

Q1  
2016

**QUARTERLY  
TRANSPARENCY  
REPORT**

 **PENCILS OF  
PROMISE**

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## A LETTER FROM OUR CEO

At PoP, our actions and decisions are driven by data. That's why late last year, we launched a new Transparency & Data Innovation (TDI) team solely committed to improving our work through data and making that information completely transparent to our supporters.

We believe that strategy is a living, breathing process that needs to be as flexible as the environment demands. Because of our focus on data technology, we're able to measure our results and iterate on our programs faster to achieve maximum impact for students in the developing world.

A great example of this was found in analyzing results from the first year of our Teacher Support Program in Ghana. We measured an 18.7% increase in literacy proficiency for PoP 6th grade students as compared to their peer control group, providing us with the confidence to further scale this program and impact more students. By investing in data quality and taking a technology-first approach to data collection, we're gaining faster, more accurate information about our programs and school builds, helping us achieve our goal of making students literate.

We also hold ourselves accountable to both our beneficiaries and donors by remaining as transparent as possible in everything that we do. To maintain that high standard, we'll be releasing Quarterly Transparency Reports (QTRs), Annual Country Wrap Reports and an online data hub in the coming months, which will serve as a place for PoP to publicly share our most up-to-date results and data.

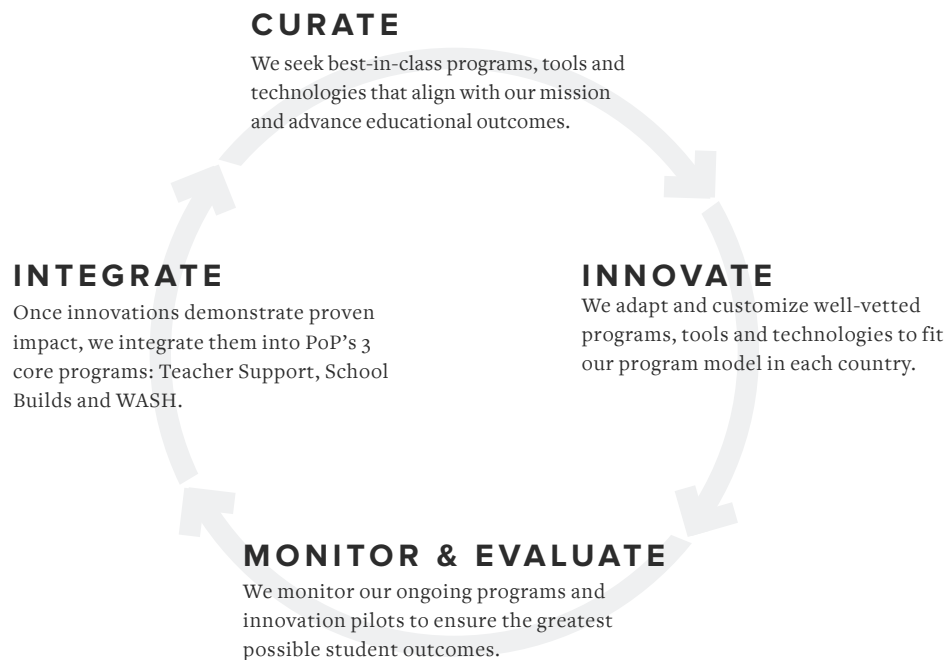
In 2016 and beyond, we hope to scale our methods and in-classroom interventions to the point that other organizations, and even governments, look to Pencils of Promise as a leader in creating transformational change for children around the world. Transparency will help us get there.

For more info about all things PoP data, contact our Director of TDI Jaclene Roshan ([jroshan@pencilsofpromise.org](mailto:jroshan@pencilsofpromise.org)) or [transparency@pencilsofpromise.org](mailto:transparency@pencilsofpromise.org).

Warmly,

Michael G. Dougherty

# THE POP MODEL



## Our Mission

We believe every child should have access to quality education. We create schools, programs and global communities around the common goal of education for all.

## Long-Term Impact

PoP works in conjunction with communities, local governments and education ministries to ensure the sustainability of our programs. Our long-term goal is for national governments to adopt our literacy-focused model, leading to stronger student outcomes and better life opportunities.

## Q1 2016 Milestones

### LAOS GOVERNMENT APPROVAL

The Provincial Education Services in Luang Prabang Province has officially approved the Teacher Support program for the 2016-17 school year. Our partnership with governments is an integral part of our model and this formal approval will have a major impact on our work in Laos.

### GHANA EXPANSION

We officially entered our second region in Ghana, the Eastern Region, breaking ground on 7 new primary schools there.

### PROFICIENCY PANEL

PoP is spearheading a working group to define EGRA proficiency benchmarks with people from Worldreader, Bridge International Academies and PARCC, among others. While EGRA has been widely adopted, very few resources exist to share and standardize results. Such a resource will allow implementers to more accurately assess a students' need, iterate on their interventions more quickly and measure outcomes with more precision.

### RUMIE PARTNERSHIP

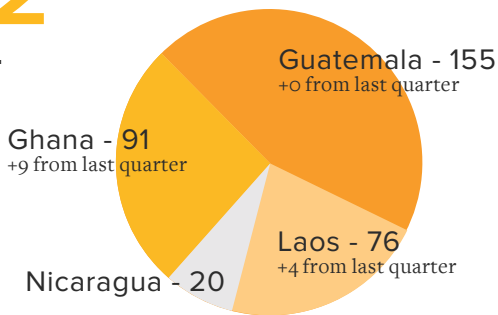
We signed an MOU agreement with Rumie to provide 300 devices for 3 Teacher Support schools in Guatemala. The devices will be loaded with Spanish content to help boost literacy gains in the classroom.

# IMPACT

## Program Outputs

Q1 is off to a great start with a new school year beginning in Guatemala. We welcomed new students to WASH Clubs (student-led organizations to encourage proper hygiene) and training.

**342**  
SCHOOL  
BUILDS



### TEACHERS SUPPORTED

**517** +46  
from last quarter

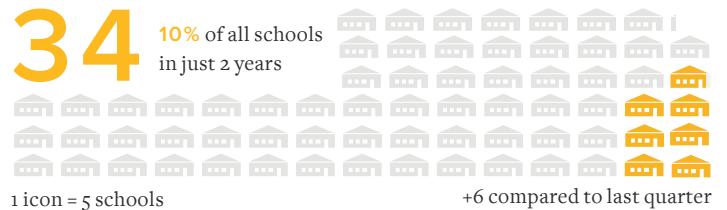
**634**  
COACHING SESSIONS  
+9 from last quarter

**28**  
WORKSHOPS  
+0 from last quarter

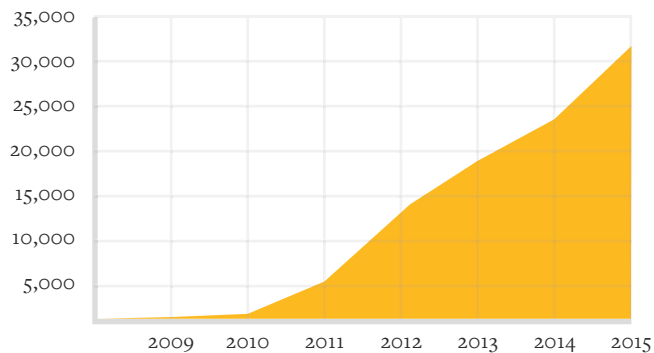
### E-READERS DELIVERED

**2,600** +0  
from last quarter

### SCHOOLS WITH TEACHER SUPPORT



### STUDENTS IMPACTED OVER TIME



NOTE: 2016 student enrollment is finalized in April and will be reflected starting in Q2

### SCHOLARSHIPS DELIVERED

**4,125** +486  
from last quarter

### WASH-TRAINED STUDENTS

**18,595** +0  
from last quarter

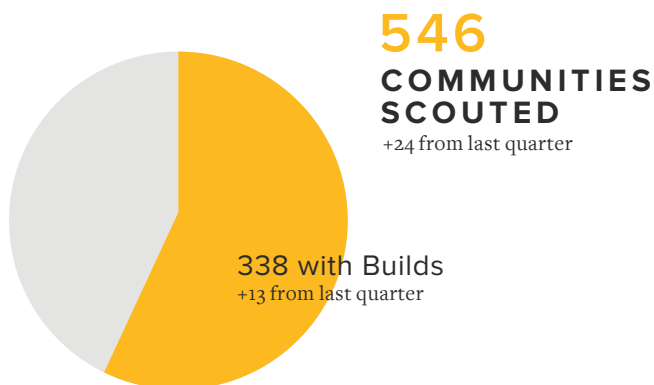
### SCHOOLS WITH WASH PROGRAMMING



[VIEW THE DATA LIVE](#)

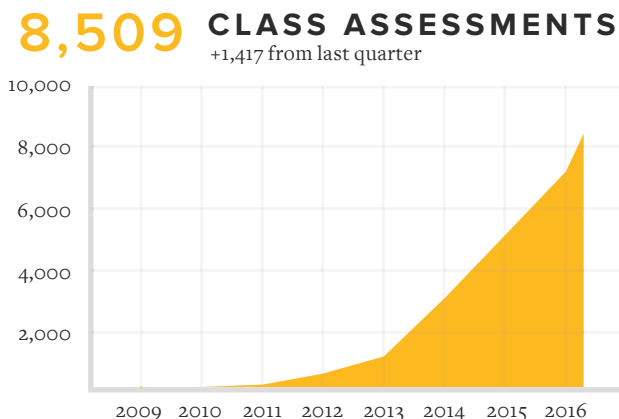
## Program Evaluation

We conduct rigorous short, medium and long-term assessments in order to improve our programs and demonstrate results. So far in Q1, baseline literacy tests have been administered in Guatemala with Ghana and Laos to be tested later this year.



After receiving potential build sites from the government, PoP travels to each site and implements our Builds Needs Rubric. The rubric generates an objective score that reflects the need in each location, which determines if construction is approved.

[VIEW OUR BUILD NEEDS RUBRIC](#)



PoP collects school information throughout the year, including: class enrollment, student and teacher attendance rates, pass rates, dropouts and retention.

### WASH EVALUATIONS

**154** +0  
from last quarter

PoP staff visit schools with WASH programming to assess how well WASH infrastructure is functioning and to what extent PoP students are following WASH hygienic and sanitary behavior.

### LITERACY TESTS ADMINISTERED

**10,067** +800  
from last quarter

PoP administers a USAID-based Early Grade Reading Assessment (EGRA) twice a year to compare student achievement in schools with PoP programmatic intervention to schools without interventions.

[VIEW THE DATA LIVE](#)

## Featured Evaluation Report

### 2014-2015 GHANA TEACHER SUPPORT REPORT

Love all the live data links in this report? Our Transparency & Data Innovation (TDI) Team will provide ongoing reporting on PoP's impact in Ghana, Guatemala and Laos each school year. These reports not only provide complete transparency into our student outcomes (both positive and negative results) but are also integral to improving our programs and ensuring we're making the biggest impact possible.

Check out our latest report on our 2014-2015 Ghana Teacher Support Program.

[READ THE REPORT](#)

# Key Performance Indicators

Want more information about our KPIs? [Learn more here.](#)

## SHORT-TERM INDICATORS

clean drinking water

3.7x

In PoP schools with WASH programming, 3.7-times more students report drinking clean water as compared to their peers.

VERIFY RESULTS

handwashing

22%

In PoP schools with WASH programming, 22% more students are observed washing their hands as compared to their peers.

VERIFY RESULTS

build index

TBD

In January 2016, we began utilizing a Build Index in order to assess the short term impact that school builds have on teachers and students. We'll be able to report out on this data in Q3 2016.

SEE THE INDEX

## INTERMEDIATE INDICATORS

beginning readers

23%

PoP 1st & 2nd grade students see 23% greater improvements than their peers in phonemic segmentation, a primary indicator of success for beginning readers.

VERIFY RESULTS

transitional readers

151%

PoP 3rd & 4th grade students see 151% greater improvements than their peers in familiar word identification, a primary indicator of success for transitional readers.

VERIFY RESULTS

independent readers

100%

PoP 5th & 6th grade students see 100% greater improvements than their peers in reading comprehension, a primary indicator of success for independent readers.

VERIFY RESULTS

## LONG-TERM INDICATORS

teacher commitment

87%

Teachers in our teacher support program attend school with 87% frequency. While this is higher than the global average of 70%, PoP's goal is to have teachers to attend 90% of the time in order to display true commitment.

VERIFY RESULTS

student pass rate

88%

Students with teachers in our teacher support program see an 88% pass rate. This is a 2% increase over control students, though we expect to see a longitudinal increase through our program.

VERIFY RESULTS

For both our long-term indicators, we do not expect to see significant gains over the first few years of our programs. These indicators require more than developing new skills— results require holistic inputs and complex behavior change that is rooted in perceptions of the importance of education by multiple beneficiaries.

# POP TEAM

TOTAL STAFF

120

+5 from last quarter



21  
NYC



25  
GHANA  
88% local staff



37  
GUATEMALA  
91% local staff



37  
LAOS  
89% local staff



Founder, McKenzie River Corporation

## Notes from the Field

### MINOTT WESSINGER, ADVISORY BOARD MEMBER

Minott Wessinger has been a member of the PoP Family since 2011, joining our Advisory Board in 2013. Over the past four years, Minott has had an incredible impact on this organization—and on the lives of children in the developing world—by building two schools in Guatemala, attending our annual gala each year in NYC and supporting PoP’s operational growth. Most recently, he joined the other Advisory Board members on a trip to Ghana, where he learned more about PoP’s latest innovations in the field.

[READ MINOTT’S STORY](#)



Former President, Viking Global

## Thank you to PoP Board Emeritus

### DAN CAHILL

As a long-standing member of the PoP family, Dan is at the very core of what makes PoP’s work possible. Through his 3-year tenure on the Board, Dan guided the organization and mentored staff through our most formative and defining years to create impact for students around the world. Thank you, Dan and the Cahill family, for your leadership and generous support over the past 4+ years. We are honored and grateful to forever call you a part of the PoP Family.



LAOS &  
GUATEMALA

2 trips to the field



408

visits to PoP HQ



ALL 5

PoP galas attended



13

board meetings



1

PoP denim jacket

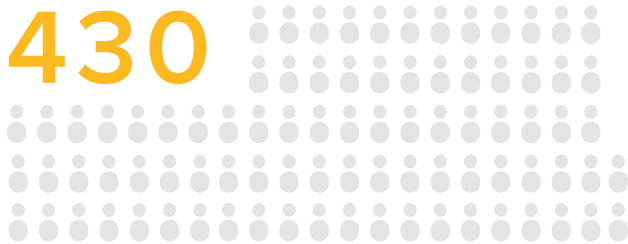
# COMMUNITY



## PASSPORT

PASSPORT is PoP's monthly giving program. Every cent raised by PASSPORT members goes directly toward our education programs in Ghana, Guatemala and Laos.

### ACTIVE PASSPORT MEMBERS



1 icon = 5 active members

+67 compared to Q1 2015

### AVERAGE PASSPORT GIFT

\$26.82

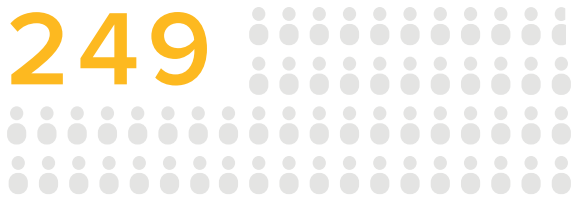
### PASSPORT COMMUNITY RAISE

\$30,885 +\$15,784  
compared to Q1 2015

## Campaigners

Campaigners utilize digital fundraising platforms, to rally friends and family to raise money toward the goal of providing education for all.

### ACTIVE CAMPAIGNS

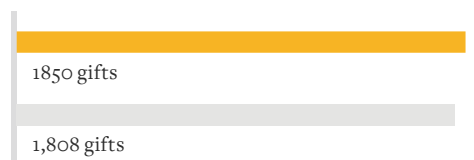


1 icon = 5 active campaigns

-30 compared to Q1 2015

### GIFTS FROM CAMPAIGNS

■ = Q1 2016  
■ = Q1 2015



### CAMPAIGNER COMMUNITY RAISE

\$274,100 -\$8,486  
compared to Q1 2015



## Campaigner Spotlight

### JUSTIN BLAU

Over the past 3 years, DJ Justin Blau and his listeners have raised nearly \$100k for PoP. After visiting the school he funded in Guatemala in 2013, Justin has continued his commitment to helping students around the world receive a quality education.

[READ JUSTIN'S STORY](#)

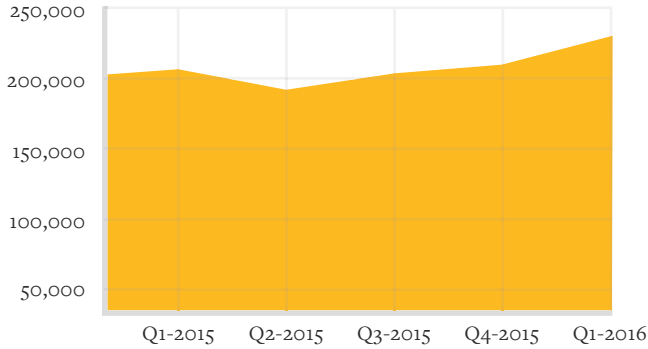


## Social Reach

Integral to PoP's success from the very beginning, our social media following continues to grow and help us connect with supporters from around the world.

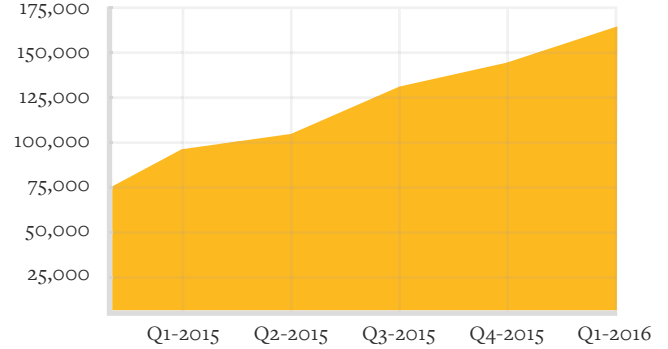
**6,197 NEW FACEBOOK LIKES**

+1,016 from last quarter



**19,098 NEW INSTAGRAM FOLLOWERS**

+7,269 from last quarter



## New Press

**Forbes**

### LESSONS OF A 55-YEAR-OLD CEO IN LEADING A MILLENNIAL-DRIVEN NON-PROFIT

As part of the "Today's True Leadership" series, Forbes interviewed PoP CEO Michael about his transition to the PoP Family.

[READ IT NOW](#)

## Featured Partner

 **Windows 10**

### UPGRADE YOUR WORLD

As part of the Upgrade Your World campaign (UYW) to celebrate the launch of Windows 10, our friends at Microsoft helped PoP build 10 new schools in Guatemala. Windows also went on a #PoPFieldTrip in February to see the impact of their donation and collect great media for the UYW campaign.

[LEARN MORE](#)



## Most Liked Social Post

**4,805 LIKES ON INSTAGRAM**

compared to **1,813** average likes

"Good luck to @JustinBieber who is hitting the road today for the #PurposeTour and donating \$1/ticket to Pencils of Promise! Thank you for everything you've done for PoP through the years - your support means the world to us. We're so grateful to have you in our #PoPFamily!"

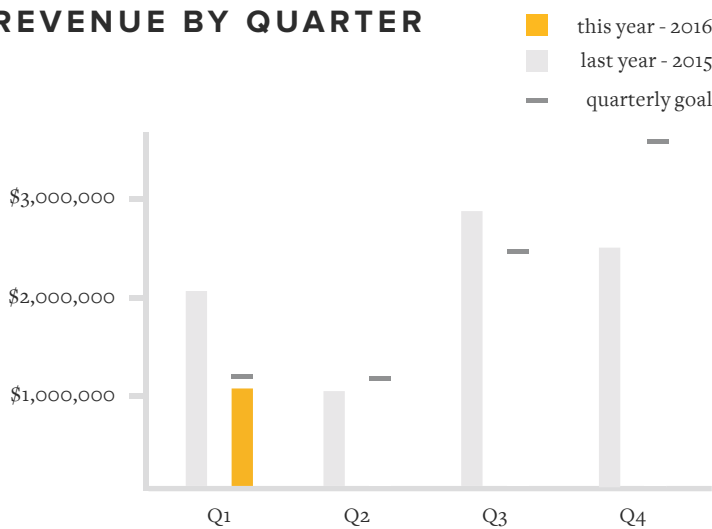
[SEE IT LIVE](#)

# FINANCIALS

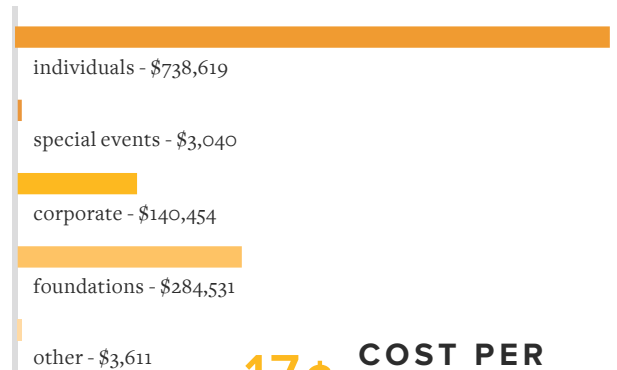
## Revenue

Thanks to the generous support of select corporate partners and individuals, every dollar donated online goes directly toward our programs to educate more children.

### REVENUE BY QUARTER



While we raised only 57% of our 2015 Q1 total, our 2016 Q1 raise was only 13% below our quarterly target.



**17¢ COST PER DOLLAR RAISED**  
 +3¢ compared to Q1 2015

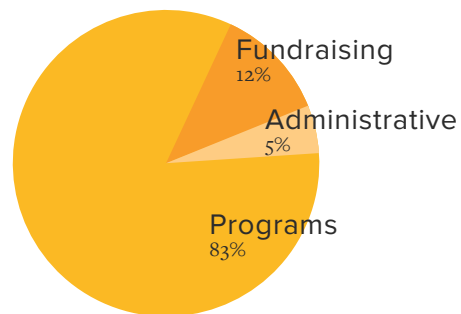
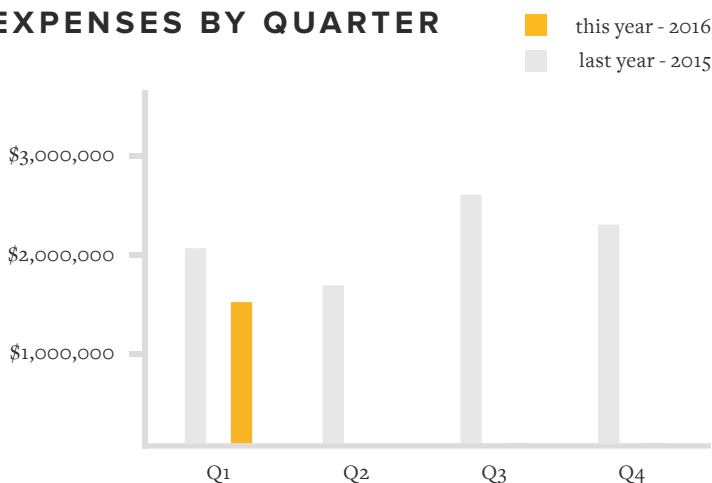
**TOTAL Q1 REVENUE**  
**\$1,170,246**

-\$892,588 compared to Q1 2015

## Expenses

We strive to have the highest return on impact in every dollar that we deploy, while being as efficient as possible in our spending.

### EXPENSES BY QUARTER



**TOTAL Q1 EXPENSES**  
**\$1,418,320**

-\$623,162 compared to Q1 2015

NOTE: This is an internal, unaudited estimate



## WHY IT MATTERS

### Meet Karina from Rio Lindo

Karina is a 1st grade teacher in the community of Rio Lindo, in the Quiché region of Guatemala. She's been a teacher for 6 years, deciding on this profession because she's always liked working with children.

Her favorite memory of teaching is how caring the students are toward her. Karina told us that a few years ago, she stayed late in her classroom for an after-school activity and ended up eating dinner alone because the other teachers were with their families. A few of the 6th grade students still at school saw her and said, "profesora, we'll eat with you," and then more and more trickled into the classroom to eat dinner together; afterwards, they ended up having a spontaneous dance party around the room. It was a beautiful experience that she'll never forget.

Karina is very grateful for the immense support that PoP provides her in the classroom. Through our Teacher Support program, she's able to vary the form of teaching that she does; it's more dynamic – not just reading and writing, but also using technology to grab the students' attention.

"Now, the students are so animated and excited about learning. I hope that PoP can continue to support the children and that they'll continue to work with us here in Guatemala to create a better future for the students. It's worth it, to create a better future for them."

To Karina, the best part of being a teacher is that at the end of the year, you can reflect on everything you've done and see the progress of the students.

"You've really learned to care for the children. The best part of being a teacher is the happiness that it gives you, and the happiness that the education gives the students."

