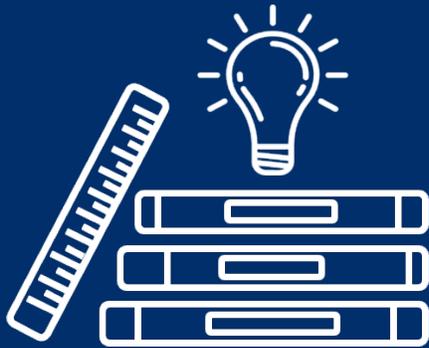




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OFFICE OF EDUCATION



Senegal's Reading Program: PALME

Education G2G Project Milestones

Version: February 2014



G2G Education Toolkit

Education G2G Project Milestones: Senegal's Reading Program: PALME

This document provides an example of project milestones used in a government-to-government program, the PALME Reading Program in Senegal. The USAID/Senegal Mission and Education Team, in close coordination with Government, the Ministry of Education and other donors, designed and are implementing a national early grade reading project entirely through G2G financing. These milestones were mutually determined by the Ministry of Education and USAID. They are not linked to specific completion dates to allow flexibility in completion and integrate current best practices in reading program delivery. As a unique feature, the milestones reflect the requirement for the Ministry of Education to take command of improving its own institutional capacity to manage and evaluate the PALME project.

EDUCATION OFFICE
ECONOMIC GROWTH, EDUCATION AND ENVIRONMENT
February, 2014

FOREWORD

Government-to-government Education Toolkit

In line with the compelling policy guidance of USAID Forward, Agency Education Officers are currently exploring and developing new government-to-government (G2G) modalities in education projects. An immediate need exists for tools and training materials that will assist Education Teams as they design, implement, and monitor G2G activities to achieve USAID Strategy Goals in Education.

Under the leadership of the Bureau for Economic Growth, Education and Environment's (E3) Education Office, the **G2G Education Toolkit** has been developed to provide this support. The Toolkit includes a literature review; an analysis of lessons learned and best practice; an analytic framework and roadmap; operational tools; and case studies. Additionally, sample G2G operational documents from Missions currently undertaking government-to-government activities are available to guide field staff.

The Reading Project, PALME, Senegal: Project Milestones.

Milestones must be completed in numerical order unless they are starred (*) milestones. Instructions regarding the submission of a starred milestone report are included at the end of each starred milestone in boldface.

Year 1 (FY13) Detailed Milestone Descriptions

Milestone Report 1.1 will contain the following:

- An Annual Work Plan (submitted 30 days after signing this agreement) that includes the following key sections: major activities and key deliverables, activity implementation plan by month or quarter, and responsible management unit(s).
- A Performance Management Plan (PMP) that addresses USAID standard as well as custom indicators outlined in Appendix B, where standard indicators are measured using USAID indicator definitions found on the following State Department website: <http://www.state.gov/documents/organization/101764.pdf>. The PMP will establish all the project indicators, definition/unit of measure, methods and data source used for data collection, frequency of data collection, responsible individuals or directorates, baseline data, and targets.
- A randomized selection of district Ministry of Education offices (IDENs in French) that fall into the following three implementation categories: **control group** IDENs, **light treatment** IDENs, and **medium treatment** IDENs (as outlined in the PALME Impact Evaluation Statement of Work found in Appendix E).
- A description of the Ministry of Education's management structure and technical units in place to support PALME.
- A Communications, Branding, and Project Incentives Plan to support a national awareness campaign for reading that includes key events and competitions such as literacy week and district, regional, and national read-a-thons.

Upon USAID approval, the MOE will receive USD \$1,083,600 (15% of the total FY13 funds)

Milestone Report 1.2 will contain the following:

- A description of the PALME launch event/national awareness campaign kickoff (including participant sign-in sheets) to disseminate information about the partnership and to officially announce the Ministry of Education's focus on improving foundational skills such as early grade reading and math with key stakeholders such as MOE staff at central, regional, district, and school levels, as well as with other donors, civil society and private sector partners, and the general public.
- A description of the procurement process to select an evaluation team leader to conduct the project's external impact evaluation (see Appendix E) in alignment with USAID's new evaluation strategy (see <http://transition.usaid.gov/evaluation/USAIDEvaluationPolicy.pdf>), and the hiring of the evaluation team leader based on USAID's final selection.
- An IDEN Capacity Development Plan to strengthen technical and supervisory skills at district MOE offices in support of PALME activities described in the project description (see Appendix D).

- Training of IDEN staff on the overall PALME project with a focus on supporting the implementation plan tied to the impact evaluation and challenges and constraints of supporting control and treatment IDENs.
- Training of M&E specialists at the IDEN level to oversee district-level performance monitoring that will feed into PMP data collection requirements.

Upon USAID approval, the MOE will receive USD \$722,400 (10% of the total FY13 funds)

Milestone Report 1.3* will contain the following:

- One (1) reading and French pre-test form aligned to the learning standards and curriculum for each of the following grades: CP, CE2, and CM2 (grades 2, 4, and 6, respectively), for a total of three (3) pre-test forms for reading and French (see Appendix D).
- One (1) math pre-test form aligned to the learning standards and curriculum for each of the following grades: CP, CE2, and CM2, for a total of three (3) pre-test forms for math.
- A Pre-test Implementation Plan that describes test administration, data collection and cleaning, analysis, and reporting procedures and responsibilities within various MOE levels (central, regional, district, school), including an implementation timeline.

Upon USAID approval, the MOE will receive USD \$722,400 (10% of the total FY13 funds)

***Please note that this milestone must be completed no later than December 31, 2012. However, it may be paid at any time before December 31, 2012 so long as the deliverables are submitted to and approved by USAID. However, Milestone Report 1.3 must be approved prior to the submission of Milestone Report 1.4.**

Milestone Report 1.4 will contain the following:

- A description of how pre-tests for reading, French, and math to all primary school students in grades CP, CE2, and CM2 were administered nationwide (approximately 806,616 students total).
- The raw and cleaned data submitted electronically from the pre-tests by subject and grade level, disaggregated by gender and district/region.
- Basic analysis of the results of the pre-test.

Upon USAID approval, the MOE will receive USD \$361,200 (5% of the total FY13 funds)

Milestone Report 1.5* will contain the following:

- EMIS systems put in place in all 56 IDENs in order to administer annual standardized pre- and post-tests to all students in CP, CE2, and CM2 and send data back to INEADE.
- Training of IDENs to use EMIS systems in support of annual standardized pre- and post-tests.

Upon USAID approval, the MOE will receive USD \$722,400 (10% of the total FY13 funds)

***Please note that this milestone may be paid at any time in FY13 so long as the deliverables are submitted to and approved by USAID.**

Milestone Report 1.6* will contain the following:

- An internal midterm performance evaluation statement of work.

Upon USAID approval, the MOE will receive USD \$433,440 (6% of the total FY13 funds)

***Please note that this milestone may be paid at any time in FY13 so long as the deliverables are submitted to and approved by USAID.**

Milestone Report 1.7* will contain the following:

- A Curriculum Support and Scope and Sequence for Reading Plan for **light and medium treatment** IDENs and schools.
- A Remediation Plan for **light and medium treatment** IDENs and schools.
- Training-of-Trainer (TOT) and participant training guides for **light and medium treatment** IDENs and school principals developed either by the MOE or with support from external consultants that covers the following illustrative topics:
 - 1) Effective, research-based reading approaches around the five components of reading (phonological awareness, phonics instruction, reading fluency, vocabulary development, and reading comprehension strategies)
 - 2) Development and use of effective classroom learning materials that support research-based reading interventions (especially those currently weak or missing from the existing curriculum)
 - 3) Providing effective reading remediation

Upon USAID approval, the MOE will receive USD \$361,200 (5% of the total FY13 funds)

***Please note that this milestone may be paid at any time in FY13 so long as the deliverables are submitted to and approved by USAID. However, Milestone Report 1.7 must be approved prior to the submission of Milestone Report 1.8.**

Milestone Report 1.8 will contain the following:

- Development or procurement and distribution of teaching and learning materials (aligned to the needs outlined in the Curriculum Plan in Milestone 1.7) to **light and medium treatment** schools.
- Development or procurement and distribution of remediation materials (aligned to the needs outlined in the Remediation Plan in Milestone 1.7) for teachers to **light and medium treatment** schools.
- Training of trainers (IDENs and principals) to support **light and medium treatment** schools with curriculum support and remediation through regional teacher training centers (EFIs in French).
- Training of teachers by IDENs and principals through EFIs to support **light and medium treatment** schools with curriculum support and basic skills remediation.

Upon USAID approval, the MOE will receive USD \$722,400 (10% of the total FY13 funds)

Milestone Report 1.9* will contain the following:

- A Continuous Assessment Plan that explains how IDENs will implement and support continuous assessment in **medium treatment** schools using classroom observations, coaching, and item banks developed at the IDEN level.
- A Teacher Quality Circle Implementation Plan for **medium treatment** schools (see Appendix D and E for descriptions of Teacher Quality Circles).
- An Action Research Implementation Plan to be supported through Teacher Quality Circles for **medium treatment** schools.

- Training-of-Trainer (TOT) and participant training guides for **medium treatment** IDENs and school principals developed either by the MOE or with support from external consultants that covers the following illustrative topics:
 - 1) Training IDENs and principals to
 - a. observe teachers in the classroom and provide effective feedback and coaching
 - b. develop effective student learning assessments (formative and summative as well as informal and formal standardized assessments)
 - c. develop IDEN-level item banks tied to national student learning objectives/standards
 - d. support teacher quality circles and action research at the school and IDEN levels
 - 2) Training teachers to
 - a. participate in Teacher Quality Circles
 - b. conduct action research
 - c. develop effective student learning assessments (formative and summative as well as informal and formal standardized assessments)

Upon USAID approval, the MOE will receive USD \$361,200 (5% of the total FY13 funds)

***Please note that this milestone may be paid at any time in FY13 so long as the deliverables are submitted to and approved by USAID. However, Milestone Report 1.9 must be approved prior to the submission of Milestone Report 1.10.**

Milestone Report 1.10 will contain the following:

- Training of teachers in **medium treatment** schools by IDENs and principals through EFIs to conduct action research and participate in teacher quality circles
- Training of **medium treatment** IDENs and principals through EFIs to conduct classroom observations and provide constructive feedback and coaching
- Training of teachers in **medium treatment** schools by IDENs and principals through EFIs to support effective continuous assessment
- Training of **medium treatment** IDENs resulting in the creation of district level item banks.

Upon USAID approval, the MOE will receive USD \$361,200 (5% of the total FY13 funds)

Milestone Report 1.11 will contain the following:

- Monitoring and evaluation data that show **medium treatment** IDENs, principals, and teachers support and participate in the following:
 - 1) Continuous assessment in classrooms supported by teachers and principals.
 - 2) Standardized continuous assessments supported by IDENs.
 - 3) Teacher quality circles supported within schools as well as between schools within each district by principals and IDENs respectively.
 - 4) Action research to help teachers become more reflective of how they teach.

Upon USAID approval, the MOE will receive USD \$72,240 (1% of the total FY13 funds)

Milestone Report 1.12* will contain the following:

- Development or procurement and distribution of remediation materials (aligned to the needs outlined in the Remediation Plan in Milestone 1.7) for youth assistants to **light and medium treatment** schools.
- Identification of target student population requiring remedial courses in reading and math.
- Training of youth recruited to assist teachers to provide remediation in **light and medium treatment** schools.
- Implementation of remedial courses in **light and medium treatment** schools.

Upon USAID approval, the MOE will receive USD \$361,200 (5% of the total FY13 funds)

***Please note that this milestone may be paid out of sequence from the other milestones so long as the deliverables are submitted to and approved by USAID.**

Milestone Report 1.13* will contain the following:

- One (1) reading and French post-test form **equated to the pre-test** form, aligned to the learning standards and curriculum for each of the following grades: CP, CE2, and CM2, for a total of three (3) post-test forms for reading and French.
- One (1) math post-test form **equated to the pre-test** form, aligned to the learning standards and curriculum for each of the following grades: CP, CE2, and CM2, for a total of three (3) post-test forms for math.
- A Post-test Implementation Plan that describes test administration, data collection and cleaning, analysis, and reporting procedures and responsibilities within various MOE levels (central, regional, district, school) that takes into account the results of the pre-tests, including an implementation timeline.

Upon USAID approval, the MOE will receive USD \$361,200 (5% of the total FY13 funds)

***Please note that this milestone may be paid at any time in FY13 so long as the deliverables are submitted to and approved by USAID. However, Milestone Report 1.13 must be approved prior to the submission of Milestone Report 1.14.**

Milestone Report 1.14* will contain the following:

- A description of how post-tests for reading, French, and math to all primary school students in grades CP, CE2, and CM2 were administered nationwide (approximately 806,616 students total).
- The raw and cleaned data submitted electronically from the post-tests by subject and grade level, disaggregated by gender and district/region.
- Analysis of the results of the post-test relative to the pre-test results.

Upon USAID approval, the MOE will receive USD \$361,200 (5% of the total FY13 funds)

***Please note that this milestone should be completed towards the end of the school year.**

Milestone Report 1.15 will contain the following:

- A procedures document that describes to **medium treatment** IDENs how to develop PALME district improvement plans (DIPs) that will improve reading and math skills of students (see

Appendix E for suggested DIP activities) that includes but is not limited to technical requirements and selection criteria.

- Evaluation, negotiation, and approval of submitted DIPs by a national panel of experts.
- Signing DIPs with IDENs

Upon USAID approval, the MOE will receive USD \$144,480 (2% of the total FY13 funds)

Milestone Report 1.16 will contain the following:

- A description of school, district, regional, and national incentives programs that recognize and honor the achievements of students, teachers, IDENs, and regions that have made significant reading and math gains as well as conducted superior action research.
- A detailed account of a national reading and math year-in-review seminar (including participant sign-in sheets), which fully documents the implementation strengths and weaknesses of PALME for learning purposes and improvements in FY14.
- Year 2 planning documents that will inform the development of a new work plan and revised PMP for FY14.

Upon USAID approval, the MOE will receive USD \$72,240 (1% of the total FY13 funds)

Year 1 (FY13) Total: USD \$7,224,000

Milestones must be completed in numerical order unless they are starred (*) milestones. Instructions regarding the submission of a starred milestone report are included at the end of each starred milestone in boldface.

Year 2 (FY14) Detailed Milestone Descriptions (subject to the availability of funds)

Milestone Report 2.1 will contain the following:

- An Annual Work Plan (submitted by November 1, 2013) that includes the following key sections: major activities and key deliverables, activity implementation plan by month or quarter, and responsible management unit(s).
- An updated Performance Management Plan (PMP) that includes targets achieved in Year 1 (FY13) addressing USAID standard as well as custom indicators outlined in Appendix B, where standard indicators are measured using USAID indicator definitions found on the following State Department website: <http://www.state.gov/documents/organization/101764.pdf>. The updated PMP will establish all the project indicators, definition/unit of measure, methods and data source used for data collection, frequency of data collection, responsible individuals or directorates, baseline data, and targets.
- Memos to IDENs communicating to **control group** IDENs that this year they will begin receiving the **light treatment**; communicating to **light treatment** IDENs that this year they will begin receiving the **medium treatment**; and communicating to **medium treatment** IDENs that this year they will begin receiving the **full treatment** (as outlined in the PALME Impact Evaluation Statement of Work found in Appendix E).

- An updated description of the Ministry of Education's management structure and technical units in place to support PALME.
- An updated Communications, Branding, and Project Incentives Plan to support a national awareness campaign for reading that includes key events and competitions such as literacy week and district, regional, and national read-a-thons.

Upon USAID approval, the MOE will receive USD \$900,000 (15% of the total FY14 funds, subject to the availability of funds)

Milestone Report 2.2 will contain the following:

- An updated IDEN Capacity Development Plan to strengthen technical and supervisory skills at district MOE offices in support of PALME activities described in the project description (see Appendix D).
- Refresher training of IDEN staff on the overall PALME project with a focus on supporting the implementation plan tied to the impact evaluation and challenges and constraints of supporting control and treatment IDENs.
- Refresher training of M&E specialists at the IDEN level to oversee district-level performance monitoring that will feed into PMP data collection requirements.

Upon USAID approval, the MOE will receive USD \$600,000 (10% of the total FY14 funds, subject to the availability of funds)

Milestone Report 2.3* will contain the following:

- One (1) reading and French pre-test form **equated to last year's pre- and post-test**, aligned to the learning standards and curriculum for each of the following grades: CP, CE2, and CM2 (grades 2, 4, and 6, respectively), for a total of three (3) pre-test forms for reading and French (see Appendix D).
- One (1) math pre-test form **equated to last year's pre- and post-test**, aligned to the learning standards and curriculum for each of the following grades: CP, CE2, and CM2, for a total of three (3) pre-test forms for math.
- A Pre-test Implementation Plan that describes test administration, data collection and cleaning, analysis, and reporting procedures and responsibilities within various MOE levels (central, regional, district, school), including an implementation timeline.

Upon USAID approval, the MOE will receive USD \$780,000 (13% of the total FY14 funds, subject to the availability of funds)

***Please note that this milestone must be completed no later than December 31, 2013. However, it may be paid at any time before December 31, 2013 so long as the deliverables are submitted to and approved by USAID. However, Milestone Report 2.3 must be approved prior to the submission of Milestone Report 2.4.**

Milestone Report 2.4 will contain the following:

- A description of how pre-tests for reading, French, and math to all primary school students in grades CP, CE2, and CM2 were administered nationwide (approximately 806,616 students total).

- The raw and cleaned data submitted electronically from the pre-tests by subject and grade level, disaggregated by gender and district/region.
- Basic analysis of the results of the pre-test.

Upon USAID approval, the MOE will receive USD \$300,000 (5% of the total FY14 funds, subject to the availability of funds)

Milestone Report 2.5* will contain the following:

- A year 2 external impact evaluation work plan.
- A year 2 internal midterm evaluation work plan.

Upon USAID approval, the MOE will receive USD \$300,000 (5% of the total FY14 funds, subject to the availability of funds)

***Please note that this milestone may be paid at any time in FY14 so long as the deliverables are submitted to and approved by USAID.**

Milestone Report 2.6* will contain the following:

- An updated Curriculum Support and Scope and Sequence for Reading Plan for **light, medium, and full treatment** IDENs and schools.
- An updated Remediation Plan for **light, medium, and full treatment** IDENs and schools.
- Updated Training-of-Trainer (TOT) and participant training guides for **light, medium, and full treatment** IDENs and school principals developed either by the MOE or with support from external consultants that covers the following illustrative topics:
 - 1) Effective, research-based reading approaches around the five components of reading (phonological awareness, phonics instruction, reading fluency, vocabulary development, and reading comprehension strategies)
 - 2) Development and use of effective classroom learning materials that support research-based reading interventions (especially those currently weak or missing from the existing curriculum)
 - 3) Providing effective reading remediation

Upon USAID approval, the MOE will receive USD \$360,000 (6% of the total FY14 funds, subject to the availability of funds)

***Please note that this milestone may be paid at any time in FY14 so long as the deliverables are submitted to and approved by USAID. However, Milestone Report 2.6 must be approved prior to the submission of Milestone Report 2.7.**

Milestone Report 2.7 will contain the following:

- Development or procurement and distribution of teaching and learning materials (aligned to the needs outlined in the Curriculum Plan in Milestone 2.6) to **light, medium, and full treatment** schools.
- Development or procurement and distribution of remediation materials (aligned to the needs outlined in the Remediation Plan in Milestone 2.6) for teachers in **light, medium, and full treatment** schools.

- Training of trainers (IDENs and principals) to support **light, medium, and full treatment** schools with curriculum support and remediation through regional teacher training centers (EFIs in French).
- Training of teachers by IDENs and principals through EFIs to support **light, medium, and full treatment** schools with curriculum support and basic skills remediation.

Upon USAID approval, the MOE will receive USD \$300,000 (5% of the total FY14 funds, subject to the availability of funds)

Milestone Report 2.8* will contain the following:

- An updated Continuous Assessment Plan that explains how IDENs will implement and support continuous assessment in **medium treatment** schools using classroom observations, coaching, and item banks developed at the IDEN level.
- An updated Teacher Quality Circle Implementation Plan for **medium treatment** schools (see Appendix D and E for descriptions of Teacher Quality Circles).
- An updated Action Research Implementation Plan to be supported through Teacher Quality Circles for **medium treatment** schools.
- Updated Training-of-Trainer (TOT) and participant training guides for **medium treatment** IDENs and school principals developed either by the MOE or with support from external consultants that covers the following illustrative topics:
 - 1) Training IDENs and principals to
 - a. observe teachers in the classroom and provide effective feedback and coaching
 - b. develop effective student learning assessments (formative and summative as well as informal and formal standardized assessments)
 - c. develop IDEN-level item banks tied to national student learning objectives/standards
 - d. support teacher quality circles and action research at the school and IDEN levels
 - 2) Training teachers to
 - a. participate in Teacher Quality Circles
 - b. conduct action research
 - c. develop effective student learning assessments (formative and summative as well as informal and formal standardized assessments)

Upon USAID approval, the MOE will receive USD \$840,000 (14% of the total FY14 funds, subject to the availability of funds)

***Please note that this milestone may be paid at any time in FY14 so long as the deliverables are submitted to and approved by USAID. However, Milestone Report 2.8 must be approved prior to the submission of Milestone Report 2.9.**

Milestone Report 2.9 will contain the following:

- Training of teachers in **medium treatment** schools by IDENs and principals through EFIs to conduct action research and participate in teacher quality circles
- Training of **medium treatment** IDENs and principals through EFIs to conduct classroom observations and provide constructive feedback and coaching

- Training of teachers in **medium treatment** schools by IDENs and principals through EFIs to support effective continuous assessment
- Training of **medium treatment** IDENs resulting in the creation of district level item banks.

Upon USAID approval, the MOE will receive USD \$300,000 (5% of the total FY14 funds, subject to the availability of funds)

Milestone Report 2.10 will contain the following:

- Monitoring and evaluation data that show **medium treatment** IDENs, principals, and teachers support and participate in the following:
 - 1) Continuous assessment in classrooms supported by teachers and principals.
 - 2) Standardized continuous assessments supported by IDENs.
 - 3) Teacher quality circles supported within schools as well as between schools within each district by principals and IDENs respectively.
 - 4) Action research to help teachers become more reflective of how they teach.

Upon USAID approval, the MOE will receive USD \$60,000 (1% of the total FY14 funds, subject to the availability of funds)

Milestone Report 2.11* will contain the following:

- Development or procurement and distribution of remediation materials (aligned to the needs outlined in the Remediation Plan in Milestone 2.7) for youth assistants to **light, medium, and full treatment** schools.
- Identification of target student population requiring remedial courses in reading and math.
- Training of youth recruited to assist teachers to provide remediation in **light, medium, and full treatment** schools.
- Implementation of remedial courses in **light, medium, and full treatment** schools.

Upon USAID approval, the MOE will receive USD \$300,000 (5% of the total FY14 funds, subject to the availability of funds)

***Please note that this milestone may be paid out of sequence from the other milestones so long as the deliverables are submitted to and approved by USAID.**

Milestone Report 2.12* will contain the following:

- One (1) reading and French post-test form **equated to the pre-test** form, aligned to the learning standards and curriculum for each of the following grades: CP, CE2, and CM2, for a total of three (3) post-test forms for reading and French.
- One (1) math post-test form **equated to the pre-test** form, aligned to the learning standards and curriculum for each of the following grades: CP, CE2, and CM2, for a total of three (3) post-test forms for math.
- A Post-test Implementation Plan that describes test administration, data collection and cleaning, analysis, and reporting procedures and responsibilities within various MOE levels (central, regional, district, school) that takes into account the results of the pre-tests, including an implementation timeline.

Upon USAID approval, the MOE will receive USD \$780,000 (13% of the total FY14 funds, subject to the availability of funds)

***Please note that this milestone may be paid at any time in FY14 so long as the deliverables are submitted to and approved by USAID. However, Milestone Report 2.12 must be approved prior to the submission of Milestone Report 2.13.**

Milestone Report 2.13* will contain the following:

- A description of how post-tests for reading, French, and math to all primary school students in grades CP, CE2, and CM2 were administered nationwide (approximately 806,616 students total).
- The raw and cleaned data submitted electronically from the post-tests by subject and grade level, disaggregated by gender and district/region.
- Analysis of the results of the post-test relative to the pre-test results.

Upon USAID approval, the MOE will receive USD \$60,000 (1% of the total FY14 funds, subject to the availability of funds)

***Please note that this milestone should be completed towards the end of the school year.**

Milestone Report 2.14 will contain the following:

- An update of the procedures document that describes to **light and medium treatment** IDENs how to develop PALME district improvement plans (DIPs) that will improve reading and math skills of students (see Appendix E for suggested DIP activities) that includes but is not limited to technical requirements and selection criteria.
- Evaluation, negotiation, and approval of submitted DIPs by a national panel of experts.
- Signing DIPs with IDENs.

Upon USAID approval, the MOE will receive USD \$60,000 (1% of the total FY14 funds, subject to the availability of funds)

Milestone Report 2.15 will contain the following:

- A description of school, district, regional, and national incentives programs that recognize and honor the achievements of students, teachers, IDENs, and regions that have made significant reading and math gains as well as conducted superior action research.
- A detailed account of a national reading and math year-in-review seminar (including participant sign-in sheets), which fully documents the implementation strengths and weaknesses of PALME for learning purposes and improvements in FY15.
- Year 3 planning documents that will inform the development of a new work plan and revised PMP for FY15.

Upon USAID approval, the MOE will receive USD \$60,000 (1% of the total FY14 funds, subject to the availability of funds)

Year 2 (FY14) Total: USD \$6,000,000 (subject to the availability of funds)

Milestones must be completed in numerical order unless they are starred (*) milestones. Instructions regarding the submission of a starred milestone report are included at the end of each starred milestone in boldface.

**Year 3 (FY15) Detailed Milestone Descriptions
(subject to the availability of funds)**

Milestone Report 3.1 will contain the following:

- An Annual Work Plan (submitted by November 1, 2014) that includes the following key sections: major activities and key deliverables, activity implementation plan by month or quarter, and responsible management unit(s).
- An updated Performance Management Plan (PMP) that includes targets achieved in Year 2 (FY14) addressing USAID standard as well as custom indicators outlined in Appendix B, where standard indicators are measured using USAID indicator definitions found on the following State Department website: <http://www.state.gov/documents/organization/101764.pdf>. The updated PMP will establish all the project indicators, definition/unit of measure, methods and data source used for data collection, frequency of data collection, responsible individuals or directorates, baseline data, and targets.
- Memos to IDENs communicating to **light group** IDENs that this year they will begin receiving the **full treatment**; communicating to **medium treatment** IDENs that this year they will begin receiving the **full treatment**; and communicating to **full treatment** IDENs that this year they will continue receiving the **full treatment** (as outlined in the PALME Impact Evaluation Statement of Work found in Appendix E).
- An updated description of the Ministry of Education's management structure and technical units in place to support PALME.
- An updated Communications, Branding, and Project Incentives Plan to support a national awareness campaign for reading that includes key events and competitions such as literacy week and district, regional, and national read-a-thons.

Upon USAID approval, the MOE will receive USD \$1,050,720 (22% of the total FY15 funds, subject to the availability of funds)

Milestone Report 3.2 will contain the following:

- An updated IDEN Capacity Development Plan to strengthen technical and supervisory skills at district MOE offices in support of PALME activities described in the project description (see Appendix D).
- Refresher training of IDEN staff on the overall PALME project with a focus on supporting the implementation plan tied to the impact evaluation and challenges and constraints of supporting control and treatment IDENs.
- Refresher training of M&E specialists at the IDEN level to oversee district-level performance monitoring that will feed into PMP data collection requirements.

Upon USAID approval, the MOE will receive USD \$477,600 (10% of the total FY15 funds, subject to the availability of funds)

Milestone Report 3.3* will contain the following:

- One (1) reading and French pre-test form **equated to last year's pre- and post-test**, aligned to the learning standards and curriculum for each of the following grades: CP, CE2, and CM2 (grades 2, 4, and 6, respectively), for a total of three (3) pre-test forms for reading and French (see Appendix D).
- One (1) math pre-test form **equated to last year's pre- and post-test**, aligned to the learning standards and curriculum for each of the following grades: CP, CE2, and CM2, for a total of three (3) pre-test forms for math.
- A Pre-test Implementation Plan that describes test administration, data collection and cleaning, analysis, and reporting procedures and responsibilities within various MOE levels (central, regional, district, school), including an implementation timeline.

Upon USAID approval, the MOE will receive USD \$716,400 (15% of the total FY15 funds, subject to the availability of funds)

***Please note that this milestone must be completed no later than December 31, 2014. However, it may be paid at any time before December 31, 2014 so long as the deliverables are submitted to and approved by USAID. However, Milestone Report 3.3 must be approved prior to the submission of Milestone Report 3.4.**

Milestone Report 3.4 will contain the following:

- A description of how pre-tests for reading, French, and math to all primary school students in grades CP, CE2, and CM2 were administered nationwide (approximately 806,616 students total).
- The raw and cleaned data submitted electronically from the pre-tests by subject and grade level, disaggregated by gender and district/region.
- Basic analysis of the results of the pre-test.

Upon USAID approval, the MOE will receive USD \$238,800 (5% of the total FY15 funds, subject to the availability of funds)

Milestone Report 3.5* will contain the following:

- A year 3 external impact evaluation work plan.
- The final midterm performance evaluation report.

Upon USAID approval, the MOE will receive USD \$47,760 (1% of the total FY15 funds, subject to the availability of funds)

***Please note that this milestone may be paid at any time in FY15 so long as the deliverables are submitted to and approved by USAID.**

Milestone Report 3.6* will contain the following:

- An updated Curriculum Support and Scope and Sequence for Reading Plan for **all** IDENs and schools.

- An updated Remediation Plan for **all** IDENs and schools.
- Updated Training-of-Trainer (TOT) and participant training guides for **all** IDENs and school principals developed either by the MOE or with support from external consultants that covers the following illustrative topics:
 - 1) Effective, research-based reading approaches around the five components of reading (phonological awareness, phonics instruction, reading fluency, vocabulary development, and reading comprehension strategies)
 - 2) Development and use of effective classroom learning materials that support research-based reading interventions (especially those currently weak or missing from the existing curriculum)
 - 3) Providing effective reading remediation

Upon USAID approval, the MOE will receive USD \$286,560 (6% of the total FY15 funds, subject to the availability of funds)

***Please note that this milestone may be paid at any time in FY15 so long as the deliverables are submitted to and approved by USAID. However, Milestone Report 3.6 must be approved prior to the submission of Milestone Report 3.7.**

Milestone Report 3.7 will contain the following:

- Development or procurement and distribution of teaching and learning materials (aligned to the needs outlined in the Curriculum Plan in Milestone 3.6) to **all** schools.
- Development or procurement and distribution of remediation materials (aligned to the needs outlined in the Remediation Plan in Milestone 3.6) for teachers in **all** schools.
- Training of trainers (IDENs and principals) to support **all** schools with curriculum support and remediation through regional teacher training centers (EFIs in French).
- Training of teachers by IDENs and principals through EFIs to support **all** schools with curriculum support and basic skills remediation.

Upon USAID approval, the MOE will receive USD \$238,800 (5% of the total FY15 funds, subject to the availability of funds)

Milestone Report 3.8* will contain the following:

- An updated Continuous Assessment Plan that explains how IDENs will implement and support continuous assessment in **full treatment schools that were light treatment schools in year 2** using classroom observations, coaching, and item banks developed at the IDEN level.
- An updated Teacher Quality Circle Implementation Plan for **full treatment schools that were light treatment schools in year 2** (see Appendix D and E for descriptions of Teacher Quality Circles).
- An updated Action Research Implementation Plan to be supported through Teacher Quality Circles for **full treatment schools that were light treatment schools in year 2**.
- Updated Training-of-Trainer (TOT) and participant training guides for **full treatment IDENs and principals that were light treatment IDENs and principals in year 2** developed either by the MOE or with support from external consultants that covers the following illustrative topics:
 - 1) Training IDENs and principals to

- a. observe teachers in the classroom and provide effective feedback and coaching
 - b. develop effective student learning assessments (formative and summative as well as informal and formal standardized assessments)
 - c. develop IDEN-level item banks tied to national student learning objectives/standards
 - d. support teacher quality circles and action research at the school and IDEN levels
- 2) Training teachers to
- a. participate in Teacher Quality Circles
 - b. conduct action research
 - c. develop effective student learning assessments (formative and summative as well as informal and formal standardized assessments)

Upon USAID approval, the MOE will receive USD \$477,600 (10% of the total FY15 funds, subject to the availability of funds)

***Please note that this milestone may be paid at any time in FY15 so long as the deliverables are submitted to and approved by USAID. However, Milestone Report 3.8 must be approved prior to the submission of Milestone Report 3.9.**

Milestone Report 3.9 will contain the following:

- Training of teachers in **full treatment schools that were light treatment schools in year 2** schools by IDENs and principals through EFIs to conduct action research and participate in teacher quality circles.
- Training of **full treatment schools that were light treatment schools in year 2** IDENs and principals through EFIs to conduct classroom observations and provide constructive feedback and coaching.
- Training of teachers in **full treatment schools that were light treatment schools in year 2** schools by IDENs and principals through EFIs to support effective continuous assessment.
- Training of **full treatment schools that were light treatment schools in year 2** IDENs resulting in the creation of district level item banks.

Upon USAID approval, the MOE will receive USD \$238,800 (5% of the total FY15 funds, subject to the availability of funds)

Milestone Report 3.10 will contain the following:

- Monitoring and evaluation data that show IDENs, principals, and teachers support and participate in the following:
 - 1) Continuous assessment in classrooms supported by teachers and principals.
 - 2) Standardized continuous assessments supported by IDENs.
 - 3) Teacher quality circles supported within schools as well as between schools within each district by principals and IDENs respectively.
 - 4) Action research to help teachers become more reflective of how they teach.

Upon USAID approval, the MOE will receive USD \$47,760 (1% of the total FY15 funds, subject to the availability of funds)

Milestone Report 3.11* will contain the following:

- Development or procurement and distribution of remediation materials (aligned to the needs outlined in the Remediation Plan in Milestone 3.7) for youth assistants to **all** schools.
- Identification of target student population requiring remedial courses in reading and math.
- Training of youth recruited to assist teachers to provide remediation in **all** schools.
- Implementation of remedial courses in **all** schools.

Upon USAID approval, the MOE will receive USD \$238,800 (5% of the total FY15 funds, subject to the availability of funds)

***Please note that this milestone may be paid out of sequence from the other milestones so long as the deliverables are submitted to and approved by USAID.**

Milestone Report 3.12* will contain the following:

- One (1) reading and French post-test form **equated to the pre-test** form, aligned to the learning standards and curriculum for each of the following grades: CP, CE2, and CM2, for a total of three (3) post-test forms for reading and French.
- One (1) math post-test form **equated to the pre-test** form, aligned to the learning standards and curriculum for each of the following grades: CP, CE2, and CM2, for a total of three (3) post-test forms for math.
- A Post-test Implementation Plan that describes test administration, data collection and cleaning, analysis, and reporting procedures and responsibilities within various MOE levels (central, regional, district, school) that takes into account the results of the pre-tests, including an implementation timeline.

Upon USAID approval, the MOE will receive USD \$620,880 (13% of the total FY15 funds, subject to the availability of funds)

***Please note that this milestone may be paid at any time in FY15 so long as the deliverables are submitted to and approved by USAID. However, Milestone Report 3.12 must be approved prior to the submission of Milestone Report 3.13.**

Milestone Report 3.13* will contain the following:

- A description of how post-tests for reading, French, and math to all primary school students in grades CP, CE2, and CM2 were administered nationwide (approximately 806,616 students total).
- The raw and cleaned data submitted electronically from the post-tests by subject and grade level, disaggregated by gender and district/region.
- Analysis of the results of the post-test relative to the pre-test results.

Upon USAID approval, the MOE will receive USD \$47,760 (1% of the total FY15 funds, subject to the availability of funds)

***Please note that this milestone should be completed towards the end of the school year.**

Milestone Report 3.14 will contain the following:

- A description of school, district, regional, and national incentives programs that recognize and honor the achievements of students, teachers, IDENs, and regions that have made significant reading and math gains as well as conducted superior action research.

Upon USAID approval, the MOE will receive USD \$23,880 (0.5% of the total FY15 funds, subject to the availability of funds)

Milestone Report 3.15 will contain the following:

- The final impact evaluation report (see report specifications in Appendix E).
- A detailed account of the final PALME partnership-in-review seminar (including participant sign-in sheets), which fully documents the achievements of the PALME project over its 3-year implementation period and the policy implications and way forward for the Ministry of Education and its partners beyond PALME.

Upon USAID approval, the MOE will receive USD \$23,880 (0.5% of the total FY15 funds, subject to the availability of funds)

Year 3 (FY15) Total: USD \$4,776,000 (subject to the availability of funds)