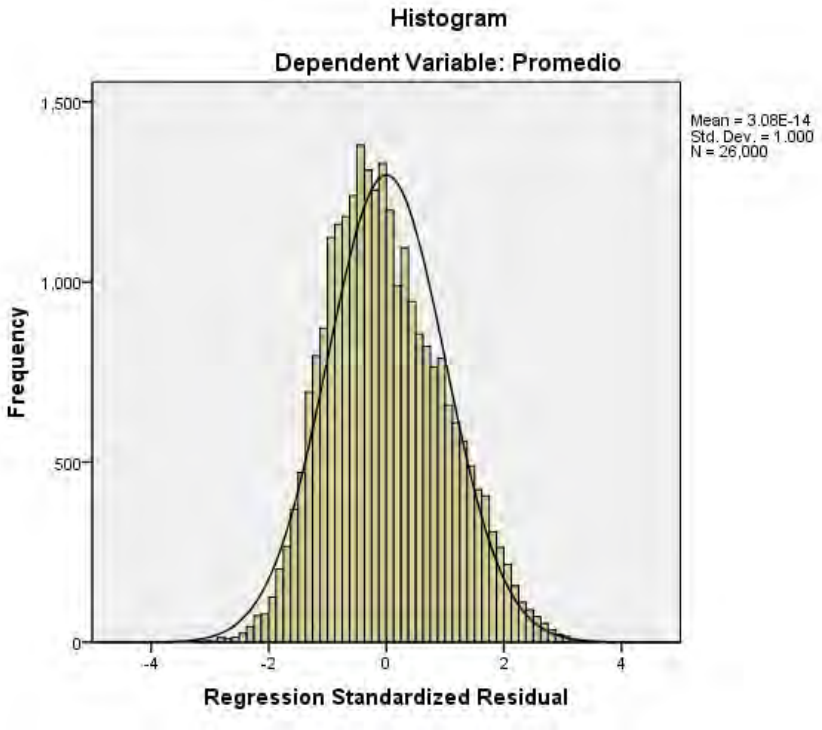
a. Dependent Variable: Promedio

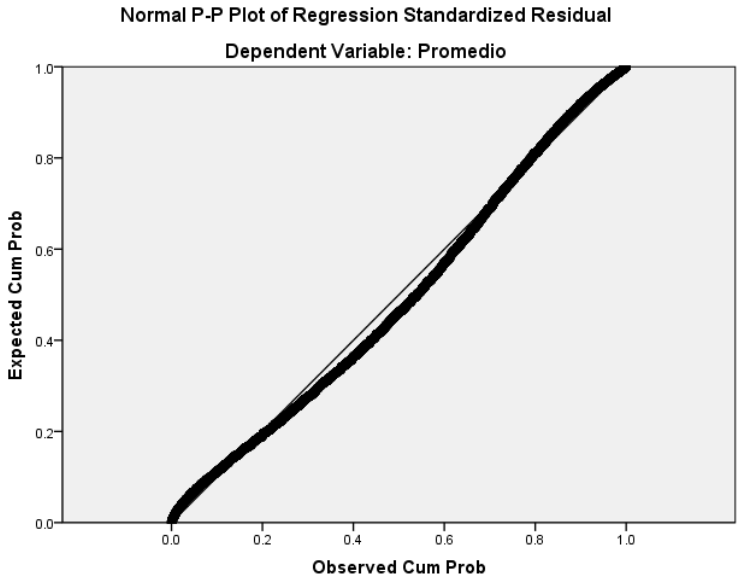
Residuals Statistics[a]

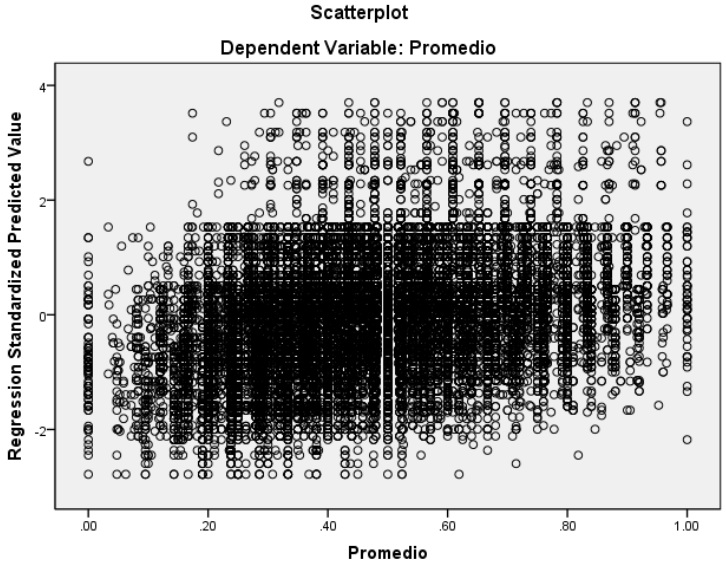
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	.2929	.7073	.4707	.06392	26000
Residual	-.64176	.66851	.00000	.17309	26000
Std. Predicted Value	-2.781	3.701	.000	1.000	26000
Std. Residual	-3.707	3.862	.000	1.000	26000

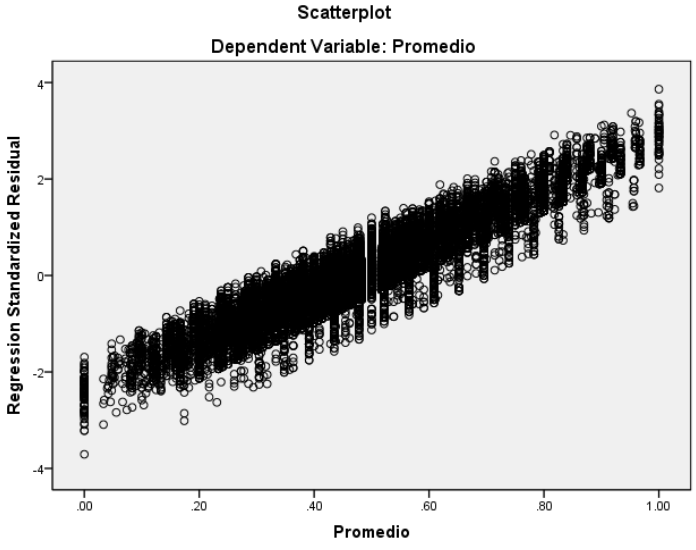
a. Dependent Variable: Promedio

Charts




Normal P-P Plot of Regression Standardized Residual
Dependent Variable: Promedio
Expected Cum Prob
Observed Cum Prob
0.0
0.2
0.4
0.6
0.8
1.0


Scatterplot
Dependent Variable: Promedio
Regression Standardized Predicted Value
Promedio
4
2
0
-2
.00
.20
.40
.60
.80
1.00


Scatterplot
Dependent Variable: Promedio
Regression Standardized Residual
Promedio
4
2
0
-2
-4
.00
.20
.40
.60
.80
1.00

Regression Matemática

Descriptive Statistics

	Mean	Std. Deviation	N
Promedio	.4051	.16920	46885
Año de Evaluación	2009.91	1.020	46885
Estrato (Dummy)	.6164	.48627	46885
Sobre-edad	.13	.336	46885
Grado	3.41	.626	46885
Sexo	.50	.500	46885
Tanda (Dummy)	.5295	.50011	46885

Correlations

		Promedio	Año de Evaluación	Estrato (Dummy)	Sobre-edad
Pearson Correlation	Promedio	1.000	.038	.043	-.067
	Año de Evaluación	.038	1.000	.105	-.049
	Estrato (Dummy)	.043	.105	1.000	-.022
	Sobre-edad	-.067	-.049	-.022	1.000
	Grado	.047	-.046	-.010	.058
	Sexo	-.058	.024	-.041	.128
	Tanda (Dummy)	.003	-.199	-.077	.023
Sig. (1-tailed)	Promedio	.	.000	.000	.000
	Año de Evaluación	.000	.	.000	.000
	Estrato (Dummy)	.000	.000	.	.000
	Sobre-edad	.000	.000	.000	.
	Grado	.000	.000	.013	.000
	Sexo	.000	.000	.000	.000
	Tanda (Dummy)	.254	.000	.000	.000
N	Promedio	46885	46885	46885	46885
	Año de Evaluación	46885	46885	46885	46885
	Estrato (Dummy)	46885	46885	46885	46885
	Sobre-edad	46885	46885	46885	46885
	Grado	46885	46885	46885	46885
	Sexo	46885	46885	46885	46885
	Tanda (Dummy)	46885	46885	46885	46885

Correlations

		Grado	Sexo	Tanda (Dummy)
Pearson Correlation	Promedio	.047	-.058	.003
	Año de Evaluación	-.046	.024	-.199
	Estrato (Dummy)	-.010	-.041	-.077
	Sobre-edad	.058	.128	.023
	Grado	1.000	.003	-.062
	Sexo	.003	1.000	-.021
	Tanda (Dummy)	-.062	-.021	1.000
Sig. (1-tailed)	Promedio	.000	.000	.254
	Año de Evaluación	.000	.000	.000
	Estrato (Dummy)	.013	.000	.000
	Sobre-edad	.000	.000	.000
	Grado	.	.249	.000
	Sexo	.249	.	.000
	Tanda (Dummy)	.000	.000	.
N	Promedio	46885	46885	46885
	Año de Evaluación	46885	46885	46885
	Estrato (Dummy)	46885	46885	46885
	Sobre-edad	46885	46885	46885
	Grado	46885	46885	46885
	Sexo	46885	46885	46885
	Tanda (Dummy)	46885	46885	46885

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	Tanda (Dummy), Sexo, Grado, Estrato (Dummy), Sobre-edad, Año de Evaluación	.	Enter

a. All requested variables entered.

b. Dependent Variable: Promedio

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.113[a]	.013	.013	.16814

Model Summary[b]

	Change Statistics				
Model	R Square Change	F Change	df1	df2	Sig. F Change
1	.013	100.219	6	46878	.000

a. Predictors: (Constant), Tanda (Dummy), Sexo, Grado, Estrato (Dummy), Sobre-edad, Año de Evaluación

b. Dependent Variable: Promedio

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17.000	6	2.833	100.219	.000[a]
	Residual	1325.296	46878	.028		
	Total	1342.296	46884			

a. Predictors: (Constant), Tanda (Dummy), Sexo, Grado, Estrato (Dummy), Sobre-edad, Año de Evaluación

b. Dependent Variable: Promedio

Coefficients[a]

		Unstandardized Coefficients	
Model		B	Std. Error
1	(Constant)	-12.257	1.574
	Año de Evaluación	.006	.001
	Estrato (Dummy)	.013	.002
	Sobre-edad	-.031	.002
	Grado	.015	.001
	Sexo	-.017	.002
	Tanda (Dummy)	.006	.002

Coefficients[a]

Model		Standardized Coefficients			95.0% Confidence Interval for B	
		Beta	t	Sig.	Lower Bound	Upper Bound
1	(Constant)		-7.790	.000	-15.341	-9.173
	Año de Evaluación	.038	8.018	.000	.005	.008
	Estrato (Dummy)	.038	8.111	.000	.010	.016
	Sobre-edad	-.061	-13.196	.000	-.035	-.026
	Grado	.054	11.771	.000	.012	.017
	Sexo	-.050	-10.741	.000	-.020	-.014
	Tanda (Dummy)	.017	3.656	.000	.003	.009

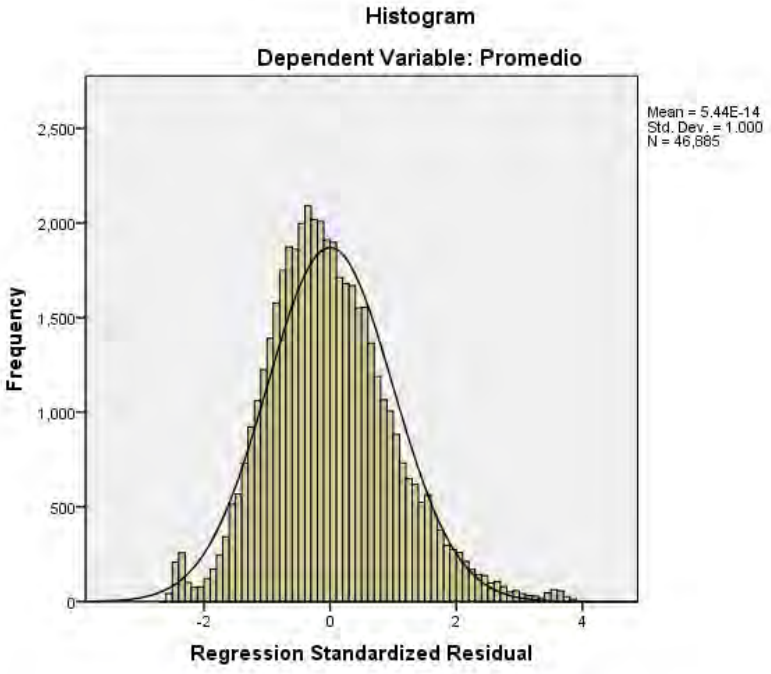
a. Dependent Variable: Promedio

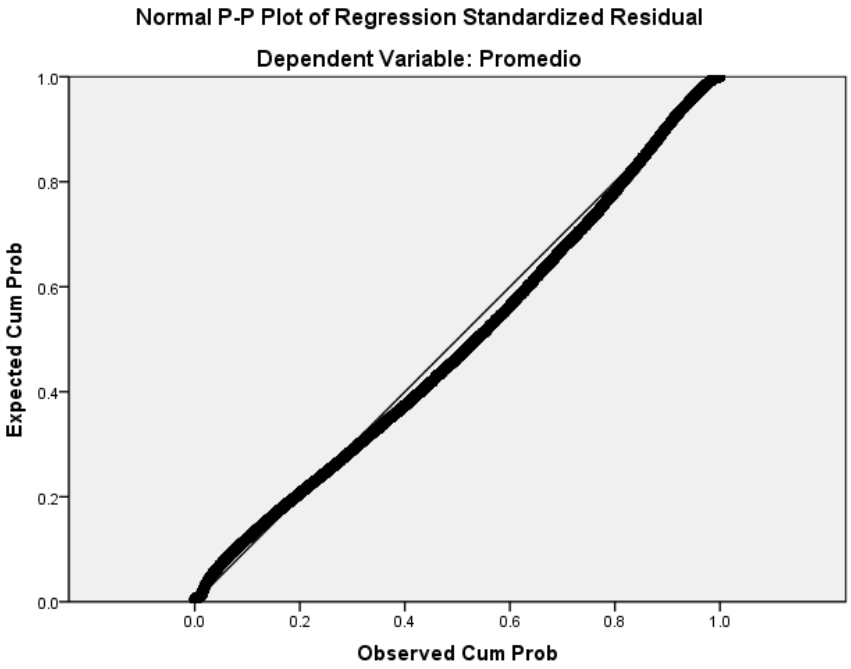
Residuals Statistics[a]

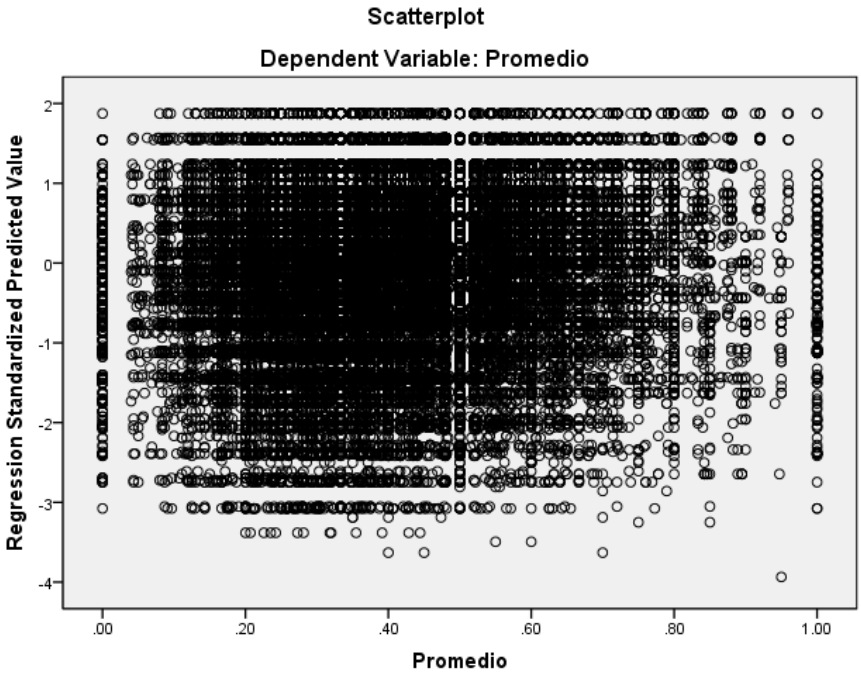
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	.3302	.4408	.4051	.01904	46885
Residual	-.44084	.65343	.00000	.16813	46885
Std. Predicted Value	-3.936	1.875	.000	1.000	46885
Std. Residual	-2.622	3.886	.000	1.000	46885

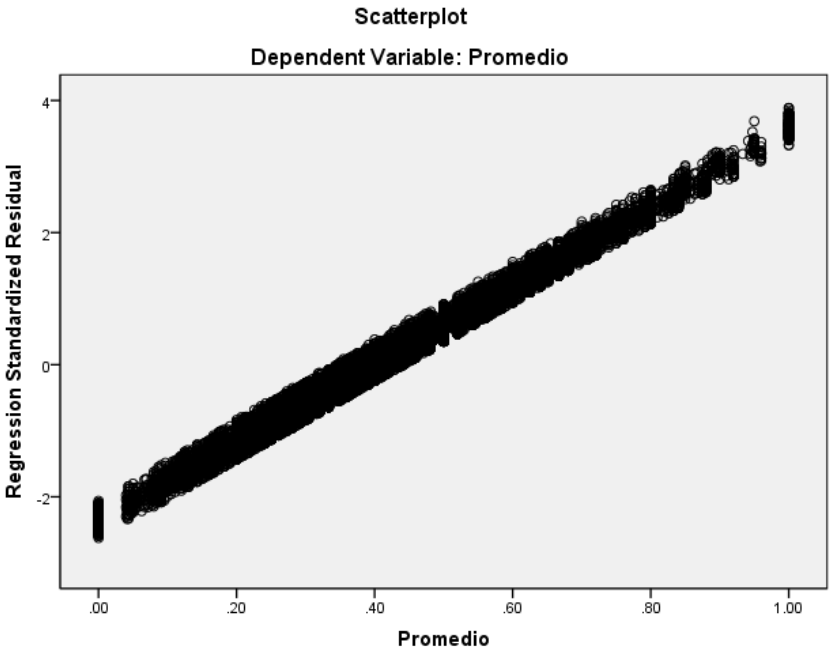
a. Dependent Variable: Promedio

Charts




Normal P-P Plot of Regression Standardized Residual
Dependent Variable: Promedio
Expected Cum Prob
Observed Cum Prob
0.0
0.2
0.4
0.6
0.8
1.0


Scatterplot
Dependent Variable: Promedio
Regression Standardized Predicted Value
Promedio
2
1
0
-1
-2
-3
-4
.00
.20
.40
.60
.80
1.00


Scatterplot
Dependent Variable: Promedio
Regression Standardized Residual
4
2
0
-2
.00
.20
.40
.60
.80
1.00
Promedio

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Annex C: USAID/DR Basic Education Program (BEP) Mid-Term Performance Evaluation

Submitted to: USAID/Dominican Republic

Prepared by: *Tonya Giannoni, Ph.d., Evaluation Specialist, BEP*

Edited by: Virginia Lambert, Team Leader for Portfolio Evaluation

January 2013

Basic Education Program (BEP)
Mid-Term Performance Evaluation

Annex C: Table of Contents

List of Tables and Figures

1. Introduction

This report presents the major findings and conclusions of the mid-term evaluation of the Basic Education Program (BEP) implemented by the American Chamber of Commerce in the Dominican Republic (AMCHAM/DR) and funded by the United States Agency for International Development (USAID) and Dominican private sector partners. In addition, the evaluation team has developed a set of recommendations to strengthen the implementation of the program and the sustainability of the USAID investment. The recommendations are provided for USAID and the implementing partner to consider as course corrections as well as for the future of AMCHAM/DR's school sponsorship activities. The conclusions and recommendations contribute to the overall integrated performance evaluation of the USAID/Dominican Republic Portfolio evaluation.

1.1. Description of the Program Evaluated

The Basic Education Program is a public-private partnership among three types of organizations with the common goal to "contribute to improving the quality of basic education in public schools in the Dominican Republic (DR) by promoting an active involvement of the private sector" (USAID 2009, 10). Table A summarizes the three mechanisms that together support the partnership for working at the school-level:

Table A: Mechanisms Supporting Schools

Agreement	*Parties*	*Period of Performance*	*Dollar Value*
Cooperative Agreement Number 517-A-00-10-00100-00	*United States Agency for International Development in the Dominican Republic (USAID/DR) and AMCHAMDR*	*October 1, 2009 to September 30, 2014*	*$2,303,489.14 (USAID)* *$1,373,453.11 (Cost-Share)* *$3,676,942.25 (Total)*
Memorandums of Understanding	*Existing private sector partners with active agreements include:*	*Varies*	*Annual budgets determined with sponsor*
Alliance agreement	*Ministry of Education, USAID and AMCHAM/DR*	*Unknown*	*Not specified.*

This evaluation is focused on the Cooperative Agreement (CA). As outlined in the CA, the purpose of the AMCHAM/DR agreement with USAID is to improve the quality of basic education in 139 public schools through "comprehensive, coordinated, and systematic interventions" led by AMCHAMDR and implemented through "strategic alliances between the public and private sectors with AMCHARMDR administrative and technical assistance" (p. 10). The results framework for BEP is as follows:

Component 1: Private Sector Involvement

Result 1: Business Involvement Increased (target of 125 AMCHAMDR business members)

Results 2: Comprehensive, sustainable and integrated interventions developed and implemented (number of plans developed and implemented)

Component 2: School Sponsorship Interventions (target 139 schools)

Result 1: Teacher pedagogical skills improved (targets are 80% of participating students show improved grades and 80% of participating teachers utilize new methodologies and teaching techniques)

Result 2: Schools have relevant didactic material and tools to support pedagogical interventions

Component 3: Strategic Alliances with the Private and Public Sectors

Result 1: Public-Private Strategic alliances established (interventions to adjust and/or upgrade school's infrastructure)

Result 2: A stronger and extended Corporate Social Responsibility (CRS) Committee Functioning (numbers of meetings and programs).

Component 4: Assessment, Monitoring and Evaluation

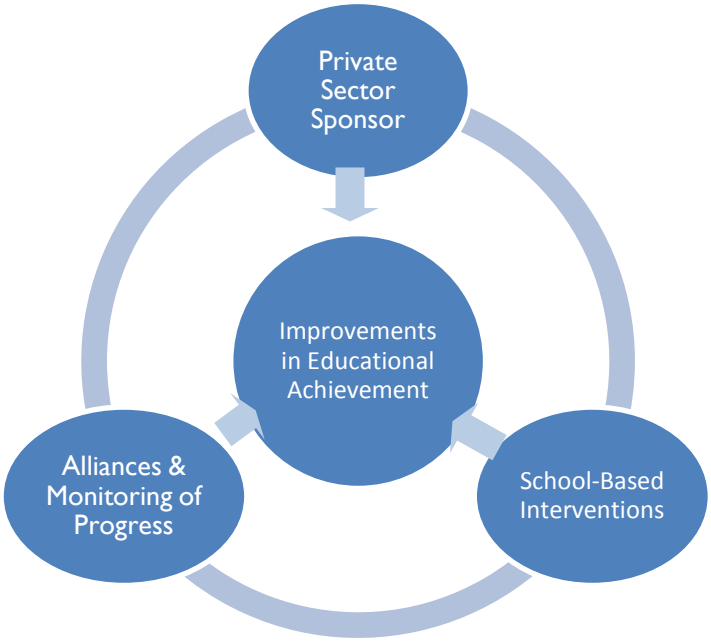
Result 1: An outreach and communication plan designed and launched to promote the results of the sponsored interventions

The cooperative agreement identifies a series of packages of interventions that served as a menu for the school-level interventions. These include:

- Teacher training to improve reading instruction and pedagogy (utilizing various vendors).
- Provision of didactic materials, library and reading corner materials, and/or other types of equipment for the school.
- After-school or non-formal education programs, including Espacios para Crecer (EpCs).

The basic theory of change for BEP is presented in Figure A. The four components of BEP together will provide the outcome of improved educational achievement.

Figure A: Theory of Change for the Basic Education Program



The interventions are defined prior to the start of each academic year. BEP funding under the existing cooperative agreement ends in September 2014. As a result, BEP (as designed) will have one more academic year to implement any changes (2013-2014).

1.2. Evaluation Purpose and Methodology

This mid-term performance evaluation was conducted as part of an overall USAID/DR Education Portfolio Evaluation. The evaluation team utilized standardized evaluation instruments (key informant interviews, classroom observations, teacher and director interviews, and document review) to collect the data utilized in the evaluation. For a detailed description of the methodology employed in the USAID/DR Education

Portfolio Evaluation see the USAID/DR Education Portfolio Evaluation Integrated Report (Integrated Report). The field work for the evaluation was completed in October 2012.

To ascertain if BEP is on track to meet its targets, data collected specific to this evaluation included school-visits and classroom observation. The data was collected to respond to evaluation questions about performance, which examine which program components are being implemented, how they are being implemented, and if they are being implemented according to plan. The evaluation team integrated gender considerations by analyzing the extent to which gender analysis has been utilized in the design and implementation of the various interventions and if there are significant differences in the level of participation of either girls or boys in the classrooms.

During the document review, the evaluation team found that for BEP there is a variation in the intensity of interventions (number and types) by school. Based on this preliminary finding, the evaluation team proposed to select schools for site visits based on the number of interventions being implemented in the school. Selecting the schools in this way allowed the team to be able to conduct classroom observations in a variety of settings. As part of the planning process, both USAID and the evaluation team agreed that the intensity of the interventions may affect perception of the BEP program at the school level. Table B summarizes the distribution of the schools by intensity of intervention.

Utilizing AMCHAMDR records (list of 51 schools as of 3/30/2012), the team selected schools for classroom observation. The selection process was as follows:

- Schools that were outside of a geographic focus area for USAID were removed from the list (43 schools remained).
- For each type of intervention, the school was scored as 0 or 1.
- The number of the interventions was summed by school and then grouped or stratified (column 1).
- A software program (MS Excel Data Analysis Tools) was utilized to generate a random selection (column 2) for each grouping.

The evaluation team scheduled visits to a total of 11 schools although one of the schools was closed due to an unexpected holiday (celebrations of the Teacher Union's elections). The distribution of the schools visited (10) and classrooms (15) observed varied from the original design selection because the actual interventions received differed from the records reviewed. The gaps in records and timing are examined in the next section.

Table B: Classrooms Observed

	Column 1 Total Number of School per AMCHAMDR Records	*Column 2 Selected Schools*	*Column 3 Schools/Classrooms Visited*
Four/Five Interventions	*11*	*3*	*4/4*
Three Interventions	*10*	*3*	*4/8*
Two Interventions	*12*	*4*	*1/1*
One or Zero Interventions	*10*	*2*	*1/2*
	43	*12*	*10/15*

As the evaluation questions (see the Integrated Report) were finalized, in consultation with USAID, it was determined that two elements of the BEP program would be excluded from the evaluation. These are:

- *Recruitment of Private Sector Sponsors* In the near term, AMCHAM/DR is conducting an assessment of the private sector partnership component; therefore, this evaluation does not assess the performance targets related to securing the number of partners outlined in the program description.
- *Educational Achievement.* USAID is financing the application of a standardized measurement of student achievement (Early Grade Reading Measurement and Early Grade Mathematics Measurement) that was underway at the time of the field work for this evaluation. Thus, understanding performance for this element of the theory of change is not part of the evaluation.

2. Findings and Conclusions

The findings and conclusions are presented by major question area: performance, efficiency, and sustainability.

2.1. Performance

The portfolio review employs the following definition of performance; "the contribution of each component to quality basic education, benefiting girls and boys equally" (USAID Contract with AMEX International 2012). Guiding questions include: Which components are being implemented and where?, How are they being implemented?, What are the characteristics?, Who is benefiting and to what degree?, and Is the project on track to meeting targets?

Measuring performance and attributing interventions to BEP's actions at the school level faces several contextual and programmatic constraints.

> *Context:* In the Dominican Republic, there are many institutions (governmental and non-governmental) that intervene at the school level and the coordination among these institutions is at times weak. The Ministry of Education (MINERD) has divided the country into three regions to support basic education services via strategies in teacher training in mathematics and literacy. These organizations are Pontificia Universidad Católica Madre y Maestra (PUCMM)[1] in the north, which is supported by USAID; the Cultural Center POVEDA in the southeast, and the Organization of Ibero-American States (OEI)[2] in the east (Basic Education Program Dec 2011). Non-governmental interventions include Junior Achievement and other donor-funded activities.
>
> *Program Specific:* There is no baseline in the BEP schools for either student or teacher achievement or analysis of their perceptions from the start of this cooperative agreement.[3] In addition, many of the schools have been receiving assistance from the sponsors and AMCHAM/DR prior to the initiation of this cooperative agreement. For example, 35 school files were selected for detailed review during the evaluation. Sixteen began working with AMCHAM/DR before the signing of this cooperative agreement usually as of 2007 (of the 10 schools that were visited, seven school were legacy schools).

[1] BEP has signed one agreement with PUCMM for work in one school.
[2] BEP received a proposal from OEI to develop murals in 31 BEP schools across geographic areas.
[3] A baseline is being completed now and offers a potential for an assessment of early grade reading and math skills at the program conclusion.

A second program-specific constraint is that BEP records have not been systematically and rigorously updated regularly for each participating school and there do not appear to be files kept for directors or teachers. After the initial intake assessment, there is no formal detailed written assessment in the files. The evaluation team received a list of schools and identified the package of interventions that were being implemented in those schools (Basic Education Program March 2012). However, these records did not always match the vendor reports when there were reports (PRISMA Febrero 2012). In other cases, the reports were missing and while data was sought during the evaluation, there is an incomplete record of the interventions **by school** and during what period. For example, during the field work data collection period (October 2012), the evaluation team was only able to verify that Quantum Learning training had occurred but could not prepare tables to understand what schools or teachers participated.

The evaluation team has no evidence and no expectation that the interventions reported have not occurred, but because BEP does not provide explicit and specific reporting requirements for its vendors the data that are reported do not match BEP files. An example of this is the reporting of data by Entrena for Quantum Learning or EDUCA for the EpCs (see below and Appendix C-3, Table 9 for an example). The effect is discussed further under Finding #1 below.

Based on these contextual and program-specific constraints, the evaluation team focused on attempting to ascertain if teachers are adopting new methodologies and if they perceive BEP as a stimulus for the change. The evaluation team had to dedicate a significant amount of time to gather basic information about what interventions had occurred at the school-level and by beneficiary type (director and teacher). The data that were collected by the evaluation team is summarized in Appendix C-1.[4]

Utilizing the available information and the methods as outlined in Section 2 of this annex, the evaluation team developed four findings related to performance focused on answering the evaluation questions: (1) *which project components are being implemented?; (2) where, and how are they being implemented?; (3) who is benefiting (disaggregated by sex, region, position, to the extent possible), and to what degree?; and, (4) is the program on track for meeting the targets identified in the PMP?*

Finding #1: *The program goals and components are generally clear (and similar) for AMCHAMDR and for the Sponsor, but not necessarily for the beneficiaries (directors and teachers).*	***Conclusion #1:*** *BEP has yet to achieve a critical benchmark as outlined in the program purpose: a* ***"comprehensive, coordinated, and systematic intervention"*** *plan. AMCHAM's role at the school level is undifferentiated and attribution of AMCHAM assistance is (and will likely always be) un-attributable.*

During interviews and in written documents, private sector sponsors and the program implementers (AMCHAM/DR and its vendors) all summarize the program goals and objectives similarly. To date, BEP has generally met the targets for raising matching funds for each school. In addition, the interviews conducted by the evaluation team confirm that stakeholders agree that AMCHAM/DR is the correct entity to provide administrative and technical assistance for a basic education program funded by private sector sponsors. This was the case even though BEP donor stakeholders acknowledged that the reports and data available about the implementation of BEP are insufficient. BEP and its donors are supporting a lot of good deeds and actions, but due to the lack of a systematic reporting system and analysis the evaluation team can reflect on good deeds but not good outcomes.

[4] The original files are available upon request.

In contrast, the role of AMCHAM/DR is less clear to stakeholders at the school-level. The indirect beneficiaries (directors and teachers) could not always differentiate AMCHAM (or their sponsor) from assistance being provided by others (e.g., Ministry or Poveda).

All of the directors interviewed had attended the AMCHAM/DR sponsored training in August 2012. When asked to name institutions that had provided them training during 2012, the majority of the directors mentioned AMCHAM and the sponsor amongst several actors.[5] Yet, even when prompted specifically about AMCHAM/DR, two directors did not name a specific program offered. The teachers were less likely than the directors to recognize AMCHAM/DR or the sponsor by name when asked an open-ended question. Teachers could discuss methodologies that they had been taught but did not associate this them with an integrated program or AMCHAM/DR. The more likely responses were Poveda, the Ministry, and at times SM (the organization that conducted the training). Those that the evaluation team believed had received training in Quantum Learning for Teachers generally could not name the training, and this type of training did not appear to be linked to AMCHAM/DR or the sponsor.

When specifically asked about AMCHAM/DR and follow-up, most directors could name the BEP's education coordinator. However, they were not all clear about the process for making decisions about the types of support to be provided. For infrastructure improvements, the directors were more likely to talk specifically about the engagement with the private sector sponsor.

In addition, although AMCHAM/DR developed a menu of types of interventions to be implemented in schools, there was not clear evidence of coordination among the various types of interventions. For instance, it was not clear that there was a relationship between AMCHAM/DR and incorporation of non-formal education programs ("Espacios para Crecer," EpCs). The evaluators could only obtain tentative answers about EpCs, Quantum Learning for Teachers or other training or after-school interventions that had been funded by AMCHAM/DR.

It was very difficult to evaluate the EpC program because the EpC program had effectively been suspended for the new school year by AMCHAM/DR. Based on the available data (the vendor's records and those submitted to AMCHAM/DR), BEP had supported a total of 19 schools (with EpCs) since 2009. In 2009, only Fundación Rica participated. By the third year (school year 2011-2012), five different companies supported EpCs. The EpCs were not closely assigned to schools by AMCHAM/DR. Records kept by the vendor do not align exactly with the schools supported. For example, in Constanza, seven communities were supported. Their alignment to specific schools is unclear in the monitoring records. The records available from the vendor suggest that EpCs have helped overage children primarily in both reading and math or in reading only. At the time of the evaluation, the data was incomplete. Excluding non-reporting centers, more than 60% of those attending EpCs passed reading and/or math, but there is no control group to allow attribution directly to the EpCs. Available data are included in Appendix C-3.

In one case, the school director invited the evaluation team to visit the EpC suppored by the school. However the EpC was in name only and did not include any of the programmatic traditions of the EpC. Similarly, although there was some evidence in classroom observations that teachers were utilizing techniques from Quantum Learning (another type of intervention), there was no linkage od this training to BEP, AMCHAM/DR, or the sponsor.

[5] All of the Directors received an introductory letter from the Ministry that could have been a prompt.

This lack of attribution when compared to the interviews at the school-level for ESP was striking to the evaluation team. The implication or conclusion is that while BEP may now use a training plan agreed by the school, and between BEP and the sponsor, the legacy of the ad-hoc interventions of the early years of the cooperative agreement remain. This lack of congruence between plans and observations has important potential consequences for the model. All of the sponsors interviewed (representing 32 of the 51 schools included in the evaluation) stated that working through AMCHAMDR was important because of AMCHAM/DR's knowledge of education. The value-added proposition of AMCHAMDR for the sponsor is the ability to develop, implement, and monitor a "comprehensive, coordinated, and systematic" intervention to improve the quality of basic education in the public schools of the Dominican Republic." Attribution ,even when based on perceptions, is important for this type of model.

Finding #2: *There are inconsistencies and missing data among BEP's records.*	***Conclusion #1:*** *BEPs written records are insufficient for effective monitoring of the M&E Plan or to achieve the Result No. 1 under Component No. 4.*

As outlined above, the quality of data available to the evaluator is insufficient to answer every question included in the evaluation design. This finding is not a surprise and is recognized by all parties involved in BEP. AMCHAM/DR is currently taking steps to strengthen performance monitoring. Some elements that are unclear at this time include:

- The number of teachers trained, disaggregated by school and intervention type (a total is included in the quarterly report) and by year, and if those teachers remain in the schools being assisted.
- Exact timing of interventions in each school.
- Extent to which the training has changed teachers' actions in the classroom.
- Number of students (disaggregated by school), who benefit from USAID's and the sponsor's financial support (there are numbers reported to sponsors).

The implications of this finding are related to Component 4 as well as the overall success of the program. Without clear and verifiable basic information at the school and individual level, BEP will be unable to measure its importance for the private sector sponsors or for its donors. While every teacher and director cited that they perceived that training was producing change, there was only partial evidence in the classroom (see Appendix C-2).

According to BEP's new plan (Basic Education Program 2012) and key informant interviews, during the next year BEP will be undertaking actions that are important to strengthening Component 4:

- Collect student performance data (math and reading) and promotion rates (Basic Education Program 2012).
- Monitor the time that teachers dedicate to reading in the classroom (Basic Education Program 2012).
- Receive from EDUCA (a vendor) a report on the effectiveness of the after-school intervention—Espacios para Crecer—on addressing the challenges of overage students in math and reading (Interviews 2012).
- Add a staff member dedicated to monitoring and evaluation (Interviews 2012).

Finding #3: *BEP's interventions utilize commercially available training programs for improving teacher's performance.*	***Conclusion #3:*** *While BEP uses standard methods to train teachers to improve pedagogy, these generic methods rely heavily on strong program management.*

There are two elements of this finding:

a) BEP/AMCHAM/DR is providing commercially available training programs. Rather than developing its own teacher training program, AMCHAM/DR has gone out to the marketplace to solicit proposals for delivering teacher training in the sponsored schools. In the DR several methods for how to organize a classroom and the use of participatory methods in the classroom have become standardized. For example, site visits demonstrated that teachers in BEP schools decorated their walls in a similar way to teachers in classrooms where other USAID-financed programs (e.g., ESP, the Batey Community Development program) were being implemented. They also introduced learning corners with a similar frequency, and attempted to introduce classroom libraries (see frequency tables in Appendix C-2). In addition, in BEP schools, teachers elicited student participation (by asking questions) in more than 70% of the classroom observations.

Classroom observations demonstrated that students participated in class (see Appendix C-2). Engaging students to participate individually is the first-step in a shift to a more active learning method (Questions 13B3/B4). However, the use of more advanced techniques, such as having the teacher demonstrate physically or with materials, or having students role play were used very infrequently (0% to 20%), see Figure 1 in Appendix C-2. Based on the teacher interviews and classroom observations, teachers recognized some of these innovative methodologies as effective and nearly universally expressed interest in using more participatory teaching methods.

b) BEP/AMCHAM/DR does not have a unique brand or provide a systematic program. AMCHAM/DR has outsourced its technical assistance to a series of vendors. While nearly all directors could name the education coordinator for AMCHAM/DR (confirming that monitoring visits are occurring), the directors could not describe in detail how decisions about what type of support they are receiving are made or summarize the general purpose of the assistance. It is clear that the directors are grateful for the support, but when compared to the interviews conducted for the Effective Schools Program (ESP) there was significantly less recognition that they were being provided an integrated, results-driven program.

There are potential positive and negative consequences of this finding. A positive implication is that since BEP is not recreating the wheel there is the possibility that its interventions can be better coordinated and can avoid sending conflicting messages to teachers and directors. There were only a very few instances when teachers and directors reported incidents of when they were receiving conflicting messages from the Ministry and the workshops that they attended. The challenge for this approach is that AMCHAM/DR must have a strong programmatic design that is systematic and a priority, and coordinated to assure that the disparate programs it procures are an integrated program that is greater than the individual interventions.

Finding #4: *The institutional environment at the school level is complex with multiple actors.*	***Conclusion #4:*** *The implementing environment is a challenge for the structure of BEP. To date, AMCHAMDR has yet to define a clear mechanism for ensuring coordination at the school level.*

Coordination is a key factor for the performance success of BEP. BEP is seeking to increase the number of sponsors and the number of schools that benefit from a public-private partnership. AMCHAM/DR as the entity providing the technical assistance and administrative support must coordinate its activities with a number of partners. Coordination must occur with the following partners:

- Ministry of Education (Central, Regional, and District)
- Other sponsors (at the school-level)

- Ministry of Education assigned-TA providers (POVEDA, PUCMM, and OEI)
- The municipality
- Other NGOs working in schools/communities
- Parents' associations

There are mixed-results at each institutional level of coordination:

School-Level. Based on the interviews at the school-level, there was minimal coordination with other actors engaging at this level (POVEDA, municipality, and even the sponsor). Directors and teachers are not able to express in a dialogue how these entities are or are not coordinated. In some cases, they were concerned about getting too much advice or directions. Another challenge for coordination in the implementing environment is that sponsors engage directly with the schools on activities "unrelated" to BEP. For example, AES-Dominicana is providing Junior Achievement support. The evaluation team could not, based on the interviews and site visits, see how these different types of support are coordinated. The proposals made by BEP to the sponsors for the 2012 school-year indicated that director and teacher training programs (Basic Education Program June 2012) would be coordinated with the appropriate entity, but it seems that SM (the selected vendor) trained all of the directors.

Sponsor-Level. Based on the data available at the time of the evaluation, AMCHAM/DR has regularly prepared reports for the sponsors. The reports give details about what has been done, but it seems that sponsors make decisions about what is going on in the school based on their own visits rather than AMCHAM/DR reports. For example, one sponsor indicated that a school that it is sponsoring was given a specific list of criteria for the school to continue to receive support.[6] Despite this very important decision and analysis (based on the lack of progress), AMCHAM/DR did not report this information in any of its monitoring reports or in its quarterly reports to USAID.

Another aspect of coordination is about coordination by and between the sponsors. There have been limited opportunities for the sponsors to interact about BEP. An important negative consequence of this lack of sharing is that the model for intervening at the school-level (i.e. contracting vendors) and the appropriate coordination mechanism with the Ministry (e.g. AMCHAM/DR or the private sector sponsor) have not been discussed to identify key lessons learned or to test the assumptions about the model. Challenges (such as coordinating all interventions by sponsors at the school level) are also not discussed. The operating principles or actions are not reviewed across the sponsors. As far as the evaluation team could ascertain, there has been one meeting (outsourced to EDUCA) that had some attendance of sponsors (Basic Education Program Jan-March 2012). The agenda was more broadly focused on basic education and was not an opportunity to discuss school sponsorship under BEP. BEP has sponsored trips to other countries but this activity was not mentioned by the sponsors.

Ministerial-Level. AMCHAM/DR has worked to engage with the Ministry of Education at an operational level. For example:

- There is evidence from the key interviews and Finding #3 (what is observed in the classroom and the teacher interviews) that the vendors coordinate their products with the Ministry at an operational level (especially related to the Escuela de Directores).
- BEP documentation suggests that there is a sufficient-level of coordination between the Ministry, AMCHAM/DR, and the school-sponsors for infrastructure repairs (Basic Education Program, 2010).

[6] The name of the school and sponsor is excluded from the public report.

- Interviews with Ministry personnel suggest that there is no coordination between AMCHAM/DR and the curriculum and instruction departments in the Ministry, although in the past there was a relationship with the department responsible for community outreach.

The implication of this performance is that the lack of coordination reduces the overall efficiency of the dollars being invested in the public schools. There are additional implications that affect sustainability, as outlined below.

2.2. Efficiency

This section of the evaluation answers the question: *what are the aspects of the projects that are operating more or less efficiently and why?* There are four inter-related findings and conclusions about the efficiency of BEP implementation.

Finding #5: *Purchasing books and donated materials is the easiest means for sponsors to make a financial contribution.*	***Conclusion #5:*** *While an efficient means to move funds, the focus on donation has dominated the engagement with the school and it is unclear if the per student cost[7] for BEP is efficient.*
Finding #6: *BEP organizes its records by contract (vendor) to meet grant reporting requirements.*	***Conclusion #6:*** *BEP's management organization for its files obfuscates what is happening at the school-level.*
Finding #7: *BEP has efficiently contracted various types of interventions (to form a package).*	***Conclusion #7:*** *The interventions have been defined and implemented but without an analysis of their results (to date).*
Finding #8: *Teachers expressed that instruction in reading was their greatest content challenge.*	***Conclusion #8:*** *Most (but not all) of BEP's attention is focused on addressing what teachers cite as the methodology and area in which they need assistance.*

AMCHAM/DR has focused its management of BEP to be efficient. This efficiency is written into the program description for BEP. There are several examples of how AMCHAM/DR has achieved efficiency.

- AMCHAM/DR has focused its teacher training on the most-cited problem of teachers (reading).
- AMCHAM/DR has organized its operations around the principles of outsourcing and financial management. Files are structured to respond to budgetary and financial management questions. This is efficient for the management for the cooperative agreement, but obfuscates programmatic management.
- AMCHAM/DR has a very small staff with the director, one programmatic professional (education coordinator), an administrative/financial staff member, and a driver.
- According to key informant interviews, Result 2 under Component 2 (donation of materials) is the most efficient type of intervention (and the most utilized).

Efficiency is a valid metric. However, efficiency *for what* is the key question. The focus on efficiency has diminished the AMCHAM/DR value proposition in two ways:

- AMCHAM/DR has become very efficient at a task for which it is very difficult to differentiate itself. There are many actors that make donations to schools. Furthermore, as discussed with school

[7] This cannot be measured at this time due to the lack of data.

directors and sponsors, the private sector sponsor gives materials and makes infrastructure updates directly (without the need for the intermediary).

- AMCHAM/DR has made decisions about the type of interventions based on administrative costs versus best value for the private sector sponsor and USAID investment. The clearest example of this is the decision to not utilize the PUCMM model for improving learning outcomes in reading or better coordinating BEP's interventions with POVEDA.

The BEP interventions have been efficient, but the question remains: *is AMCHAM/DR adding value?*

2.3. Sustainability

The evaluation team has approached the question of sustainability on two tracks. The first is to determine if program interventions are likely to be sustained after USAID's involvement in the program. The second is to ascertain if the package of interventions produce sustainable change in learning outcomes. In the case of BEP it was not possible to develop a clear understanding of the outcomes of the package of interventions (see Finding #1). For the current school year, AMCHAM/DR has developed a comprehensive package. The question of sustainability of the interventions at the beneficiary level will be best answered during the final evaluation.

Otherwise, there are three inter-related findings and conclusions about the question of sustainability.

Finding #9: *School-sponsorship and AMCHAM/DR's role is perceived as valuable by the private sector.*	***Conclusion #9:*** *Private sector involvement as a sponsor and working through AMCHAM is on track to be sustainable.*
Finding #10: *The Ministry, AMCHAM/DR, and the sponsors have different definitions of a sustainable public-private strategic alliance for basic education.*	***Conclusion #10:*** *Without a clear strategy for building a strategic alliance for intervention at the school-level, BEP may sustain interventions without achieving improvements in education.*
Finding #11*: Schools have relevant didactic materials but it is an area of concern; materials exist but their use and incorporation into teaching is uneven (based on the limited observations).*	***Conclusion #11:*** *Access to materials (equipment and didactic tools) and training of teachers are necessary but not sufficient condition to change behavior.*

The private sector partners are universal in their support for an entity to operate educational programs utilizing donated funds to meet their particular corporate social responsibility objectives. Thus, a key variable for the sustainability of this type of initiative exists. However, transforming this general interest on the part of the private sector into a sustainable public-private partnership that improves educational quality is not assured.

The program documentation available and interviews suggest that the strategy for private sector engagement is to strengthen the direct links between the private sector and the Ministry. BEP has, to a certain extent, outsourced the building of this strategic alliance to EDUCA. However, the EDUCA agenda (advocacy for education) is distinct from sponsorship and the dialogue that is necessary between the sponsor, AMCHAM/DR and the school. Interviews with individuals representing the Ministry suggest that the role of the private sector in basic education—with a focus on improving educational attainment is not clear.

Furthermore, it is not clear from the team's discussions with the school directors if the interventions as developed and implemented by AMCHAM/DR are sustainable in the school. Interviews with school directors suggest that they are very open to assistance. However, there is a disconnect between their

interest in the support and their understanding that there is a comprehensive program. For instance, after nearly two years of programming AMCHAM/DR set-out to develop a general proposal for basic education. This proposal was developed in writing and presented to the sponsors as a means to gather the sponsor's support. However, it is unclear if this analysis and proposal has been developed with the directors. As noted above, an understanding of BEP's goals is not clear among all directors. AMCHAM/DR is known as an entity at the school-level (among directors), but there is no recognition of BEP as a program. The directors can discuss the particular interventions but not a comprehensive program.

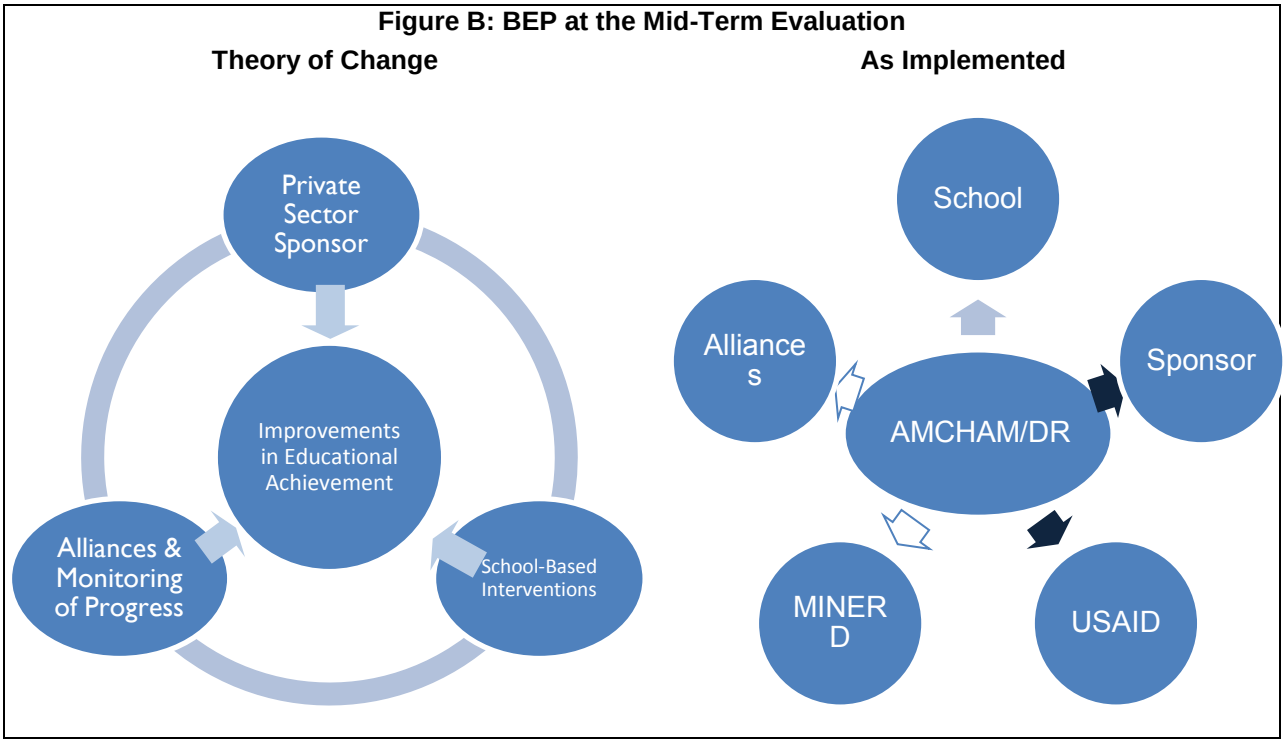
The implication of this finding is that while private sector partners may continue to sponsor schools and want AMCHAM/DR to administer the programs, the theory of change that sponsorship (i.e. money) will produce improvements in education attainment is not assured. It is just as plausible that money will provide new materials and change teaching instruction, but learning will not improve. Many sponsors have been working for more than five years with schools. They see improvements in the infrastructure. Directors and teachers say things are better. However, there is no evidence base to support this. *What is missing?* A strong link between money and outcomes is necessary. Addressing some of the weaknesses (such as coordination and selection of interventions) may be the first step.

3. Summary of Recommendations

The recommendations developed through the course of this evaluation are designed to be implementable and are focused on answering one of the key evaluation questions: *How can the design, management and execution become more efficient in achieving program goals?*

The recommendations flow from the respective conclusions. The basic design of BEP is sufficiently clear and defined as illustrated in the theory of change (see Figure 1). However, as outlined in the evaluation the theory of change requires coordination and integration. As BEP is currently being implemented (see Figure B), AMCHAM/DR has a strong relationship with the sponsor and USAID (solid arrow), a weaker relationship with the school (lightly shaded), and a limited relationship with MINERD and other alliances (outlined arrow). This is a very different structure from the ideal (theory of change) implied in the design.

Figure B: BEP at the Mid-Term Evaluation



This evaluation is one element of the current review of the USAID Education Portfolio and BEP. Consequently, the recommendations should be reviewed closely once the results of EGRA/EGMA are received and the assessment of what motivates private sector sponsorship of schools is complete. Once USAID has the results of these two other tools, the evaluation team recommends that USAID address the following three questions:

- Should the targets for the number of private sector partners be decreased?
- What is the right mix of donations (materials) and technical assistance for BEP?
- Should the programmatic purpose be updated to reflect a niche strategy for private sector sponsorship?

Based on the information collected during the evaluation, the evaluation team has four recommendations outlined below.

Recommendation #1: *BEP should improve its coordination of its activities at the school-level with the various organizations working in each school, build its relationship with the Ministry, brand and focus its interventions, and measure results.*
To address the following conclusions:
Conclusion #1: BEP has yet to achieve a critical benchmark as outlined in the program purpose: a **"comprehensive, coordinated, and systematic intervention"** plan. AMCHAM's role at the school level is undifferentiated and attribution of AMCHAM assistance is (and will likely always be) un-attributable.
Conclusion #3: While BEP's interventions are complementary to existing standards they are generic and dependent on strong programmatic management in order to have much effect on learning.
Conclusion #4: The implementing environment is a challenge for the structure of BEP. To date, AMCHAMDR has yet to define a clear mechanism for ensuring coordination at the school level.
Conclusion #8: While an efficient means to move funds, the focus on donation has dominated the engagement with the school and it is unclear if the per student cost[8] for BEP is efficient.
Conclusion #10: The interventions have been defined and implemented but without an analysis of their results (to date).
Conclusion #11: Most (but not all) of BEP's attention is focused on addressing what teacher's cite as the methodology and area in which they need assistance.

Improve coordination. For the current fiscal year, AMCHAM/DR should clarify and improve the coordination at the school-level through dialogue with the school directors, associated stakeholders (other technical assistance providers designated by the Ministry), and the school's sponsor. This is important because for the current school year the plan to utilize an outsourced vendor (Ediciones SM) continues. USAID might be in a position to facilitate this process at least among the various interventions it funds. The coordination objectives as outlined in the reformulated plan for assistance presented to sponsors (December 2011 letter to a sponsor) remain important. If the sponsors have not already been updated on the revision (moving away from utilizing PUCMM, etc) they should be. In addition, the signing of the MOU is an important step for coordination but the draft version reviewed as part of the evaluation does not describe the specific interventions (Unsigned Tripartite MOU – Escuela KM).

Build relationships. BEP will benefit from a direct and clear relationship with the Ministry. As outlined above, sponsors seem to want AMCHAM/DR to do this and AMCHAM/DR seems to want to facilitate the private sector establishing a direct relationship with the Ministry. While private sector engagement with the Ministry is a valid goal—this engagement is about advocacy and perhaps planning. The evaluation team did not find any interest on the part of the private sector partner to coordinate specific interventions in improving literacy directly with the Ministry. It is expecting this role to be filled by AMCHAM/DR.

Brand interventions. In addition, BEP's outsourcing of its technical assistance should be examined more closely by an internal review and BEP should work with vendors to brand BEP. To assure sustainability of the private sector model and BEP's program, directors and teachers must know that BEP and the sponsor are working in the school.

Focus intervention. BEP does not have sufficient staff resources to perform against the targets included in the cooperative agreement and address all of the needs that the beneficiary schools have. Coordination will help leverage BEP resources. However, focus is also necessary. The evaluation team recommends that USAID, AMCHAM/DR, the private sector sponsors, and MINERD discuss (collectively or bilaterally) a

[8] This cannot be measured at this time due to the lack of data.

niche for BEP. Based on the classroom observations, interviews with directors, and discussions with teachers, there are several potential areas of focus that may vary across schools:

- Early grade reading
- Classroom management and discipline
- School-related violence

The evaluation team does not believe it should provide a recommendation for the area of focus because of the need for stakeholder consensus and mapping of actors at the school level. Based on the data collected, it is plausible that some other entity or mechanism might be the best means to meet some of the needs. The conclusion and recommendation is that attempting to solve all of the needs with the resources available to BEP will continue to limit its effectiveness. A niche that is integrated into the overall framework and customized to the school is a more appropriate and achievable goal.

Measure Outcomes. BEP has underway an analysis of several of the interventions that it has and will implement. This analysis should include a cross-cutting examination of the results among sponsors and schools. A results summit should be held at the school-level, with the sponsors, with USAID, and perhaps among USAID projects (see Recommendation #3).

Recommendation #2: *BEP should redesign its overall organizational and monitoring structure for its operations to be school-focused rather than vendor-focused.*
To address the following conclusions:
Conclusion #2: BEPs written records are insufficient for effective monitoring of the M&E Plan or to achieve the Result No. 1 under Component No. 4.
Conclusion #9: BEP's management organization for its files obfuscates what is happening at the school-level.

Key informant interviews revealed that sustainability for school sponsorship depends on sponsors seeing that the community recognizes their good will as well as improvement at the school-level. Based on the key informant interviews with sponsors, AMCHAM/DR's role is to facilitate the delivery of technical assistance that improves the quality of education in public schools. The AMCHAM/DR value proposition for the private sector partners is the comprehensive, coordinated and systematic interventions that it manages and then monitors for performance. To realize this key purpose, AMCHAM/DR must have adequate records at the school-level. By organizing its records by contract or agreement, AMCHAM/DR is diverting its focus. While raising funds is an important function, it is just that—a function and not a purpose.

The following outlines the key elements of this management organizational structure that becomes school-focused:

- Restructuring of the data collection plan to be school and director/teacher based. A simple, basic information sheet on the school should be developed that records all assistance provided, all phone calls, and all monitoring visits for each academic year.
- Instituting a standardized reporting requirement for all vendors that at a minimum includes: date of assistance, names of persons receiving training or technical assistance, sex, years of experience, associated school and school code, years at school, intensity of assistance, grades of instruction, and number of students in class.
- Developing a standard type of reporting mechanism and procedure with the schools. It is insufficient to include only a requirement for reporting in the MOU as it is unlikely the data made available will be sufficient.
- Mapping of the institutions operating at each school at the beginning and end of each school year.

- Expansion of site visits to include the BEP Director, Education Coordinator, and the new staff member.[9]
- Reformulation of the annual report to USAID to be school-based with a review of achievements by school.
- Regular meetings to be held with MINERD.
- Regular joint meetings with sponsors that includes a school-sponsorship learning summit.

Recommendation #3: *Lessons learned from this evaluation related to ESP should be examined broadly and include BEP and the sponsors.* ***Recommendation #4:*** *BEP should include in its assessment of private sector sponsorship a close examination of the role of strategic alliances.*
To address the following conclusions:
Conclusion #5: Private sector involvement as a sponsor and working through AMCHAM is on track to be sustainable.
Conclusion #6: Without a clear strategy for building a strategic alliance for intervention at the school-level, BEP may sustain interventions without achieving improvements in education.
Conclusion #7: Access to materials (equipment and didactic tools) and training of teachers are necessary but not sufficient condition to change behavior.

The purpose of this mid-term evaluation excluded a focus on why private sector partners decide to become school sponsors or how to expand school sponsorship. This is an objective of the upcoming assessment. However, as a means to verify if the perceptions of key stakeholders match the observations at the school level, the evaluation team interviewed sponsors. A key conclusion is that AMCHAM/DR and BEP offer a sustainable means to channel private sector involvement at the school-level.

The constraints for success include the capacity for BEP to articulate a basic education strategy and coordinate at the school-level. Although the donation of materials is an efficient means to channel private school sponsorship, all stakeholders recognize it is insufficient. Thus, the evaluation team recommends that USAID organize an experience or lessons learned summit with its education portfolio that includes sponsors and identifies lessons learned in terms of the mechanisms for delivery and coordination.

In addition, the upcoming private sector sponsorship assessment should include specific questions about strategic alliances with MINERD, AMCHAM/DR, the private sector sponsors, the other three entities focused on basic education, and the school. USAID can facilitate the dialogue with PUCMM. Strategic alliances with OEI and Poveda are likewise important.

[9] While there is a plan to add a staff member who is responsible for monitoring and evaluation, this new position should be an education specialist.

Appendices

Appendix C-1: Descriptive Data about BEP Interventions

Upon request the evaluation team can provide the excel files for the following tables.

Table 1: Number of Schools (total =51) that received the intervention

	By Intervention Component	Totals (Schools)	%
1A	PRISMA's five workshops (includes five workshops prior to current cooperative agreement)	35	69%
1B	Directors Training August 2012	38	75%
1C	Animación en Lectura August 2012 (no data available)	0	
2	Donation of materials	44	86%
3	EpCs for third and fourth graders (updated based on data available); Data for Constanza schools not disaggregated by school (only community)	19	37%
3.1	School Year 2009-2010	9	
3.2	School Year 2010-2011	15	
3.3	School Year 2011-2012	19	
4	Quantum Learning for teachers (ENTRENA) [number reported by BEP, no data available to verify].	23	45%
5	ESP with PUCMM (per BEP, but no independent verification, contract with PUCMM cites 2 schools)	1	2%
6	Other Interventions	2	4%

Sources: (PRISMA Febrero 2012); (PRISMA Enero 2011); (PRISMA Abril 2012); (Basic Education Program March 2012); (EDUCA 2012); (EDUCA 2012); BEP files.

Table 2: Distribution of Schools by Geographic Area

By Geographic Location	No. of Schools
Barahona	5
Bayahibe	1
Boca Chica	1
Cevicos	1
Constanza	10
Hacienda Estrella	2
Haina	1
Haina - San Cristobal	1
Higüey	1
La Barquita Santo Domingo	1
La Vega	1
Najayo	1
Najayo, San Cristobal	4
Pedernales	1
San Cristobal	2
San Pedro de M.	1
Santiago	2
Santo Domingo Este	4
Sto Dgo Oeste, Palabe.	1
Villa Altagracia	6
Villa Altagracia - Batey lecheria	1
Villa Mella	3
	51

Source: (Basic Education Program March 2012)

Table 3: Distribution of Schools by Sponsor (as of March 2012)

By Private Sector Partner	No. of Schools	
FUNDACION RICA	25	49%
INCA	2	4%
Fundación Futuro posible	1	2%
CEPM	2	4%
Ege-Haina	3	6%
AES Dominicana	4	8%
San Diego Padres	4	8%
IMCA	3	6%
Fundación Propagas	2	4%
Synergies	1	2%
Maritima Dominicana	1	2%
PISSA	1	2%
Comite de Santiago	1	2%
Comite de La Vega	1	2%
	51	

Table 4: Available Data on Teachers and Directors Trained by Ediciones SM

By Private Sector Partner	No. of Schools	2009 Teachers Trained	2010 Teachers/ Directors Trained	2011 Teachers/ Directors Trained	2012 Teachers Trained	2012 Directors Trained
FUNDACION RICA	25	106	16	64	0	20
INCA	2	0	0	27	16	1
Fundacion Futuro posible	1	0	0	0	0	1
CEPM	2	0	0	0	0	1
Ege-Haina	3	0	0	0	0	2
AES Dominicana	4	0	38	0	0	4
San Diego Padres	4	18	0	0	0	4
IMCA	3	0	0	0	0	3
Fundación Propagas	2	0	0	0	0	2
Synergies	1	0	0	0	0	0
Maritima Dominicana	1	0	0	0	0	2
PISSA	1	0	0	0	0	1
Comite de Santiago	1	0	0	0	16	0
Comite de La Vega	1	0	0	0	20	1
14	51	124	54	91	52	42

Notes: These are the data as reported by Ediciones SM and does not include any training after July 2012

Sources: (PRISMA Febrero 2012); (PRISMA Enero 2011); (PRISMA Abril 2012);

Appendix C-2: Schools Visit and Classroom Observations

Table 5: Schools Visited by Evaluation Team and Interviews Conducted

Date	School	BEP #	Code	Selected Grouping	Actual Grouping	Period	Director interview	Teacher interview(s)	Classroom Observation(s)
10/11/2012	Villa Pinales	7	01952	4.00	5.00	Afternoon	1	1	1
10/16/2012	Carmen Celia Balaguer	11	00196	4.00	5.00	Afternoon	1	2	0
10/16/2012	Escuela Narciso Alberto	14	03728	2.00	3.00	Afternoon	1	2	2
10/16/2012	Elias Polanco	24	03728	0.00	1.00	Morning	1	1	2
10/9/2012	Francisco del Rosario Sanchez	27	00350	2.00	3.00	Morning	1	3	4
10/11/2012	Pueblo Nuevo	34	00081	2.00	3.00	Morning	1	1	1
10/9/2012	Bajos de Haina	37	03217	4.00	4.00	Afternoon	2	1	2
10/11/2012	La Playa	40	03034	1.00	2.00	Afternoon	1	1	1
10/11/2012	San Martin de Porres	45	05395	2.00	3.00	Morning	1	5	1
10/11/2012	Colonia Japonesa	46	01940	3.00	4.00	Morning	1	1	1
							11	18	15

Tables 6: Distribution of Classrooms Observed

REGION	#	%
SANTO DOMINGO	6	40%
COTUI	2	13%
LA VEGA	2	13%
SANTIAGO	0	0%
PUERTO PLATA	0	0%
SAN CRISTOBAL	5	33%
TOTAL	15	

ZONA	#	%
URBAN	11	73%
RURAL	4	27%
TOTAL	15	

GRADE	#	%
1	0	0%
2	4	27%
3	4	27%
4	5	33%
MULTIGRADE 1&2	2	13%
MISSING	0	
TOTAL	15	

SUBJECT OBSERVED	#	%
LE	6	40%
MAT	4	27%
OTHER	5	33%
TOTAL	15	

Tables 7: Classroom Size (Attendance) and Teacher Years of Experience

STUDENT			*TEACHER EXPERIENCE (Years)*	
Mean	29.26667		Mean	15.75
Standard Error	2.287579		Standard Error	2.421886
Median	29		Median	16.5

TEACHER'S EDUCATION	#	%
LIC. BACH	5	42%
MASTER	0	0%
OTHER	7	58%
MISSING	3	
TOTAL	15	

Tables 8: Classroom Observations: Adoption of Learning Strategies

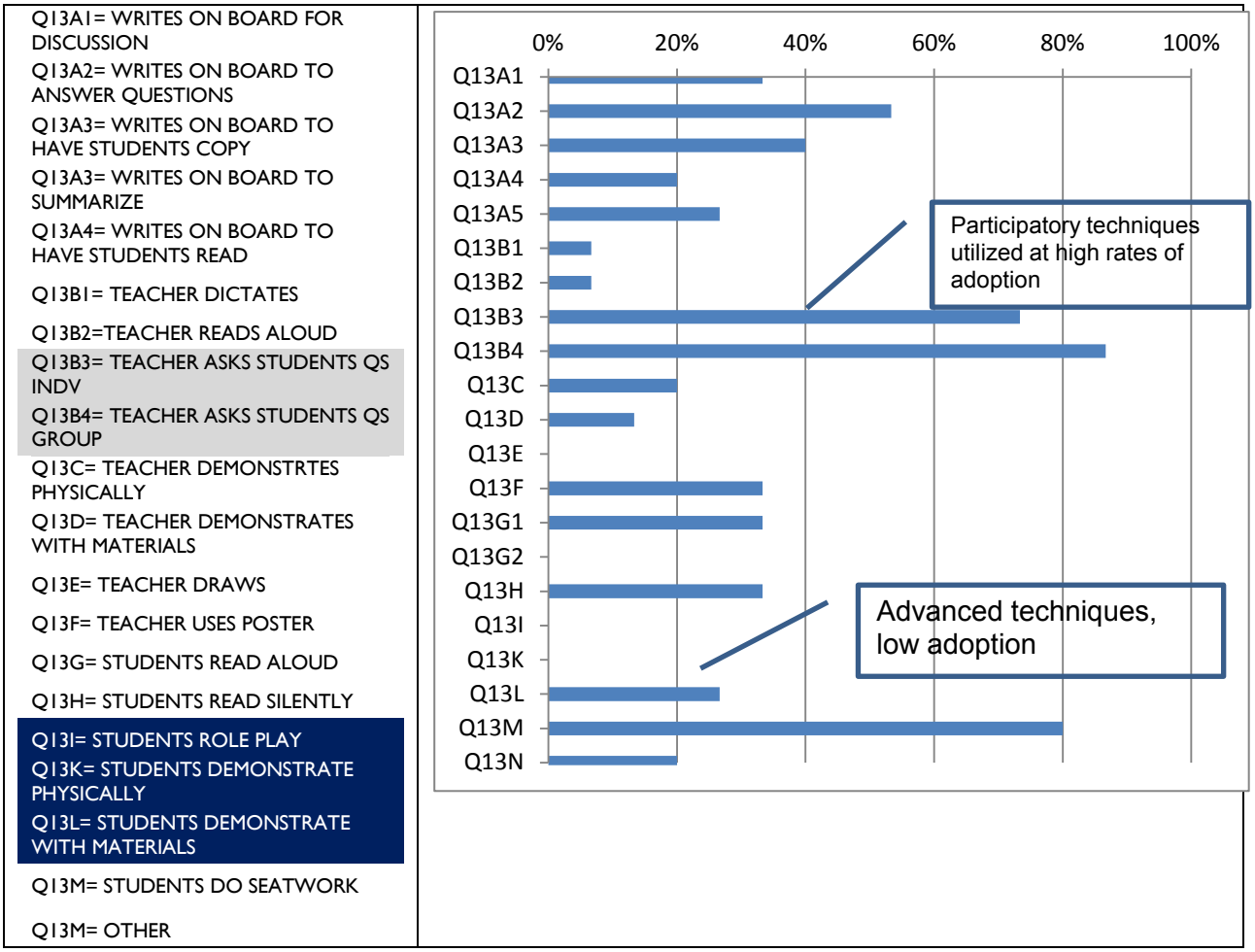
EDUCATION MATERIALS ON WALLS	#	%
COVERED W/ RELAVENT MATERIALS	8	53%
SOME RELAVENT MATERIALS	4	27%
LITTLE TO NO MATERIALS	3	20%
TOTAL	15	

LEARNING CORNERS	#	%
HAVE	10	67%
DO NOT HAVE	5	33%
MISSING	0	
TOTAL	15	

CLASSROOM ORGANIZATION	#	%
TEACHER AT FRONT, STUDENTS IN SEATS	12	80%
STUDENTS IN PAIRS	0	0%
STUDENTS IN SMALL GROUPS	3	20%
NOT WORKING	0	0%
MISSING	0	
TOTAL	15	

GENDER BALANCE	#	%
GIRLS AND BOYS EQUAL OPPORTUNITIES	7	47%
GIRLS GIVEN MORE OPPORTUNITIES	1	7%
BOYS GIVEN MORE OPPORTUNITIES	5	33%
LITTLE OR NO PARTICIPATION	2	13%
TOTAL	15	

Figure 1: Classroom Observations (n=15)



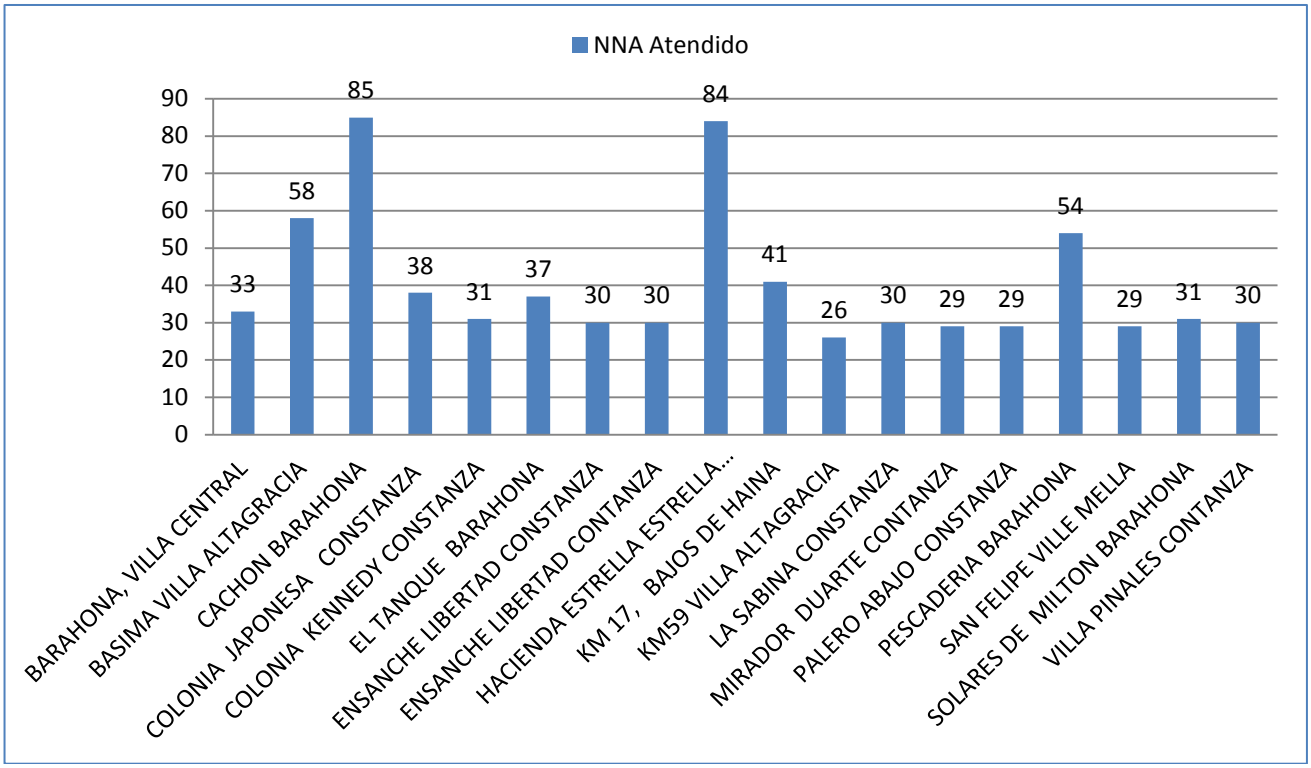
Appendix C-3: EpC Programmatic Data

Table 9: Children Served in EpCs (2011-2012) by EpC Name, School, and Sponsor

Espacios	School Name	Sponsor	Children Sponsored	Reported	
BARAHONA, VILLA CENTRAL	María Montes		33	30	
BASIMA VILLA ALTAGRACIA	Felicia Cuesta	Fundación Rica	58	62	
CACHON BARAHONA	Fidel Medina	Fundación Rica	85	60	
COLONIA JAPONESA CONSTANZA	Colonia Japonesa	Propagas	38	30	
COLONIA KENNEDY CONSTANZA	Colonia Kennedy	Fundación Rica	31		
EL TANQUE BARAHONA	Albida Maria Santana	Ege Haina	37	85	
ENSANCHE LIBERTAD CONSTANZA	Community	Fundación Rica	30		
ENSANCHE LIBERTAD CONSTANZA	Community	Fundación Rica	30		
HACIENDA ESTRELLA ESTRELLA VILLA MELLA	Hacienda Estrella	Fundación Rica	84	30	
KM 17, BAJOS DE HAINA	Bajos de Haina	AES Dominicana	41	60	
KM59 VILLA ALTAGRACIA	Km 59	Fundación Rica	26	24	
LA SABINA CONSTANZA	Community	Fundación Rica	30		
MIRADOR DUARTE CONTANZA	Community	Fundación Rica	29		
PALERO ABAJO CONSTANZA	Community	Fundación Rica	29		
PESCADERIA BARAHONA	Luis Felipe Feliz	Fundación Rica	54	30	
SAN FELIPE VILLE MELLA	San Felipe	Fundación Rica	29	31	
SOLARES DE MILTON BARAHONA			31		
VILLA PINALES CONTANZA	Villa Pinales	Fundación Rica	30		
CONSTANZA COMMUNITIES				210	
Total			725	652	* (chart had total of 627
Balaguer) and Barahona school (María Montes is a beneficiary school, but not clear if Villa Central or Solares del Milton).				60	
				712	(per amount reported)

Source: EDUCA Database for EpC Names and EDUCA Report to BEP for School Names. It is not possible to match exactly and this information is not available to BEP. The above is a draft attempt to align the data.

Table 10: Children Served in EpCs (Period Unknown)



Source: EDUCA database.

Table 11: Percentage of Girls and Boys Served in EpCs (Period Unknown)

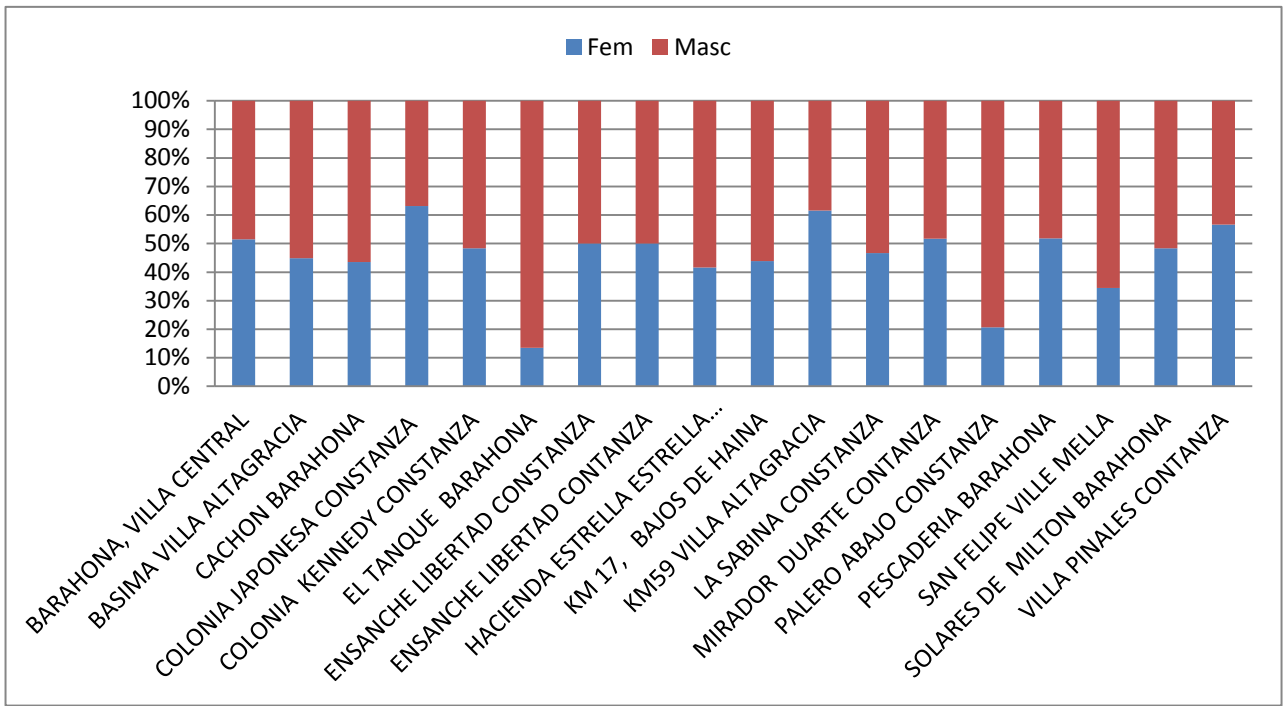


Table 12: Reason for Participation: Opportunity or Overage

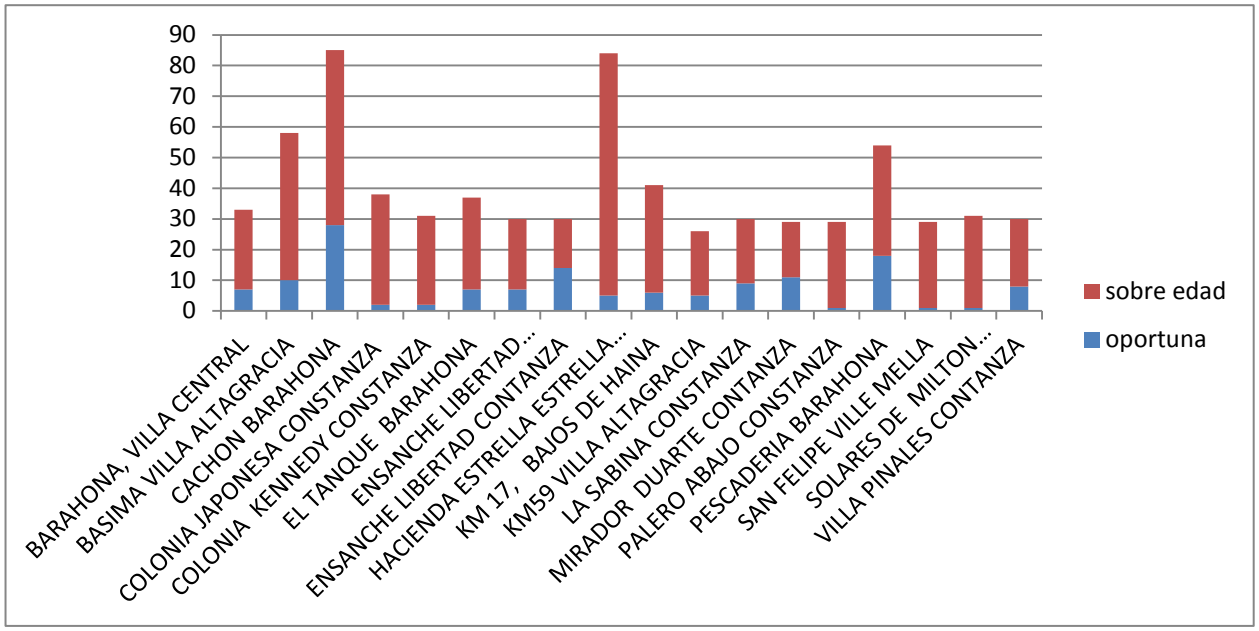


Table 13: Percentage Distribution of Problem Area for Students by EpC

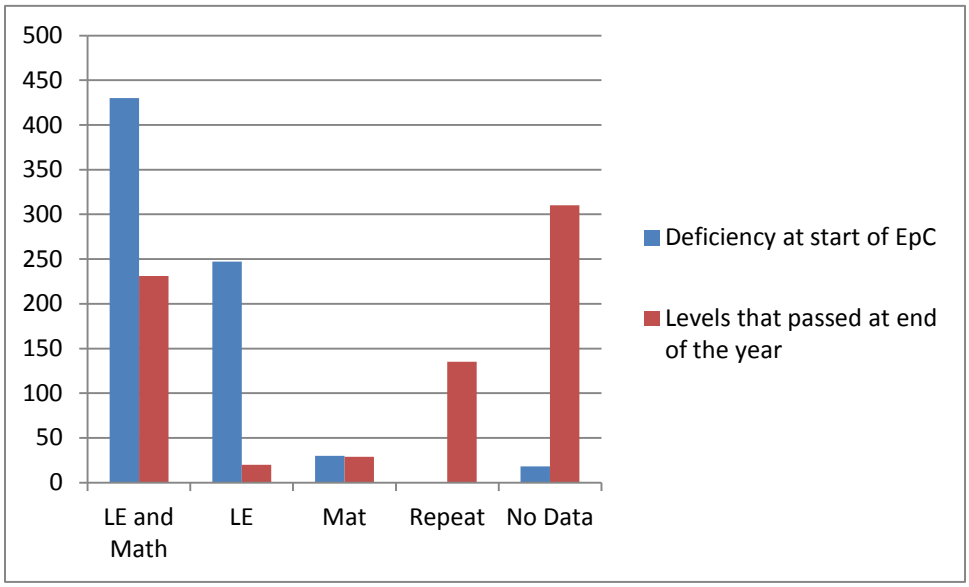
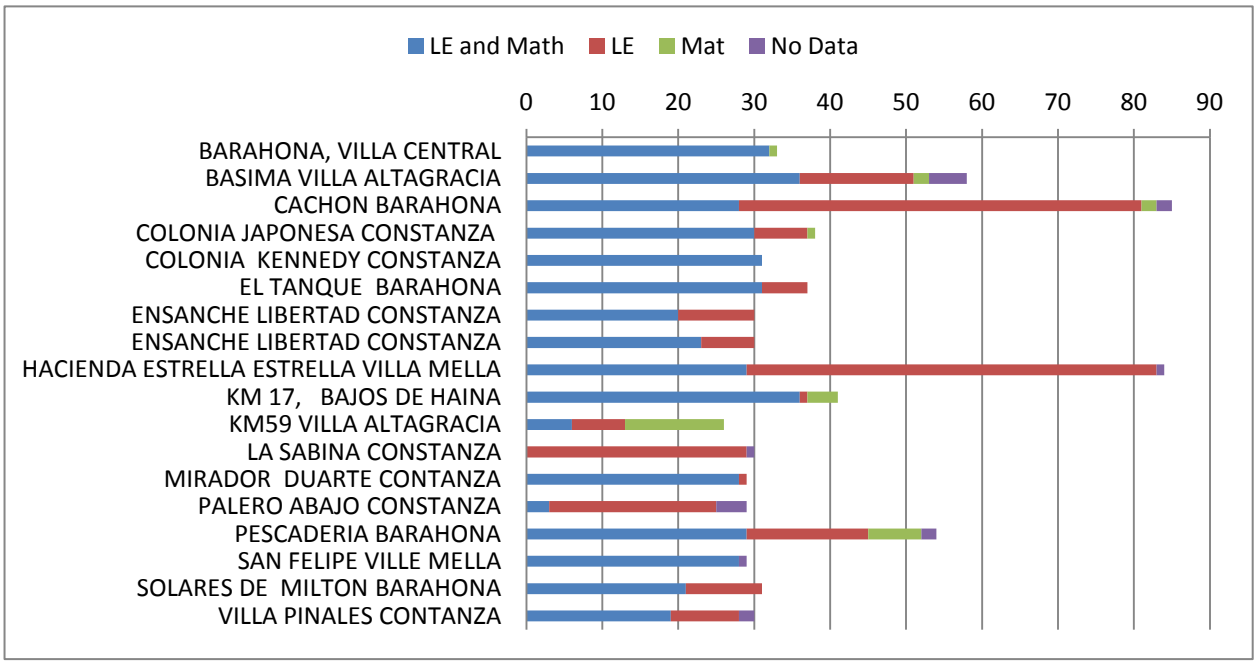


Table 14: Data Available on Status at End of School Year (n=725)



Appendix C-4: Documents Reviewed

In addition to the work cited, the evaluation team reviewed all quarterly and annual reports and the vendor reports made available by AMCHAM/DR.

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Annex D: Out of School and At Risk Youth and Children Programs (ARCY)

Submitted to: USAID/Dominican Republic

Prepared by: John Helwig, Ph.d., Evaluation Specialist, ARCY

Edited by: Virginia Lambert, Team Leader for Portfolio Evaluation

January 2013

USAID/DR Out of School and At Risk Youth and Children Programs (ARCY)

Annex D: Table of Contents

1. Introduction

In 2008/2009 USAID/DR made five small grants to support programs that focus on out-of-school and at-risk youth. This report provides a review of the accomplishments and lessons learned from these small grants. This report also examines the Major League Baseball Dominican Development Alliance (MLB-DDA) and provides a mid-point review of the education components of the Batey Community Development (BCD) project.

The evaluation team that conducted the review of the ARCY programs simultaneously conducted a mid-term evaluation of two of USAID/DR's biggest education programs (BEP and PEF), as well as a portfolio review of all education programs implemented by USAID/DR. This report is an annex of the Education Portfolio Evaluation Integrated Report (Integrated Report) and contributes to the Integrated Report to the extent that lessons learned may be relevant to education programming and may influence decisions about future programming. Lessons learned can also be used to inform an At-Risk Youth Program that started in 2012.

This review examines each of the ARCY grants in three key areas: performance, sustainability, and efficiency. Below the methodology used to review the grants is outlined.

2. Evaluation Methodology

For a detailed description of the methodology employed in the USAID/DR Education Portfolio Evaluation see the full Integrated Report. Data specific to this individual report includes review of documents provided by USAID and implementing partners, interviews with project managers and beneficiaries, as well as visits to project sites.

3. Findings, Conclusions, and Recommendations

This section of the report examines each of the 5 small grants as well as the MLB-DDA and the education components of the BCD project. This section is divided into subsections based on each grant. Within these subsections a brief overview is provided on the grant program followed by a summary of information regarding grant performance, efficiency, and sustainability. (More information on the definitions of how the evaluation team evaluated each of these areas is provided in the integrated report.) Several brief recommendations are provided for each grant. It is worth noting that in most cases the small grants programs had completely ended. Therefore, information on efficiency is limited, because of the difficulty of collecting information on the efficiency of project management and implementation after a project has closed.

3.1 DREAM Grant

Box 1: Dream Grant At a Glance

Partner	Program Summary
DREAM – Dominican Republic Education and Mentoring Project $298,500 2/1/08 – 9/30/09 Cabarete	Two four-week summer school and camp programs to serve 250 youth/adolescents in 2008 and 250 in 2009.
Objectives	
Objective: Devote resources to developing and implementing quality academic tutoring programs that focus on literacy, writing, math and ESL that target at-risk youth, defined as those who are more than two grades behind their age group, those who are not attending school, those of Haitian heritage and those who have learning and physical disabilities.	

The DREAM program is implemented through two summer camps, which were held on time at the two proposed sites in Cabarete. The two four-week summer programs ran from July 7th- July 31st, 2008, with 252 participants and from July 6th to 30th in 2009, with 271 participants.

The *Youth Camp* for ages 10-12 focused on math, reading, writing and life skills using art, music, dance, sports, swimming, science and nature. Participants were also taken on field trips to an amusement park, a museum and nature park. The Adolescent Camp for ages 13-18 focused on developing employable skills. Reading, math, health and English were offered along with sports and computer classes. Five mini-courses included preparing resumes, basic job skills, writing a newsletter, and an art group.

In the first year DREAM employed 101 and in the second year 111 volunteers, staff, and support staff of which 20% were Dominicans.

Ninety three percent of students in the 2009 program were at-risk. In the 2009 Youth program, 34% of the students were two grade levels or more behind in school or were not attending school and 11% of the students were of Haitian heritage. In the 2009 Adolescent Program nearly 60% were not enrolled in school or were two grade levels or more behind in school and 9% of enrolled students were of Haitian heritage. In addition, the Adolescent Program served one severely disabled student with muscular dystrophy, whose wheelchair has prevented him from attending public school, making DREAM summer and preschool programs his only exposure to education.

Performance

In both years, the ratio of 55% female and 45% male met the goal of enrolling more females by a margin of ten percent. A total of 523 youth and adolescents benefited from the program.

In 2008 a reading assessment, using the Rigby Running Records System, was conducted in the Youth Camp showing a 2.6 points growth, and in the Adolescent Camp there was a growth of 3.94 points. This assessment tool was developed by Houghton, Mifflin, Harcourt and reading materials and assessment tools are available in Spanish.[1]

The project kept on track, surpassed the targets (targets were 250 youth per summer) and is still on track without USAID financial support.

The evaluation team visited several classrooms where volunteers were working with small groups of children. In one room a volunteer was using an innovative strategy that caught the attention of the team: the "*Letter of the Day*". If, for example, the letter of the day was "B" children were asked to brainstorm and make a list of as many words as they could, in a given period of time that began with "B", and then use the words in a sentence. In this manner the teacher could test whether they comprehended the words. In other rooms children were drawing or painting, and in others, quietly reading or being read to by a volunteer.

Efficiency

The fact that the summer program has continued to be implemented in the three years following the completion of this grant and has also resulted in a spin-off program called Young Stars, that provides services for youth during the school year is evidence that the program(s) are efficient. Young Stars is focuses on personal growth, social and academic skill development.

[1] See: rigby.hmhco.com.

The design and management of the program(s) is efficient. DREAM was able to maintain a 4:1 student/teacher ratio at all times. This was achieved through using volunteers and staff requiring only a small incentive stipend. However, in the future it would behoove DREAM to train and employ a greater number of Dominican staff.

Sustainability

DREAM has been able to engender enough donor support from local businesses and expat residents who vacation in Cabarete to continue the summer program in Cabarete and implement the Young Stars program that provides continuing support to youth throughout the school year. DREAM seems to be well accepted in Cabarete and is able to raise funds locally to support, continue and expand their work in this community and environs. There continues to be demand for DREAM's programs; the Summer Camp program has continued for three years following the termination of USAID support. Much of the appeal is due to the presence, interest and commitment of the volunteer expats. The evaluation team was told that parents believe that this interaction between their children and the expats enriches the lives of their children.

Two members of the evaluation team visited DREAM in Cabarete and met with the Executive Director and also greeted many of the staff who are working with children in the Montessori and Young Stars programs. It appeared that all of the managing staff are ex-pats, many of whom are transient. There are some Dominican teachers and support staff, but the technical as well as administrative supervision and management appears to be undertaken by the ex-pats. With a primarily ex-pat and transient managerial and technical staff, and funding primarily from expats and international sources, the evaluation team would hesitate to recommend that DREAM is able to or should expand their work outside the area where they presently work, or at least until they are able to hire permanent, qualified Dominican staff and obtain more funding from Dominican sources.

Key informant interviews suggest that MINERD officials are hesitant about working with institutions that come to them asking for support for the institutions' programs. Officials prefer to first discuss needs, interests and problems, and later be involved in developing programs that respond to what they perceive as needed and what can be accomplished.

Recommendation(s)

1. Dialogue with MINERD should be frequent and involve all parties as equal. This coordination must continue throughout programs to ensure that efforts are not duplicated and that funds (both from the GODR and the USG) are efficiently spent.

2. DREAM has demonstrated significant prospect for sustainability. Given this, the program should continue to concentrate its programs within the immediate area of Cabarete where it enjoys high respect and cooperation from the community. If, in the future, the management team includes a higher percentage of qualified Dominicans, and is able to find private donors and engender coordination with public entities in new areas (e.g. Sosua, Puerta Plata), DREAM might be able to extend its area of service.

3.2. CRS Grant

Box 2: CRS Grant At-a-Glance

Partner	Program Summary
CRS – Catholic Relief Services $610,500 5/20/08 – 5/19/10 The project received a one-year extension to May 2011 and USAID provided an additional US$100,000. Santiago, Boca Chica and Santo Domingo	Serve 950 children and youth in: 1. Providing Math and reading skills to bring up grade level for retention and/or reinsertion. 2. Providing support services (health, legal, shelter, psychological, conflict and cultural activities). 3. Working with communities (leaders, families, schools) to provide support and monitoring. 4. Building capacity for 5 local partners.
Objectives	
1: Boys, Girls and Adolescents (BGA) have access to alternative educational opportunities to acquire math and language learning skills, as well as other practical skills to bring them to the right grade level for their reinsertion and retention in school. **2:** For OOSARCY to focus on the physical, psychological, social and learning environment to ensure the development of necessary skills to participate in school, family, and the community as productive members of society. **3:** To create and maintain a synergy of support for the education of the BGAs.	

The CRS grant identified 2,258 at-risk or out-of-school children and adolescents of whom 934 participated in 3 or more project services and completed project programs. 898 participated in an alternative education program. 184 children returned to school during the LOP. Computers for LE learning were installed in the 5 alternative education centers established by the project. 128 adolescents received vocational training certificates. 220 parents/ caretakers and 30 community leaders participated in project programs for the BGAs.

The project created spaces for learning and a program designed so that the participants could define a Plan for Life with a clear idea of how to achieve a productive and satisfactory adulthood. They endeavored to create an environment where they could offer guidance, recreational opportunities and protection, while developing stronger families and communities.

Through the implementation of the “Learning Together II” Project, the NINA Consortium has strengthened and intensified the project components for: a) integrating and keeping BGAs in schools; b) the commitment and training of families and leaders; c) creation of a support and referral network between teachers, schools and Alternative Education Centers (AECs) to improve student retention, re-insertion; and d) implementing the alternative and family curriculum.

The four components were implemented by Acción Callejera, Caminante Proyecto Educativo, Programa Quédate con Nosotros of Muchachos y Muchachas con Don Bosco, Niños del Camino and Programa Yo También of the Catholic Youth Pastorate, and led by CRS, in 6 communities within Santiago, Boca Chica, Santo Domingo Norte and the Central District of Santo Domingo. CRS coordinated the design, development and implementation of programs with each of the consortium members. Each consortium member organized and implemented the alternative education program and provided psychological, legal, medical and other services to families according to each members ability.

Performance

Program participants are attending school and in most cases achieving at higher rates, their comportment is improved and they demonstrate better personal and social skills. Parents/caretakers are better prepared and disposed to support their BGAs in their schooling.

Table 1: Achievement of targets for Strategic Objective 1

INDICATOR	FISCAL YEAR 1 May – Sept 2008		FISCAL YEAR 2 Oct 2008 – Sept 2009		FISCAL YEAR 3 Oct 2009 – May 2010		TOTALS	
	PLANED	ACHIEVED	PLANNED	ACHIEVED	PLANNED	ACHIEVED	PLANNED	ACHIEVED
1. 713 at-risk BGA improve math skills	**80**	167	**404**	521	**229**	**210**	**713**	898
2. 713 at-risk BGA improve language skills	**80**	167	**404**	521	**229**	**210**	**713**	898

The chart shows that in relation to the original goal, a larger number of BGAs received remedial education. The final goal was accomplished with 898 instead of the 713 that were originally planned. At the end of the project, 229 BGAs were tested; and 185 who had already concluded the academic leveling program, improved their language and math skills.

Table 2: Achievements of Result 1.1

INDICATOR	FISCAL YEAR 1 May – Sept 2008		FISCAL YEAR 2 Oct 2008 – Sept 2009		FISCAL YEAR 2 Oct 2009-May 2010		TOTALS	
	PLANNED	ACHIEVED	PLANNED	ACHIEVED	PLANNED	ACHIEVED	PLANNED	ACHIEVED
200 BGA mainstreamed to school	**75**	85	**105**	89	**20**	7	**200**	184
750 at-risk BGA kept in school and/or AEC	**130**	532	**500**	956	**120**	220	**750**	1708

It was possible to mainstream into school 181 BGAs; and it was possible to keep in school 1,708 who had been identified as being at risk of dropping out of school.

Two of the five consortia members were able to achieve certification for managing funds by international donors. However, the other three will continue to require assistance and operate under the supervision and budgetary control of certified organizations.

Efficiency

The design and overall management of the project was efficient. Efficiency, specifically in the area of M&E could have been improved. The final evaluation reports that due to the inefficiency in data recording, collection and reporting, results probably were better than those shown.

Sustainability

These programs can only be implemented if funding is available. Members of this consortia are not self-supporting, although they all have some degree of relationship with the Catholic Church and receive some regular funding from both The Church as well as from CRS International. As long as funds are available, the consortia members can employ or attract volunteers-with-incentives to provide other social protection services (medical, legal, psychological, etc.) for at-risk families.

CRS endeavored to strengthen the capacity of its five associate local NGOs who were responsible for implementing the program so that they would be able to manage grants on their own. These NGOs included Caminante Proyecto Educativo in Boca Chica, Acción Callejera (AC) in Santiago, and Quedáte Con Nosotros, Yo También Pastoral Juvenil and Niños del Camino in greater Santo Domingo. Caminantes and AC demonstrated sufficient capacity to manage funds.

It is somewhat likely that Caminantes and Acción Callejera will continue providing math and reading support to bring students up to grade level, but it will depend on funding and the continued training and capability of personnel. Caminantes is currently implementing alternative education programs under contract to ENTRENA with funds from ACNUR. It is somewhat unlikely that other consortia members will continue providing these academic services.

Consortium member organizations are well embedded in their communities and are equipped to provide support services *(health, legal, shelter, psychological, conflict and cultural activities)* as long as they have financial support.

The project experienced problems working with local and national authorities, although they were able to build synergy between families and schools. When the project was granted a one-year extension UNICEF also provided counterpart US$85,000 and donated 5 computers and 5 projectors.

3.3 IDDI Grant

Partner	Program Summary
IDDI – Instituto Dominicano de Desarrollo Integral $199,000 5/20/08-12/30/10 Cotui	The goal of the **School Reinsertion and Promotion of Productive Development Program for Youth** project was to have 400 youth generating income while creating the platform to advance grade levels by core learning (leadership, life/work skills; technical/vocational training and micro-enterprise).
Objectives	
General Objective: The School Reinsertion and Promotion of Productive Development Program for Youth 13-21, Residents of the Municipality of Cotuí, Sanchez Ramirez Province was conceived to take advantage of the corporate responsibility of the Barrick Gold Corporation to support the economic and social development of the Province, specifically through the (re)integration of vulnerable youth to academic and productive environments. The project aimed to have USAID, the Barrick Gold Corporation with an equal contribution and IDDI with a 5% contribution finance the program. IDDI as lead managed the program, together with sub-grantees ENTRENA and ITECO. **Specific objectives:** • Participating youth acquire life and vocational skills as well as micro-enterprise knowledge. • Participating youth acquire abilities that allow the insertion into the labor market. • A framework for project sustainability and replication is created. • Gender equity and knowledge on reproductive health on the beneficiary population favorably improves.	

The project was planned and all components implemented over a period of two years with the participation of IDDI, ENTRENA, ITECO and USAID, and was implemented in 15 communities in Sánchez Ramírez Province. In general terms, these communities are characterized by the marked poverty of their inhabitants, few job opportunities, limited access to basic services and informal economic activity.

Learning centers called Spaces for Entrepreneurship (EpEs), with 20 to 25 youth each, were established in locations provided by churches and other civic groups. The EpE consisted of three components:
a) Core-Learning to learn, Quantum leadership and Live/Work Skills (interviewing, marketing yourself, resumes),
b) Technical/Vocational training (basic English, computer, specific technical) and
c) Micro-enterprise.

Some centers offered the complete EpE program and others only the microenterprise component.

The EpE program is based on the opportunity that the young people will have to participate in a program that will equip them with the strategies required to be able to find a job or establish a micro-enterprise or continue formal education or both work and study. The program provides youth participants with an opportunity to begin again and demonstrate that he or she can continue to learn.

The program is also based on equality, since, often these youth have not had the same opportunities as other youth, and should be provided the same chance that others have been provided.
Barrick Gold Corp. backed out of the program after having agreed to provide matching funds plus on-job training, transportation and food for trainees. Barrick eventually contributed a sum equivalent to about

one-fifth of what they had committed to providing originally, and this was used to purchase a van to transport participants and staff to and from rural towns and villages.

In spite of this setback, and the reduced budget, IDDI/ENTRENA were able to provide microenterprise and full EpE training for 252 beneficiaries. IDDI was able to recruit and train beneficiaries thanks to alliances and agreements made with local organizations, such as training centers, churches, INFOTEP, neighborhood associations, among others.

Performance

A total of 307 youth were enrolled in the EpE program, and 252, or 82%, completed the program. These 252 beneficiaries completed a total of 450 hours, in two periods, attending 3 hours per day, 5 days a week, for 8 months in each period. Seventy five of the beneficiaries had previously abandoned school, and by the end of the project 49, (32 males and 17 females) had returned to school.

In terms of the program's specific objectives (see above), the following achievements are noted:

*Participating youth acquire life and vocational skills, and knowledge on micro-enterprises***.** IDDI did manage to enroll 307 beneficiaries in the EpE program of which 82% or 252 completed the program, and 65% of those who had abandoned schooling had returned.

Participating youth gain skills through vocational training that will allow them to enter the labor market. 85% of participants were trained in technical skills that prepare them to manage their own micro-enterprise or obtain employment.

*Favorably improve gender equity and reproductive health knowledge of the target population***.** 23 young mothers trained in different technical skills; 4 women have started a micro-enterprise, 2 of which are young mothers; 3 women have secured employment (one of them is a young mother); 17 women are re-inserted in the formal education system; 51 youths were trained to share information about healthy lifestyles, sexual and reproductive health and gender equity; 4,602 youth were reached through conferences and workshops, out of which 2,891 were females and 1,711 males.

The evaluation team interviewed 8 youth and 2 facilitators who had completed the program two years ago. All have continued their education and also were earning income and were actively pursuing goals set while they were participants in the program, and continued to meet with and support each other. Program managers who accompanied the evaluation team reported that the self-esteem of participating youth significantly improved with the implementation of the project. The young people expressed a hopeful vision of the future and a desire for personal improvement and empowerment.

Despite the setback caused by Barrick Gold Corp.'s withdrawal of support, the project was able to keep on track, although it was unable to meet it's original target of 400 youth.

Efficiency

The execution of the program encountered problems when Barrick backed out, however, IDDI/ENTRENA were able to find other local partners who provided some basic goods and services that enabled the project to efficiently fulfill its mandate, although with a reduced beneficiaries. Public-Private partnerships are very difficult to arrange and even more difficult to maintain. There is no easy answer or solution. In this case, Barrick had committed in writing to providing a matching sum to that of USAID, but it was not

feasible to hold this Canadian-based firm to its commitment as legal action would take a long time and the project had to be completed within USAID's timeline.

Sustainability

A framework for project sustainability and replication was created. The project trained a group of instructors and facilitators who remain in the Province. Unless funding is provided it is highly unlikely that the program can continue and their knowhow will be lost. The programs and components are highly unlikely to continue without donor assistance. Below, each program component is examined in terms of sustainability.

1: *Participating youth acquire life and vocational skills, and knowledge on micro-enterprises***.**
Interviews with participants demonstrated that after having completed the program two years ago, the youth interviewed are continuing their education, working in legal jobs and continuing to meet with their training colleagues to support one another.

2: Participating youth gain skills through vocational training that will allow them to enter the labor market.
IDDI is using some of the youth as paid promoters in a health program they are implementing. The facilitators who were trained voiced hope that they could continue as facilitators in a new program. Interviews with former beneficiaries suggest that they continue to study, obtain higher degrees and find jobs.

3: Favorably improve gender equity and reproductive health knowledge of the target population
Young women interviewed told the evaluation team that they "have learned how to negotiate with men" and have learned the take care of themselves. A study by the IABD has shown that there is an inverse relation between teen-age pregnancy and the 4-month Youth and Employment Program implemented by the Ministry of Labor and INFOTEP[2]. It is possible that the similarly structured 8-month EpE program could have similar or better results.

Recommendation(s)

As the infrastructure (human resources and local institutions willing to collaborate) remains, future USAID programming focused on At Risk Youth could consider targeting at-risk youth in the Cotuí region and could knock on the door of Barrick Gold Mine Co. once again.

[2] Domínguez, Luis, Evaluación cualitativa y de implementación para la evaluación de impacto del Programa de Juventud y Empleo (PJE) en República Dominicana: Informe Final, June 2011, p. 30

3.4 Counterpart International

Partner	Program Summary
Counterpart International (CPI) $125,000 10/15/08-10/14/10 La Romana-Bayahibe	The overall goal of the **Youth IT Training, Mentoring, and Job Placement for the Tourism Sector** is to prepare disadvantaged young people for long-term careers in the hospitality and tourism sector by replicating a targeted, industry-focused technology tourism career development pilot program in the La Romana-Bayahibe Tourism Destination.
Objectives	
(i) Contribute to the ongoing efforts of developing a national tourism workforce development program with special emphasis on assisting out-of-school youth; (ii) Define and implement new competency-based employability skills standards and build upon existing ones by strengthening the capacity of INFOTEP service providers to provide said skills to out-of-school youth interested in working in the tourism sector; and (iii) building capacity among employers to provide mentored work-based learning experiences that lead to long-term careers, for disadvantaged youth.	

This program provided disadvantaged youth with vocational training through agreements with INFOTEP and English language training by a local ESL private institution. Youth ages 17-25 received vocational training in tourism-sector jobs in the areas of lodging, food and beverage, travel and tourism, and IT. They also were placed in mentored internships in hotels. Children 7-15, including children in orphanages, received informal IT training, and families received workshops on issues relating to the problems faced by youth such as HIV, drugs, alcohol, violence and conflict.

156 youth ages 17-25 benefited from formal vocational training; only 9 left the program prior to completion. 103 youth participated in mentored work-based learning experiences, 44 were employed through a combination of full time and seasonal work with monthly earnings ranging from $650 to $850. 135 youth continued schooling following completion of training. 105 children/youth ages 7-15 directly benefited from informal IT training.

7 lead private sector firms provided youth training and employment opportunities for 88 youth. 15 institutions had increased understanding and capacity to address youth development, including government agencies, private firms, schools and community based organizations. In addition, through a series of workshops, 158 families increased awareness of the challenges youth encounter in their daily lives, such as alcohol and drug abuse, human trafficking, violence and conflict.

Performance

94% of the participants who enrolled in the program completed and graduated. With regards to the first component, the project exceeded the objectives by increasing the number of participants from 75 to 156. With regards to the second component, it is unclear whether INFOTEP service providers were strengthened, however, many adjustments were made to the vocational training program, including raising the number of hours of training from 400 to as high as 900. 1,500 hours of English training were added after CPI found that hoteliers required basic English competency. With regards to the third component the project partially met the objectives as 44 participants were mentored and employed. The implementers were also able to leverage US$194,700 in cash and in-kind support.

Efficiency

The project as a whole was not operated very efficiently. An assessment of potential and available jobs was not undertaken before training was initiated. This is a best practice in employability programs for youth.[3] Secondly firm commitments from hotels to provide mentored internships was not obtained beforehand (this could have been linked to the assessment, i.e. identify potential and available jobs in the region's hotels and sign agreements to provide the training on the part of the project, and internships on the part of the hotels).

The design should have included a prior needs assessment and solid agreements with potential employers to provide mentored internships. The needs assessment might have detected the need for ESL training, and the project should have organized this training prior to launch. Project documents report that CPI should have screened the youth better in terms of basic Spanish reading, writing and math ability and built in special training for those with these academic gaps.

Sustainability

The program is highly unlikely to continue without USAID assistance. The youth vocational training component is not sustainable as structured because INFOTEP was unable to certify the orphanage as an official training site. Future programs focused on at risk youth should review the CPI training program if training for tourism is to be offered in the new project.

Recommendation(s)

1. An assessment should have been undertaken to better understand market demands before the program was structured and designed.

3.5 Alfalit Grant

Partner	Program Summary
Alfalit $55,000 San Juan de la Maguana & Elías Piña Provinces October 2008-October 2009	2,500 adolescents/adults were to receive 160 hours of math and reading/writing and life skills.
Objectives	
• Establish 50 centers with 1,250 participants per semester = 2,500 during LOP. • Train 7 coordinators and 90 facilitators. • It was expected that 80-85% would complete and 60% would continue education.	

Alfalit's literacy program is designed for youth and adults ages 15-20 and includes reading, writing and math, and encourages participants to continue their education. Reading materials contain information on nutrition, health care, HIV prevention, home finances and life skills designed to improve everyday life of the family and the community. There were 65 Learning Centers, in the first period, located in private homes, classrooms, meeting rooms made available by institutions, and some in open-air settings.

Performance

According to the progress report of March 2009, 885 participants had been enrolled in San Juan de la Maguana province, of those 30 (3.4%) dropped out. In order to reach the goal 2,500 participants they

[3] See: whatworks.uwex.edu/attachment/whatworks_09.pdf

would need to enroll an additional 1615 persons in the second semester. To achieve the additional enrollment the project (in March 2009) needed to recruit 110 additional facilitators.

A report from a prior project (USAID 2005-2007) noted that 70% of the participants continued in school and obtained a basic education diploma. Others opted for vocational training, a few graduated from secondary Education.

Efficiency

No findings or conclusions are available on efficiency, because of the lack of project documentation.

Sustainability

Alfalit has continued to implement its programs without USAID assistance. Alfalit has for years implemented its programs in the DR and will continue to implement programs with or without USAID assistance as they have their own funds and other donors.

3.6 Major League Baseball-Dominican Development Alliance

Partner	Program Summary
Major League Baseball (MLB) – Dominican Development Alliance (DDA) $1,000,000 Grant May 2009--- September 2012	USAID and MLB signed an alliance with six Dominican NGOs to implement rapid-response initiatives to benefit poor communities in the Dominican Republic. The purpose of the Alliance was to use baseball as a catalyst to fund sustainable development activities in order to improve the quality of life in Dominican communities by encouraging donations to the MLB-DDA from MLB teams, players and fans as well as supporters of the various members of the DDA, and to create broader intercultural understanding between Dominican and American communities with baseball as the medium for dialogue and exchange.
Objectives	
• Fund sustainable development activities in order to improve the quality of life in Dominican communities. • Encourage donations to the MLB-DDA from MLB teams, players and fans, as well as supporters of the various members of the DDA. • Create a broader intercultural understanding between Dominican and American communities with baseball as the medium for dialogue and exchange. • Forge a long-term relationship between the six MLB-DDA partners and MLB with a shared vision of improving the lives of Dominicans. • MLB and/or its corporate sponsors take over funding of the MLB-DDA incentive fund beyond the three years of the USAID award.	

A total of 18 activities were funded by the MLB-DDA consortium. These USAID co-funded activities were implemented in Santo Domingo, Santiago, Higuey, San Pedro Macoris, Barahona, Paraíso, Najayo, Estorga, Caobete, Anamuya, and Manoguayabo. As of March 30, 2012, US$1,921,275 had been leveraged from MLB teams, players and fans as well as various members of the DDA.

The project endeavored to incentivize actors from the baseball industry (i.e. players, teams, etc.) to donate to sustainable development projects implemented by NGOs in the DR. USAID contributed US$1million to establish the Incentive Fund that has functioned as a matching grants program that matches up to US$50,000 to approved community development projects. USAID committed US$669,663.58 of the US$775,720 available for subawards. The MLB channeled US$1,292,803.64 through its teams, players, fans or the MLB office and $628,471.79 through non-industry partners as the counterpart to the USAID Incentive fund.

The projects included programming in health (diabetes, hygiene, HIV/AIDS prevention and treatment, mal nutrition), economic development through micro finance, education through support to schools and afterschool programs and youth development with a focus on at-risk youth.

Each of the 18 projects were implemented as a stand-alone program by either World Vision, Save the Children Dominican Republic, and the Dominican Institute for Integrated Development (IDDI). One of the non-profit partners actively or passively implemented the projects. Passive implementation denotes those projects that are directly implemented by a *non-member* non-profit organization under the supervision of a member non-profit. IDDI has assumed all passively implemented projects.

The beneficiaries of each project differed based on the wide range of projects that were included under the incentive fund. In general, the 25,370 adults who benefited are teachers that have been trained, community members that have improved access to medical care, or recipients of micro finance loans. The 13,177 children include students benefiting from education programs (either in or outside of school), at risk youth, and children of all ages benefiting from improved access to health care.

Performance

The evaluation team was not able to visit any of the 18 project sites to evaluate whether each of the activities had met targets. The Team was unable to review project reports, only the quarterly reports submitted to USAID by IDDI, which did not provide enough details on the projects to be able to discern what were the intended results or progress to date of each project.

The project was able to leverage a total of US$1,927,560 from teams, players and fans through the third quarter of 2012. During the LOP the project received donations of equipment and visits by students from USA universities. A team owner has visited sites/projects she is co-financing. The DDA-NGOs are willing to continue to manage implementation of programs and share a vision of improving the lives of Dominicans. Negotiations are still underway to determine how the program can be restructured and continued.

Team players, owners and managers have visited project sites. Students from several USA universities visited project sites and intermingled with project beneficiaries; reports were posted on blogs in the USA. Players and Fans contributed equipment and other goods that were either sent or brought along and distributed to participants or communities. The DDA partners are waiting to see if the program will be continued. The DDA partners are continuing to develop a strategy to continue the program.

Efficiency

IDDI very efficiently managed the 18 projects as it was able to employ a highly competent program/grants manager and had the backing of two advisors (John Seibel and David Luther) with significant experience in managing USAID projects and MLB activities in the DR.

This program is comprised of dozens of programs, strategies, and interventions, which made it very difficult to determine whether the quality of life in Dominican communities has been improved due to interventions, and, made it difficult to efficiently manage. In order to take advantage of USA tax laws the MLB donors must donate to a USA-based charity which can then fund overseas programs. IDDI, Save the Children, World Vision and other international NGOs that operate in the DR are all registered charitable organizations in the USA. However, the MLB players also have a registered USA charitable foundation to which Dominican players can channel funds. Funds being channeled through multiple and/or different charities risk being directed toward multiple overhead and administrative costs associated with having one NGO subcontract or subgrant to another NGO.

Sustainability

The program is somewhat likely to continue without USAID assistance. At this point, it is not a question of more time for the original project but rather reaching an agreement with MLB/MLBPA to restructure the program so that it is more in line with their interests and can eventually become a program managed by them without the involvement of USAID. The lead implementing entity, IDDI, has prepared a concept paper that outlines a proposal for restructuring and continuing the program.

Recommendation(s)

The evaluation team was unable to determine whether funds can be channeled from the MLB players foundation for specific use in the DR (i.e. to one or more DR-based NGOs that would implement agreed-upon programs). If teams, fans and others, as well as Dominican players can channel funds through the MLB players foundation, or for that matter, any one other foundation in the USA, to one or more NGOs in the DR that would manage implementation of programs this might be the most efficient way to make sure that the greatest percentage of the donations improves the quality of life in Dominican communities. The MLB donors could form a standing committee to monitor and evaluate the projects.

In hindsight the design might have contemplated an agreement among funders to implement a small set of programs (e.g. strengthening community health programs, EpC programs for children, EpE programs for youth-at-risk, supporting PEF and Math programs in schools), and use/expand tried and tested programs that have been developed in the DR.

A more thorough evaluation is necessary to ascertain to what extent life in targeted communities was improved.

3.7 Batey Community Development Project

Partner	Program Summary
Save the Children Federation Inc. with Implementing Partners Mujeres en Desarrollo Dominicana (MUDE) and Fundación para el Desarrollo Comunitario Save the Children Dominicana, Inc. (SCRD) $9,557,604.08 total grant November 4, 2008 – June 30, 2013	The education component of the project aims to improve access to high-quality education and extra-curricular activities. The program places emphasis on the early grades (1-4) to ensure that children have a positive and successful first experience in school with the goal of increasing school attendance, performance, and primary school completion rates.
Objectives (Components)	
1. Increased access to primary school education through school infrastructure improvements and equipment and/or materials. 2. Improved quality of primary school education through enhanced teaching quality and administrator management capacity. 3. Improved enrollment and attendance of children in grades 1-4 4. Children and youth have access to and use extracurricular activities and groups which complement the formal curriculum	

Save the Children DR, a subsidiary of Save the Children Federation manages the education component of the Batey Community Development Project (BCD). This project aims to implement 4 components, listed above, in 12 Bateys with 8 schools in Hato Mayor and San Pedro Macoris Provinces.

A component coordinator and two field staff oversee implementation of technical activities of the Components 2, 3 and 4, (which really act as sub-components of Component 1) and coordinate with Component 1 on all infrastructure work on school properties. The field staff visit schools, conduct training with the parent-community associations (APMAES), and coordinate school personnel trainings and the organization of EpCs and vocational training for youth and adults provided by ENTRENA and INFOTEP. While teacher training was originally provided through PUCMM, this was cancelled after preliminary tests showed little or no positive results.

Performance

Performance on each of the above listed components includes:

1. *Infrastructure*- All proposed infrastructure improvements, equipment and materials have been provided for the 8 schools that the project has targeted. Wells, pumps, roof-top water storage tanks, flush toilets, in some cases latrines, sinks have been installed in schools. Classrooms and entire schools have been remodeled/refurbished, and school grounds improved. Many of the wells and water systems provide water not only to schools but the homes as well. The schools are now attractive and safe places for children. Directors have a computer and printer/scanner/copier. Teachers and children have books and some classroom materials. Overall, the project is on track with respect to the first component in providing infrastructure, equipment and materials.

2. *Improved quality of primary school through enhanced teacher and administrator capacity*- Teachers have received training in methodologies and for teaching reading in grades 1-4. They also have received 2-days of Quantum Learning training but no follow-on training nor coaching. The evaluation team did not receive any documentation that describes the results expected from

the QL. No data has been collected that could be used to measure the impact of the Quantum Learning methodology training.

School Directors are participating a MOE specialized training program, the *Modelo de Gestión* (Management Model) program but similar to the teacher training referenced above, the evaluation team did not receive any documentation that describes the results expected from the Modelo de Gestion programs and there is no data available that includes the Directors of the 8 Batey schools.

Parent-community associations are receiving training from AMAPES in how to support schools and their children and are providing timely support to schools and to their children. The APMAES were created and established as legally recognized associations, with bylaws, rules and work plans, to be responsible, after the project is completed, to support schools, especially the maintenance of school property.

The contract with PUCMM/ESP to provide additional training in literacy and math was cancelled.

Overall, with regard to the second component, there is a lot of work to do since the contract with PUCMM/ESP was cancelled and no math training was offered. It is not clear whether the PUCMM training in reading and in math can be provided to these batey schools. There is still a need for follow-on training, or at least, coaching related to the Quantum Learning methodology.

3. *Student Attendance Increased*- According to the 2010 Program Description statement of (October 2010), attendance was 77% (target of 85%) and 90% had passed 4th grade (target 94%). Overall, school enrollment, attendance and 4th grade promotion seem to be on track. Interviews and documents suggest that this is likely due to the physical improvement of schools and that students have books and materials in the classrooms and school personnel have received some training. MINERD is providing a daily food ration to students, and this is reported as another factor that is likely increasing attendance. While enrollment and attendance rates have improved, only anecdotal evidence is available to tie this increase to project activities.

4. *Students participate in out of school activities*- According to the 2010 Program Description statement of (October 2010), 196 children ages 6-14 had enrolled in extra-curricular programs (target 275). Teachers reported to the AMEX team that they noted significant improvement in children who had participated in the EpC program.

   According to the 2010 Program Description statement of (October 2010) 273 youth ages 14-18 had participated in vocational or informal education programs (target 700). The EpC and EpE programs were implemented but were terminated at the end of the 2011-2012 school year, as funding for this activity ended.

Table 1 shows the tracking of education component targets through September 2012.

Efficiency

While it appeared that component 1, focused on infrastructure, equipment and materials operated efficiently, capacity building for school personnel could have been managed more efficiently. The original design could have contemplated a more thorough diagnosis to ascertain the type of training that school personnel in batey schools need, and how the training should be implemented. It was evident to the

evaluation team that more accompaniment or clinical supervision is needed. Sporadic training is not enough; these teachers could benefit from a more intensive program, especially in how to teach reading and math. While the Quantum Learning methodology has demonstrated success in other settings, it requires more training days and more coaching visits.

The management team could have benefited by having a full-time education specialist to regularly visit schools and work with directors and teachers. Implementing the ESP program within the BCD might have benefited in working closely with a project education specialist who would be in the schools to support the PEF trainers.

Sustainability

It is somewhat likely that the APMAES will continue to function and provide support to the schools, especially if Save the Children continues to work in the Bateys with other funding, after USAID assistance terminates.

It is somewhat unlikely that Quantum Learning will continue or PEF training will be resumed as funding for these initiatives is uncertain.

It is somewhat likely that the enrollment and attendance rates will not decrease from the current levels as parents are much more aware about the importance of schooling through project training, schools are more attractive, school personnel are better trained, the school food program is functioning well and the APMAES are organized

The EpC and EpE programs require ongoing funding. Both programs were terminated at the close of the 2011-12 school year. During interviews, teachers and directors have expressed their hope that the EpC and EpE programs be continued as they have been instrumental in helping children perform better personally, socially and academically. Key informant interviews with MINERD revelaed that funds may be available to underwrite the EpC program. The project staff should consult with the MINERD Office of International Cooperation.

Recommendation

Given the relative success of components 1,3 and 4 and the challenges faced in component 2, the evaluation team recommends placing a significant focus on achieving component 2 in the remaining months of the program. During the final period of the project, in the second semester of the current school year, a more intensive QL training could be provided for teachers. The project could also work with the MOE in strengthening the training program for the principals, through increasing coaching/clinical supervision visits to the schools by qualified trainer/coaches.

Appendix D-1: Bibliography

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Annex E: Individuals Consulted

Submitted to: USAID/Dominican Republic

January 2013

Table 1: Data Collected (Schools, Director and Teacher Interviews, and Classroom Observations)

	ESP	BEP	BATEY	TOTAL
School Centers	24	10	2	36
Director Interviews	24	11	2	37
Teacher Interviews	28	18	3	49
Classroom Observations	42	15	3	60

Group interviews: 3 groups of parents
4 groups of youth (including Safe Schools)

Table 2: Key Informant Interviews (including representatives from MINERD, private sector, and implementing partners

Organization	Person/Title	When	ESP	BEP	BCD/Ed	AYRC
USAID	Kevin Roberts/Education Officer	Sept 28 Oct 2, 3, 4	 √	√ √	 √	 √
USAID	Maricela Ramirez/Program Development Officer	Oct 2, 4	√	√	√	√
USAID	Marina Tavarez	Oct 2, Oct 3 Oct 16	√			
USAID	Josué Ceballos, USAID COR, MLB-DDA	Oct 4				√
Ministry of Education (MINERD)	Minister of Education, Josefina Pimentel	Oct 29	√	√	√	√
MINERD	Rita Ceballos/ Director General of Basic Education	Oct 29	√	√	√	√
MINERD	Fernando Ogando/ Director Office of International Cooperation	Oct 25	√	√	√	√
MINERD	Ing. Francisco G. Estrella F./ Director General- Auditoría y Control de Procesos Educativos	Oct. 3	√			
MINERD	Ancell Scheker Mendoza, PhD./ Director General- Evaluacion y Control de la Calidad de la Educacion	Oct. 4	√			
Ministry of Education-District level	Técnica del Distrito 0803 Ecargado de Planificacion, Distrito 1503	Oct 18 Oct 29	√			
InterAmerican Development Bank	Horacio Alvarez Marinelli, Education Specialist	Oct 29	√			
Organizacion de Estados Iberoamericanos	Catalina Andujar Schekler, Representante Permanente de la OEI	Oct 10	√			
Fundacion Inicia	Angela Español, Gerente de Projectos	Oct 12	√			
ISFODOSA	Ana Dolores Guzmán, Directora Ejecutiva	Oct 12	√			
Directora del Centro de Excelencia para la Investigación y Difusión de la Lectura y Escritura (CEDILE)	Dra. Liliana Montenegro	Oct 22	√			
AES Dominicana	Tamara Navarro	Oct 10		√		

Organization	Person/Title	When	ESP	BEP	BCD/Ed	AYRC
AMCHAM	Liliana Cruz	Oct 2 Oct 10 Oct 28		√		
AMCHAM	Juana Díaz	Oct 3 Oct 5 Oct 28		√		
IMCA	Dr. Pedro Esteva, President and CEO	Oct 26		√		
Ediciones SM	Monica Volonteri	Oct 8		√		
EDUCA	Aida Consuelo Hernandez Executive Vice President	Oct 4 Oct 8		√	√	√
EDUCA	Hernan Vélez, EpC/EpE Coordinator	Oct 15		√		√
EDUCA	Liliana Degiorgis, Researcher	Oct 2	√			
ENTRENA	John Seibel	Oct 3		√	√	
ENTRENA	Saschia Seibel, Co-Coordinator Cotuí	Oct 10		√		√
ENTRENA	Trainer (Esther)	Oct 8 Oct 20		√	√	
Fundación Rica	Wenceslao Soto, Sponsor Representative	Oct 12		√		
INOFOCAM	Denia Burgos, Directora Ejucativa	Oct 12				
Instituto Superior de Formación Docente Salome Urena (ISFODOSO)	Ana Dolores Guzman/ Rectora	TBD	√	√		
Pontificia Universidad Católica Madre y Maestra (PUCMM)	Sarah González de Lora Vicerrectora de Investigación e Innovación	Oct. 3, Oct 29	√			
PUCMM	Gineda Castillo, previous Directora Ejucativa INOFOCAM, pending Dir. Edu Mgt	Oct 8	√	√		
PUCMM	Gilberto Valverde, Sr. Researcher, Academic Chair, Director of Evaluation Component SUNY-Albany	Oct 17	√			
PUCMM	Jose Alberto Contreras, Tania Jimenez Rosa, tecnicos Education Management	Oct. 5	√			
PUCMM	Romona Santana (4yrs), Technical Assistance of Padres y Madres en Acción	Oct 5	√			

Organization	Person/Title	When	ESP	BEP	BCD/Ed	AYRC
PUCMM	Barbara Campos, Sonya Mendezñ Coordinadores de MAT	Oct 8	√			
PUCMM	Marys Encarnacion, Jose Anibal Paula Ceballos, Denia Feliz Gomez, Dulce Maria del Rosario ; Accompanantes de Gestión	Oct 8	√			
PUCMM	Sarah Guilamo, Directora, Escuelas Seguras	Oct 12	√			
PUCMM	Victoria Rosado (2 years), Daily Yajahira Perez Salvador (5 years), Ariel Pacheco; Alta Gracia Herrera (3 years); Capacitadoras- LE	Oct 12	√			
PUCMM	Eleuterio Martinez, Accompante Matematicas	Oct 17	√			
Batey Community Development Project (Save the Children)	Becky Myton, COP and Aneliya Nikolova, Education Component Coordinator	Oct 2			√	
IDDI	David Luther, President	Oct 8				√
CRS	Erick Gómez, Project Coordinator	Oct 5				√
CRS	Kellie Hynes, Country Representative	TBD				√
IDDI	Liliana Rocha, Co-Coordinator Cotui	Oct 4			√	√
IDDI	María Almonte, Field Coordinator Cotuí	Oct 13				√
IDDI	Michael Rosario,Health Coordinator Cotuí	Oct 13				√
MLB-DDA - IDDI	Pamela Schreier, Program Coordinator	Oct 8				√
CRS	Stephanie Frias,Coordinator	Oct 5				√
Caminantes/CRS	Yolanda, Psychologist	Oct 5				√
DREAM	Catherine DeLaura, Executive Director and Molly	Oct 24				√
Instituto Tecnológco Superior Comunitario (ITSC)	Victor Hugo de Lancer, Rector a.i	Oct 20				√
ITSC	Arq. Julio Peña, Vice-Réctor a.i.	Oct 20				√

Annex F: Methodology

Submitted to: USAID/Dominican Republic

January 2013

The mid-term performance evaluation of the education portfolio has two principal objectives: to identify mid-course corrections for the Effective Schools and Basic Education projects; and, to inform the Mission's new education strategy in setting priorities among programs and components for cost-effective use of Mission resources. Annex F presents the overall evaluation questions, the data sources and instruments, and the specifics of the data collection and analysis process by project.

Evaluation Questions

As outlined in section 1.2 of the evaluation report, the evaluation is organized around three broad questions, which are applied first to each of the projects and then at the level of the education portfolio as a whole.

The definition of these questions at the project level is:

(1) ***Performance.*** The extent to which the project is on track to produce the expected results, and the contribution of these results to improved quality of basic education.

(2) ***Efficiency.*** The utilization of resources relative to results. The analysis of efficiency is intended to identify core aspects of the projects that are essential to the overall objective. In this case, the evaluation is not intended to analyze budget or cost data. What changes could be made in the implementation of the project so that it operates more smoothly and effectively?

(3) ***Sustainability.*** Various factors will affect whether the project could continue without USAID assistance. The mid-term evaluation examines these factors and recommends adjustments that will increase the probability of sustainability.

At the portfolio level these questions are applied to factors that cut across the individual programs to define the USAID/DR education portfolio as a whole.

(1) ***Performance.***

- Program components: USAID/DR has identified deficiencies that contribute to poor quality in education in four areas – teacher effectiveness, community participation, resources, and policy. Common components to address these deficiencies are present in multiple projects. The integrated evaluation examines the relative performance of these components across projects.
- Gender equality: According to USAID policy, all activities should support gender equality, and the USAID/DR education strategy states that boys and girls should benefit equally. The integrated evaluation examines attention to gender considerations in the portfolio.
- Performance monitoring: Monitoring project indicators throughout the life of a project is the basis for tracking whether the activities are on track. Monitoring data also is essential input to project evaluations. With baseline measures, outcome indicators measure the degree of change in key project results. Indicators also may provide a basis for assessing the contribution of a particular activity to program results. The integrated evaluation discusses monitoring as a tool in assessing the USAID/DR education portfolio.

(2) ***Efficiency.*** The integrated evaluation raises two questions about efficiency in the portfolio as a whole: (1) What are the relative benefits of repeating various components across projects, as opposed for example to specialization; and (2) To what extent do the projects in the portfolio form an integrated program? Is the effect of the package greater than the individual activities?

(3) ***Sustainability.*** Questions about sustainability related to project components examine the extent to which the USAID/DR education portfolio contributes to improved quality of education in the country as a whole? Is the coordination between the USAID/DR education portfolio and other key actors in the system (especially MINERD, NGOs, private sector) sufficient to impact the system

through development of pilot programs or models for activities to counter the systemic deficiencies and to provide a basis for institutionalization of the programs without donor funding?

Data Sources and Instruments

The evaluation team employed a mixed methods approach to examine the programs and components that make up the USAID/DR education portfolio and to address the questions listed above. The evaluation team relied primarily on the sources of data listed below.

Document Review: USAID/DR, implementing partners, and other stakeholders provided available records and reports for each of the five programs. These documents included program descriptions, Performance Management Plans (PMPs), Quarterly and Annual Reports, project materials, presentations and publicity materials about projects, Annual Work Plans, and in some cases, external evaluations or assessments of projects or project components. In some cases requested documents were not available.

Interviews (Key Informant and Small Group): The evaluation also drew on self-reported experiences and opinions solicited through key informant and small group interviews with program direct and indirect beneficiaries (teachers, school administrators, parents, community leaders, and in some cases children and youth). The evaluation team utilized standardized evaluation instruments (key informant interviews, teacher and director interviews) to collect data on the effects of these programs on the individual's ability to provide and receive better education services. The Team conducted interviews, both individually with particular stakeholders and in small group settings, to provide qualitative and quantitative data that was triangulated with other data and sources. Interviews with both men and women were sought in each category.

Classroom Observation: Team AMEX collected data on teacher's instructional methods and student participation by utilizing classroom observations in randomly selected beneficiary schools. The methodology utilized to select the schools is listed in the next section.

The instruments used to conduct interviews and classroom observation are appended to this annex.

Data Collection by Project

While all data collection for each project relied on the above sources and instruments, application of the evaluation questions, school site selection, and the focus of data sources varied by project. This section highlights the methodology used to collect and analyze data for each project.

Effective Schools Program: With the data base provided by USAID of ESP program sites, schools were identified as PEF-USAID. These schools were then cross referenced with each of the teacher training intervention data bases (Mathematics and Spanish Language) to ensure that schools selected had an equal distribution of each intervention. Other schools in the data base provided by USAID were identified as PEF-MINERD; they receive technical assistance from PUCMM to expand the model with MINERD funds. See table 1 for distribution of schools ("Comprehensive" indicates both Mathematics and Spanish interventions.) In the priority areas identified, samples were selected randomly to be (1) representative of the overall distributions by region and at the same time (2) to include important program components we wanted to observe.[1] The sample was checked to ensure representation of the Mathematics and Spanish

[1] Randomly selected to the extent possible with Data Analysis and reflects case selection described by Seawright & Gerring, 2008 (typical and diverse); the danger in randomly selecting cases when sample sizes are small is that they tend to be unrepresentative of the population, we used typical and diverse methods to select our sample.

Language components, the Education Management component, the Safe Schools program, and years of participation in the program (when available). See table 2 for distribution by year.

Table 1. Observation distribution, n=42- ESP, by treatment

Row Labels	Count of Escuela	%
Comprehensive (both)	9	21%
at least Mathematics	21	50%
at least Spanish	25	60%

Table 2. Distribution of classroom observations - ESP, by year incorporated (according to database)

Year	# of Schools	%
2006	5	12%
2007	5	12%
2008	8	19%
2009	13	31%
UNAVALIABLE	11	26%
Grand Total	**42**	100%

For the ESP project, data was collected through 30 key informant interviews, 42 classroom observations (30 minutes each on average), 24 director interviews, 28 teacher interviews, 3 group interviews with youth from the Safe Schools program and 3 group interviews with parents from the ESP schools (see Appendix A-3 for list of key informant interviews, and Appendix A-4 for a list of schools).

Key informant interviews and group interviews were recorded and coded into general themes. Similarly, teacher and director interview responses were grouped by question and responses consolidated. Classroom observation data was tallied and percentages calculated; they were differentiated between duration in mathematics and literacy interventions when applicable.

Also unique to the ESP methodology is the review of student achievement data from student assessments administered between 2008 and 2011. This data includes a control sample in 2010 and 2011. Analysis can be found in Annex B.

Basic Education Program: During the document review for the BEP program, the evaluation team found that for BEP there is a variation in the intensity of interventions (number and types) by school. Based on this preliminary finding, the evaluation team proposed to select schools for site visits based on the number of interventions being implemented in the school. Selecting the schools in this way allowed the team to be able to conduct classroom observations in a variety of settings. As part of the planning process, both USAID and the evaluation team agreed that the intensity of the interventions may affect perception of the BEP program at the school level. Table 3 summarizes the distribution of the schools by intensity of intervention.

Utilizing AMCHAMDR records (list of 51 schools as of 3/30/2012), the team selected schools for classroom observation. The selection process was as follows:

- Schools that were outside of a geographic focus area for USAID were removed from the list (43 schools remained).
- For each type of intervention, the school was scored as 0 or 1.
- The number of nterventions was summed by school and then grouped or stratified (column 1).
- A software program (MS Excel Data Analysis Tools) was utilized to generate a random selection (column 2) for each grouping.

The evaluation team scheduled visits to a total of 11 schools although one of the schools was closed due to an unexpected holiday (celebrations of the Teacher Union's elections). The distribution of the schools visited (10) and classrooms (15) observed varied from the original design selection because the actual interventions received differed from the records reviewed. The gaps in records and timing are examined in the BEP Evaluation report (Annex C).

Table 3. Classrooms Observed

	Column 1 Total Number of School per AMCHAMDR Records	Column 2 Selected Schools	Column 3 Schools/Classrooms Visited
Four/Five Interventions	11	3	4/4
Three Interventions	10	3	4/8
Two Interventions	12	4	1/1
One or Zero Interventions	10	2	1/2
	43	12	10/15

As the evaluation questions were finalized, in consultation with USAID, it was determined that two elements of the BEP program would be excluded from the evaluation. These are:

- *Recruitment of Private Sector Sponsors* In the near term, AMCHAM/DR is conducting an assessment of the private sector partnership component; therefore, this evaluation does not assess the performance targets related to securing the number of partners outlined in the program description.
- *Educational Achievement.* USAID is financing the application of a standardized measurement of student achievement (Early Grade Reading Measurement and Early Grade Mathematics Measurement) that was underway at the time of the field work for this evaluation. Thus, understanding performance for this element of the theory of change is not part of the evaluation.

At Risk Children and Youth Programs and the Batey Community Development Program (Education Activities): Data specific to the evaluation of these projects relied primarily on review of documents provided by USAID and implementing partners, interviews with project managers and beneficiaries, and a few visits to project sites. Of the nine schools in the Batey Community Development Program the team randomly selected four for school visits.

Name:	
Sex:	
Current school:	
Per Records Training Received	

Preguntas al/la Director(a)

1. ¿Cuánto tiempo tiene usted como docente? _____ años
2. ¿Cuánto tiempo tiene usted como director? _____ años
3. ¿Cuánto tiempo tiene usted en esta escuela? _____ años
4. ¿En qué tandas es usted director de esta escuela? ___ Matutina ___ Vespertina ___ Ambas
5. ¿Cuál es su nivel de formación?_____
6. ¿Cuál es su especialización? _____
7. ¿Está usted estudiando actualmente? Sí _____ No _____
    a. ¿Dónde? _____
    b. ¿Cuál carrera?

Sobre La Escuela

1. ¿Tiene la escuela una subdirectora _____ / coordinadora del 1º Ciclo ____ / orientadora _____?
2. No de Aulas _____
3. No de Docentes _____ ¿Cuántos docentes repiten en las dos tandas? _____

4. Grados en la mañana:

5. Grados en la tarde:

6. ¿Hay un Asociación de Padres y Madres y Amigos de la Escuela activa? _____

PREGUNTAS PARA INICIAR LA CONVERSACIÓN

1. ¿Cuáles son los programas, organizaciones o instituciones que han trabajado con la escuela en los últimos dos años escolares? Comencemos con el último año, 2011-2012:

    Proyectos 2011-2012

    Proyectos 2010-2011

    a. (Si no menciona algo de dotación de materiales, pregunte:) ¿Qué tipo de materiales ha recibido del Proyecto _____?

    b. (Si no menciona algo de capacitación, pregunte:) ¿Qué tipo de capacitación ha recibido la escuela del Proyecto _____?

2. ¿En cuáles proyectos o programas usted ha participado, personalmente? [si no menciona ninguno de los nuestros, pasa a la pregunta 8]

3. ¿Cuándo participó usted en ese programa? _____ ¿Cuántas horas? _____

4. ¿Qué me puede comentar sobre las visitas de seguimiento que hace el programa a esta escuela?

5. ¿Le ha ayudado _____? [para cada proyecto/programa]
   a. ¿Cómo?
   b. Si no, ¿por qué?

6. ¿Cuáles son las estrategias y metodología que les ha ofrecido el Proyecto?

7. ¿Cuáles son los cambios que usted lo ha visto después de que se inicio el proyecto _____? [Use el nombre que ell@s emplearon arriba]

PREGUNTAS SOBRE EL CENTRO

8. Sobre el aprendizaje de NN de esta escuela, en lectura, ¿cuáles cree usted que son los mayores logros?

9. ¿Y cuáles son las mayores dificultades, para el aprendizaje de la lectura?

10. Sobre el aprendizaje de NN de esta escuela, en matemática, ¿cuáles cree usted que son los mayores logros?

11. ¿Y cuáles son las mayores dificultades, para el aprendizaje de la matemática?

12. ¿Cuáles son los dos problemas más graves que afectan esta escuela?

13. ¿Y cuáles son los dos logros más importantes?

14. ¿En qué emplea usted más tiempo, durante la semana, en la escuela?	15. ¿Qué haría usted, si pudiese disponer de más tiempo?	16. ¿Qué haría usted, si pudiese disponer de más recursos?

Para BEP

17. ¿Cuál ha sido la participación de la empresa que patrocina esta escuela?

18. ¿Cuál es su percepción sobre cómo se ha manejado el programa?

19. ¿Cómo definieron las necesidades con la Cámara?

Para PEF

1. ¿Qué tipo de apoyo ha recibido, específicamente en el área de gestión?

2. ¿Quiénes son los actores involucrados (si no menciona, preguntar si hay visitas de acompañamiento de los técnicos distritales)?

3. ¿Cuáles han sido los beneficios del apoyo que le han brindado?

4. ¿Qué tipo de apoyo en el área de gestión falta por brindar?

Name:	
Sex:	
Current school:	
Per Records Training Received	

Preguntas

A. ¿Cuánto tiempo tiene usted como docente? _____ años
B. ¿Cuánto tiempo tiene usted en esta escuela? _____ años
C. ¿En qué tanda y grado trabaja usted en esta escuela? __ Matutina __ Vespertina __ Ambas
D. ¿Trabaja usted en otra escuela? ¿cual? _____

PREGUNTAS PARA INICIAR LA CONVERSACIÓN

1. ¿Cuáles son los programas o instituciones que han trabajado con la escuela en los últimos dos años escolares? Comencemos con el último año pasado, 2011-2012:

   Proyectos en 2011-2012

   Proyectos 2010-2011

   a. (Si no menciona algo de dotación de materiales, pregunte:) ¿Qué tipo de materiales ha recibido del Proyecto _____?

   b. (Si no menciona algo de capacitación, pregunte:) ¿Qué tipo de capacitación ha recibido la escuela del Proyecto _____?

2. ¿En cuáles proyectos o programas usted ha participado, personalmente? [si no menciona ninguno de los nuestros, pasa a la pregunta 8]

3. ¿Cuándo participó usted en ese programa? _____ ¿Cuántas horas? _____

4. ¿Qué me puede comentar sobre las visitas de seguimiento que hace el programa?

5. ¿Le ha ayudado _____? [para cada proyecto/programa]
   a. ¿Cómo?
   b. Si no, ¿por qué?
6. ¿Cuáles son las estrategias y metodología que les ha ofrecido el Proyecto _____?

7. ¿Cuáles son los cambios que usted lo ha visto después de que se inició el proyecto _____? [Use el nombre que ell@s emplearon arriba]

PREGUNTAS SOBRE EL CENTRO

8. Sobre el aprendizaje de NN de esta escuela, en lectura, ¿cuáles cree usted que son los mayores logros?

9. ¿Y cuáles son las mayores dificultades, para el aprendizaje de la lectura?

10. Sobre el aprendizaje de NN de esta escuela, en matemática, ¿cuáles cree usted que son los mayores logros?

11. ¿Y cuáles son las mayores dificultades, para el aprendizaje de la matemática?

12. ¿Cuáles son los dos problemas más graves que afectan esta escuela?

13. ¿Y cuáles son los dos logros más importantes?

14. ¿Qué haría usted, si pudiese disponer de más tiempo?	15. ¿Qué haría usted, si pudiese disponer de más recursos?

Ultimas PREGUNTAS

E. ¿Cuál es su nivel de formación?_____

F. Cuál es su especialización? _____

CLASSROOM OBSERVATION-POST PILOT - FINAL

DATOS BÁSICOS

Nombre del centro: Código único: Turno (M/V): Región: Distrito: Zona (rural/ urbano):	Fecha (dd/mm/aa): Hora de inicia (hora/ min): Hora terminada: (hora/ min): Quien Observa:

DATOS DE LA AULA

Grado (1, 2, 3, 4): Apellido de maestro/a: Nombre de maestro/a: Área que esta enseñando (LE, MAT, otra): Tema de la clase: Número de estudiantes: Niñas _____ Niños _____ Total _____	*Preguntas para el/la maestro/a:* Años de experiencia: Nivel de educación más alto: *PEF* ¿Recibe o ha recibido el Componente LE (si/no)? ¿Recibe o ha recibido el Componente MAT (si/no)? *BEP* ¿Planificación y creatividad? ¿QL? ¿Animación en Lectura? ¿Otros? Fechas de capacitación:

CONTEXT MATERIALES/ AMBIENTACION

1. **Teacher guide: _____**

1= the teacher has a teacher guide and has consulted it
2= the teacher has a teacher guide and does not consult
3= the teacher does not have a teacher guide

Observations:

2. **Teacher plan:_____**

1= the teacher has a lesson plan and refers to it heavily
2= the teacher has a lesson plan and refers to it on occasion
3= the teacher has a lesson plan, but does not use
4= the teacher does not have lesson plan

Observations:

3. **Student texts (math only): _____**

1= all the students have textbooks (100 percent)
2= more than half the students have textbooks (50-99percent)
3= less than half the students have textbooks (0-49 percent)
4= there are no textbooks (0 percent)

3a. Students use the texts in the lesson (yes/no):_____

Observations

4. **There is a biblioteca de aula (yes/ no): _____**

Note: the biblioteca de aula is a donation under the PEF program of 70 books at the grade level of the class. BEP has donated materials to MOST schools.

4a. About how many books are in the biblioteca? _____

4b. Students use the biblioteca de aula in the lesson (yes/no)? _____

Observations:

5. **There is a caja de matematicas in the aula (yes/no): _____**

Note: the caja de matematicas in the PEF program is a plastic box that has various mathematics materials, "bloques de diez", clocks, fichas, etc.; there is one per 4 grades in a school.

6. **There other materials in the classroom (yes/no): ____**

Note: This could be education materials from a store, recycled materials from home, additional books other than the biblioteca.

6a.What are they?:

6b. Are they being used in the lesson (yes/no): _____

7. **Classroom education materiales created by students and teachers on the wall ____**

1= the walls are covered with education related materials that are age appropriate (this implies that they are inviting to the students, i.e. colorful)
2= the walls have some education materials, but they may not be age appropriate or not accessible to students in the class, or they may not be education related
3= there is little to no education related material son the walls

7a. How many of the walls available are covered?____

Observations:

8. There are rincones de aprendizaje in the classroom (yes/no) _____

Note: a rincón de aprendizaje is a small space that is established where various resources are established for students to work independently or in small groups and learn about a particular theme, there may be books, materials, posters, etc.

8a. How many? ____

8b. What area?_____

8c. Are students using it:____

Observations:

9. **How are the students seated** (draw on right, identify teacher)?_____

10. How are the students working in the class____

a= the teacher stands at the front of the class and the students are in their seats
b= students are in pairs working
c= the students are in small groups working
d=not working

11. **What is the percentage of students engaged in learning activities?____**

1= all the students are engaged (100 percent)
2= over half the students are engaged (50-99 percent)
3= less than half the students are engaged (0-49 percent)
4= none of the students are engaged (0 percent)

Observations:

CLASSROOM PROCESSES

12. Active teaching methodology/ constructivist approach

Note: an active teaching-learning methodology as defined by the program entails reflection on students previous knowledge, constructing knowledge actively using materials, reviewing what is learned and applying the knowledge.

12a. the teacher engages students in a dialogue (yes/no): _____
12b. students demonstrate knowledge with materials (yes/no):_____
12c. students have opportunities to practice what they learn (yes/no):_____
12c. the students apply what they are learning (yes/no): ____

Observations:

FRONT

BACK

13. The teacher uses the following techniques (observations to right):

The teacher

13a. the teacher writes on the board
- To provoke a discussion____
- To have students answer questions_____
- To have students copy_____
- To summarize____
- To have students read_____

13b. the teacher verbally
- Dictates____
- Reads aloud ____
- Asks students questions (individually)____
- Asks students questions (as a group) _____

13c. the teacher physically demonstrates_____

13d. the teacher physically demonstrates with materials____

13e. the teacher draws___

13f. the teacher uses a poster____

The students

13g. the students read
- Aloud____
- Silently____

13h. the students write on the board ____

13i. the students role play____

13k. the students demonstrate physically_____

13l. the students demonstrate with materials_____

13m. the students do seatwork_____

13n. other _____

14. Reinforcement techniques (choose all that may apply):

14a.The teacher explicitly thanks students for participation____

14b. The teacher reinforces with a positive expression_____

14c. The teacher is neutral____

14d. The teacher criticizes individual students_____

14e. The teacher criticizes the whole class____

15. The teacher moves to address students' discipline needs (yes/ no)____

16. The teacher moves to address students' learning needs (yes/no) _____

17. Gender analysis, girls and boys participation_____ **FOR FIVE MINS**

Note: count the number of times the teacher calls on girls/ boys in the table below

1= girls and boys are given fairly even opportunities to participate
2= girls are given more opportunities to participate
3= boys are given more opportunities to participate
3= there is little to no participation

Girls	Boys

Observations:

Interview Protocol for the Key Informants from the Implementer

Provide description of the evaluation

Advise that attribution is likely.

Name	
Title/Position	
How long with the project?	
Role	
Programmatic	
Please describe the project purpose.	
Please describe **progress** to date for the various components.	
Please describe who are the beneficiaries?	
How are the needs assessed? How are the interventions designed/selected?	
How do you describe success?	
How have you interacted With the government? At what level?	
With the private sector?	
With the donor?	
How is the project incorporating gender analysis?	
Copy of the gender strategy/analysis?	
Please describe your process for monitoring progress? Are there specific instruments? What are some of the assessments and other type of analysis that have been completed?	
What are some of the planned evaluations, assessments, etc?	
Operational/Efficiency Questions - Internal	
What component of the project has been easiest to implement, administratively?	
What has been the most time consuming?	
If you can think about how you spend your time in a month, what is the % of time	

Name	
on: - Reporting - Technical review - Financial	
If you had more time, what would be your top priority activity? Second?	
If you had more funds, what would be your top priority activity? Second?	
Are there areas in which you might receive more training?	
Operational Efficiency - External	
Are there are programs that are similar?	
Do you meet/coordinate with other implementers?	
What would help you to implement the objectives of the project?	
Sustainability	
Which activities should be sustained but face what difficulties?	
What is needed in order to overcome the/those difficulties?	
Does the government see this project as important enough to sustain?	
Does the private sector?	
What are the resources necessary for implementation?	
For management?	
For monitoring?	

ENCUESTA

REINSERCIÓN ESCOLAR Y FOMENTO A LA INCORPORACIÓN PRODUCTIVA A JÓVENES DE 13 A 21 AÑOS RESIDENTES EN SECTORES DEL MUNICIPIO DE COTUI, PROVINCIA SÁNCHEZ RAMÍREZ

Gracias por compartir su opinión. Es importante para nosotros/as conocer su percepción sobre el proyecto. La información que usted proporciona será únicamente usada para la evaluación final y es anónima y confidencial.

1. Es ☐ mujer ☐ hombre	2. Edad	

3. ¿Participó en el Espacio para Emprender? ¿Cuándo?

4. ¿Qué es lo que aprendiste en el EpE? ¿Lo Mejor? ¿Por qué?

5. ¿Participó en un curso vocacional? ¿Cuál?

6. ¿A que se dedica ahora?

   a) ¿Si está trabajando ahora, en que trabaja?

   b) ¿Si ha continuado estudiando, en cual nivel está actualmente?

7. ¿ Cómo se encontró el trabajo? Le ayudó la participación en el EpE en lograr el trabajo?

8. ¿Piensa seguir estudiando?

9. ¿La coordinación del programa fue?
   ☐ excelente
   ☐ bueno
   ☐ regular
   ☐ malo
   ☐ pésimo

ENCUESTA

REINSERCIÓN ESCOLAR Y FOMENTO A LA INCORPORACIÓN PRODUCTIVA A JÓVENES DE 13 A 21 AÑOS RESIDENTES EN SECTORES DEL MUNICIPIO DE COTUI, PROVINCIA SÁNCHEZ RAMÍREZ

10. El proyecto en general le pareció	☐ excelente ☐ bueno ☐ regular ☐ malo ☐ pésimo
11. ¿Después de terminar el programa se ha reunido con los compañeros? Si su respuesta es si', ¿con que propósito?	
12. ¿Cuál es su meta en su vida?	

Annex G: Scope of Work

Submitted to: USAID/Dominican Republic

January 2013

ATTACHMENT I: STATEMENT OF WORK

Through sector analysis and international assessments the education system in the Dominican Republic (DR) has been shown to have one of the poorest performing education systems in the Western Hemisphere with poor delivery of services, small returns on investment in education, high attrition rates, and low scores on student evaluations. USAID/DR through its investing in people strategy seeks to achieve system-wide improvement of the quality of basic education focusing on improving student performance in grades 1-4, increasing community and private sector involvement, and increasing learning opportunities for at-risk youth.

The purpose of this activity is to provide one integrated performance evaluation of the USAID/Dominican Republic Education Portfolio focusing almost exclusively on the two active projects: (1) the Effective Schools Program (USAID/PEF) and (2) the Basic Education Program (USAID/BEP). However, as there is much overlap of components, delivery, and effort, also informing the evaluation will be a finalized program consisting of seven small grants aimed to assist out of school and at risk youth and children and the education components of two projects managed by the program office: (1) the Major League Baseball – Dominican Development Alliance, and (2) the Batey Community Development Project. This activity will evaluate the components comprising each project and provide an overall assessment of the performance of the Mission's Education Portfolio as collectively represented by these projects and components. The evaluation will serve as a mid-term performance evaluation of project component relevance and sustainability. The information will be used to inform future courses of action as the USAID/Dominican Republic seeks to transfer the implementation of successful interventions to interested partners including the Ministry of Education, civil society organizations, and private sector entities.

This evaluation is subject to the USAID evaluation policy dated 2011 and will adhere to its guidance (http://www.usaid.gov/evaluation/USAIDEvaluationPolicy.pdf).

Education Development Challenges in the Dominican Republic:

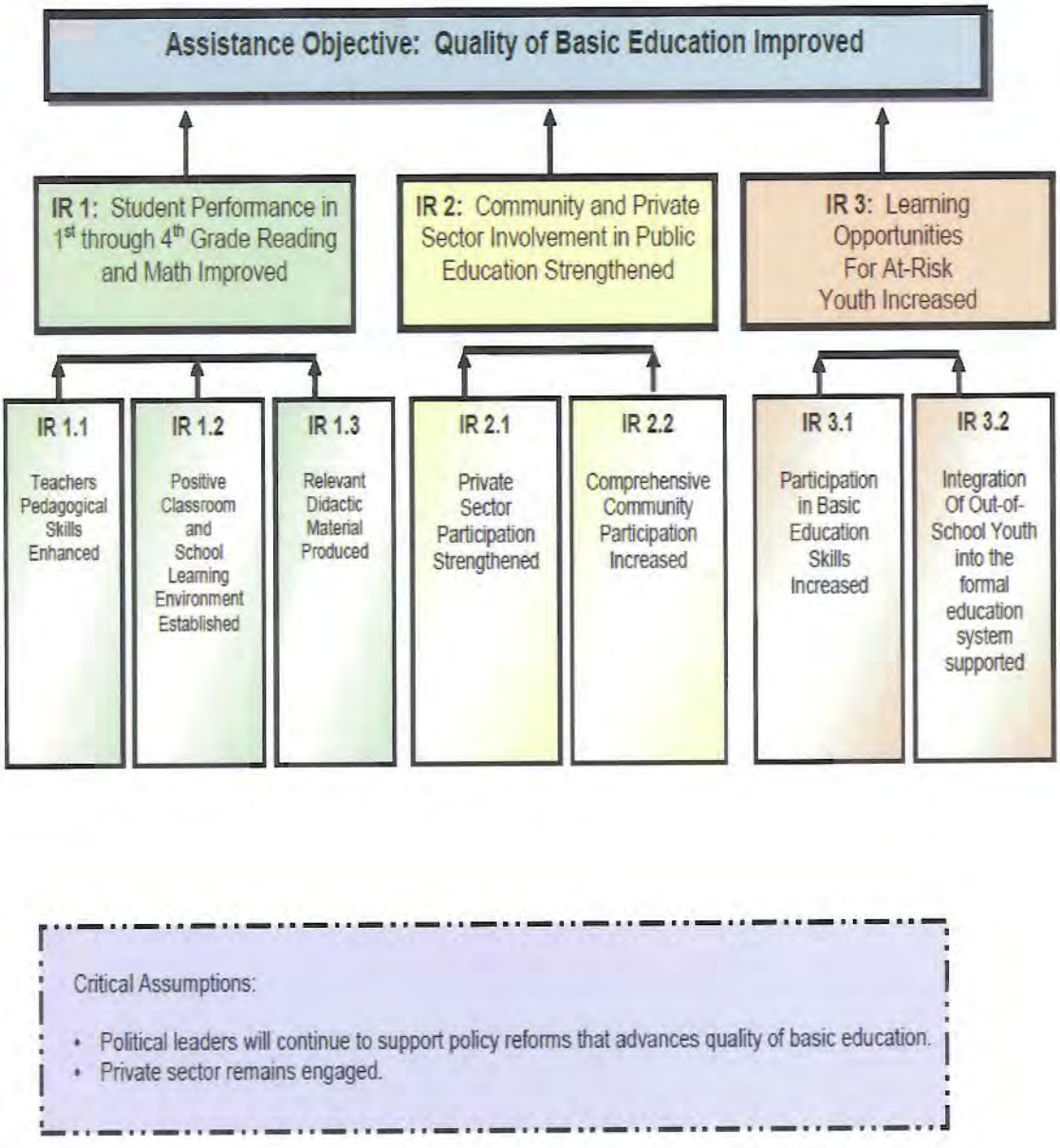
Educational quality in the Dominican Republic is low by any standards of student achievement in skill acquisition measurements. In reading and mathematics, Dominican children perform below their counterparts in neighboring countries. USAID/DR believes that in order to address this deficiency, interventions are needed in:

☐ Teacher Effectiveness – The Ministry offers no guidance or focus on sustained interventions for improving the quality of basic education because it lacks the capability to generate and analyze data for policy decisions.
☐ Community Participation – The communities are frustrated by the high degree of centralization of school management and feel no "ownership" towards their schools.
☐ Resources – Communities are not prepared to compensate for shortfalls in the Education budget using resources from central and local government, private business sector, and international donors.
☐ Policy – The country boasts an ambitious General Law of Education, the result of the Ten Year Reform Plan (Plan Decenal 1992-2002); however, the law still awaits full implementation and revisions in order to make it more operational and relevant to economic and social changes.

The most glaring problem affecting quality is the area of pedagogy, particularly in reading and mathematics for early grades. Also, the issues of community participation and resource mobilization at the local level are a reflection of stakeholders" weak capacity to operationalize the National Education Law as pertains to decentralization and local governance.

To assist the Dominican Republic in confronting these educational challenges, USAID/DR created the following results framework to guide their assistance in the education sector.

Results Framework – Graphic



Critical Assumptions:

- Political leaders will continue to support policy reforms that advances quality of basic education.
- Private sector remains engaged.

Background of Projects to be evaluated

In addition to the following information, USAID/DR will provide the evaluation team with a package of briefing materials for each project which may include:

- Program Description
- Performance Management Plan
- Quarterly and Annual Reports
- Annual Work Plan
- Results from PEF annual student level evaluations from program and control schools

Current Programs:

- **Effective Schools Program (PEF):** USAID, through its Effective Schools Program (USAID/PEF) carried out by Pontificia Universidad Católica Madre y Maestra (PUCMM) focuses on improving reading, writing, and math in early grades, while also working to improve public elementary school administration and to reduce gender-based violence in schools. A total of 419 schools are benefiting from the program and serve as model schools for broad national replication in collaboration with the Ministry of Education (MOE). Activities include participant training, in-classroom teacher coaching, creation of materials, and student evaluations. This program also includes a Monitoring and evaluation component intended to gather high-quality, state of the art information in order to provide timely, valid and reliable data on impact of the program on students" abilities in reading and math. In addition the program has a safe schools component designed to provide a safe academic environment for all students and a school management component to train school directors and encourage community participation in school management.

- **Basic Education Program (BEP):** USAID, through its Basic Education program carried out AMCHAM/Dominican Republic (AMCHAM), improves the quality of basic education in public schools with comprehensive, coordinated, and systematic interventions, including teacher training, classroom reading corners, libraries, and didactic materials. These interventions are implemented through strategic alliances between the MOE and the private sector. In FY2010, the private sector contributed over $350,000 to the program, almost a 3:1 ratio in matching funds. The funds supported 26 schools, including the training of 481 primary school teachers in student centered learning methodologies, and benefitted 19,022 students. Further, the MOE has also agreed to improve the infrastructure of participating schools.

- With the knowledge that local ownership of development challenges can lead to sustainable programs, USAID looks to form private sector partnerships to achieve meaningful results in development. As the DR does not have a tradition of corporate social responsibility or civil society demand for better government services, USAID/DR sought to create public-private partnerships focused on the education sector in order to raise awareness and ownership of the challenges of the education system. USAID/DR through its investing in people strategy seeks to achieve increased participation by the private sector and communities in national education policy dialogues and local school management.

Education Program	Implementing Partner	Award date and expected duration of Project	Total LOP (US$ thousands)
USAID/PEF	**PUCMM**	**Sept. 2009 / 5 years**	**16,200**
USAID/BEP	**AMCHAM/DR**	**Sept. 2009 / 5 years**	**2,300**

Previous Programs to inform the evaluation:

Out of School and At Risk Youth and Children (ARYC): USAID/DR made 5 grants to support programs that focus on out of school and at risk youth. The lessons learned from this program are to inform an At-Risk Youth Program that will start in 2012.

Partner	Program Summary
DREAM – Dominican Republic Education and Mentoring Project $298,500 2/1/08 – 9/30/09 Cabarete	Two four-week summer school and camp program which serves 250 children/youth. DREAM is currently working with the DSTA Tourism and Education Workforce Development Team and also with a USAID supported clinic.
CRS – Catholic Relief Services $610,500 5/20/08 – 5/19/10 Santiago, Boca Chica and Santo Domingo	Serves 900 children and youth in: 1. Providing Math and reading skills to bring up grade level for retention and/or re-insertion. 2. Providing support services (health, legal, shelter, psychological, conflict and cultural activities). Along with: 3. Working with communities (leaders, families, schools) to provide support and monitoring. 4. Building capacity for 5 local partners.
IDDI – Instituto Dominicano de Desarrollo Integral $199,000 5/20/08-12/30/10 Cotui	The goal is to have 400 youth generating income while creating the platform to advance grade levels by: core-learning (quantum leadership, life/work skills; technical/vocational training and micro-enterprise). A short-term internship with local businesses is planned along with transitioning to special programs to reach their high school diploma.
Counterpart International $125,000 10/15/08-10/14/10 La Romana-Bayahibe	The goal is to increase economic opportunities for 150 youth through training, mentoring and employment services using public-private partnerships with emphasis on

	the tourism sector (400 hours). 75 private sector representatives will be trained in mentoring, management and leadership.
Alfalit $55,000	2,500 adolescents/adults will receive 160 hours of math and reading/writing and life skills; train 90 facilitators

Additional Grants

CRS 99,995.00 9/1/10-8/31/11 Santiago, Boca Chica and Santo Domingo	Serves 500 children and youth in: 1. Providing Math and reading skills to bring up grade level for retention and/or re-insertion. 2. Providing support services (health, legal, shelter, psychological, conflict and cultural activities). Along with: 3. Working with communities (leaders, families, schools) to provide support and monitoring. 4. Building capacity for 5 local partners.
DREAM $12,416.00 1/20/10 – 1/19/11 Cabarete	Expansion of Summer School School program to year-round program.

Programs Managed by Program Office Partly Using Education Funding. Only education components of these programs will be pertinent to this evaluation.

Major League Baseball – Dominican Development Alliance (MLB-DDA): was formed to provide structure and logic guiding potential donors (teams, players, agents and fans) direct their resources and energies into sustainable community development activities supported by implementing partners in the Dominican Republic. Collectively, this alliance enhances the leveraging of significant resources capturing support from a variety of sources.

The MLB-DDA channels interested MLB teams, players, agents and fans to explore programs that include education, health, at-risk youth programs and economic growth. This Alliance is an easy and flexible mechanism that will attract donors to increase the overall impact in Dominican Communities.

Recently, the MLB-DDA decided going forward to refocus its efforts exclusively on the education sector

. Projects funded through the MLB --DDA USAID Incentive Fund May 2009 ---September 2011		
MLB Team, Player, or Fan Group	**Project Title**	**MLB---DDA USAID Incentive Funds Contributed (USD$)**
Pedro Martínez & Carolina Cruz	There is Power in Learning, Manoguayabo (Esperanza International, Fundación Hay Poder en Aprender)	100,018.98
San Diego Padres	Space to Grow, La Playa Primary School, Najayo (IDDI, SurFuturo)	6,757.42
Boston Red Sox	Nuestros Pequeños Hermanos Reading and Writing Program, San Pedro de Macorís (IDDI, Nuestros Pequeños Hermanos)	4,234.88
Pittsburgh Pirates	Improve the Quality of Education in the Community of Estorga (IDDI)	47,411.67
Chicago Cubs	Improve the Quality of Educational Services in the Community of Caobete, (IDDI)	10,489.62
Manny Mota	Integral Support to the Manny Mota International Foundation in its Management and Education Service Provision, Santo Domingo (Save the Children)	50,000.00
San Diego Padres	Investment in Improving the Quality and Competitiveness of Education, Najayo (IDDI, AMCHAM)	10,374
Pedro Martinez	There is Power in Learning 2nd Year	49,932.06
Tony Fernandez	Education and Sports Program in the Southwestern Bateys, Barahona (World Vision)	50,000.00

- **Batey Community Development Project:** USAID/DR in close conjunction with the MOE, the Instituto Nacional de Formación Técnico Profesional, parents, students, and teachers is working to improve access to high-quality education and extra-curricular activities. The program places emphasis on the early grades (1-4) to ensure that children have a positive and successful first experience in school with the goal of increasing school attendance, performance, and primary school completion rates. In FY 2008, USAID initiated the $5 million program, project to improve the living conditions on batey communities which are home to Haitian migrant workers and poor Dominicans. The program consists of an integrated community development approach focused on improving basic health and education services; teacher training through ongoing USAID programs; preventive health care, nutrition, and health education interventions with additional emphasis on HIV/AIDS and TB; potable water and sanitation systems; and shelter improvements. The batey program also works to identify sustainable income generation activities and work to build strong community activism and participation.

Education Component

The DHS 2007 Batey Survey reports that there is a low education level in the Batey communities. In the Bateys, 25% of the population has not had any formal education, while 60% have had some primary schooling. Overall, 2.4 is the median years of study completed for the Batey population. However, there has been improvement with the younger generation, between 15 and 25 years old the median years of completed study is 6.3. The same survey reports that the illiteracy rate for the Batey population, over 10 years old, is 30% which is three times the rate for the Dominican Republic. Net enrollment rate for the primary education level was found to be 86% which is similar to the general population net enrollment rate of 89%.

The BCD baseline study indicates that a high proportion of the batey population drops out of school before completing primary education. The enrollment rate is high for 5-9 and 10-14 age groups (96.5% and 98.3%, respectively). However, 40% of the 15-19 year old age group will not complete their primary education. This high drop out rate creates a disadvantage for the youth entering the workforce.

The second phase of the program will build upon the first phase of education activities and replicate the experience in up to four new batey communities in order to increase learning opportunities through both formal and non-formal education systems. The main education objective of phase two is to increase student performance at the primary education level in targeted communities, which reflects the overarching goal of USAID/DR"s Education Strategy. Achievement of this result will be measured at the end of the program by testing students and comparing the results against pre-intervention performance. Interventions will focus on enhancing reading and writing skills, improving school management and school infrastructures, when needed, increase learning opportunities for out-of school youth and promote private sector sponsorship of the program. The BCD project could implement minor school refurbishments when they are essential to fulfill the programs goal.

Illustrative Activities

- In service teacher training in mathematics and literacy - integrate current USAID teacher
- training program
- Afterschool programs and activities to reinforce school curriculum
- Improve school infrastructure – this will be coordinated through MOE
- Organize and strengthen community participation in school performance by establishing or strengthening PTAs
- Provide training for the implementation of MOE "Modelo de Gestión"
- Teacher training to improve contextual conditions of schools (ENTRENA model)
- This project has received 2.3 million in education funding since FY 2008.

Purpose and Uses of the Evaluation

This Performance Evaluation will be reviewed by the Missions Education Team (EDT) as well as by Mission Management. The timing of this evaluation is propitious for making mid-project course corrections as well as for providing a more informed base on which the Mission can begin to strategize, prioritize, and design future assistance for the Dominican Republic, and to

foster increased – and more equitable – human capital growth for the longer term in the DR while taking into consideration the new USAID Education Strategy and USAID/Forward emphasis on local partnerships and innovative development. Further, the evaluation will take into account any gender issues within the context of the evaluation questions.
The main thrust of the evaluation will be to see which components of the projects are helping to achieve the project objectives and intended results. In addition the evaluation will seek to find which of the components are the most sustainable by finding which of these components are the most highly valued coupled with cost-effectiveness. For the purposes of this evaluation, a program component will be the smallest unit of an intervention activity that can be implemented in isolation. For example, a school library is a project component, a classroom reading corner is a project component, an after school tutoring program is a project component, and teacher training is a project component. However, because of the breadth and depth of the intervention activities some may not fit easily into the definition provided. This will make it necessary for the evaluation team to work with USAID to identify, categorize, and define the program components to be targeted in the work plan.

This evaluation will also determine whether the assistance is meeting the stated objectives and provide a detailed picture of the major accomplishments/weaknesses of each program component since inception, indicating as well what results are likely to be achieved by the completion of the program. The programs include tasks directed to institutional strengthening and technical capacity building efforts, which will necessitate considering a broad range of outside and possibly pre-existing factors.

The priorities of the evaluation roughly mirror the level of funding the Education Office has allocated to each project. The PEF with by the far the largest investment will command the largest amount of interest, furthered by the fact the Ministry of Education is working with PUCMM to expand this model. The PEF is the most complex and comprehensive of the projects in the education portfolio. It also includes an evaluation component which tests students in program and control schools on a yearly basis. This data will be available for the evaluation team to use in determining the effectiveness of components. Further, different schools received different program components and thus quantitative data for these individual components will be available. It is expected the evaluation team will collaborate quantitative data with qualitative data in determining the value placed on the project components.

The BEP will also be of great interest. Little or no quantitative data will be available as it does not include an evaluation/testing component. The evaluation team will be tasked with determining how to measure sustainability and effectiveness of project components through other methods. It is expected that qualitative data will need to be collected for this project. The ARYC, MLB-DDA and Batey projects will be used to inform the evaluation and where feasible or needed to be included in the evaluation. It is expected that the evaluation team will review the relevant reports and background information on these projects to see how their components have furthered the sustainability and effectiveness of the USAID portfolio. It is not expected that the evaluation team will visit this program sites for further investigation. However, as there is overlap in the programs; for example, the BEP and MLB-DDA could both potentially sponsor the same intervention component such as an after-school program implemented by the same organization. In a case such as this the evaluation team could justify interviewing key informants at both the BEP and MLB-DDA site. Further, if in their review of project documents the evaluation team finds information that would be of particular interest to

USAID and this evaluation which required further investigation, they should feel free to propose this in their work plan.

The Education Team expects the evaluation activity to take place in late September or early October 2012.

The Evaluation will serve:

- To provide a better understanding of progress made by each project component on such issues as relevance, impact, sustainability, and cost-effectiveness;

- To identify if there are implementation problems, unmet needs, or unintended consequences or impacts, especially taking into account any unanticipated changes in the host country environment;
- To confirm the validity of the overall – and project-specific – development hypotheses or critical assumptions underlying the Mission's investing in people strategy and the projects that were designed, funded, and implemented to make such strategy operational; and

- To evaluate how each education project is progressing toward the overall assistance objective as described in the Performance Management Plan (PMP) and Results Framework.

Level of Measurement: Project Component

The main focus of the evaluation will be analyzing the individual project components (activities) that comprise each USAID/DR Education Program. For example, the BEP focuses on creating public/private partnerships and does so by having companies sponsor single or multiple program components. As explained above, in the BEP context and for the purposes of this evaluation, a school library would be a program component or an after school tutoring program would be program component. Part of the early work of the evaluation will be to identify, categorize, and define the project components of the USAID/DR Education Portfolio. However, it is also in the interest, as mentioned below in some of the illustrative questions, it is also important for the evaluation to address how the entire project is progressing toward its targets and outcomes.

Evaluation Questions with Illustrative Activities and Sub-Questions

1) To what extent are the programs components meeting the assistance objectives?

- Design a coefficient, index, or composite measure to capture the degree in which individual program components is contributing to the assistance objectives
- Rate how well each program component is contributing to each assistance objective
- Create visual representation of the degree in which each program component is contributing to the assistance objective
- Are some program components having better "success" in some schools (contexts) than others?
- What are the key factors for the differences in performance in different schools (contexts) receiving the same interventions?

- What effect has the "Texto Integrado" (mis)implementation had on the program components meeting the assistance objectives?

2) To what extent (how likely) will the programs/program components continue without USAID assistance? In other words: how sustainable are they?

- Design a coefficient, index, or composite measure to capture the degree in which individual program components are sustainable
- Rate how sustainable each program is
- Create visual representation of the degree of sustainability for each program
- What is the benefit in relation to the cost of the programs/program components?
- What are the factors contributing to sustainability How can components become more sustainable? at program components continue without USAID funding in previous programs and "graduated" schools?

With the information for Questions 1 and 2 create a regression analysis / matrix / other visual representation plotting Performance (degree to which program components are achieving the assistance objectives) versus Sustainability (the degree to which programs are likely to continue without future USAID assistance) for the program components. The goal of this would be to enable USAID staff and development partners to quickly recognize the relative effectiveness of a component in relation to its sustainability and the degree of difference between program components using these measures.

3) How can the program design, management, and execution become more efficient toward achieving program goals?

- In what ways can the programs be more cost effective?
- Are programs effectively working toward goals?
- What are unintended consequences / spillover effects of the program?
- Can the programs leverage unintended positive consequences of the program?
- PEF: What is the tipping point for percentage of trained teachers in a school to have a positive effect on their peers?
- BEP: Why are corporate sponsorships decreasing?
- How can overlap between projects such as BEP and MLB-DDA be better leveraged?

With added information from questions 1 and 2 (how the components are actually performing) with question 3 (how the components could be performing) what are possible courses of action? Create a visual representation or easily accessible report on what could be possible with current components and possible course corrections.

Evaluation Methodology

The Evaluation Team should consider starting with a paper review of the program materials that will be provided by the USAID/DR and implementing partners. Further, it should be prepared to conduct interviews with implementing partners, businesses, schools, beneficiaries, and other entities as needed by the individual programs. The Mission expects strong quantitative and

qualitative analysis, where appropriate, that clearly address the key issues found in the research questions including how well the programs are addressing the assistance objectives of the Mission and the sustainability of the programs.
The Mission is looking for new, creative suggestions regarding this evaluation, and it is anticipated that the implementer will provide a more detailed explanation of the proposed methodology for carrying out the work. The methodology will be comprised of a mix of tools appropriate to the evaluation's research questions.

Prior to the start of data collection, the evaluation team will develop and present, for USAID review and approval as part of the work plan, a data analysis plan that details how focus group interviews (if deemed appropriate for the evaluation) will be transcribed and analyzed; what procedures will be used to analyze qualitative data from key informant and other stakeholder interviews; and how the evaluation will weigh and integrate qualitative data from these sources with project performing monitoring records (and quantitative data from PEF evaluations) to reach conclusions about the effectiveness and efficiency of the education programs.

The information collected will be analyzed by the Evaluation Team to identify correlations and establish what are the major trends and issues. The basis unit of analysis will be each program component and take into consideration the school/community center (context) where programs are implemented. Data will be disaggregated, where possible, by gender and ethnicity to identify how program inputs are benefiting disadvantaged and advantaged groups.

As only the PEF program can provide baseline and subsequent data from randomized control trials, key informant interviews are suggested as the primary data source for this evaluation. Key informant characterizations of changes should be cross-checked with direct beneficiary interviews or observation where feasible. Being that most beneficiaries speak Spanish or Haitian Creole, both language and cultural context issues should be taken into account by the evaluation team.

The Dominican Republic is a relatively small country with sufficient infrastructure to support access to project sites and adequate overnight accommodations.

Illustrative Composition of Evaluation Team

For planning purposes, it is foreseen the team for this assessment will consist of up to two-three senior-level consultants, and a mix of consultants who will provide varying technical (subject matter) expertise to the team, and support staff. However, USAID is committed to obtaining the highest quality product possible and sincerely encourages prospective contractors to propose alternative staffing scenarios after taking into account the objectives of this assessment, meaning: bidders are encouraged to propose the best team, not the team that best fits the following profile. Separate specialties can be combined in one individual. USAID/DR must approve all individuals proposed for the team.

The areas of technical (subject matter) expertise that should be represented on the team to correspond roughly to the technical foci of the projects being evaluated:

- Expertise in the evaluation of donor driven development programs
- Expertise in implementation of education programs in Latin America and/or under-resourced and under-performing environments;

- Expertise and experience with programs proven to be sustainable after donor involvement has needed
- Proven ability to recognize program components strengths and weaknesses and how to improve their ability to reach program goals.
- Expertise in the promotion of public-private partnerships in Latin America and/or under-resourced and under-performing environments;
- Knowledge/experience/expertise in the unique development challenges of the Dominican Republic

Expert Team:

1. Senior-level **BASIC EDUCATION SPECIALIST**: Strong, proven leadership and analytical skills. Knowledge of education programs in the development context, evaluations, and general development issues. Experience in implementing education programs in Latin American (preferable) and/or other under-resourced and under-performing environments. Experience working with programs proven to be sustainable after direct donor involvement ends. Strong background in developing public/private partnerships preferred. Significant experience in evaluating donor driven development programs. A doctorate level academic background in education or related field.

2. Mid-level **PROGRAM ANALYST**: Proven ability to gather, analyze, and interpret data to articulate the benefit of development interventions. Proven ability to cull benefit information from both qualitative and quantitative sources. Significant experience in evaluating donor driven development programs. Strong academic background.

3. Senior level **OVERALL TEAM LEADER** – this will be a full-time position for the duration of the Evaluation. This person will serve as the primary point of contact between USAID and the Evaluation Team. The incumbent must:

- Must be external to USAID and programs being evaluated
- Be able to deal effectively with senior U.S. and host country officials and other leaders;
- Have a proven track record in terms of being highly qualified to lead, coordinate, and deliver evaluations;
- Have excellent writing/organizational skills and proven ability to deliver a quality written product (Evaluation Report and PowerPoint); and
- Have the technical skills to manage the budget resources (dollars and staff) for the Evaluation as well as assist and support the team with field logistics (e.g., coordinating with USAID and/or a government ministry to set up initial appointments for interviews).

In addition the Team Leader may provide his/her technical expertise in one or more of the areas to support this Evaluation. It is recognized that having a Team Leader with experience within donor led development interventions is often an important factor, particularly for formative evaluations designed to establish the basis for a future USAID/DR program or the redirecting of an existing program. However, proposals will be reviewed taking into account the overall strengths of the assembled team's senior-level technical expertise, evaluation expertise, and the expertise and ability of the team's leadership to manage the team's budget and staff resources regardless of their experience with donor-led development interventions.

The bidder will need to consider, and budget accordingly, to what extent each of the Technical Specialists will require junior-level support (e.g., to assist in collecting, analyzing, and preparing tabular or graphic materials). At the same time, the overall efficiency with which the Evaluation Team can work likely will be enhanced by ensuring a **junior-level administrative assistant** who will work closely with the Overall Team Leader to facilitate logistics for the Evaluation Team (e.g., helping to contact potential interviewees and set up interview appointments, especially if a potential interviewee needs to be interviewed at a distant location). The bidder may wish to consider proposing a staffing configuration that has a junior-level administrative assistant also providing support to one or more of the three Senior-level Technical Specialists. While the entire team will be responsible for all in-country logistical support, the Overall Team Leader will have the primary responsibility as the Point of Contact between the team and the USAID mission.

All members of the Evaluation Team must be proficient in Spanish (to facilitate interviewing) and English (to facilitate writing the Evaluation Report and preparing the PowerPoint).

USAID Management of Evaluation

USAID/Dominican Republic will designate one of the Foreign Service Officers (FSOs) or Foreign Service Nationals (FSNs) to serve as the USAID Manager and USAID contact point for the Evaluation.

The USAID Manager may also establish and head an Evaluation Committee comprised of the lead Mission staff person (e.g., Agreement Officer's Representative (AOR) and/or Contracting Officer's Representative (COR)) responsible for each of the projects being reviewed). This Evaluation Committee will serve as a working group to help define evaluation questions and work plan. It will also be a forum for interim reports and briefings provided by the Evaluation Team.

USAID/DR will provide overall direction to the evaluation team, identify key documents, and assist in facilitating a work plan. USAID/DR will help identify key stakeholders prior to the initiation of field work. The evaluation team is responsible for arranging meetings identified during the course of this evaluation and advising USAID/DR prior to each of those meetings. The Mission is always willing to share local knowledge but the evaluation team is also responsible for arranging over-night accommodations, vehicle rental and drivers as needed for site visits around the DR. The evaluation team will be responsible for procuring its own work/office space, computers, Internet access, printing, and photocopying. Evaluation team members will be required to make their own payments. USAID/Dominican Republic personnel will be made available to the team for consultations regarding sources and technical issues, before and during the evaluation process.

Illustrative Logistics & Time Frame (assumes Monday to Saturday as billable workdays)

The following provides a notional presentation of a prospective allocation of level of effort for the Evaluation – the bidder is at liberty to develop the firm's own prospective allocation of level of effort (and accompanying budget).

5 Days (in offeror's home office) - Review of project documentation provided by the Mission – a list of the project documents that the Mission or implementers will provide to the firm implementing the Evaluation. The Team also will identify any other relevant performance information sources, such as performance monitoring systems and/or previous evaluation reports, and any other type of data (quantitative or qualitative) available from implementing contractors or other sources. This secondary data review will be used by the contracting evaluating firm to set forth the proposed methodologies to help identify major data gaps and data collection methodologies and to structure fieldwork. USAID/DR manager and/or the Evaluation Committee will review the methodology and provide input prior to contractor undertaking fieldwork. The contractor will be responsible for refining the data collection and this may include coordinating and engaging with the evaluation committee and USAID CORs and AORs and/or management and Program office discussing the design, plan and the objectives for measuring outputs and impacts. This may already include data collection methodology and/or sampling to be employed, etc.

4 Days (in country) - Initial orientation meetings with USAID and project implementers. Meeting with various USAID and project personal. Finalization and approval of evaluation work plan.

15 Days (in country) - In-depth interviewing of USAID staff and project implementers, partners, and beneficiaries to confirm project results, constraints to the project being more successful in achieving desired results, and stakeholder views on ways in which assistance could be more effective in achieving expected/desired results.

1 Day (in country) - Mid-Term Briefing (approximately half way into field work)

7 Days (in offeror's home office) - Prepare relevant summary tables, graphs, and annexes & Drafting of Evaluation narrative, including Executive Summary and other content (tables, graphs, and annexes).

1 Day (in offeror's home office) - Prepare a PowerPoint presentation

1 Day (teleconference) - Deliver a Final Briefing (with PowerPoint) to brief USAID on the Evaluation"s findings, conclusions, and recommendations; and to discuss Mission comments on the Evaluation.

2 Days (in offeror's home office) - Wrap up draft and submission of draft Evaluation Reports & Final Briefing (with PowerPoint)

Mission will have 10 business days to review the draft Evaluation Reports and provide written comments back to the Evaluation Team.

3 Days (at offeror's home office) - Revise draft Evaluation reports and PowerPoint to address comments provided by USAID

Submit final Integrated Evaluation Reports and PowerPoint presentation.

The estimated period of performance of this task order will be on/about September 18, 2012 through January 17, 2013.

Deliverables:

The contractor shall provide (1) a draft work plan, including key questions provided by the COR and a detailed evaluation schedule, (2) Post field work briefing on preliminary findings, conclusions, and recommendations, (3) a hard copy and soft copy draft of the evaluation report in English, (4) a hard and soft copy of the final evaluation report in English and (5) two English oral presentations of the evaluation results given to a cross-section of stakeholders.

The draft scope of work and evaluation report (draft and final) will be approved by the COR.

Illustrative Deliverables Timeline:

- Detailed evaluation design including schedule, this will be reviewed by country-level stakeholders and implementing partners for comment before being finalized per USAID evaluation policy. This will result in a Work Plan to be approved by the COR.
- Summary of document review and proposed outline of draft Evaluation Report (at end of first week of interviewing)
- Mid-term Briefing (without PowerPoint) (approximately half way into the field work)
- Final Briefing for Mission / stakeholders (with PowerPoint) (1 day prior to departure from Country) Team should to be prepared to make presentation comments in Spanish as well as English (although PowerPoint does not need to be in Spanish).
- Draft Project Evaluation Reports (4 days after Evaluation Teams departure from Country)
- Final Evaluation Report (within 10 business days of receiving Mission comments on draft report).
- All data and records from the evaluation (to be presented before/with Final Report)

The Final Evaluation and PowerPoint presentation are to be submitted in English in both electronic and hard copies. The Contractor will provide 5 printed copies of the Integrated Evaluation and 5 printed copies of the PowerPoint presentation.

The Final Integrated Evaluation Report will not exceed 40 pages in length in its body, not including executive summary (3-5 pages), title page; Table of Contents; List of Acronyms; usage of space for tables, graphs, charts, or pictures; and/or any material deemed important and included as Annexes. Annexes will include:

- The Evaluation Work Plan;
- Any "statements of differences" regarding significant unresolved difference of opinion by funders, implementers, and/or members of the evaluation team;
- All tools such as questionnaires, checklists, survey instruments, discussion guides; and
- All sources of information (e.g. quarterly reports, key informant, focus group, USAID personnel) properly identified and cited.

The Final Integrated Evaluation and the five project-specific reports and PowerPoint addressing the Mission's comments should be submitted in both Word and PDF formats. Once the PDF format has been approved by the Mission, the Contractor will submit the Final Evaluation Report to the Development Experience Clearinghouse for archiving.

USAID Evaluation Policy
Criteria to Ensure the Quality of the Evaluation Report

- The evaluation report should represent a thoughtful, well-researched and well organized effort to objectively evaluate what worked in the project, what did not and why.
- Evaluation reports shall address all evaluation questions included in the scope of work.
- The evaluation report should include the scope of work as an annex. All modifications to the scope of work, whether in technical requirements, evaluation questions, evaluation team composition, methodology, or timeline need to be agreed upon in writing by the technical officer.
- Evaluation methodology shall be explained in detail and all tools used in conducting the evaluation such as questionnaires, checklists and discussion guides will be included in an Annex in the final report.
- Evaluation findings will assess outcomes and impact on males and females.
- Limitations to the evaluation shall be disclosed in the report, with particular attention to the limitations associated with the evaluation methodology (selection bias, recall bias, unobservable differences between comparator groups, etc.).
- Evaluation findings should be presented as analyzed facts, evidence, and data and not based on anecdotes, hearsay or the compilation of people,,s opinions. Findings should be specific, concise and supported by strong quantitative or qualitative evidence.
- Sources of information need to be properly identified and listed in an annex.
- Recommendations need to be supported by a specific set of findings
- Recommendations should be action-oriented, practical, and specific, with defined responsibility for the action.

- END OF ATTACHMENT I –