



# USAID YOUTH EMPOWER ACTIVITY

## Monitoring, Evaluation, and Learning Plan

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## ACRONYMS

CBSI	Caribbean Basin Security Initiative
CLA	Collaborating, Learning, and Adapting
CDC	Community Development Committee
CD-RISC	Conor-Davidson Resilience Scale
EDC	Education Development Center, Inc.
FY	Fiscal Year
GIDA	Gender and Inclusive Development Analysis
JAMEL	Jamaica Monitoring, Evaluation, and Learning Support for the <i>Caribbean</i> Basin Security Initiative
JRA	Jamaican Justice Program Youth Risk Assessment
LMA	Labor Market Assessment
LLMA	Local Labor Market Assessment
MEL	Monitoring, Evaluation, and Learning
NPI	New Partnership Initiative
OAPT	Organizational Assessment and Performance Tool
PEA	Political Economy Analysis
PEARLS	Pediatric ACEs and Related Life Events Screener
PSE	Private Sector Engagement
PYD	Positive Youth Development
SDC	Social Development Commission
SDQ	Strengths and Difficulties Questionnaire
TVET	Technical Vocational Education and Training
USAID	United States Agency for International Development
UTech	University of Technology, Jamaica
UWI	University of West Indies
YDA	Youth Development Alliance
YPAT	Youth Programming Assessment Tool
YLSO	Youth Led and Youth Serving Local Organization

## I. INTRODUCTION

Education Development Center, Inc. (EDC), in coordination with partners University of West Indies (UWI), RISE Life Management Services, Grace & Staff Community Development Foundation (Grace & Staff), Jamaica 4-H Clubs, and University of Technology, Jamaica (UTech), is pleased to submit the USAID Youth Empower Activity Monitoring, Evaluation, and Learning (MEL) Plan.

The MEL Plan covers activities over the life of the Activity (December 14, 2023 through December 13, 2028), but it must be noted that this is a living document that will be updated as needed based on the collaboration, learning, and adapting (CLA) processes that are streamlined across the Activity. As part of CLA, youth, community leaders, government, and business partners will be consulted to define Activity indicators to measure success, set targets for accountability, contribute to relevant and actionable research and assessments, participate in data collection

activities, and analyze and identify lessons learned from the findings. The MEL Plan will be informed by inclusive positive youth development (PYD), such that youth are partners in the planning and implementation of the Activity and ensure that opportunities for youth involvement are highlighted throughout to ensure metrics and measurement strategies are sufficiently relevant and realistic. Also, a hallmark of EDC's MEL approach is building the capacity of local partners to develop common performance standards, administer assessments, manage and analyze data, and share findings and other relevant information such as lessons learned amongst themselves and with stakeholders, catalyzing local accountability mechanisms and aid in the promotion of sustainability post project implementation.

MEL priorities are threefold: 1) to create a process that measures Activity progress, performance, and outcomes; 2) to learn what works and how, what does not work and why, and how positive deviance and best practice approaches might be scaled; 3) to strengthen the capacity and enthusiasm for quality monitoring and evaluation across Activity partners such that ownership and responsibility of MEL processes is effectively transferred to partners.

### ACTIVITY SUMMARY

The USAID Youth Empower Activity will reach **5,000 in-school and out-of-school youth** between the ages of 10-29.<sup>1</sup> Youth will be from 10-12 communities in the parishes of Kingston, St. Andrew, St. Catherine, Clarendon, St. James, Hanover, and Westmoreland identified by the Planning Institute of Jamaica (PIOJ) as volatile and high-risk. State institutions such as remand and detention centers will be considered among these 10-12 communities. In total, 5,000 youth will engage in civic activities that promote their agency and leadership in local development and decision-making. Among the 5,000 total youth, 4,000 of these youth and their households will see improved access to work-based learning, income-generating and livelihoods opportunities, particularly in the blue, green and orange economies island-wide. Furthermore, the USAID Youth Empower Activity will support up to 10 additional YLSOs with funding and capacity strengthening to reinforce and expand the existing community service organization networks.

### ACTIVITY THEORY OF CHANGE

The goal of the USAID Youth Empower Activity is to create sustainable, positive development with and for resilient Jamaican youth and their communities to achieve their fullest potential and support youth crime and violence prevention. The Activity's theory of change is that **if** youth improve their well-being, resiliency, employability and entrepreneurial skills; and, **if** local actors provide coordinated, sustainable, and inclusive services and support for civic engagement, mentorship, and decent work; **then**, youth will be productive citizens contributing to the peaceful development of their communities.

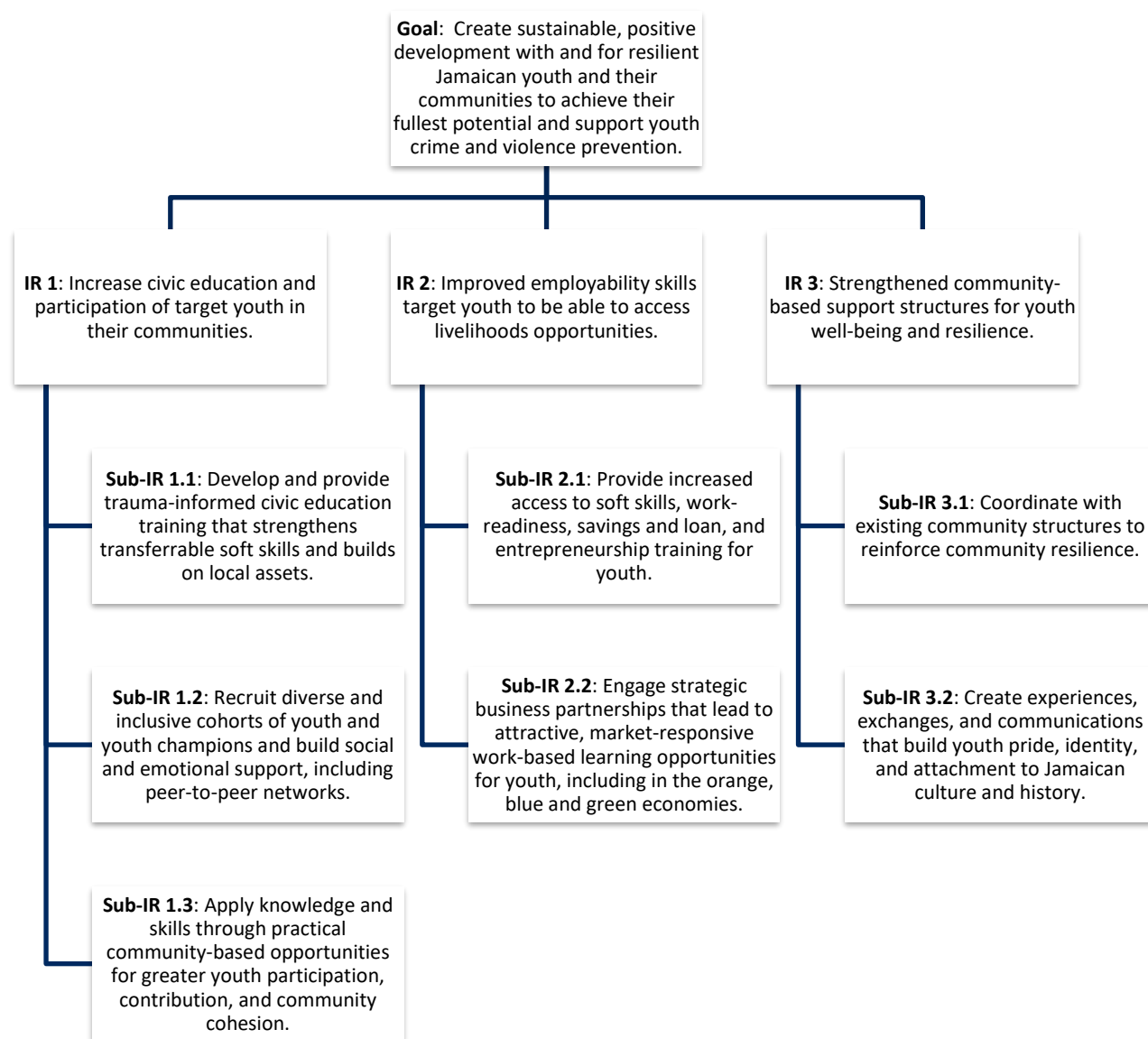
### RESULTS FRAMEWORK

The USAID Jamaica Empower Activity results framework is provided in Figure 1 below. Associated MEL activities and indicators are described throughout the sections of the narrative that follow.

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<sup>1</sup> Through assessments and discussions that will unfold in the inception period, we will determine if we prioritize the needs of youth ages 15-29 years old or also include younger youth ages 10-14.

Figure 1: USAID Jamaica Empower Activity Results Framework



## 2. MONITORING PLAN

The MEL Plan establishes a process that reliably measures indicators related to the Theory of Change and the three result and sub-result areas depicted in *Figure 2* above. EDC MEL systems will comply with USAID ADS regulations and Evaluation Policy guidance to ensure that data collected are accurate, timely, complete, and in compliance with USAID policies and evidence-based trauma-informed research protocols.

### INITIAL ASSESSMENTS AND CONTEXT MONITORING

**Initial Assessments.** Upon finalization of the MEL Plan, UWI, with EDC support, will design the necessary methodologies and instruments to implement Year 1 context assessments (e.g., PEA,

LMA, GIDA), which will be critical to inform inception and Year 1 activities in select geographic Activity areas.

The context assessments will be designed and analyzed in collaboration with Activity partners, including:

- design workshops (e.g. to inform research questions, tools), facilitated by UWI with support from EDC
- findings and co-interpretation/analysis meetings to map main results from context assessments to required actions and discreet next steps, led by UWI with support from EDC

During inception, these assessments will be conducted only in selected geographic areas in Kingston & St. Andrew, St. Catherine and Clarendon. As the Activity expands in geographic reach, the assessments will be implemented in St. James, Hanover and Westmoreland, and repeated as necessary in the three initial parishes. Assessments may be revised and repeated as relevant. The type of information to be obtained via these assessments, and some notes on method, are further elaborated in Table 1, below:

*Table 1: Details around context assessment content and methods*

<b>Context assessment type</b>	<b>Content areas to be explored</b>	<b>Methodology notes</b>
Youth Political Economy Analysis (PEA)	The analysis will examine the political, social and economic drivers of crime and violence within each geographic Activity area, evidence of positive deviance, <sup>2</sup> youth influencers, youth power dynamics, youth-led peer networks within and across communities, trusted youth information and communication channels, as well as existing assets and support structures such as family, community, local government, youth-friendly clubs, neighborhood watch groups, churches and centers.	UWI, EDC: codesign. UWI will administer PEA in selected communities in collaboration with Activity partners: Conduct semi-structured interview and survey questions to engage CDCs and other key community stakeholders from the public and private sector in dialogue; identify others in the community who can engage in future dialogue. Elements of this will feed into the shock responsive scenario planning.
Labor Market	The analysis will explore relevant job sectors and market-relevant, demand-driven skills	UWI and EDC: Co-design. UWI: sourcing and updating existing

<sup>2</sup> Positive deviance observes that in every community there are individuals or groups whose uncommon behaviors and strategies enable them to find better solutions than their peers, though they face similar challenges and have access to similar resources. These overlooked strategies may be replicable.

<https://positivedeviance.org/background>

Analysis (LMA)	that are particularly youth-friendly and accessible for Activity youth participants; to introduce the Activity to private sector actors including micro and small businesses and along island-wide orange, blue, and green value chains.	labor market information collected biannually by HEART and others. Where there are gaps, conduct a rapid labor market analysis to complement existing information and synthesize findings for each geographic Activity area. UWI to identify youth-friendly opportunities.
Gender and Inclusive Development Analysis (GIDA)	The analysis will explore how barriers and gaps identified by youth are mediated by gender or other multidimensional vulnerability factors.	EDC will design with UWI and Activity partner input. Implementation to be determined, but youth-led and youth inclusive at every stage.

## PERFORMANCE MONITORING

Routine Activity monitoring will enable Activity partners to track outputs within each of the intermediate results. In Year 1, Activity partners will complete their individual organizational assessments and from this determine what types of monitoring they will engage in to provide regular and accurate data collection practices. EDC is cognizant of the need to first determine the degree to which Activity partners currently collect and use data, as part of routine monitoring and evaluation of their existing programs.

**Co-creation of monitoring tools and systems.** As evidence can help support an organization's mission, UWI and EDC will work with Activity partners to collect, organize, and use data as part of organizational capacity strengthening. From there, reasonable tools and processes can be devised, and then guidance on the use of those tools and processes can be provided, in addition to facilitating UWI's support of stronger monitoring and evaluation action steps among partners.

Specifically, in Year 1, community-level planning meetings will be conducted to build a realistic and effective monitoring system, led by UWI in collaboration with the Activity partners. Milestones around data collection and submission will be part of grant agreements, but it will be ensured that expectations set in those agreements are feasible and agreed upon during these consultations.

**Training YLSOs on monitoring tools and systems.** YLSOs will be trained by UWI and EDC on utilizing the tools and tracking systems; refresher training will be provided regularly as well. Spot-checking and other quality assurance activities will also be regularly done by UWI and EDC to assess compliance with established data management regulations and to provide as-needed support to YLSOs as they build their capacity within MEL.

Table 2 below provides a summary of the output indicators that will be monitored, along with illustrative strategies for measurement to be developed with UWI and other partners.

Table 2: Output indicators with data sources

Indicator name	Indicator Description	Data source(s) and illustrative methods for collection
YOUTH-1: Number of youth trained in soft skills/life skills through USG-assisted programs <sup>3</sup>	# Empower youth <b>completing</b> training course	Online or paper-based attendance tracking done by in-classroom trainers; paper forms collected by UWI MEL staff to be entered into SurveyCTO form with case management  Periodic Reports (monthly, quarterly, annually)
YOUTH-6: Number of youth who complete USG-assisted leadership programs	# Empower youth who complete training to become USAID Youth Empower Ambassadors	- Enrollment /attendance/ completion register  - Periodic Reports (monthly, quarterly, annually)
YOUTH-7: Number of children (0-19 years) and youth (10-29) reached with USG assistance	# Empower youth <b>accessing</b> training (completion not required)	- Enrollment and attendance register
Custom EMPOWER-4: Number of youth participating in work-based learning, mentorship, or other work placement support activities	Number of youth participating in work-based learning, mentorship, or other work placement support activities	Work-based learning participation tracking sheet, in which employer/mentor provides a signature on a standard form saying the youth has participated in the placement
Custom EMPOWER-2: Number of private sector entities who provide work-based learning, internship, apprenticeship and/or job opportunities to youth	# of private sector entities working with the Activity	Private sector engagement tracking system will be created and updated with private sector actors contact information who have verbally expressed agreement to host Empower youth
Custom (EMPOWER-3): Number of experiences, exchanges, and communications	Number of cultural excursions, festivals, community events	Project records; photographic evidence of event, monthly reports

### Data Flow and Quality Assurance

EDC will employ a ‘Do No Harm’ approach in data collection to ensure that stakeholder and partner burnout and level of burden are kept to a minimum. Both paper-based and electronic means will be used to collect data from the respondents and standard operating procedures will

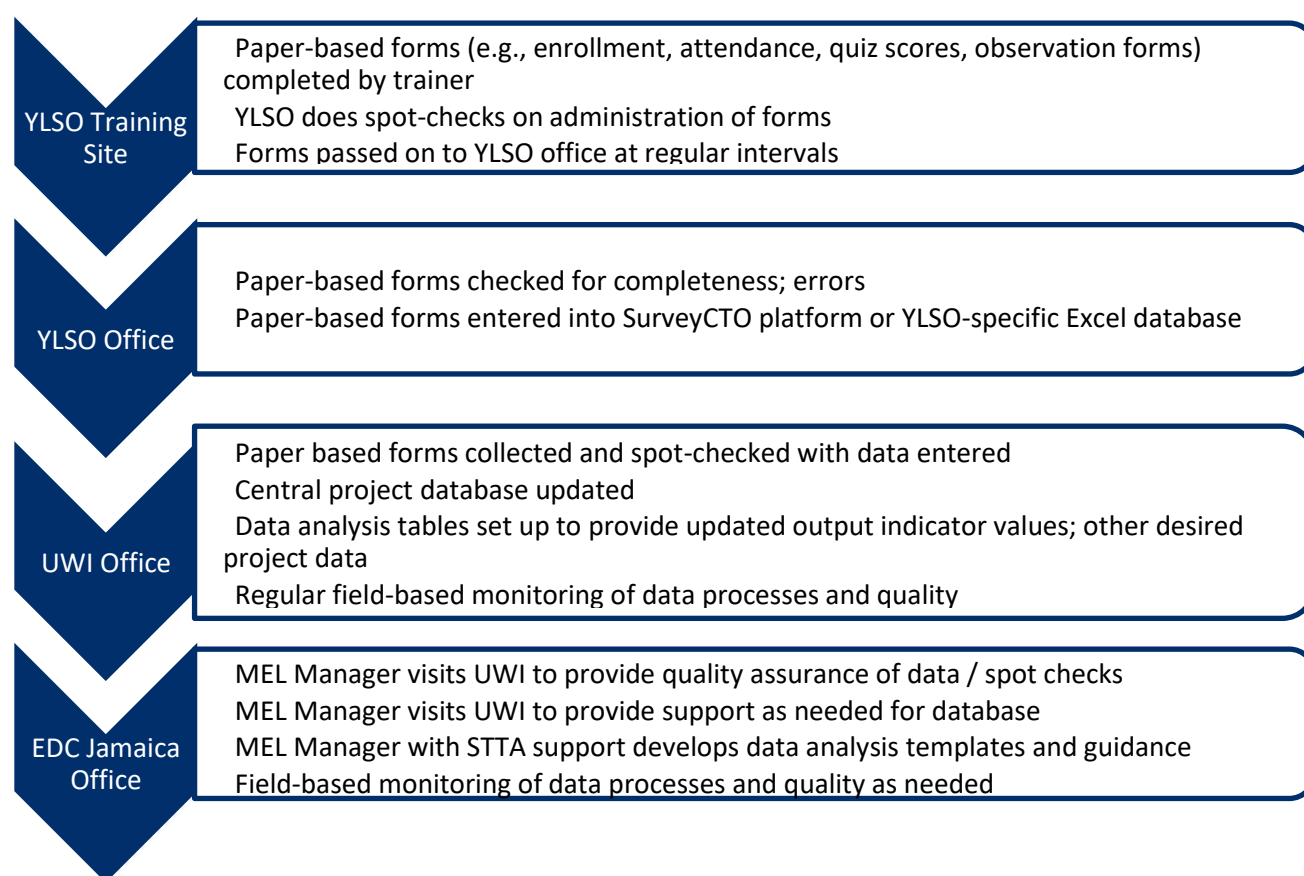
<sup>3</sup> Youth-3 (Percent of participants in USG-assisted programs designed to increase access to productive economic resources who are youth) will not be included because all youth participating in the training will be age 15-29, and the percentage will be 100%.



be developed to govern their uses, to ensure that ethical and security concerns are addressed.

Data will be primarily collected by Activity partners and relayed to EDC for review in a way that has been assessed to be most functional for each entity. The grant agreement will state the expectations as it relates to data management (collection, reporting, storage, privacy, etc.) and sessions throughout the Activity will focus on ensuring that compliance and an understanding of proper data protocols are developed as relevant to each partner and the kind of data collected. UWI and EDC will collaborate to maintain data quality throughout the life of the Activity through data quality assurance measures (including field visits), data verification activities (cross-checking data forms with data entry and field visit records), providing details within the PIRS, and review and testing of all tools. The data collected in year one will be used mainly for assessment and will help shape entry points for implementation of the Activity and the content used for training youth.

*Figure 2: Empower Data Flow and QA Process Overview*



### 3. EVALUATION PLAN

#### INTERNAL EVALUATION PLAN

**Evaluations with Youth:** Various tools and methods will be used in order to report on youth outcome indicators, summarized in Table 3 and elaborated below.

*Table 3: Youth-level outcome indicators with data sources*

Indicator name	Indicator Description	Data source(s)
CBSI -1: Number of youth with reduced risk factors that drive crime and violence	Number of youth whose risk is reduced through an increase in protective factors and supports	Portions of initial screening and risk categorization at start of training; longitudinal census of youth post-training to measure change for reporting on the indicator at individual-level for all cohorts.
Custom Empower-2: Percent of youth who report self-efficacy	Percent of youth who report confidence in participating in the positive social and economic activities of their communities	Soft Skills Assessment (longitudinal sample of two cohorts in Year 2-3 and Years 3-5); pre-test will be administered alongside or within course activities during initial stages of training to allow sufficient time for youth to become introduced to and interested in training and minimize disruption
EG 6-13: Percent of individuals with improved soft skills following participation in USG-assisted workforce development programs.	Percent of youth who complete workforce development training and whose scores on the work readiness assessment improve between the pre-test and post-test	
YOUTH-5: Percentage of youth who participate in civic engagement activities following soft skills/life skills training or initiatives from USG assisted programs	Percentage of youth who participate in civic engagement activities during and/or following training, including community service activities, peer psychosocial support activities, and/or social cohesion activities.	Attendance records on days/modules for these portions of youth training

**CBSI-1:** CBSI-1 will be measured for all youth participating in the training (census). As part of their engagement with the USAID Youth Empower Activity, youth enrolled will be administered a pre-screening as part of the Screening and Risk Categorization that addresses risk and opportunity, derived from existing tools normed in Jamaica when working with the targeted stakeholders (see detailed descriptions of tools, below). In addition to providing important information on placement and course implementation, data from this screening will inform the baseline values for youth risk factors (CBSI-1). Portions of the same tool will be administered as a post-test to all youth, during the end portions of their training. Changes in risk factors will be analyzed at the individual level (e.g. longitudinally). To minimize attrition of youth, the assessment will be done as part of the final phases of youth's engagement with the Activity, and be woven into the training activities. Collaboration between EDC and partners will ensure that the pre and post-test assessment tools are woven into training activities in a way that both engages and enriches youth's experiences with the training.

EG 6-13, EMPOWER -2: EG 6-13 and EMPOWER-2 will be measured with a longitudinal sample of youth across two training cohorts. Specifically, the Activity will conduct baseline (beginning of Year 2), midline (end of Year 2), and endline (Year 5) assessments to measure youth outcomes with longitudinal representative samples of two different youth cohorts pre- and post-training and accompaniment. Baseline values will be established with each evaluation cohort in order to longitudinally measure change and report on associated outcomes soft skills acquisition (EG-13) and self-efficacy (Custom EMPOWER-2). Outcome data – depicting the proportion of youth who have shown improvements in soft-skills and self-efficacy over the course of the training – will be reported in Years 2 and 5. This is depicted in Table 4, below.

*Table 4: Internal evaluation table with illustrative dates*

Activity Baseline		Activity Midline		Activity Endline	
Performance Evaluation 1 with Cohort 1			Performance Evaluation 2 with Cohort 2		
Pre-tests with Cohort 1	Post-tests with Cohort 1	Pre-tests with Cohort 2	Post-tests with Cohort 2		
<b>Purpose:</b> Measure progress toward youth outcome indicators EG 6-13 (soft skills), EMPOWER-2 (self-efficacy) with longitudinal representative sample of EMPOWER youth					
<b>Timing:</b> Pre-tests and post-tests administered during initial and final stages of training implementation, respectively; actual timing depends on length of training course administered, which may differ for tiers and/or YLSOs.					
Nov 2024 (Year 2)	Jun 2025 (Year 2)	Nov 2027 (Year 4)	Jun 2028 (Year 5)		
Capture Baseline values at beginning of Year 2	Report youth outcome indicator values at end of Year 2		Report youth outcome indicator values at end of Year 5		

For each of the two evaluation cohorts, a representative sample of youth in the early stages of their training will be administered an adapted version of EDC’s Soft Skills Assessment that includes measurement of work readiness skills, self-efficacy, and civic engagement, providing the baseline value for the standard outcome indicator on soft skills (EG 6-13) and the custom outcome indicator on self-efficacy (EMPOWER-2) (see detailed descriptions of tools, below). To measure changes and report on indicators EG 6-13, and EMPOWER-2, this same sample will be revisited during the latter stages of the civic engagement training and participation (IR1) and work readiness, work-based learning and livelihoods training and support (IR2). During that time, they will be re-administered the Soft Skills Assessment that was administered to them in the initial stages of their training. To minimize attrition of youth, the assessment will be done as part of the final phases of youth’s engagement with the Activity, and be woven into the training activities. Collaboration between EDC and partners will ensure that the pre and post-test assessment tools are woven into training activities in a way that both engages and enriches youth’s experiences with the training.

In addition, UWI and EDC will monitor and evaluate changes in community-based support

structures (IR 3) to further contextualize outcomes. This same process will be done for the subsequent evaluation cohort.

**Evaluations with Local Partners:** The USAID Youth Empower Activity will conduct organizational assessments during inception to learn more about Activity partner strengths and areas for improvement in multiple domains. This will help to define measurement strategies for outcome indicators on capacity (e.g. CBLD-9) and focus on ways to support partners under the New Partnership Initiative criteria. Follow-up capacity assessments and benchmarking will facilitate reporting on the indicator at the completion of Activity mentorship (Table 5).

*Table 5: Organization-level outcome indicator with data sources*

Indicator name	Indicator Description	Data source(s)
CBLD-9: Percent of USG-assisted organizations with improved performance	Percent of NGO Partners who meet annual performance targets regarding quality service delivery, partnership building, and community activities supported. Specific performance targets will be set with each organization.	Organizational Assessment and Performance Tool (OAPT) full version and light versions, conducted with each partner (up to 14) upon grant and annually thereafter

## EVALUATION TOOLS

The specific evaluation baseline methodology and tools will be developed by UWI, in collaboration with Activity partners, and supported by EDC. Pilot testing of tools will occur to ensure youth appropriateness and to uncover any ethical issues that may need to be addressed (e.g. providing adequate introduction to the MEL work in communities to ensure youth participants do not face unintended negative repercussions or feel that they are forced to participate in something against their will). UWI will be responsible for training and supporting YLSO trainers and other staff in administration of the assessments within the training. They will also be responsible for mobilizing a team who provide MEL support at the field level, and assist in data collection, entry, and quality assurance.

Details about the tools referenced in Tables 4 and 5 above are provided below.

**Initial Screening and Risk Categorization.** EDC will take a positive youth development approach to all data collection. This approach includes ensuring awareness and sensitivity to assessment fatigue at youth and community levels. The Activity will build on the learnings from past USAID investment activities in which “over testing” was flagged as a challenge, and so the Activity team will be flexible to develop rapid instruments and collect only essential data. EDC with UWI and other experts in Jamaica will determine the appropriate tools to assess youth entering into the program that have minimum negative impact and will enable youth to reflect on their experiences and thrive in the program all while collecting adequate classification data. More in-depth data will be collected during youth participation that will provide comparable data that documents youth progression as a result of participation. The Activity team will develop a

participatory process in defining an appropriate in-take assessment, and the following is an illustrative approach that will need to be vetted to maximize data collection and positive youth development. During inception, with in-house clinical psychologists and clinical social workers, UWI and EDC will solidify a pre and post screening tool package. To ensure a trauma-informed and non-stigmatizing screening process, the Pediatric ACEs and Related Life Events Screener (PEARLS) may be the main first-line assessment used to identify which youth are eligible for the Activity and also into which category of risk each youth falls. The PEARLS is designed to assign youth into low risk, intermediate risk and high-risk categories based on number and severity of adverse childhood experience. In order to capture current functioning levels, the Strengths and Difficulties Questionnaire (SDQ) may be used to identify any presence and/or severity of mental health stress at initial screening and at several points throughout the life of the Activity to track any changes in mental health. Thirdly, the Connor-Davidson Resilience Scale (CD-RISC), a global individual resilience tool may be the final of the three screeners used and used again with youth participants at several points throughout the Activity to track changes in overall resilience. Cutoff scores will be established, based on Jamaican norms, to identify eligibility and track for each youth screened. UWI social work faculty and students are familiar with these tools and have used them with Jamaican populations in clinical settings. Completion of an initial screening of all youth before their training, given it is necessary to place them into appropriate risk tiers using this tool, but it will also constitute the baseline value for the indicator on risk factors (CBSI-1) that will need to be reported for all youth (census). At the end of training, all youth will complete relevant items within the assessment to demonstrate change in risk factors over time; change will be measured at the individual level (e.g. longitudinal measurement). Items will be developed to be appropriately sensitive but still capture the needed information. Cognitive testing will be done with a sample of youth before the tool is launched.

**Soft Skills Assessment.** A customized soft skills assessment will be developed to measure changes experienced because of participating in soft skills training sessions. The assessment will be integrated within the training to both minimize disruption, and also to serve as a tool for youth to reflect on their own assets and progress. The tool will be built using EDC's Work Ready Now (WRN) item bank, from which soft skills assessments have been built for other projects, depending on a) the curriculum delivered; b) the literacy level of youth being administered the assessment. For low literacy youth, for example, there are items that can be verbally administered one-on-one or in a group setting. For literate youth, paper passed assessments can be administered. During Year 1, EDC will work with UWI and other partners to customize the assessments to the core training content as it is developed. Cognitive testing will be done with various youth to ensure items are reliable. As part of the soft skills assessment, additional items will be added to measure the indicator on self-efficacy, and also any additional items that are considered to be useful for local organizations' own knowledge of the youth they are working with.

**Organizational Assessment and Performance Tool (OAPT).** Organizational assessments will be conducted with each of the partner organizations upon issuance of the sub-award; this will both set a baseline for capacity and also help EDC set targets for organizational performance and growth. Specifically, the assessments will examine local organizations' capacities and areas for improvement in leadership, program management, grant management, contract negotiation,

financial management, management efficiencies, gender equity and social inclusion, CLA, monitoring and evaluation, strategic planning, sub-grant administration and support.

In Year 1, EDC will develop an organizational assessment tool that is specific to the Activity and also tracks performance over time (e.g., annually); the tool will be referred to as the Organizational Assessment and Performance Tool (OAPT). The full tool will be used with Activity partners in Year 1; a light version of the tool will be used with additional organizations granted in later years. The tool will include items that are administered at each phase of assessment, but also for the follow-up phases, there will be retrospective and perspective questions for local organizations to gauge their own performance and growth. Combined with EDC's own evaluation of the partner's performance in the prior year, each organization will be classified as having improved capacity for each domain, and overall. EDC will work with each organization on establishing monitoring systems to document and track their own progress toward targets, which will be used as evidence in the follow-up OAPT completion phases.

#### **PLANS FOR COLLABORATING WITH EXTERNAL EVALUATORS**

The USAID Youth Empower Activity will prepare for and collaborate with the contractor to be engaged by USAID to provide ongoing support to the evaluation team. The USAID Youth Empower Activity team will facilitate the external evaluation contractor's access to stakeholders, monitoring data and other technical information; provide any necessary briefings for the evaluation team; and provide logistical and administrative support for any mid-term performance evaluation and final performance evaluation. The USAID Youth Empower Activity team will also review and comment on draft evaluation reports and will develop an action plan for addressing issues or areas for improvement identified through the external evaluation. Evaluations will be conducted in line with ADS 201 and the USAID Evaluation Policy of October 2020 and accompanying documents.

#### **4. COLLABORATING, LEARNING AND ADAPTING APPROACH**

Collaborating, learning and adapting (CLA) will be both an internal exercise in Activity team-building and an external commitment to respect and value the contributions of youth, communities, and stakeholders to this work. EDC will encourage and underscore meaningful and consistent collaboration and shared learning among and between partners at every stage of the Activity, not just during inception. Activity partners will make the most of each partner's expertise and community relationships. We will foster collaboration between and among geographic Activity areas as well as island-wide, partnering with entities that exhibit positive deviance and are open to support Activity youth.

The findings from ongoing MEL activities will report on progress, inform learning, and allow for adaptation as needed. Regular consultations, production and dissemination of quarterly reports for discussion with USAID, and monthly CLA sessions facilitated by EDC's COP and MEL Manager will examine progress toward objectives and fine-tune approaches collaboratively, including making mid-course corrections, taking action to improve implementation effectiveness, scale innovations and achieve the goal. At a minimum, quarterly meetings with CDCs will also ensure use of data and CLA at local level.

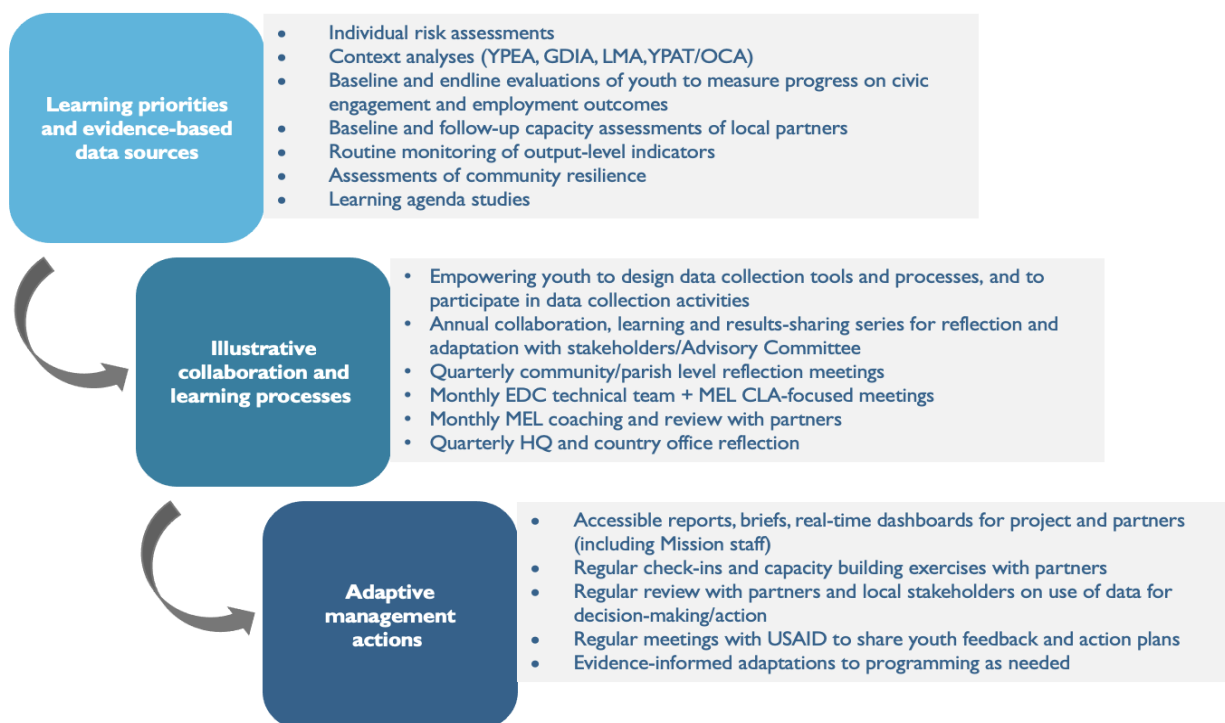


**Implementation Challenges:** Routine monitoring and evaluation tasks will enable EDC to assess the degree to which, and with whom, the desired results are accomplished, and why or why not. Such findings will be highlighted during regular USAID Youth Empower Activity partner meetings where team members will reflect on gaps and needs and how mobilization and retention of Activity youth participants can be improved.

**Contextual Challenges:** EDC will utilize the various start-up assessments (PEA, GIDA, LMA) to understand changing conditions and emerging risks, develop shock responsive scenario planning, and establish a process for routine monitoring. Other as-needed just-in-time studies may be implemented (please see Learning Agenda).

A summary of the Activity CLA approach is provided in Figure 3 below.

*Figure 3: Data Flow and Usage for Collaboration, Learning, Adapting*



**Support capacity strengthening of Activity partners on data collection and reporting.** From the onset of the Activity, EDC will socialize Activity partner staff to the importance of data collection and establish reporting processes. EDC will maintain the necessary level of capacity strengthening support for Activity partners through trainings, coaching, and follow up to ensure quality data collection procedures and protocols. As UWI conducts Data Quality Assessment (DQA) of Activity partners, EDC will provide the relevant support to UWI to ensure consistency and quality.

As mentioned above, a first step towards sustainable and effective monitoring is to develop the process in collaboration with Activity partners. UWI, with EDC support, will develop the monitoring system and train Activity partners on how to use it and why the process is necessary. An initial training should be held with Activity partners to review what are the benefits of regular

collection of these data and how to use the data in a variety of ways. Customized M&E Insight platform and [associated dashboards](#)<sup>4</sup> will be piloted with a subset of partners as they are able and willing to learn associated skills to maintain such dashboards.

**Identify opportunities to work with youth on assessments.** To adequately meet the data collection needs for indicator reporting and CLA, the Activity will identify opportunities to work with UWI students or other youth as data officers as part of a paid internship embedded with Activity partners. These youth will be trained to support Activity partners' MEL tasks and work with Activity youth participants to share results at community level as part of youth-led community engagement.

**Work with communities to identify and address data needs.** As relevant and feasible to strengthen IR3, UWI and partners may be supported by EDC to develop or strengthen additional community-level assessment tools that assist community-level stakeholders to take an active role in collecting and using data for youth-friendly and youth-supportive decision-making. If relevant, EDC will work with UWI to adapt EDC's community resilience assessment tool to support strengthening the enabling environment for this Activity. Any assessment tool developed under this Activity is intended to be user-friendly and feasible to implement and useful for increasing community-level awareness and understanding of risk factors that enable crime and violence and positive youth development approaches that increase youth participation in the positive social and economic development of their communities.

## LEARNING AGENDA

UWI will conduct research studies as part of Activity learning, and coordinate with JAMEL as relevant to leverage existing research. Strict procedures will be set up to guarantee participant confidentiality, as relevant. Practices of the American Association for Public Opinion Research, [Jamaica's Ministry of Health and Wellness Guidelines for the Conduct of Research on Human Subjects](#), USAID's Human Subject Protection Policy, Do No Harm, and other conflict-sensitive policies will be followed to safeguard participants' rights and welfare in all communities.

Also as part of broader CLA efforts, results will be linked to and contribute to learnings that support Pillar 3 of the [CBSI Monitoring, Evaluation and Learning Framework](#), the Positive Youth Development (PYD) learning agenda<sup>5</sup>, Youth Workforce Development learning agenda<sup>6</sup> and USAID Youth Policy Learning Agenda. The Learning Agenda will include conducting and sharing a series of studies over the life of the Activity.

In Year 1, UWI, EDC and Activity partners will reflect on 'must need' information for effective and sustainable youth programming that is also directly relevant to USAID thematic content areas for

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<sup>4</sup> EDC uses a robust open-source data management platform—*M&E Insight*—with customizable templates that can be easily adapted for local needs and capacities and scaled for use. Program decision-making and adaptive management strategies will be significantly helped with *M&E Insight*, which features a visual, interactive interface that makes it easy to collect, organize, manage, and analyze data.

<sup>5</sup><https://www.edu-links.org/resources/learning-agenda-positive-youth-development-low-and-middle-income-countries>

<sup>6</sup> <https://www.edu-links.org/resources/usaidthe-youth-workforce-development-learning-agenda>



Pillar 3 of the CBSI and YouthPower Learning. As noted above, three types of context assessments – the PEA, the GIDA, and LMA – will be conducted during Year 1 to help inform Activity interventions in select geographic Activity areas, with follow-up and adaptation of these as the Activity expands to additional geographic areas of intervention and continues to implement these assessments. In addition, the Activity will identify key areas where additional exploration in the form of case studies may be needed to inform the Learning Agenda.

Learning Agenda questions will be addressed via primary research beginning in Year 2. Learning Agenda questions will need to a) be sufficiently specific, such that learning gained is not overly general; b) ask questions that can be feasibly answered given research capacities on the ground; c) solicit information that can be realistically acted upon by Activity partners. Illustrative questions are provided in Table 6 below.

*Table 6: Illustrative Learning Agenda Questions*

<b>Illustrative Questions</b>
How effective are green, blue, and orange work-based learning and entrepreneurship supports to mitigate crime and violence in geographic Activity areas?
What reintegration supports are most effective for adolescent boys leaving remand/detention centers for them to stay out of conflict with the law?
What approaches to civic and or private sector engagement have reduced the entrenched stigma that youth from volatile communities have traditionally faced by those in the private (or public) professional sector?
What does effective peer accompaniment look like? What is the value-add for longer-term peer accompaniment for youth (over and above training and work-based learning activities)?

Over the five years of the Activity, three learning agenda studies will be carried out. Methodology will be determined by UWI’s researchers in consultation with EDC and Activity partners and be refined to best capture the information needed to answer the learning agenda question (e.g. large scale quantitative / survey-based, process tracing / outcome harvesting, life mapping case studies, etc.). Tools will be developed by UWI with EDC review. UWI researchers will conduct the research and UWI with EDC will collaborate on analysis and reporting. Validation workshops with relevant stakeholders may be conducted as deemed necessary by EDC, UWI, and partners.

Key findings will be shared internally with EDC and partners during regular review meetings to reflect on how interventions may be adapted based on findings. In addition, external reports will be developed to share with USAID and other key stakeholders. These reports will emphasize the findings’ relevance for the CBSI and Youth Power priorities.

## **5. ROLES AND RESPONSIBILITIES**

EDC’s MEL Manager will mentor and coach other Activity partners to develop their MEL capacity

to collect, maintain, analyze, respond to data requests and use data to make decisions. The MEL Manager will also ensure Data Quality Assurance (DQA) standards through field visits and regular meetings with local partners. In particular, EDC's MEL Manager will work closely with UWI to collaborate in this effort and to ultimately transition this mentorship and support role to UWI's MEL team for this Activity. Additionally, the MEL Manager will work with other EDC staff to ensure that MEL related items are included in Activity partners' scopes of work and that the requirements for reporting are clearly understood. The MEL Manager will be supported by EDC Home Office STTA support to provide a secondary review of all MEL data and processes.

While EDC understands that it is responsible for overall Activity monitoring, evaluation and learning, over time, University of West Indies (UWI), as part of its partnership with EDC, will take on increasing leadership of the MEL Plan implementation and strengthen its partnership and mentorship role with Activity partners and YLSOs. In this way, EDC will strengthen the capacity for quality monitoring and evaluation across Activity partners, and a supportive network among partners.

UWI will embed a monitoring, evaluation, and learning representative within EDC staff. UWI will have students embedded within individual YLSOs to serve as MEL interns providing oversight, support, and quality assurance to YLSOs MEL processes, including conducting data collection as needed. UWI will be responsible for design and collaborative implementation of mapping, risk assessments, adaptation of core training package for trauma-informed civic education, work-readiness, work-based learning and entrepreneurship, for both in-person and online (as relevant) participation. UWI will work with EDC to develop a pre and post screening tool based on instruments normed in Jamaica, establish and implement a USAID Youth Empower learning agenda, host annual Stakeholder Advisory Committee meetings, and support quarterly partner meetings that include youth representation and engagement (supported by UWI trained Social Work students). Outside of their specific MEL tasks, in collaboration with other Activity partners, UWI will develop selection criteria for identifying additional YLSOs, and provide psychosocial support as part of 1: 1 interventions for youth in the tertiary risk category and community-based interventions for youth in the primary and secondary risk categories in geographic Activity areas.

Youth and their communities will be engaged in monitoring, evaluation and learning. Activity partners will support a MEL internship program in which select youth at UWI or UTech, or Youth Empower Ambassadors from the geographic Activity areas will engage as researchers and data collectors. EDC will conduct ongoing monitoring and perform quality assurance checks of Activity partner support to these youth. In addition, CDCs will be engaged by Activity partners as part of co-interpretation and learning meetings in order to share information and evidence, find solutions to entrenched challenges, and promote the use of data for youth-friendly decision-making and positive action.

Further, it should be noted that the geographic Activity areas are served by community-led and established organizations, including government agencies. These entities, such as the SDC, the aforementioned CDCs, the Rural Agricultural Development Authority (RADA) and even the Jamaica Agricultural Societies (JAS) are examples of community and cross-community stakeholders that possess valuable information to inform Activity learning. These entities will be included as relevant in all assessment, case study research and learning events.

## 6. SCHEDULE OF ACTIVITY MEL PLAN TASKS

*Provide a schedule of recurring tasks related to monitoring, evaluation, CLA or other planned learning efforts during the activity and the individuals who are responsible for them.*

Activity	Responsibility	Year 1 (FY'24)				Year 2 (FY'25)				Year 3 (FY'26)				Year 4 (FY'27)				Year 5 (FY'28)			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Finalize MEL Plan and performance indicators	EDC / UWI																				
Develop a relevant and minimally invasive pre and post screening risk assessment tool using relevant tools normed in Jamaica that may include portions of the JRA and that can be administered to all youth at pre and post	EDC / UWI																				
Implementation of tailored organizational assessment and programming tool (OAPT) and growth plan with partners	EDC / YLSOs																				
Develop and conduct initial assessments in geographic focus areas (Youth Political Economies Assessment, Gender and Inclusive Development Analysis, Labor Market Analysis)	UWI, EDC, Activity partners																				
Community-level monitoring planning meetings	UWI / Activity partners																				
Develop monitoring tools for Year 1 project activities	EDC																				
Set up monitoring database for UWI and EDC usage	EDC																				
Routine monitoring of activities: collecting paper data from YLSOs; QA processes; database management and indicator calculations	UWI with YLSOs and EDC support																				
Collaboration, learning, and adapting annual meeting with stakeholders and partners	Activity partners /EDC/stakeholders																				

Activity	Responsibility	Year 1 (FY'24)				Year 2 (FY'25)				Year 3 (FY'26)				Year 4 (FY'27)				Year 5 (FY'28)			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Engagement with communities on monitoring processes / ownership of data collection and reflection	UWI and EDC																				
Regular data review and action meetings with all partners	Activity partners																				
EDC quality assurance of data at UWI	EDC																				
UWI quality assurance of data with Activity partners	UWI																				
Evaluation Cohort 1 Baseline evaluation planning and research	UWI																				
Evaluation Cohort 1 Endline evaluation planning and research	UWI																				
Learning Agenda Study 1	UWI																				
Learning Agenda Study 2	UWI																				
Learning Agenda Study 3	UWI																				
Revise monitoring tools; add additional tools as needed	EDC																				
Training and refresher training to Activity partners on monitoring processes; data flow	UWI and EDC																				
Data dashboards piloted for select partners	EDC with UWI and partners																				
Evaluation Cohort 2 Baseline evaluation planning and research	UWI																				
Evaluation Cohort 2 Endline evaluation planning and research	UWI																				
Reporting output indicators and MEL milestones for quarterly reports	EDC with UWI inputs																				
Analysis and reporting output and outcome indicators and MEL milestones for annual reports	EDC with UWI inputs																				
MEL contributions to annual workplan	EDC with UWI inputs																				

## 7. CHANGE LOG

*Describe the changes that are made to the Activity MEL Plan over time.*

### Example Change Log

Date:	Change By:	Change to:	Description of Change:
<i>Effective date of change.</i>	<i>Person or team who made the change.</i>	<i>Section of the Activity MEL Plan changed. If indicator is changed, include the Indicator No.</i>	<i>Summarize the change that was made to the Activity MEL Plan and the reason the change was made.</i>

## Annex I: Indicator Summary Table

**Key performance indicators.** Illustrative key performance indicators by IR and Sub-IR are provided in Table 7, below. Final selection of indicators will be determined with USAID and partners.

*Table 7: USAID Youth Empower Performance Indicators*

#	Indicator	Indicator Title	Description (Specific to Activity)	Disaggregation	Data Source	Freq.	LOP target
<b>Objective 1. Increase civic education and participation of target youth in their communities</b>							
<b>1.1 Develop and provide trauma-informed civic education training that strengthens transferable soft skills and builds on local assets.</b>							
1	YOUTH-1	Number of youth trained in soft skills/life skills through USG-assisted programs	Number of youth age 10-29 who complete civic education training and/or workforce development training	Sex, age, disability	Youth Intake and Attendance form	Annual	5,000
2	YOUTH-7	Number of children (0-9 years) and youth (10-29) reached with USG assistance	Number of youth accessing (attending at least one session) civic engagement training and/or workforce development training (completion not necessary)	Sex, age, disability	Youth Intake and Attendance form	Annual	6,500
3	CBSI -1	Number of youth with reduced risk factors that drive crime and violence	Number of youth whose risk is reduced through an increase in protective factors and supports	Sex, age, disability	Screening and Risk Assessment of all participating youth	Pre and post training for all cohorts	TBD
4	Custom (EMPOWER-1)	Percent of youth who report self-efficacy	Percent of youth who report confidence in participating in the positive social and economic activities of their communities	Sex, age, disability	Soft Skills assessment pre and post test for longitudinal sample of youth	Pre/Post for 2 cohorts	TBD

#	Indicator	Indicator Title	Description (Specific to Activity)	Disaggregation	Data Source	Freq.	LOP target
1.2 Recruit diverse and inclusive cohorts of youth and youth champions and build social and emotional support, including peer-to-peer networks.							
5	YOUTH-6	Number of youth who complete USG-assisted leadership programs	Number of youth who complete training to become USAID Youth Empower ambassadors	Sex, age, disability	Project records / Attendance tracking	Annual	100
1.3 Apply knowledge and skills through practical community-based opportunities for greater youth participation, contribution, and community cohesion.							
6	YOUTH-5	Percentage of youth who participate in civic engagement activities following soft skills/life skills training or initiatives from USG assisted programs	Percentage of youth who participate in civic engagement activities during and/or following training, including community service activities, peer psychosocial support activities, and/or social cohesion activities.	Sex, age, disability	Youth Intake and Attendance form for all youth in all cohorts	Annual	80%
<b>Objective 2. Improved employability skills target youth to be able to access livelihoods opportunities</b>							
2.1 Provide increased access to soft skills, work-readiness, savings and loan, and entrepreneurship training for youth.							
7	EG 6-13	Percent of individuals with improved soft skills following participation in USG-assisted workforce development programs.	Percent of youth who complete workforce development training and whose scores on the work readiness assessment improve between the pre-test and post-test	Sex, age, disability	Soft Skills / Work readiness assessment pre and post test for longitudinal sample of youth	Pre/Post for 2 cohorts	65%
8	Custom: EMPOWE R-4	Number of youth participating in work-based learning, mentorship, or other work placement support activities	Number of youth participating in work-based learning, mentorship, or other work placement support activities	Sex, age, disability	WBL placement tracker and employer/ment or tracker	Annual	4,000
2.2 Engage strategic business partnerships that lead to attractive, market-responsive work-based learning opportunities for youth, including in the orange, blue and green economies.							
9	Custom: (EMPOWE	Number of private sector entities who provide work-	Number of private sector entities who provide work-based learning,	By sector	Activity private sector records	Annual	TBD

#	Indicator	Indicator Title	Description (Specific to Activity)	Disaggregation	Data Source	Freq.	LOP target
	R-2	based learning, internship, apprenticeship and/or job opportunities to youth	internship, apprenticeship and/or job opportunities to youth		indicating verbal agreement from employers / mentors		
<b>Objective 3. Strengthened community-based support structures for youth well-being and resilience</b>							
<b>3.1 Coordinate with existing community structures to reinforce community resilience.</b>							
10	CBLD-9	Percent of USG-assisted organizations with improved performance	Percent of NGO Partners who meet annual performance targets regarding quality service delivery, partnership building, and community activities supported. Specific performance targets will be set with each organization.		Initial organizational assessment and performance tool, follow-up assessments	Annual	70%
<b>3.2 Create experiences, exchanges, and communications that build youth pride, identity and attachment to Jamaican culture and history.</b>							
11	Custom (EMPOWE R-3)	Number of experience, exchange, and communication products	Number of cultural excursions, festivals, community events		Project records	Annual	50



## Annex 2: Performance Indicator Reference Sheets (PIRS)

#1	Performance Indicator Reference Sheet
<b>Objective 1. Increase civic education and participation of target youth in their communities</b>	
<b>Sub-IR 1.1: Develop and provide trauma-informed civic education training that strengthens transferable soft skills and builds on local assets.</b>	
<b>Name of Indicator:</b> <i>YOUTH-1: Number of youth trained in soft skills/life skills through USG-assisted programs</i>	
<b>Indicator Type:</b> Output	
<b>Is this a PPR Indicator?</b> Yes (YOUTH-1)	
DESCRIPTION	
<p><b>Precise Definition:</b></p> <p>‘Soft skills/life skills’ are defined as “a broad set of skills, competencies, behaviors, attitudes, and personal qualities that enable people to effectively navigate their environment, work well with others, perform well, and achieve their goals” (Lippman et al. 2015). This includes a range of skills that are relevant to a variety of sectors, including but not limited to skills such as management, leadership, social, and/or civic engagement skills.</p> <p>‘Trained’ means that an individual has met the completion requirements of a skills training program. The specific definition of ‘completion’ is defined by the program offered. For the purpose of this indicator, skills training is defined as an intervention/session (virtual and/or in person) that has learning objectives and focuses on enhancing a certain skill. A focus group, mentoring or coaching activity, apprenticeship, or internship can be considered under training if it targets soft skill development.</p> <p>‘Youth’ is defined as individuals aged 10-29 years.</p> <p>‘Number of Youth’ includes those who have completed skills training programs delivered directly by USAID implementing partners or by other trainees as part of a deliberate service delivery strategy (e.g. cascade training). Each youth should be counted only once, regardless of the number of program components in which the youth participated.</p> <p>For USAID Empower, “trained” means that an individual has completed the civic education training program and/or workforce development training program. An individual will be counted only once even if completed both programs. Criteria for “completion” and “participation” will be determined alongside development of the curriculum.</p>	
<b>Unit of Measure:</b> Individual	
<b>Data Type:</b> Number (Integer)	
<b>Disaggregation:</b> Sex, age band, disability status	
PLAN FOR DATA COLLECTION	

<b>Data Source:</b> Youth intake and attendance forms; other coursework records as relevant to fulfilling completion criteria				
<b>Method of Data Collection:</b> Trainers complete forms (paper-based or electronic)				
<b>Reporting Frequency:</b> Annual				
<b>Individual(s) Responsible:</b> YLSOs with UWI management and EDC support				
<b>TARGETS AND BASELINE</b>				
<b>Baseline Timeframe:</b> 2024				
<b>Rationale of Targets:</b>				
<b>DATA QUALITY ISSUES</b>				
<b>Date of Initial DQA:</b> To be filled when first DQA completed				
<b>Known Data Limitations:</b> There may be initial challenges with reliable recording and reporting of classroom-level data; these challenges will be addressed with follow-up support as needed.				
<b>PERFORMANCE INDICATOR VALUES</b>				
Year	Baseline	Target	Actual	Notes
1	0	TBD		
2	0	TBD		
3	0	TBD		
4	0	TBD		
5	0	TBD		
LOP	0	5000		
<b>THIS SHEET LAST UPDATED ON:</b>				
03/06/2024				

<b>#2</b>	<b>Performance Indicator Reference Sheet</b>
<b>Objective 1. Increase civic education and participation of target youth in their communities</b>	
<b>Sub-IR 1.1: Develop and provide trauma-informed civic education training that strengthens transferable soft skills and builds on local assets.</b>	
<b>Name of Indicator:</b> <i>Youth 7: Number of children (0-19 years) and youth (10-29) reached with USG assistance</i>	
<b>Indicator Type:</b> Output	
<b>Is this a PPR Indicator?</b> Yes (YOUTH-7)	
<b>DESCRIPTION</b>	
<p><b>Precise Definition:</b> This indicator captures the reach of USG-assisted programming for children (0-19 years) and youth (10-29 years). Child and youth beneficiaries are under the age of 29 years. This indicator tracks direct beneficiaries of USG assistance or participants of USG projects. This is required, as applicable, to any project that provides direct services to individuals regardless of sector or USG funding source. Child and youth beneficiaries should only be counted once for this indicator regardless of the number of direct services that reach them.</p>	

For Youth Empower, this indicator counts the number of youth accessing (attending at least one session) of the civic engagement training and/or workforce development training (completion is not necessary, which distinguishes it from Youth 1)				
<b>Unit of Measure:</b> Individual				
<b>Data Type:</b> Number (Integer)				
<b>Disaggregation:</b> Sex, age band, disability status				
<b>PLAN FOR DATA COLLECTION</b>				
<b>Data Source:</b> Youth intake and attendance forms; other coursework records as relevant to fulfilling completion criteria				
<b>Method of Data Collection:</b> Trainers complete forms (paper-based or electronic); YLSOs enter data into electronic platform; UWI provides quality assurance and maintenance of database				
<b>Reporting Frequency:</b> Annual				
<b>Individual(s) Responsible:</b> YLSOs with UWI management and EDC support				
<b>TARGETS AND BASELINE</b>				
<b>Baseline Timeframe:</b> 0				
<b>Rationale of Targets:</b> It is expected that not all youth who are initially engaged with the training will continue through completion; thus, targets are higher.				
<b>DATA QUALITY ISSUES</b>				
<b>Date of Initial DQA:</b> To be filled when first DQA completed				
<b>Known Data Limitations:</b>				
<b>PERFORMANCE INDICATOR VALUES</b>				
Year	Baseline	Target	Actual	Notes
1				
2				
3				
4				
5				
LOP	0	6500		
<b>THIS SHEET LAST UPDATED ON:</b>				
03/06/2024				

<b>#3</b>	<b>Performance Indicator Reference Sheet</b>
<b>Objective 1. Increase civic education and participation of target youth in their communities</b>	
<b>Sub-IR 1.1: Develop and provide trauma-informed civic education training that strengthens transferable soft skills and builds on local assets.</b>	
<b>Name of Indicator:</b> <i>CBSI -1: Number of youth with reduced risk factors that drive crime and violence</i>	
<b>Indicator Type:</b> Outcome	
<b>Is this a PPR Indicator?</b> Yes, CBSI-1	
<b>DESCRIPTION</b>	
<b>Precise Definition:</b>	

Youth are individuals ages 10-29.

The CDC defines youth crime and violence risk factors as: "characteristics linked with youth violence, but they are not direct causes of youth violence." [Research](#) demonstrates and youth experience risk factors at the individual, family, peer/social, and community levels.

Various youth-risk assessment tools are used to measure risk and protective factors, however there is no one globally validated youth risk assessment tool. Tools must be validated in local contexts to ensure contextual relevance. In order to measure the impact of USAID programming on risk factors, youth risk assessments should be conducted longitudinally in order to track changes in characteristics over time. Youth that experience reduced levels of at least one risk factor qualify as "having reduced risk factors".

**For USAID Youth Empower**, this indicator will count the number of youth whose risk is reduced through an increase in protective factors and supports. Reduction in risk will be measured for all youth who will be administered risk assessment screening and risk categorization both at the initial stages of, and after, their training and work baseline learning activities. Analysis will be done at the individual level to show change in risk factors. After the initial assessment is done for the first cohort of youth, specific components of the package will be determined as the relevant item(s) to measure this indicator.

Tools in the suite may include Pediatric ACEs and Related Life Events Screener (PEARLS), [Strengths and Difficulties Questionnaire \(SDQ\)](#) and the Connor-Davidson Resilience Scale (CD-RISC). EDC will assess the feasibility of using the Jamaican Risk Assessment or elements of this tool to ensure data is comparable to efforts made by other projects and or the Ministry of National Security. Cutoff scores will be established, based on Jamaican norms, to identify eligibility and track for each youth person screened.

**Unit of Measure:** Individual

**Data Type:** Number (Integer)

**Disaggregation:** Sex, Age band, Disability

#### PLAN FOR DATA COLLECTION

**Data Source:** Screening and Risk Assessment Suite of Tools

**Method of Data Collection:** Completion of an initial screening of all youth before their training will be conducted by UWI social work faculty and students familiar with these tools and who have used them already with Jamaican populations in clinical settings, given it is necessary to place them into appropriate risk tiers using this tool, but it will also constitute the baseline value for the indicator on risk factors (CBSI-1). For the endline youth will complete relevant items within that screening and risk assessment to demonstrate change in risk factors over time. Items will be developed to be appropriately sensitive but still capture the needed information. Cognitive testing will be done with a sample of youth before the

tool is launched. Data generated by the screening and risk assessment tools will have elements that can be compared across other interventions in Jamaica.				
<b>Reporting Frequency:</b> Per evaluation cohort completion (Year 2 and Year 5)				
<b>Individual(s) Responsible:</b> UWI				
<b>TARGETS AND BASELINE</b>				
<b>Baseline Timeframe:</b> Year 2				
<b>Rationale of Targets:</b> TBD based on baseline data collected and further consultation with stakeholders				
<b>DATA QUALITY ISSUES</b>				
<b>Date of Initial DQA:</b> To be filled when first DQA completed				
<b>Known Data Limitations:</b> The screening tool will ask for sensitive information and, while trained and qualified social workers will administer it, it is possible that youth will not provide accurate descriptions of actual risk behaviors.				
<b>PERFORMANCE INDICATOR VALUES</b>				
Year	Baseline	Target	Actual	Notes
1				
2				
3				
4				
5				
LOP		TBD		
<b>THIS SHEET LAST UPDATED ON:</b>				
03/06/2024				

<b>#4</b>	<b>Performance Indicator Reference Sheet</b>
<b>Objective 1. Increase civic education and participation of target youth in their communities</b>	
<b>Sub-IR 1.1: Develop and provide trauma-informed civic education training that strengthens transferable soft skills and builds on local assets.</b>	
<b>Name of Indicator:</b> <i>Custom (EMPOWER-1): Percent of youth who report self-efficacy</i>	
<b>Indicator Type:</b> Outcome	
<b>Is this a PPR Indicator?</b> No	
<b>DESCRIPTION</b>	
<p><b>Precise Definition:</b> Youth are individuals aged 15 - 29 years of age.</p> <p>Training topics would include, but not be limited to leadership skills, youth development, conflict resolution, negotiation or mediation skills, communication skills, entrepreneurship, advocacy and networking, management, leadership, and/or civic engagement.</p> <p>This indicator is not meant to capture sector specific technical training topics. For the purpose of this indicator, training is defined as an intervention/session (virtual and/or in</p>	

person) of at least five full days that has learning objectives and focuses on enhancing a certain skill. A focus group, mentoring or coaching activity, apprenticeship, or internship can be considered under training if within the listed skills topics.

Individuals will be considered trained if they complete the training. Completion will be defined by the project during Year One. Individuals not completing the training will not be counted.

Self-efficacy refers to people's beliefs in their capacity to produce actions that are necessary for achieving desired outcomes/attainments. For the purposes of this indicator for Jamaica Empower, self-efficacy means youth report confidence in participating in the positive social and economic activities of their communities.

The threshold for "report self-efficacy" that this indicator will measure will be determined after the baseline data are collected for the first cohort of youth. The percentage reported is those youth who report self-efficacy divided by the number of youth in the sample (which might be a higher number).

**Unit of Measure:** Individual

**Data Type:** Percentage

**Disaggregation:** Age band, sex, disability status

#### PLAN FOR DATA COLLECTION

**Data Source:** Soft Skills Pre and Post Assessments

**Method of Data Collection:** Items to measure youth's perceived self-efficacy will be part of the broader Jamaica Empower soft skills assessment administered in the initial stages of their training (pre-test) and later stages of their training (post-test). The discrete items that will be used to measure self efficacy will be determined during Year One, but tools recommended by [YouthPower](#) may be considered, for example the Generalized Self-Efficacy survey which can be administered in conjunction with training or programs in any sector that include goals related to youth empowerment.

**Reporting Frequency:** End of Year 2 and End of Year 5 (at endlines for two evaluation cohorts)

**Individual(s) Responsible:** YLSOs with UWI management and EDC support

#### TARGETS AND BASELINE

**Baseline Timeframe:** Year 2 and Year 4 will set baselines for each respective evaluation cohort

**Rationale of Targets:** TBD based on baseline data collected and further consultation with stakeholders

#### DATA QUALITY ISSUES

**Date of Initial DQA:** To be filled when first DQA completed

**Known Data Limitations:** none

#### PERFORMANCE INDICATOR VALUES

Year	Baseline	Target	Actual	Notes
1		n/a		

2		TBD		
3		n/a		
4		n/a		
5		TBD		
LOP		TBD		
<b>THIS SHEET LAST UPDATED ON:</b>				
03/06/2024				

#5	Performance Indicator Reference Sheet
<b>Objective 1. Increase civic education and participation of target youth in their communities</b>	
<b>Sub-IR: 1.2 Recruit diverse and inclusive cohorts of youth and youth champions and build social and emotional support, including peer-to-peer networks.</b>	
<b>Name of Indicator:</b> <i>YOUTH-6: Number of youth who complete USG-assisted leadership programs</i>	
<b>Indicator Type:</b> Output	
<b>Is this a PPR Indicator?</b> Yes (Youth-6)	
DESCRIPTION	
<p><b>Precise Definition:</b> This indicator will count the number of Jamaica Empower youth who complete training to become USAID Youth Empower ambassadors.</p> <p>Youth: Individuals aged 10 - 29 years of age.</p> <p>This indicator captures the reach of USG-assisted programming that builds and provides opportunities for youth to demonstrate leadership skills. Since leadership can be categorized as a soft skill or life skill, every individual reported to this indicator will also be reported to YOUTH-1: Number of youth trained in soft skills/life skills through USG-assisted programs.</p> <p>Programs that require 'meaningful demonstration in context' are those in which the practice of leadership skills is not for the sole purpose of building individual skills, but also for the purpose of contributing to a community. For example, programs in which participants demonstrate leadership skills only through role playing in a leadership training program would not be counted here. Programs in which participants demonstrate leadership skills by engaging in community service, volunteering, advocacy, organizing youth networks, leading other youth, or having a voice in political processes would be counted here.</p> <p>'Completion' of a USG-funded program means that an individual has met the completion requirements of a leadership program. The specific definition of 'completion' is defined by the program offered and will be determined during Jamaica Empower Year 1.</p> <p>'Number of youth' is the number of youth completing a leadership program with a leadership demonstration component in the curriculum, not the number of individual youth demonstrating leadership. Youth who have completed leadership programs delivered directly by USAID implementing partners or by other trainees as part of a deliberate service delivery</p>	

strategy (e.g., cascade training) can be counted here. Each youth should be counted only once, regardless of the number of program components in which the youth participated, in the year the youth completed programming.				
<b>Unit of Measure:</b> Individuals				
<b>Data Type:</b> Number (Integer)				
<b>Disaggregation:</b> Sex, Age band, Disability Status				
<b>PLAN FOR DATA COLLECTION</b>				
<b>Data Source:</b> Youth intake and attendance forms for Youth Empower Ambassador training sessions				
<b>Method of Data Collection:</b> YLSO's own attendance tracking and UWI management of data with EDC support				
<b>Reporting Frequency:</b> Annual				
<b>Individual(s) Responsible:</b> YLSOs with UWI management and EDC support				
<b>TARGETS AND BASELINE</b>				
<b>Baseline Timeframe:</b> Year 1				
<b>Rationale of Targets:</b> Project goals				
<b>DATA QUALITY ISSUES</b>				
<b>Date of Initial DQA:</b> To be filled when first DQA completed				
<b>Known Data Limitations:</b> YLSOs may struggle to maintain reliable attendance records; regular follow-up and training as needed will be provided to ensure quality tracking.				
<b>PERFORMANCE INDICATOR VALUES</b>				
Year	Baseline	Target	Actual	Notes
1				
2				
3				
4				
5				
LOP		100		
<b>THIS SHEET LAST UPDATED ON:</b>				
03/06/2024				

#6	Performance Indicator Reference Sheet
<b>Objective 1. Increase civic education and participation of target youth in their communities</b>	
<b>Sub-IR:</b> 1.3 Apply knowledge and skills through practical community-based opportunities for greater youth participation, contribution, and community cohesion.	
<b>Name of Indicator:</b> <i>YOUTH-5: Percentage of youth who participate in civic engagement activities following soft skills/life skills training or initiatives from USG assisted programs</i>	
<b>Indicator Type:</b> Outcome	
<b>Is this a PPR Indicator?</b> Yes (Youth-5)	
<b>DESCRIPTION</b>	
<b>Precise Definition:</b> This indicator will measure the percentage of youth who participate in civic engagement activities during and/or following training, including community service activities, peer psychosocial support activities, and/or social cohesion activities.	



Youth: Individuals aged 10 - 29 years of age

Soft skills/life skills: a broad set of skills, competencies, behaviors, attitudes, and personal qualities that enable people to effectively navigate their environment, work well with others, perform well, and achieve their goals. This includes management, leadership, social, and/or civic engagement skills. For the purpose of this indicator, training is defined as an intervention/session (virtual and/or in person) that has learning objectives and focuses on enhancing a certain skill. A focus group, mentoring or coaching activity, apprenticeship, or internship can be considered under training if within the listed skills topics.

Individuals will be considered trained if they complete their training. What constitutes “completion” for Jamaica Youth Empower will be determined during Year 1 of the Activity. Individuals not completing, per this definition, will not be counted.

For the purpose of this indicator, initiatives are defined as interventions (virtual and/or in person) including but not limited to individual sensitization events or participation in a youth council or club. Initiatives such as media campaigns can only be counted if participants are able to be contacted within 3 months after the event for data collection. The initiative does not have to focus on social or leadership skills. Civic engagement activities include but are not limited to: registering to vote, voting, advocacy work with community and governmental leaders, volunteerism, etc. This can be local, regional, or country specific. The civil society activity does not have to be of a certain amount of time, nor does it have to be repeated.

Persons who only attend training/initiative or who only participate in civil society activities will not be counted; the person must have completed both the training/initiative and participated in civil society activities to be counted. Civil society activities that are performed as part of the initial training or initiative will not be counted, but those occurring in the latter stages of the training can be counted.

The denominator is all persons who completed the training related to the activity, and the numerator is all persons who participated in new civic engagement activities.

**Unit of Measure:** Individual

**Data Type:** Percentage

**Disaggregation:** Sex, Age band, Disability status

#### PLAN FOR DATA COLLECTION

**Data Source:** Training attendance forms tracking individual youth’s attendance during civic engagement modules / days specifically.

**Method of Data Collection:** YLSO regular tracking at training classroom level using paper-based forms that are then transferred to YLSO for data entry / quality checked by UWI.

**Reporting Frequency:** Annual

**Individual(s) Responsible:** YLSOs with support from UWI and EDC

#### TARGETS AND BASELINE

<b>Baseline Timeframe:</b> Year 1				
<b>Rationale of Targets:</b>				
<b>DATA QUALITY ISSUES</b>				
<b>Date of Initial DQA:</b> To be filled when first DQA completed				
<b>Known Data Limitations:</b> YLSOs may struggle to maintain reliable attendance records; regular follow-up and training as needed will be provided to ensure quality tracking.				
<b>PERFORMANCE INDICATOR VALUES</b>				
Year	Baseline	Target	Actual	Notes
1				
2				
3				
4				
5				
LOP		80%		
<b>THIS SHEET LAST UPDATED ON:</b>				
03/06/2024				

<b>#7</b>	<b>Performance Indicator Reference Sheet</b>
<b>Objective 2. Improved employability skills target youth to be able to access livelihoods opportunities</b>	
<b>Sub-IR: 2.1 Provide increased access to soft skills, work-readiness, savings and loan, and entrepreneurship training for youth.</b>	
<b>Name of Indicator:</b> <i>EG 6-13: Percent of individuals with improved soft skills following participation in USG-assisted workforce development programs.</i>	
<b>Indicator Type:</b> Outcome	
<b>Is this a PPR Indicator?</b> Yes (EG 6-13)	
<b>DESCRIPTION</b>	
<p><b>Precise Definition:</b>  This indicator will measure the percent of youth who complete workforce development training and whose scores on the work readiness assessment improve between the pre-test and post-test. The assessment will be developed during Year 1 of the Jamaica Empower Activity, and will be woven into the training program so as to minimize disruption to learners, and also to provide opportunities for learners to reflect on the findings at the initial training and latter training milestones (pre and post tests, respectively).</p> <p>‘Soft skills’ are defined as “a broad set of skills, competencies, behaviors, attitudes, and personal qualities that enable people to effectively navigate their environment, work well with others, perform well, and achieve their goals” (Lippman et al. 2015). Activities may measure the soft skills themselves or the behaviors that result from skill development. The soft skills or behaviors measured should have some evidence of influencing the activity’s targeted outcome(s). USAID’s Key ‘Soft Skills’ that Foster Youth Workforce Success presents soft skills with evidence of influencing workforce outcomes, and USAID’s Key Soft Skills for Cross-Sectoral Youth Outcomes presents soft skills with evidence of influencing workforce,</p>	

sexual and reproductive health, and violence prevention outcomes. However, soft skills measurement can include other skills that are relevant for programming or are specifically in demand for a targeted sector.

‘Individuals’ are aged 10-29 years.

Soft skills are measured by a longitudinal pre/post assessment of a representative sample of the participating population or of the entire participating population. Soft skills may be measured by psychometric assessments of latent soft skills or through observation, game-based, or other measures of behavior change that results from skill development.

Assessments should be age-appropriate to the target population and validated in the context. Assessments may rely on self-reporting, though activities are encouraged to explore more reliable, less fakeable measurement options. Activities may use retrospective pre-tests only if these have been tested against a true pre-test and proven to be the least biased, most reliable source of baseline data.

‘Improved’ is defined as a meaningfully higher composite score or better results (as defined by the program offered) post-test in a longitudinal assessment. The amount of increase between baseline and endline that is “meaningful” will be determined and justified by the program.

‘Percent of individuals’ is the number of individuals with a higher composite score or better results at post-test divided by the total number of individuals who participate in soft skills programming multiplied by 100. Individuals with improved soft skills after participating in programs delivered by other trainees as part of a deliberate service delivery strategy (e.g., cascade training) are counted.

What constitutes “participation” will be determined during Year 1 of the Activity.

**Unit of Measure:** Individual

**Data Type:** Percentage

**Disaggregation:** Sex, age, disability

#### PLAN FOR DATA COLLECTION

**Data Source:** Soft Skills Pre and Post Assessments

**Method of Data Collection:** The soft skills assessment will be administered in the initial stages of youth’s training (pre-test) and later stages of their training (post-test). The discrete items that will be used to measure soft skills will be determined during Year One and based on the training curriculum, but will also include items from EDC’s Work Ready Now soft skills item bank.

**Reporting Frequency:** End of Year 2 and End of Year 5 (at endlines for two evaluation cohorts)

**Individual(s) Responsible:** YLSOs and UWI with EDC Support

#### TARGETS AND BASELINE

<b>Baseline Timeframe:</b> end of year 1 / beginning of year 2				
<b>Rationale of Targets:</b>				
<b>DATA QUALITY ISSUES</b>				
<b>Date of Initial DQA:</b> To be filled when first DQA completed				
<b>Known Data Limitations:</b> Youth who are available to complete the post-test will be those youth still in the training at the time of data collection. As such, the denominator will likely not include any youth who have 'participated' but not 'completed'.				
<b>PERFORMANCE INDICATOR VALUES</b>				
<b>Year</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>	<b>Notes</b>
1		n/a		
2		TBD		
3		n/a		
4		n/a		
5		TBD		
LOP		65%		
<b>THIS SHEET LAST UPDATED ON:</b>				
03/06/2024				

<b>#8</b>	<b>Performance Indicator Reference Sheet</b>
<b>Objective 2. Improved employability skills target youth to be able to access livelihoods opportunities</b>	
<b>Sub-IR: 2.1 Provide increased access to soft skills, work-readiness, savings and loan, and entrepreneurship training for youth.</b>	
<b>Name of Indicator: Custom:</b> <i>EMPOWER-4: Number of youth participating in work-based learning, mentorship, or other post-training work placement support activities</i>	
<b>Indicator Type:</b> Output	
<b>Is this a PPR Indicator?</b> No	
<b>DESCRIPTION</b>	
<b>Precise Definition:</b> Of the youth completing the training, some will also take part in work-based learning, mentorship, or other work placement support activities as part of their training. The exact nature of these placements will be further defined during Year 1, as will definitions for adequate participation to be counted toward the indicator.	
<b>Unit of Measure:</b> Individual	
<b>Data Type:</b> Number (Integer)	
<b>Disaggregation:</b> Sex, age band, disability status	
<b>PLAN FOR DATA COLLECTION</b>	
<b>Data Source:</b> WBL placement tracker and employer/mentor tracker	
<b>Method of Data Collection:</b> YLSO working with employers and mentors to complete tracking sheets with signatures that verify youth participation in post-training placement activities.	
<b>Reporting Frequency:</b> Annual	
<b>Individual(s) Responsible:</b> YLSOs with UWI management and EDC support	
<b>TARGETS AND BASELINE</b>	
<b>Baseline Timeframe:</b> Year 1	

<b>Rationale of Targets:</b> The project will aim to get most youth into this component of their training (of the 5000 reaching completion of the core training components), but are anticipating some will not participate in this portion of the training.				
<b>DATA QUALITY ISSUES</b>				
<b>Date of Initial DQA:</b> To be filled when first DQA completed				
<b>Known Data Limitations:</b> It will likely be difficult to reliably track youth's degree of engagement with the employer / mentors, if at all, beyond a general report of the youth having engaged to some extent or not. It will require a good amount of YLSO attention to ensure employers / mentors can provide regular updates on the youth placed with them, while also being cognizant of not placing an undue burden on the employer/mentor at the same time. A reasonable process will be further developed in the initial stages of work placement for the purposes of tracking this indicator.				
<b>PERFORMANCE INDICATOR VALUES</b>				
<b>Year</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>	<b>Notes</b>
1				
2				
3				
4				
5				
LOP		4000		
<b>THIS SHEET LAST UPDATED ON:</b>				
03/06/2024				

<b>#9</b>	<b>Performance Indicator Reference Sheet</b>
<b>Objective 2. Improved employability skills target youth to be able to access livelihoods opportunities</b>	
<b>Sub-IR:</b> 2.2 Engage strategic business partnerships that lead to attractive, market-responsive work-based learning opportunities for youth, including in the orange, blue and green economies.	
<b>Name of Indicator: Custom:</b> <i>Custom (EMPOWER-2):Number of private sector entities who provide work-based learning, internship, apprenticeship and/or job opportunities to youth</i>	
<b>Indicator Type:</b> Output	
<b>Is this a PPR Indicator?</b> No	
<b>DESCRIPTION</b>	
<b>Precise Definition:</b> Private sector employers will be engaged in order to provide the work-based learning, internship, apprenticeship and/or job opportunity exposure to Empower youth. This indicator will count the number of those unique entities that are engaged in this process. Engagement means that they have indicated verbal or written agreement to host one or more youth; this will be documented on project records.	
<b>Unit of Measure:</b> Private sector entity	
<b>Data Type:</b> Number (Integer)	
<b>Disaggregation:</b> none	
<b>PLAN FOR DATA COLLECTION</b>	

<b>Data Source:</b> Employer engagement tracker				
<b>Method of Data Collection:</b> YLSO staff responsible for engaging with employers will keep up with a tracking sheet to indicate name, entity type, contact information of employers/mentors etc. who have indicated at least verbally that they will host one or more Empower youth.				
<b>Reporting Frequency:</b> Annual				
<b>Individual(s) Responsible:</b> YLSOs with UWI management and EDC support				
<b>TARGETS AND BASELINE</b>				
<b>Baseline Timeframe:</b> Year 1				
<b>Rationale of Targets:</b> na				
<b>DATA QUALITY ISSUES</b>				
<b>Date of Initial DQA:</b> To be filled when first DQA completed				
<b>Known Data Limitations:</b> none				
<b>PERFORMANCE INDICATOR VALUES</b>				
<b>Year</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>	<b>Notes</b>
1				
2				
3				
4				
5				
LOP		TBD		
<b>THIS SHEET LAST UPDATED ON:</b>				
03/06/2024				

<b>#10</b>	<b>Performance Indicator Reference Sheet</b>
<b>Objective 3. Strengthened community-based support structures for youth well-being and resilience</b>	
<b>Sub-IR: 3.1 Coordinate with existing community structures to reinforce community resilience.</b>	
<b>Name of Indicator:</b> <i>CBLD-9 Percent of USG-assisted organizations with improved performance</i>	
<b>Indicator Type:</b> Outcome	
<b>Is this a PPR Indicator?</b> Yes (CBLD-9)	
<b>DESCRIPTION</b>	
<p><b>Precise Definition:</b> This indicator measures the percent of NGO Partners who meet annual performance targets regarding quality service delivery, partnership building, and community activities supported. Specific performance targets will be set with each organization.</p> <p>Organizations may choose their preferred approach and/or tools for documenting the process and achievement of performance improvement. The approach and/or tool may be one that has been or is being used by the organization prior to the implementation of USG-funded support.</p>	

Numerator = number of organizations with improved performance Denominator = number of USG-assisted organizations receiving organizational capacity development support				
<b>Unit of Measure:</b> YLSO				
<b>Data Type:</b> Percentage				
<b>Disaggregation:</b> Organization type				
<b>PLAN FOR DATA COLLECTION</b>				
<b>Data Source:</b> Organizational Assessment and Performance Tool (OAPT)				
<b>Method of Data Collection:</b> EDC sits with each YLSO to complete, upon initial engagement, an initial organizational assessment and performance tool. Thereafter, annually, EDC will conduct follow-up assessments to track key capacity areas. Also, EDC will work with each YLSO upon initial engagement to develop internal tracking tools to help YLSOs track and reflect on their own performance independently. These data can be reflected on in the annual meetings to inform EDC's completion of YLSO progress reports that will inform the indicator.				
<b>Reporting Frequency:</b> Annual				
<b>Individual(s) Responsible:</b> EDC with YLSO participation				
<b>TARGETS AND BASELINE</b>				
<b>Baseline Timeframe:</b> Year 1				
<b>Rationale of Targets:</b> na				
<b>DATA QUALITY ISSUES</b>				
<b>Date of Initial DQA:</b> To be filled when first DQA completed				
<b>Known Data Limitations:</b> Internal tracking tools for YLSOs will need to be developed with attention to limiting burden on YLSOs, but also allowing for EDC to obtain reliable data in the assessments.				
<b>PERFORMANCE INDICATOR VALUES</b>				
Year	Baseline	Target	Actual	Notes
1				
2				
3				
4				
5				
LOP		70%		
<b>THIS SHEET LAST UPDATED ON:</b>				
03/06/2024				

#11	Performance Indicator Reference Sheet
<b>Objective 3. Strengthened community-based support structures for youth well-being and resilience</b>	
<b>Sub-IR:. 3.2 Create experiences, exchanges, and communications that build youth pride, identity and attachment to Jamaican culture and history.</b>	

<b>Name of Indicator:</b> <i>Custom (EMPOWER-3) Number of experience, exchange, and communication products</i>				
<b>Indicator Type:</b> Output				
<b>Is this a PPR Indicator?</b> No				
<b>DESCRIPTION</b>				
<b>Precise Definition:</b> This indicator will measure the number of cultural excursions, festivals, community events that are put on as part of the Activity. The exact nature of these events will be further determined during Year 1.				
<b>Unit of Measure:</b> Events / Activities				
<b>Data Type:</b> Number (Integer)				
<b>Disaggregation:</b> Type of event				
<b>PLAN FOR DATA COLLECTION</b>				
<b>Data Source:</b> Project records; photographic evidence of events				
<b>Method of Data Collection:</b> EDC will keep project records of the events; YLSOs will provide photographic evidence to support reports of events.				
<b>Reporting Frequency:</b> Annual				
<b>Individual(s) Responsible:</b> YLSOs with EDC support				
<b>TARGETS AND BASELINE</b>				
<b>Baseline Timeframe:</b> Year 1				
<b>Rationale of Targets:</b> na				
<b>DATA QUALITY ISSUES</b>				
<b>Date of Initial DQA:</b> To be filled when first DQA completed				
<b>Known Data Limitations:</b>				
<b>PERFORMANCE INDICATOR VALUES</b>				
<b>Year</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>	<b>Notes</b>
1				
2				
3				
4				
5				
LOP		50		
<b>THIS SHEET LAST UPDATED ON:</b>				
03/06/2024				