P4H QUALITY EDUCATION INITIATIVE

North Department, Haiti

Project Goal

Improve the quality of education in Haiti by empowering teachers and school leaders in developing classroom environments to support student success.

Project Description

The **P4H Quality Education Initiative** is a pilot program designed to improve the quality of education in Haiti through a three-year education intervention. The capacity building nature of the program is focused on training school leadership and teachers to implement changes in their classrooms that will impact student performance. It also engages the community as a whole, as parents are engaged with trainings on the importance of education and how they can help support their child's success.

The following three main areas will be targeted and will holistically impact the quality of education in the selected schools:

- **Educational Stakeholder Professional Development**
  Impact the technical skills of teachers and directors and empower parents in their involvement in education.
- **Infrastructural Improvements for Schools**
- **Nutritional and Health Programming for Schools**
  Infrastructural improvements and nutritional and health programs will help meet students' needs to ensure that barriers to academic success are lowered.
  *These will be implemented based on results of Diagnostic Assessments of each school

The first year of this program will target schools in the North Department of Haiti since this region is relatively stable in comparison to other regions of the country.

Criteria for school selection includes the following:
1. Schools in the North Department
2. Schools with an established Hierarchy Structure
3. Schools with Financial Transparency
4. Schools not currently working with other organizations for ongoing educator professional development
5. Full School Director Compliance
6. Mix of Public and Private Schools

The 38 schools identified for this pilot project consist of an estimated 450 schoolteachers and approximately 8,400 students.

The completion date of this project may be extended for issues related to weather, natural disaster or civil unrest to the extent that such events exceed normal conditions and impede the project's progress.

Total Project Cost: $1,886,873.45

Haiti

Haiti is the poorest country in the Western Hemisphere. An estimated 60 percent of the population lives below the poverty line, searching for enough food to eat, clean water to drink, and a safe place to live.

In the most recent Human Development Index (HDI) report, Haiti was 169 out of 189 countries, with an HDI value of 0.503. HDI is a summary measure of average achievement in key dimensions of human development: a long and healthy life, being knowledgeable and having a decent standard of living. Haiti is the only country in the Latin America and Caribbean group in the "low human development" category. With a gross national income of $1,665 per inhabitant, 41.3% of the population is considered multi-dimensionally poor. The vast majority lacks the basic needs such as food, proper housing, education, and health care.

Food For The Poor began working to help the poor of Haiti in 1986. Today, the organization is one of the country's largest providers of emergency relief and sustainable development projects.

North Haiti

On the coast in the Northern Department lies Haiti's second largest city, Cap-Haitien, with approximately 130,000 inhabitants. An extremely high illiteracy rate and limited educational opportunities perpetuate extreme poverty in Cap-Haitien. Consequently, limited job opportunities and poor economic conditions prevail.

The people of Cap-Haitien awaken daily to face the discomfort of malnutrition and hunger. People cannot make enough money to feed their families each day, much less to build or rent their own homes. Most live in shacks made from whatever discarded or abandoned materials families can forage. These dwellings provide very little in the way of shelter from the rain and can easily be destroyed by the winds or floods of hurricane season. Unhealthy living situations, scarcity of potable water and limited sanitary facilities are the norm for the majority of Cap-Haitien's populace.

For over 35 years, Food For The Poor Haiti has been serving the needs of Haitians through the tremendous outpouring of love from dedicated donors. Countless houses have been built, sanitation units have been installed, meals have been served, souls have been ministered — and the need has never been greater.

GPS Coordinates: 19°45'36.0"N 72°12'00.0"W

P4H Quality Education Initiative

I. Executive Summary

In 2015, the United Nations (UN) released 17 Sustainable Development Goals (SDGs), which have set the course "to end poverty, protect the planet and ensure that all people enjoy peace and prosperity by 2030." According to the UN, "obtaining a quality education is the foundation to creating sustainable development (2015)," and there is much research supporting the benefits of education for the foundational progress of countries. The SDG is clear in its focus on achieving inclusive and quality education for all. This proposal will detail the plans and activities of the Quality Education Initiative in the North Department of Haiti.

For the past decade, educational interventions in developing countries have been concentrated in increasing access to education (UNDP, 2015). However, in recent years, educational research in developing countries has shown that it is increasingly necessary to bring attention to improving the quality of education worldwide (Hanushek & Woessmann, 2008). So, as access to education has increased, the quality of education has yet to reach acceptable standards (Evans, Popova, Breeding, Arancibia, 2018). Teacher shortages, lack of quality teacher preparatory programs, and lack of educational resources combine to create a grave educational environment for many countries. In Haiti, the educational situation is no different.

This educational program aims to address the United Nations Sustainable Development Goal #4 which is to "ensure inclusive and equitable quality education and promote lifelong learning." The expected results of this program include improving learning outcomes, learning environments, and increasing the supply of qualified teachers in Haiti.

At the end of this program, the empowered schools will have a more qualified workforce, infrastructure, and systems in place to sustain the benefits of education, enrollment, and attendance of children in schools. The project aims to increase the capacity of school leadership, teaching staff, and parents within the school community to create an enriching school environment centered around the students. The impacts of the training will far outlast the project's end as leadership, staff, and parents are individually strengthened to run a school (school leadership), teach students with research-based strategies (teachers), and support school programs and student learning (parents).

It is anticipated that after participation in the full three years of the program, school administrators will be able to provide high quality support to their students without the need for additional program services. Empowered schools will be able to properly manage nutrition, educational, and community engagement programs after project completion. Consequently, higher student success rates, improved school cultures, and positive student-centered classroom environments are the expected result.

II. Explanation of Need

The need for well-trained Haitian educators cannot be overstated. According to the World Bank, approximately 80% of Haitian educators lack adequate training, 25% of teachers have not gone past secondary school, and 60% of students drop out before finishing primary school (USAID, 2018). The focus on teacher training is uniquely important because "a high-quality teaching workforce - the bedrock of all high-performing education systems - is the single most important factor in improving student learning" (Hanushek & Rivkin, 2010). Haitian classrooms are marked by rote memorization and an authoritarian, teacher-centered approach. Currently in Haiti, the Ministry of Education and Professional Development conducts small regional teacher trainings sporadically throughout the year. Due to understaffing and budgetary limitations, these trainings are not reaching the most vulnerable teachers and are highly concentrated in large cities with minimum seating. Ongoing teacher education programs are needed for the next generation of Haitian students to receive the quality instruction they desperately need to succeed.

Additionally, from September 2019 – December 2019, most Haitian schools were closed due to the rising instability in the country. Schools reopened in January across the country, but students suffered an academic setback with almost 4 months of no school. The school year was adjusted to add in a month but teachers in the country were forced to rush to catch their students up from the lag in their studies. In March 2020, Haiti closed their borders and shut down schools for a minimum of 30 days in an attempt to control the spread of COVID-19. Once again, within the same academic year, the school calendar was significantly interrupted. Now, more than ever, quality education must be at the forefront of development plans for the country of Haiti. Teachers, 80% of whom lack adequate training, are carrying the burden of adjusting their curriculum to meet these needs. Research has shown that quality teacher training directly impacts student success (NCTAF, 1997). Professional development opportunities will help Haitian teachers grow in knowledge and skills to meet the distinct needs of their students.

Of equal importance is the health and well-being of students. Food insecurity is a concern in countries like Haiti. About 38% of the population in Haiti is considered to be food insecure (USAID, 2018), and a large vulnerable subsection of those affected by food insecurity are children. Twenty-two percent of children are chronically undernourished in Haiti. Students who have evidence of malnutrition perform at a significantly lower level than students who are not malnourished. Malnourishment is frequently linked to poor mental health and poor educational development as children reach school age (Jukes, Drake, & Bundy, 2008). School feeding programs are shown to assist in improving the academic success of students (Miller del Rosso - World Bank, 1999); and school feeding programs have also shown the ability to motivate parents to enroll their children in school and have them attend regularly (Miller del Rosso - World Bank, 1999). Additionally, leading educational research (Burleson & Thoron, 2014) affirms the concept of Maslow's Hierarchy of Needs, which states that for a person to achieve "self-

actualization" they must first have their basic needs (food, shelter, water) met. School feeding programs are, therefore, a highly impactful initiative.

In addition to teacher training and feeding programs, another important component has an impact on student learning - school infrastructure (Blazer, 2012). Students that attend schools in poor physical condition, score lower on achievement tests than students in newer, functional buildings (Blazer, 2012). Often overlooked, school buildings are the foundation for student health and success (Eitland & Allen, 2019). In a study conducted by Harvard, poor ventilation in schools was associated with student fatigue, lower attention span, and loss of concentration (Eitland & Allen, 2017).

Some of the challenges facing Haitian schools include low lighting in classrooms, lack of clean running water, external security, safe areas for play, inadequate classroom space for students, an abundance of noise pollution from other classrooms, lack of proper room ventilation, inadequate restroom facilities, lack of personal spaces for students to foster belonging, and a lack of porches and shaded areas (Hallquist, 2011). These factors, if not addressed properly, can have adverse effects on student learning.

During the past two years, operations in Haiti have been unpredictable due to political instability related to dissatisfaction with the government. In 2018, Haiti experienced large-scale interruptions to transportation due to roadblocks and demonstrations against the government. Instances of demonstrations continued into the following year as previously stated, and affected the school year from September 2019 – December 2019.

Throughout the reported instability in Haiti during 2018-2019, the North Department was relatively calm, and the population did not have large interruptions to daily life. The stability of the region makes it a preferred area for the operation of this Quality Education Initiative.

It is important to note; however, that interruptions such as this may be expected during the duration of the three-year program. While demonstrations have been minimized, dissatisfaction with the government continues to exist.

P4H's Training Model

In the following image, the first year is represented by the Diagnostic and the first full loop, the second year is represented by the second full loop and so on.
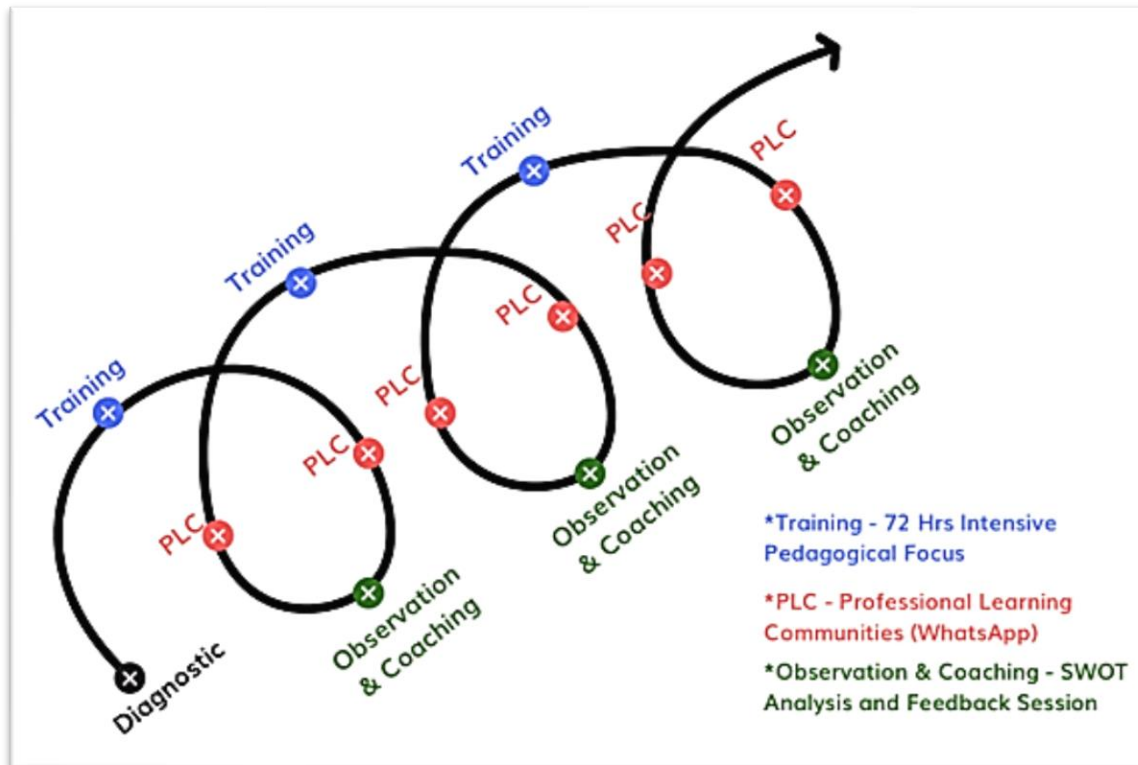
The following sections of this proposal specifically address the scope of activities related to the Professional Development of Educational Stakeholders (teachers, directors, and parents). These activities will be implemented by P4H Global, an established professional development operator in Haiti. P4H Global has been involved in educational professional development in Haiti since 2012. Their trainings focus on developing educator capacity in the areas of student-centered classrooms and collaborative learning structures. Their program is holistic in nature and includes Professional Development, Virtual Professional Learning Communities, and Observation and Coaching sessions for each teacher in their programs. This holistic program is designed to empower teachers and school leaders to develop classroom environments that support student success.

III. Scope of Activities

Programmatic Components

1. Diagnostic of Schools

    a) Conduct an intensive diagnostic assessment of the current infrastructure, administrative, pedagogical, and community involvement systems at project-specified schools in Haiti.

    b) Areas of focus for the infrastructure, pedagogical, nutrition and health systems at the school will be identified.

    c) Methodology: On-site school visits will be conducted during this time and electronic questionnaires will be completed by a P4H representative. A combination of semi-structured interviews and detailed observations will be used to complete the Diagnostic.

    *The Diagnostic assessments will implement additional interventions as an addendum to this proposal as separate activities, timelines, and budgets that will be created to further clarify each component.

2. Professional Development

    a) Teacher/Director Focused:

    - Objective: This 24-hour intensive training, which lasts more than three days, is to provide educators with knowledge and skills that will make them a more effective educator.

      The classroom observations are used as the basis for a specialized workplan for each teacher. By the end of this training, they will be able to understand the importance of student-centered learning and incorporate student-centered strategies in their class.

    - Methodology:

      o Research-Based, In-Person Professional Development for Teachers and Directors.

      o School will be grouped by a minimum of two for this in-person interactive training.

      o Each day is separated by sessions which include engaging discussion and reflection structures as well as in-depth teaching of concepts (Foundational Educational Theories, Classroom Management, & Collaborative Learning) by highly trained facilitators.

b) Director Focused

- Objective: Sixteen-hour targeted training for Directors to introduce the Five Characteristics of Exceptional School Directors (P4H, 2018) and prepare Directors to lead emotionally healthy and efficient schools.

- Methodology: Focused on the areas of team management, culture building, and process management. Directors will be able to address concerns in their schools while problem-solving with P4H Educational Experts and their peers.

c) Parent Focused

- Objective: Four-hour training for parents focused on strategies for supporting student academic success. It seeks to evaluate the value of family and community involvement in schools. By the end of this training, participants will be able to identify ways to be involved in their community school.

- Methodology: Parents will be encouraged to attend this meeting held in the school building and led by the P4H Expert Facilitators. The School Director will be present and will address the teachers to encourage family involvement in school activities.

3. Virtual Professional Learning Communities

a) Every teacher will be placed into WhatsApp groups facilitated by P4H trainers. The content of the groups will be focused on the content covered in the P4H Professional Development Training. Participants will be divided into groups per school.

b) Methodology: Every week, P4H will share educational content that will allow teachers to further deepen their understanding of the material covered during the 24-hour training. Studies show that professional development with follow-up had a greater impact on teacher effectiveness than professional development without follow-up (Goderya-Shaikh, 2010).

4. Observation and Coaching

a) P4H will conduct an observations and coaching session with every teacher in the program. The observations are an opportunity to provide specific feedback to each teacher on their use of effective strategies while also serving as a method of accountability. The observations are followed by specific coaching sessions where teachers are able to watch a model lesson and then be actively coached during a class session.

b) Methodology: P4H Education Specialists use a qualitative Strength-Weakness-Opportunity-Threat (SWOT) analysis paired with a quantitative instrument to

assess each teacher. The results of these assessments are immediately shared with each teacher and documented in a database to measure progress over time. The use of both a SWOT analysis and a quantitative assessment allows for teachers to receive holistic feedback that will, in turn, impact teacher practice.

5. Outcome Evaluation

   a) Based upon a set of predetermined indicators, evaluation and data processes will be enacted to measure impact.

   b) Methodology: This will take the same process as the Diagnostic, including assessments of student test scores.

IV. Schedule of Activities

List of Activities

1. Administrative Planning and Preparation

2. Diagnostic - 38 schools

3. Training - 6 clusters

4. Observation/Coaching - 38 schools

5. Director Training - 1 training (All 38 directors)

6. Parent - 38 schools

Example Schedule for the First Year

1. **Activity:** Administrative Planning and Preparation (First Year ONLY)
   Proposed Dates: 8 weeks - TBD
   Field Weeks Detailed: N/A
   Transportation: Public Transportation

2. **Activity:** Diagnostic (First Year ONLY)
   Proposed Dates: 9 weeks – TBD
   Field Weeks Detailed: 6 weeks - 30 days + 3 flex days = 33 days total
   Transportation: Public Transportation

Week 1- 7 schools (2ppl each)	**Week 4-** 7 schools (2ppl each)	**Week 7-** 7 schools (2ppl each)
Week 2 - 7 schools (2ppl each)	**Week 5-** 7 schools (2ppl each)	**Week 8-** 7schools (2ppl each)
Week 3- DATA ANALYSIS	**Week 6-** DATA ANALYSIS	**Week 9 -** DATA ANALYSIS

3. **Activity:** Professional Development Training
   Proposed Dates: 13 weeks – TBD
   Field Weeks Detailed: 5 weeks - 25 days + 3 flex days = 28 days Total
   Transportation: Public Transportation

Week 1 - 3 clusters (9 schools)	**Week 5** - DATA ANALYSIS	**Week 9** -DATA ANALYSIS
Week 2 - DATA ANALYSIS	**Week 6** - DATA ANALYSIS	**Week 10** – 3 clusters (9 schools)
Week 3 - DATA ANALYSIS	**Week 7** – 3 clusters (9 schools)	**Week 11** - DATA ANALYSIS
Week 4- 3 clusters (9 schools)	**Week 8**- DATA ANALYSIS	**Week 12**- DATA ANALYSIS
		Week 13- 2 clusters (6 schools)

4. **Activity:** Coaching and Observation + Parent Training
   Proposed Dates: 12 weeks - TBD
   Field Weeks Detailed: 6 weeks - 30 days + 3 flex days = 33 days Total
   Transportation: Public Transportation

Week 1 - 7 schools (3ppl each)	**Week 5-** 7 schools (3 ppl each)	**Week 9-** 7 schools (3 ppl each)
Week 2 - DATA ANALYSIS	**Week 6** - DATA ANALYSIS	**Week 10**-DATA ANALYSIS
Week 3- 7 schools (3 ppl each)	**Week 7-** 7 schools (3 ppl each)	**Week 11**- 7 schools (3 ppl each)
Week 4- DATA ANALYSIS	**Week 8-** DATA ANALYSIS	**Week 12**- DATA ANALYSIS

5. **Activity:** Director Training
   Proposed Dates: 1 week - TBD
   **Field Weeks Detailed:** 1 week - 5 days (All directors @ P4H Training Center)
   Transportation: None

V. Description of Project Response and In-Country Coordination

The United Nations Sustainable Development Goals – Goal #4 states, "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." The response of this project focuses on the need for Quality Education.

The following model illustrates the different components of Quality Education and how the program interventions address each component. The components of Quality Education include Student Success, Teacher Effectiveness, School Management, Adequate Inputs, and Family and Community Engagement. A list of proposed activities is provided underneath each listed component of Quality Education. The items in blue are not currently in the proposed project.
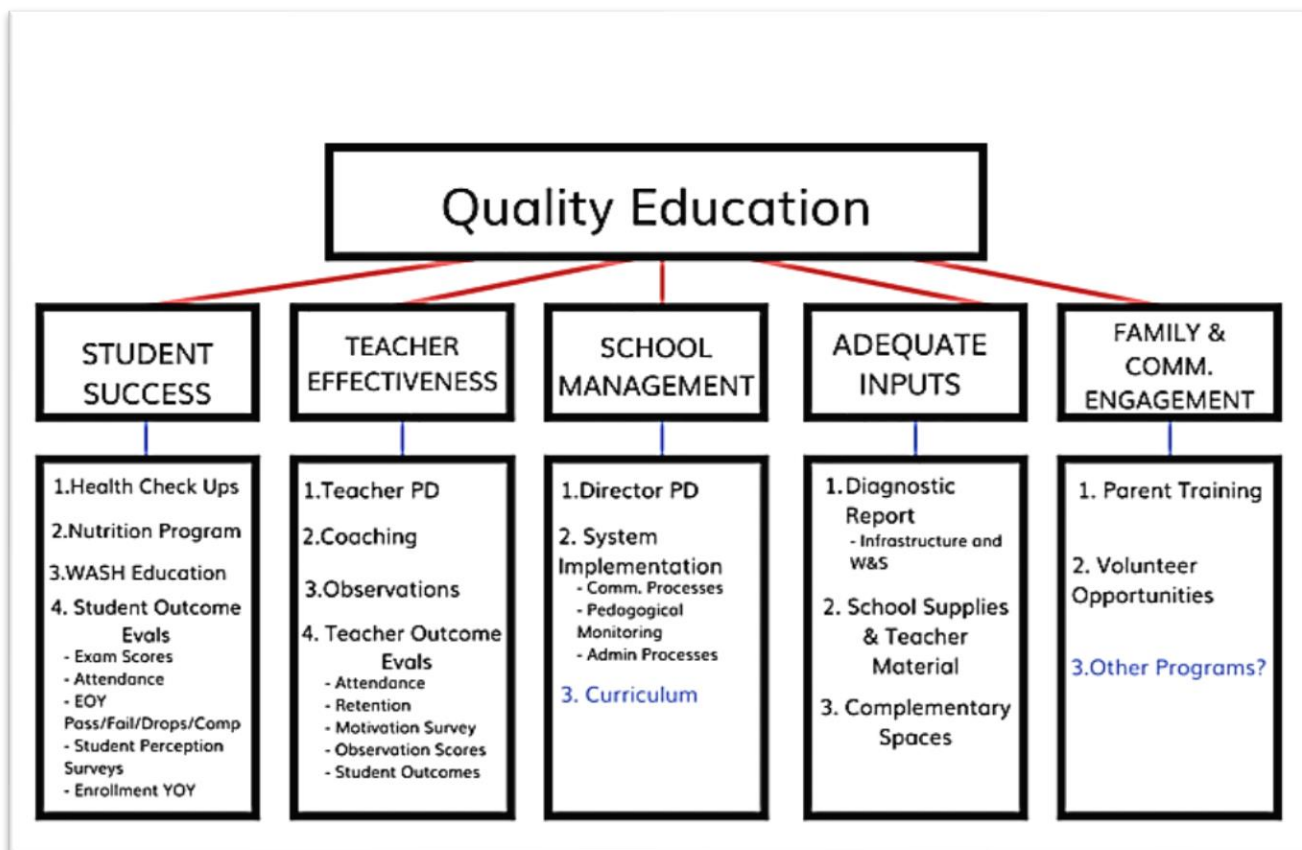
The proposed project aligns with current Sustainable Development Goals, as outlined by the United Nations, as well as the current needs experienced in Haiti as described by Section II of the proposal. In order to address the need for Quality Education in Haiti, multiple streams of focus are required. This project aims to target most of these needs.

The implementing partner, P4H Global, has established a collaborative relationship with the Ministry of Education in Haiti, and is currently working in public schools in the North Department of Haiti through a Haitian Ministry of Education supervised program. Additionally, P4H works with the Inter-American Development Bank and is part of a working group developed by the Inter-American Development Bank in Haiti focused on Early Childhood Education. These established relationships ensure that efforts and activities are not duplicated in the country.

VI. Graduation and Sustainability

The capacity-building nature of the project ensures at the end of the project, schools will have a workforce, infrastructure, and systems in place to sustain the benefits of the education, enrollment, and attendance of children in schools. The project aims to train up school leadership, the teaching staff, and parents within the school community to create an enriching school environment centered around the students. The impacts of the training will far outlast the project's end as leadership, staff, and parents are individually strengthened to run a school (school leadership), teach students with research-based strategies (teachers), and support school programs and student learning (parents).

It is estimated that after participation in the full three years of the program, schools will be able to provide sufficient assistance to their students without the need for additional program services. It is expected that schools in the program will be able to properly manage nutritional, educational, and community engagement programs after project completion.

VII. Local Capacity Building

P4H Global's programs are led and carried out by a local Haitian staff based out of Cap-Haitien. The team at P4H Global are educators that hold Bachelors or Masters degrees in Education from local universities, and their programmatic model is centered around Haitians teaching other Haitians. Additionally, the capacity-building nature of the program is focused on training school leadership and staff to successfully implement changes in their schools and classrooms that will positively impact the student learning experience. Much of the program will involve various trainings and planned follow-ups to ensure understanding and proper implementation of program activities.

The methods of local capacity building carried out by the local Haitian staff will carefully be monitored through ongoing evaluation and include: School Director Training, Teacher Professional Development, and Parent Training.

VIII. Organizational Capability

P4H Global has conducted teacher training in Haiti since 2012. In the past eight years, P4H Global has trained over 6,000 teachers throughout the country of Haiti. Its partnerships range from US-based nonprofit organizations with schools in Haiti to large-scale international organizations such as the Inter-American Development Bank (IDB), and the Ministry of Education in Haiti. P4H has simultaneously managed the training and follow-up strategies for over 60 schools throughout the entire country of Haiti. The proposed pilot program has successfully been implemented for more than three years with various partners in private and public schools. P4H Global currently has 21 local staff members that undergo a rigorous training process before conducting synchronous

exercises and follow-up activities. They are also widely experienced with managing virtual educational platforms with over 1,000 teachers.

IX. In-Country Registration Status

P4H Global is a registered 501(c)(3) in the United Stated (EIN: 45-2720052). In Haiti, P4H Global operates under La Mission Jésus Le Fondement D'Haïti, a local social mission in Cap-Haitien. P4H Global is currently pending its own entity registration in Haiti.

X. Program Administration

The Program Manager of the Quality Education Project will be Bertrhude Albert, Ph.D. She is the co-founder and CEO of P4H Global, a nonprofit aimed at radically transforming Haiti's educational system by training Haitian teachers. Under Dr. Albert's visionary leadership, P4H Global has trained over 6,000 Haitian educators in eight of Haiti's 10 departments. Today, P4H Global provides intensive teacher trainings and classroom observations to many of Haiti's key educational institutions, including the Haitian Ministry of Education (MENFP), the Inter-American Development Bank (IDB), and the Digicel Foundation. Dr. Albert has successfully managed large-scale contracts from the IDB, Qatar Haiti Foundation, USAID, and large-scale US nonprofits. P4H is also the creator of Haiti's National Teacher of the Year Award, as well as other prestigious teaching awards in Haiti.

Dr. Albert has received awards for her work with P4H Global, including the University of Florida's Hall of Fame, University of Florida's 40 Under 40, University of Florida's Center for Latin American Studies Young Alumni Award, University of Florida's Graduate Teacher of the Year, among others. Additionally, Dr. Albert has been invited to be a TEDx speaker twice (TedxUF and TedxBocaRaton) and often serves as a guest speaker for graduate and undergraduate courses across the state of Florida. As a Haitian-American woman, Dr. Albert's greatest honor is having the privilege of giving the rest of her life to seeing her country and her people rise.

With a staff consisting of Haitian trainers in Cap-Haitien and regional offices in North Lauderdale and Gainesville, Florida, Dr. Albert leads a united team committed to eradicating poverty in Haiti through educational reform.

XI. Proposed Management Structure of the Project

The project will be collaboratively managed by P4H Global's staff in the U.S. and Haiti. The U.S. staff will consist of the Program Manager, Quality Assurance Manager, and the Curriculum Development Specialist. The Haiti staff will be managed by the Director of Education, Director of Operations, and the Director of Quality Assurance. The Program Administration Chart is provided below to illustrate the flow of information.

Additionally, brief position descriptions are provided below:

- Program Manager: Responsible for overall program administration and implementation of project activities.

- Quality Assurance Manager: Responsible for overseeing Haitian staff quality and ensuring proper program interventions.

- Curriculum Development Specialist: Responsible for developing and revising current educational curriculum to meet the needs of the communities.

- Director of Education: Responsible for overseeing program staff in Haiti.

- Director of Operations: Responsible for administrative and logistical oversight.

- Director of Quality Assurance: Responsible for implementing quality assurance principles locally in Haiti.

P4H Program Administration Chart
Version: 03/2020
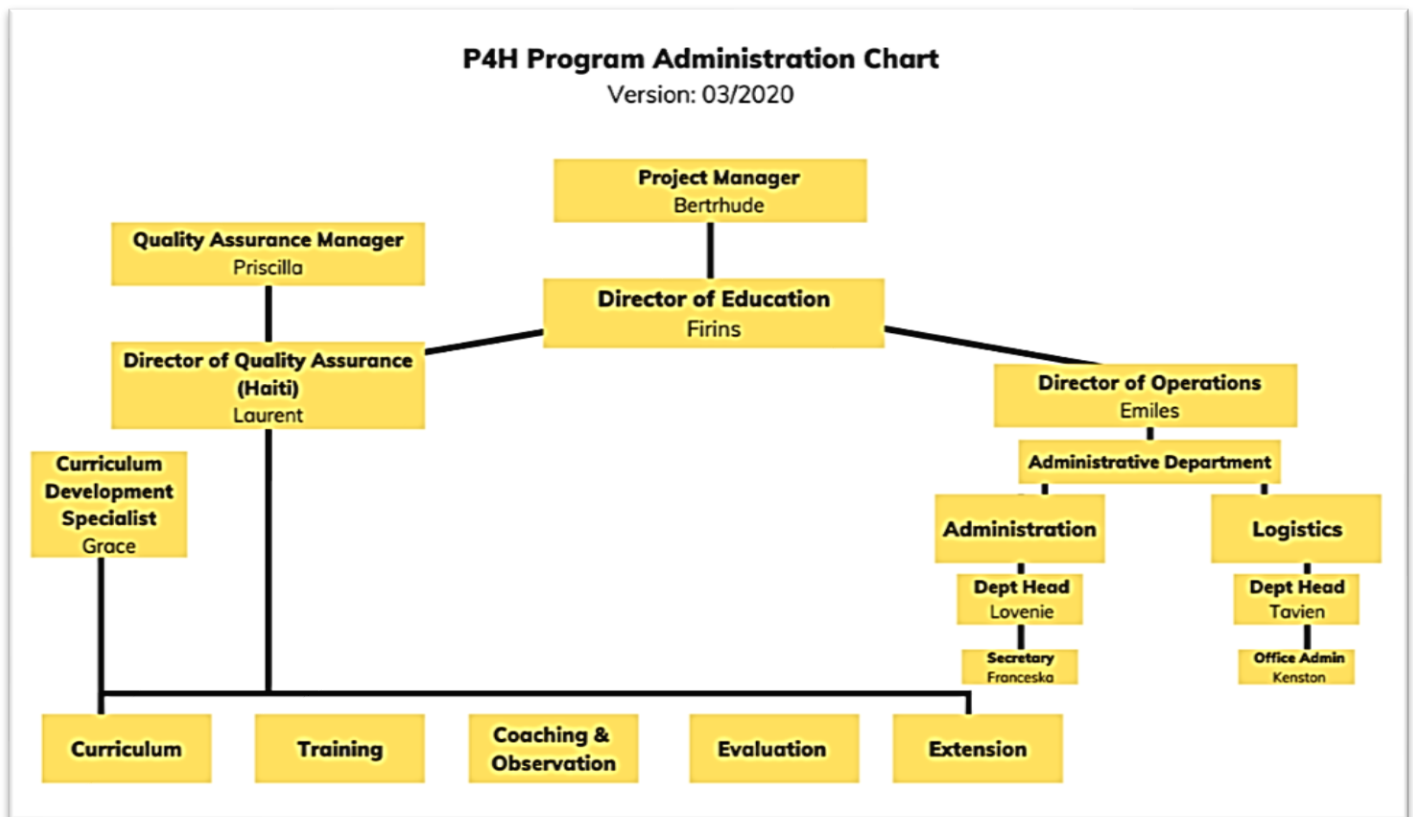
Quality Education Initiative - Performance Monitoring Plan

Goal: SDG 4 – Ensure inclusive and equitable quality education and promote lifelong learning.

United Nations Sustainable Development Goals (SDG's) and McGovern Dole Standard Indicators used as base for thematic indicators.
The Quality Education model developed by Food For The Poor and P4H Global is used as an additional foundation for thematic indicators.

#	PERFORMANCE INDICATOR	INDICATOR DEFINITION AND UNIT OF MEASUREMENT	DATA SOURCE	METHOD/ APPROACH OF DATA COLLECTION OR CALCULATION	DATA COLLECTION		ANALYSIS, USE AND REPORTING	
					WHEN	WHO	WHY	WHO
SDG. 4.1 – By ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.								
1	Total number of individuals benefitting directly from FFP interventions	This is an output indicator measuring the number of individuals directly participating in FFP interventions. The individuals must be engaged with a project activity or come into direct contact with a set of interventions (goods or services) provided by the project. This may include students receiving school meals, teacher/administrator training, or family members receiving take home rations. Individuals merely contacted or involved in an activity through brief attendance (non-recurring participation) does not count under this indicator. This indicator only tracks direct beneficiaries reached with direct FFP interventions. Individuals will not be double counted. Individuals may receive multiple interventions but will only be counted upon first receipt of project interventions. (Unit of Measure: Number)	School Records (Student enrollment) attendance sheets and workshop participant logs	• Attendance Collection from School Administration • Trainers will collect workshop participation information	Bi-annually: (Dates TBD)	• P4H Haiti Staff will collect the information • P4H US staff will verify	This indicator provides a unique count of total project beneficiaries. Only direct beneficiaries will be counted. Key information for results-oriented project management will be used by the Project Manager and co-managers of national counterparts for planning, budgeting, systematic measurement of progress (output), and results achievement (outcome indicators).	P4H Staff and FFP Monitoring Team
2	Improved student attendance	Number of students regularly (at least 80%) attending the schools in the program sample. Children who regularly atten school are expected to have improved levels of performance in school. (Unit of Measure: Number)	Individual attendance records provided by school	Attendance collection from School Administration	Quarterly (Dates TBD)	• P4H Haiti Staff will collect the information • P4H US staff will verify	Higher rates of attendance are shown to lead to improved learning.	P4H Staff and FFP Monitoring Team
3	Increased student enrollment – Year over Year	Number of students enrolled in program schools (by sex). Student enrollment is typically a precursor to attendance, as children usually must be formally enrolled in order to attend class. Children must regularly attend school in order to improve their reading skills and understanding of grade-level text. (Unit of Measure: Number	School reports	Registration data from School Administration	Annually	• P4H Haiti Staff will collect the information • P4H US staff will verify	Continuous enrollment is an indicator of school quality and is also an indicator of family satisfaction.	P4H Staff and FFP Monitoring Team

#	PERFORMANCE INDICATOR	INDICATOR DEFINITION AND UNIT OF MEASUREMENT	DATA SOURCE	METHOD/ APPROACH OF DATA COLLECTION OR CALCULATION	DATA COLLECTION		ANALYSIS, USE AND REPORTING	
					WHEN	WHO	WHY	WHO
4	Increase community engagement with school	Number of "school" governance/support created as a partnership (includes parents/community volunteer, NGO's, churches, etc.)	School reports	Collected Reports by P4H Staff	Annually	• P4H Haiti Staff will collect & verify	Such structures promote opportunities for democracy in action as well as improved local ownership, accountability, and educational quality (parents support at home)	P4H Staff and FFP Monitoring Team
5	Increased End of Year Exam Scores for Students	The comparison of the previous year's exam scores and the current year's exam score will provide an indication of programmatic impacts. While student test scores are not reliable sources on their own, scores do provide evidence of effective teacher interventions. (Unit of Measure: Percentage of Growth)	School reports	School records provided by School Administration	Annually	• P4H Haiti Staff will collect the information • P4H US staff will verify	Data will be used as another source to evaluate -	P4H Staff and FFP Monitoring Team
6	Increased Access to Food (school feeding)	Number of school meals (breakfast, snack and/or lunch) & Number of children receiving meals provided in school as a result of FFP assistance. (Unit of Measure: Number)	School reports Distribution reports	School records by School Administration	Quarterly	• P4H Haiti Staff will collect the information • P4H US staff will verify	School meals can serve as an effective mechanism for encouraging attendance, particularly among females, and increase attention span, facilitate learning, and obviate the need for children to leave the school to find food	P4H Staff and FFP Monitoring Team
7	Improved student perception of school	Average score on student school climate survey (Unit of Measure: Number)	School Climate Survey (Student)	Collected Reports by P4H Staff	Annually	• P4H Haiti Staff will collect & verify	Students perform better in schools where they feel safe, cared for, and where they feel as though their voice is heard.	P4H Staff and FFP Monitoring Team
SDG 4.A. - Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all								
8	Improved school infrastructure	Number of educational facilities (ie. School buildings, classrooms, and latrines) rehabilitated/constructed as a result of project intervention. Classroom construction can also encourage parents to send their children to school especially in areas where schools were previously too far away. Schools in flagrant disrepair are a deterrent to attendance, especially for females, a distraction from instruction, and frequently unsafe and inadequate for teaching and learning in inclement weather. Adequate school buildings positively impact school attendance. (Unit of Measure: Number)	Project execution report (based on checklist and applicable areas (classrooms, kitchen area, latrines, other school grounds or buildings)	Collected Project Execution Reports by P4H Staff	Annually	• P4H Haiti Staff will collect the information • P4H US staff will verify	Classrooms of acceptable quality are an essential component of education, making instruction possible, more enjoyable and more acceptable for children.	P4H Staff and FFP Monitoring Team

#	PERFORMANCE INDICATOR	INDICATOR DEFINITION AND UNIT OF MEASUREMENT	DATA SOURCE	METHOD/ APPROACH OF DATA COLLECTION OR CALCULATION	DATA COLLECTION		ANALYSIS, USE AND REPORTING	
					WHEN	WHO	WHY	WHO
9	Increased Access to Clean Water and Sanitation Services	• Number of schools using an improved water source • Number of schools with improved sanitary facilities • Number of students gaining access to improved drinking water sources • Number of students gaining access to improved sanitation facilities (Unit of Measure: Number)	• School reports • Distribution reports	School records by School Administration	Annually	• P4H Haiti Staff will collect the information • P4H US staff will verify	Poor sanitation, water and hygiene have many serious repercussions. Inadequate access to safe water and sanitation services, coupled with poor hygiene practices, kills and sickens thousands of children every day. Illness prevents children from attending school. Assess to clean water at the schools is vital to ensure safe food preparation and improved hygiene practices, including hand washing before meals.	P4H Staff and FFP Monitoring Team
10	Improved access to school supplies and materials	Number of textbooks and other teaching and learning materials provided as a result of FFP assistance. (Unit of Measure: Number)	Distribution records	Collected by P4H Staff	Annually	• P4H Haiti Staff will collect the information • P4H US staff will verify	Learning materials, including an adequate amount of materials per student, are critical to supporting educational quality	P4H Staff and FFP Monitoring Team
SDG 4.C: By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries and small island developing states.								
11	Increased Skills and Knowledge of teachers & School Administrators (may affect quality of service)	Number of school administrators and officials in target schools who are trained, certified and/or supported as a result of project interventions (Unit of Measure: Number) Percent increase from first observation to last observation at the end of every year. (Unit of Measure: Percent)	School Observations and interviews	Collected by P4H Staff	Bi Annually	• P4H Haiti Staff will collect the information • P4H US staff will verify	Increasing the skills and knowledge of school administrators builds human capital and supports institutional capacity building in countries. Increasing skills and knowledge of school administrators will support the improved quality of literacy instruction by fostering an environment that promotes quality teaching and that is conducive to student learning.	P4H Staff and FFP Monitoring Team

#	PERFORMANCE INDICATOR	INDICATOR DEFINITION AND UNIT OF MEASUREMENT	DATA SOURCE	METHOD/ APPROACH OF DATA COLLECTION OR CALCULATION	DATA COLLECTION		ANALYSIS, USE AND REPORTING	
					WHEN	WHO	WHY	WHO
12	Improved educator retention rates	Comparing the list of teachers of previous years to the list of teachers of the current year. (Unit of Measure: Percent)	School records	School records by School Administration	Annually	• P4H Haiti Staff will collect the information • P4H US staff will verify	Educator retention is an indicator of teacher satisfaction with the school. If teachers are well trained, retaining effective teachers will improve student outcomes year over year.	P4H Staff and FFP Monitoring Team
13	Improved teacher attendance	Number of teacher absences during a semester will be tracked to create a percentage of absences and will be compared year over year (Unit of Measure: Percent)	School records	School records by School Administration	Quarterly	• P4H Haiti Staff will collect the information • P4H US staff will verify	Educator attendance is tied to motivation, satisfaction, and student success.	P4H Staff and FFP Monitoring Team
14	Improved teacher perception of school	Average score on school climate survey for teachers (Unit of Measure: Number)	School Climate Survey (Student)	Collected Reports by P4H Staff	Annually	• P4H Haiti Staff will collect the information • P4H US staff will verify	Teachers perform better when they feel supported in their profession. High satisfaction in their positions allows for improved student scores.	P4H Staff and FFP Monitoring Team

P4H staff members standing in front of the P4H Training Center in Cap-Haitien.

P4H Education Director explaining activity to teachers at P4H training

P4H Education Director doing a demonstration with fire.

P4H Trainers teaching educators a motivational song.

P4H Trainer explaining activity to teachers at P4H training.

P4H Trainer working through an exercise with a teacher at P4H training.

Teachers participating in P4H training activity.

Teachers discuss positive discipline models for classrooms at the Harvey School in Limonade, Haiti.

*Teachers engaging in activity during the second year
of the Professional Development program in Aquin, Haiti.*

Teachers in discussion at a P4H Conference held at the Training Center in Cap-Haitien.

Brain Break activity at P4H Training.

Teachers stretching during a training in Cayes, Haiti with Hope for Haiti.

Teachers are engaged and taking notes during a presentation at a P4H Conference.
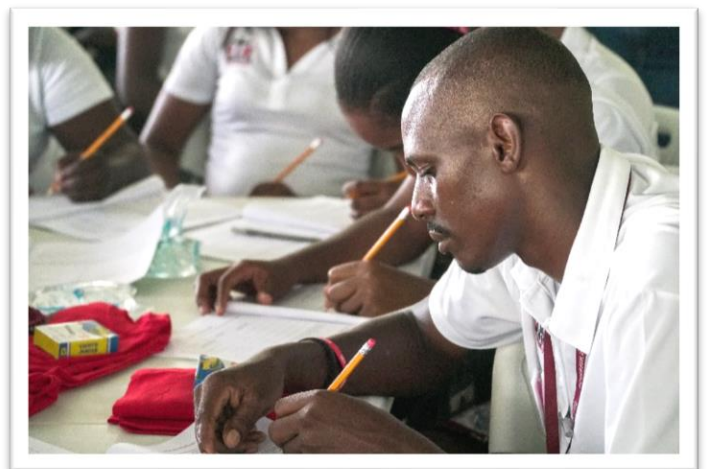
The P4H Quality Education Initiative will help meet the needs of students like these to ensure that barriers to academic success are lowered.

P4H Education Program Project Timeline

Education Program - Proposed Timeline												
Programmatic Components	**Start date**	**End date**	**Duration**	**Status**	**Month 1**				**Month 2**			
					Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Administrative Planning & Preparation												
Hiring New Positions - Haiti and US												
Training New Staff in Curriculum												
Confirm Clusters with Directors												
Create & Confirm Final Schedule of Activities												
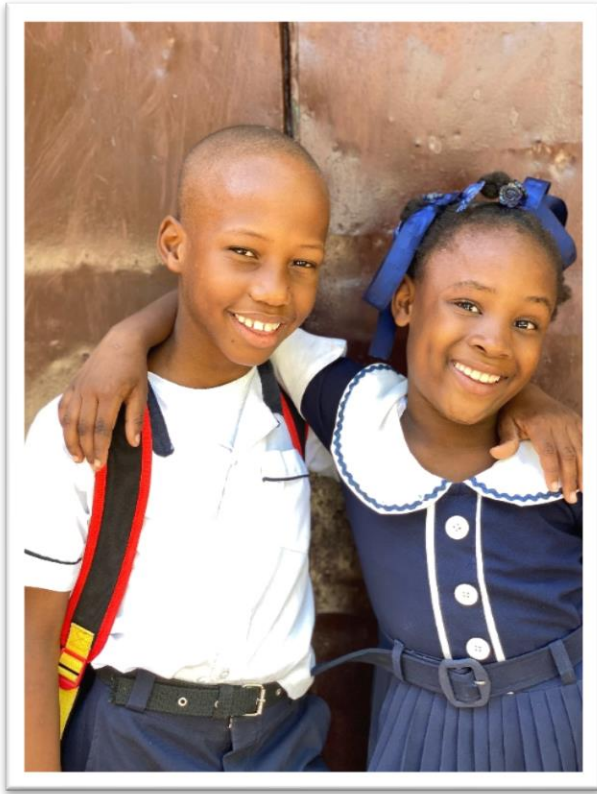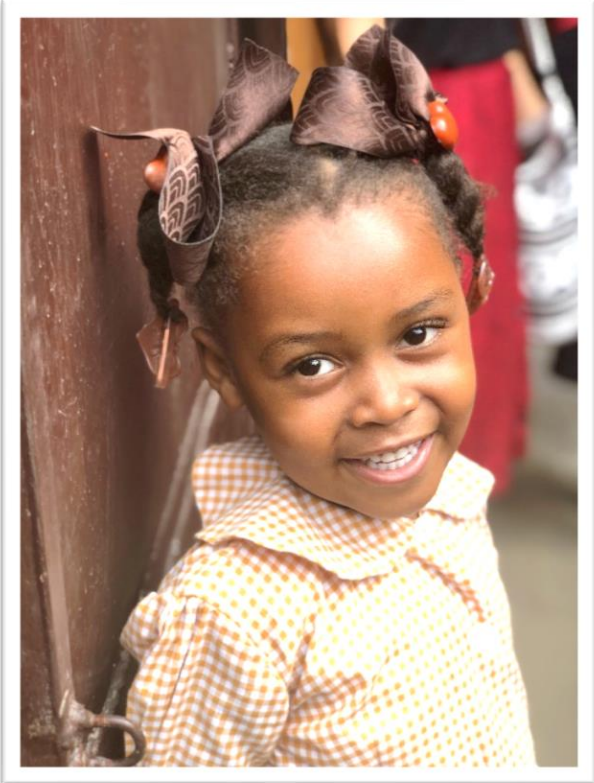
Programmatic Components	Month 3				Month 4				
	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17
Administrative Planning & Preparation									
Hiring New Positions – Haiti and US									
Training New Staff in Curriculum									
Confirm Clusters with Directors									
Create & Confirm Final Schedule of Activities									
Diagnostic									
7 Schools Completed	▭								
7 Schools Completed		▭							
Data Analysis			▭						
7 Schools Completed				▭					
7 Schools Completed					▭				
Data Analysis						▭			
7 Schools Completed							▭		
7 Schools Completed								▭	
Data Analysis/Baseline Report									▭

Programmatic Components	Month 5			Month 6				Month 7					
	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30
PD Training													
Train 3 clusters	▭												
Data Analysis		▭											
Data Analysis			▭										
Train 3 clusters				▭									
Data Analysis					▭								
Data Analysis						▭							
Train 3 clusters							▭						
Data Analysis								▭					
Data Analysis									▭				
Train 3 clusters										▭			
Data Analysis											▭		
Data Analysis												▭	
Train 2 clusters													▭

Programmatic Components	Month 9						Month 10					
	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	Week 40	Week 41	Week 42
Coaching & Observation												
Observe 7 Schools + Parent Training	▭											
Data Analysis		▭										
Observe 7 Schools + Parent Training			▭									
Data Analysis				▭								
Observe 7 Schools + Parent Training					▭							
Data Analysis						▭						
Observe 7 Schools + Parent Training							▭					
Data Analysis								▭				
Observe 7 Schools + Parent Training									▭			
Data Analysis										▭		
Observe 7 Schools + Parent Training											▭	
Data Analysis												▭
Director Training												
Training @ P4H Facility												
End Evaluation												
Data Analysis/Report												

Programmatic Components	Month 12					
	Week 43	Week 44	Week 45	Week 46	Week 47	Week 48
Director Training						
Training @ P4H Facility						
End Evaluation						
Data Analysis/Report						

Budget

QTY	UNIT	DESCRIPTION	AMOUNT	TOTAL
3	Years	Project manager, quality assurance manager, curriculum development specialist	$203,000.00	$609,000.00
3	Years	Haiti training personnel including 7 department heads, 16 education specialists (all trainers)	$142,200.00	$426,600.00
3	Years	Haiti support staff, including 4 directors, 2 office administrators/data entry, 1 logistical director	$51,000.00	$153,000.00
		Technology for Haiti Staff		
1	Sum	Phones (28) (128 GB $265.57/each)	$7,435.96	$7,435.96
3	Years	Phone plans (28) ($30 per month)	$10,080.00	$30,240.00
1	Sum	Laptops (28) ($560/each)	$15,680.00	$15,680.00
1	Sum	Power banks (28) ($60/each)	$1,680.00	$1,680.00
1	Sum	Portable hotspots (21) ($200/ each)	$4,200.00	$4,200.00
		Training Materials		
3	Years	General training costs for teachers ($150/teacher/year)	$85,500.00	$256,500.00
3	Years	General training costs for directors ($150/director/year)	$5,700.00	$17,100.00
3	Years	General training costs for parents	$5,700.00	$17,100.00
3	Years	General coaching and observation costs for teachers	$5,700.00	$17,100.00
1	Sum	Smartphones for directors and master teachers ($250/each) - Year 1	$6,080.00	$6,080.00
1	Sum	Laptops for school directors (1 per school/$560) - Year 1	$21,280.00	$21,280.00
1	Sum	Instruments (7) - Year 1	$2,100.00	$2,100.00
1	Sum	Speakers w/microphones (7) - Year 1	$4,129.00	$4,129.00
1	Sum	Training packages (7) - Year 1	$7,000.00	$7,000.00
1	Sum	Haiti staff uniforms (28) ($20 per polo) - Year 1	$2,800.00	$2,800.00
1	Sum	Trainer starter packs (21) - Year 1	$6,300.00	$6,300.00
3	Years	Contingency	$10,000.00	$30,000.00

QTY	UNIT	DESCRIPTION	AMOUNT	TOTAL
		Transportation		
3	Years	Flights: 1 x/ month for 3 people	$19,800.00	$59,400.00
3	Years	Diagnostic (public) to/from 35 schools in closest proximity/year	$1,920.00	$5,760.00
3	Years	Public transportation for coaching and parent training at 35 schools in closest proximity/year	$5,040.00	$15,120.00
		Salvation Army Contributions		
		Transportation		
3	Years	Training at 3 schools farthest away	-$960.00	-$2,880.00
3	Years	Private transportation for diagnostic training at 3 schools farthest away/year	-$920.00	-$920.00
3	Years	Private transportation for observation, coaching and parent training at 3 schools farthest away	-$3,680.00	-$11,040.00
		Lodging		
1	Year	Hotel $60 per person/night - Year 1	-$6,720.00	-$6,720.00
1	Year	Hotel $60 per person/night - Year 2	-$5,760.00	-$5,760.00
1	Year	Hotel $60 per person/night - Year 3	-$5,760.00	-$5,760.00
		Per Diem		
1	Year	Haiti staff ($30 per day) - Year 1	-$2,740.00	-$2,740.00
1	Year	Haiti staff ($30 per day) - Year 2	-$2,300.00	-$2,300.00
1	Year	Haiti staff ($30 per day) - Year 3	-$2,300.00	-$2,300.00
			Direct Costs Total:	**$1,715,604.96**

Note: The budget for the second and third years will be reviewed, updated, and revised, as necessary.

Indirect Costs CORPORATE, NETWORK & FIELD OPERATION	
In-country project management expenses	$0.00
Food For The Poor, Inc. fulfillment, project management and monitoring expenses	
Indirect Costs Total	$171,268.49
TOTAL PROJECT COST	**$1,886,873.45**

The funds you generously contribute to Food For The Poor will be used toward completion of your project of choice. If any of your donation exceeds budget cost, rest assured that it will be used to fund other Food For The Poor programs and organizational support designed to meet the urgent needs of the poor.

Contributions are tax-deductible under Internal Revenue Code section 501(c)(3).

About Food For The Poor

Food For The Poor, one of the largest international relief and development organizations in the nation, does much more than feed millions of the hungry poor primarily in 17 countries of the Caribbean and Latin America. This interdenominational Christian ministry provides emergency relief assistance, clean water, medicine, educational materials, homes, support for orphaned and abandoned children, care for the aged, skills training, and microenterprise development assistance. For more information, please visit **www.FoodForThePoor.org.**