THE ROSE FOUNDATION: BUSINESS INCUBATOR

EVALUATION PLAN

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I. QUESTION OVERVIEW

The Rose Foundation was founded in 1991 with the mission to relieve suffering, poverty, and distress. The Rose Foundation achieves this mission by promoting social equity, wealth creation, and sustainable livelihoods. The Rose Foundation collaborates with private partners, international, and regional inter-governmental organizations to invest and deliver benefits and opportunities to disadvantaged communities.

In 2010, The Rose Foundation, BP Trinidad and Tobago, and the Ministry of National Security, through its Citizen Security Programme, founded The Beyond Borders Business Incubator Programme (the "Program") to help local at-risk communities find innovative ways to build and sustain steady revenue streams. Since its inception, the Program has helped residents develop and produce over 300 different products. The products have been market tested and promoted at local pop-up shops and other local markets. Though COVID-19 has changed the Program's strategy, the business incubator aims to support ten (10) new fully operational businesses, provide brick and mortar spaces for food production, and promote job creation within the local communities over the next two years. The Program, and its goals delineated above, is the focus of this Evaluation Plan.

The Evaluation Plan will be guided by the following questions:

1. How does participating in the program affect the entrepreneurs' confidence levels regarding their business capabilities?
2. To what degree does participating in the program impact an entrepreneur's individual income and socioeconomic status?
3. To what degree does participating in the program increase business administration knowledge, and access to resources necessary to operate the entrepreneurs' businesses?

II. INTENDED USE AND USERS

As mentioned, in 2010, The Rose Foundation, BP Trinidad and Tobago, and the Ministry of National Security, through its Citizen Security Programme, founded the Program. Achieving the Foundation's mission requires collaboration with private partners, international, and regional inter-governmental organizations to invest and deliver benefits and opportunities to disadvantaged communities. Therefore, the intended users of the evaluation of the Program are as follows: The Rose Foundation, the Ministry of National Security, BP Trinidad and Tobago; the five (5) communities serviced, Beetham Gardens, Farm Road (St. Joseph), Mt. D'or, Covigne, and Embacadere; and the 35 organizations that have been formed across these five communities.

The Evaluation results will be useful for the Foundation for two overarching reasons. First, the Rose Foundation has engaged in numerous projects, programs, and activities with its clientele in high needs communities over the last three decades. As a result of this work, a great pool of knowledge has accumulated. The Foundation's business incubator incorporates the knowledge they've gathered of the environment, along with knowledge of the target market, to create a bespoke product that can add real, sustainable value to the lives of those engaged in the Program. This Evaluation will allow the Foundation to collect concrete, evidence-based empirical data that demonstrates the impact of the Program. This evidence can further be used to demonstrate how the business incubator can positively impact individual participants, their local communities, and the national landscape. Moreover, the evidence provided by this Evaluation will serve as the basis to advocate that this Program be used as a framework to facilitate entrepreneurial development among high needs populations nationwide. The second major use of the Evaluation will be as proof to current and future funders/partners of the positive impact of the Program, with the aim of mobilizing additional support to guarantee adequate resources to support ample entrepreneurs. Current financial resources significantly limit the number of residents that can benefit from the Program.

III. PROGRAM DESCRIPTION

PROGRAM'S PURPOSE AND IMPLEMENTATION CONTEXT

The Rose Foundation strives to achieve its mission of relieving suffering, poverty, and distress within an environment riddled with complex social challenges for persons living in, or emerging from, high needs communities in Trinidad and Tobago. Namely, poverty, inequity and crime - as well as the stigmatization associated with living in or coming from one of these communities. The Rose Foundation tackles these issues by promoting social equity, wealth creation, and sustainable livelihoods.

The Program aims to help local at-risk communities find innovative ways to build and sustain steady revenue streams. The business education services and organizational development skills are provided to communities such as Beetham Gardens, Farm Road (St. Joseph), Mt. D'or, Covigne, and Embacadere. Since the start of the training initiative in 2010, 35 organizations have been formed across the five communities, resulting in community-based business initiatives in the areas of bottled water, construction, graphic arts, transportation, and catering. As mentioned, The Program aims to support ten (10) new fully operational businesses, provide brick and mortar spaces for food production, and promote job creation within the local communities over the next two years.

The Program uses the concept of transforming the local or native fruits (watermelon) and vegetables (pigeon peas, sweet potato) grown in Trinidadian and Tobagonian communities into consumer products made by and for the community, then promoting the products in a Farm to Table series. The Rose Foundation's role, via the Program, is to assist groups of farmers and entrepreneurs in forming nonprofit organizations, which can then be used as vehicles to market their products on a wider scale. This revenue generating stream can be funneled back into the communities to raise the standards of living. This model is based on entrepreneurship as a pathway to wealth creation and a solution to positively impact the lives of Beetham Gardens, Farm Road (St. Joseph), Mt. D'or, Covigne, and Embacadere community members who, because of their origin in impoverished situations, require additional

Community Example

Covigne is one of the local communities of Trinidad and Tobago well known for their production of pigeon peas. Pigeon peas are most often included in rice dishes or other small side dishes. This normative perspective of the pigeon pea is the first thing to go in Covigne while working with Beyond Borders. The organizational development skills this community has learned, combined with their natural innovation and creativity, have created over 65 products transforming the pigeon pea. A few dishes are as follows: pigeon pea doubles, pigeon pea roti, pigeon pea bread, pigeon pea pholourie, as well as ice creams, cakes, and drinks.

LOGIC MODEL

To achieve its short-term results and long-term impact, the Program uses the logic model found below. Inputs, consisting of resources and funding, are provided by The Rose Foundation (and external funders) at no cost to the entrepreneurs. These inputs emphasize the physical and financial barriers preventing the entrepreneurs from starting or growing their businesses on their own. For example, a baker may not be able to expand their business because they lack the manufacturing space, production equipment, or funds to do so. However, if they are a part of the business incubator, The Rose Foundation provides those inputs at no personal cost. With these resources, the baker can participate in activities such as product creation and experiential learning, as well as receive wrap-around services like business administration trainings and mentorship. Within one year, The Rose Foundation hopes to have successfully helped ten entrepreneurs bring their products to market, whether at grocery stories or on e-commerce platforms. Across these 10 businesses and the production ecosystem – i.e., farms, packaging companies, etc. – the Foundation seeks to create 50 additional jobs. If the entrepreneurs successfully bring their products to market, hire additional staff, or expand their pre-established business, this will increase confidence and attest to their newly acquired business knowledge. All of which is likely to increase economic well-being, as well as increase economic development across the entire community.

As the Program continues to help these entrepreneurs, year after year, growing their network of financially sustainable businesses, these communities will move toward poverty alleviation. Beyond overall economic development, The Rose Foundation is striving to combat the harsh socioeconomic stigmas associated with these communities. The relationships formed between the Program's entrepreneurs, rural farmers, and other local businesses will create individual positive experiences between historically at-odds segments of the populations. Creating positive narratives, in place of long-standing negative ones, marks the beginning of breaking preconceived notions of people from under-resourced urban communities. In conclusion, the Program has a clear and logical process to mobilize the resources the Rose Foundation has acquired from key stakeholders and to repurpose the communities' own assets to create the outputs, outcomes, and impact it intends to. The Program's logic model is represented graphically on the next page.

Business Incubator Logic Model

Scope of Work: The Rose Foundation's Business Incubator's activities (i.e. training modules, mentorship) engage small, cottage, and micro-entrepreneurs from local communities who face physical and financial barriers to entry that prevent them from starting or growing their businesses on their own. The Business Incubator aims to create bespoke products, jobs, and businesses that can add real, sustainable value to the lives of those engaged in the program and the local communities at large. The summative evaluation is designed to assess the impact of the Business Incubator, which uses the following logic model to achieve these short-term results and long-term impact.

INPUTS

- Online curriculum
- Business knowledge and experience
- Participants
- The Rose Foundation's network: local businesses, farmers
- Manufacturing space
- Production equipment
- Staff
- Funding: BPTT, InterAmerican Development Bank (IADB), grants

STAKEHOLDERS

- The Rose Foundation
- Center on Crime and Community Resilience (CCR)
- Entrepreneurs
- Community beneficiaries from Trinidad and Tobago
- Farmers in rural areas
- Government: The Ministry of National Security of Trinidad and Tobago, Ministry of Health
- BP Trinidad and Tobago (BPTT)
- International agencies

ACTIVITIES

- (Online) Business training modules
- Mentorship
- Experiential learning
- Product creation
- Relationship building/networking
- Food/product showcases

OUTPUTS

- Created 10 new businesses
- Generated 50 new jobs
- Facilitated/made # new value-added products available for sale

OUTCOMES

SHORT-TERM RESULTS

- Increased confidence and business knowledge for entrepreneurs
- Increased quality of life for entrepreneurs and employees
- Increased purchasing power for entrepreneurs and employees

LONG-TERM IMPACT

- Positive community relationships
- A shift in perception and alleviation of socioeconomic/class stigma
- Poverty alleviation

ASSUMPTIONS

Providing high-quality training for the local entrepreneurs through the online modules and experiential learning will lead to increased confidence and business knowledge for the entrepreneurs, further job and business creation, a steady revenue stream in the local communities, and increased quality of life for the entrepreneurs and employees.

EXTERNAL FACTORS

Many external factors can affect the delivery and impact of the Business Incubator. The Business Incubator is situated within an environment that is laden with a complex web of social challenges. The entrepreneurs to be targeted to participate in the Business Incubator live in or emerge from high needs communities in Trinidad and Tobago and face these social challenges on a daily basis, namely poverty, inequity and crime, as well as the stigmatization associated with living in or coming from one of these communities. It might be tough to engage enough local entrepreneurs who are willing and able to participate and complete the program. Internet needs to be accessible for each program participant to be able to complete the modules now situated online due to COVID-19.

IV. EVALUATION FOCUS

The evaluation plan aims to answer the following questions about the Program and participating entrepreneurs:

1. How does participating in the program affect the entrepreneurs' confidence levels regarding their business capabilities?
2. To what degree does participating in the program impact an entrepreneur's individual income and socioeconomic status?
3. To what degree does participating in the program increase business administration knowledge and access to resources necessary to operate the entrepreneurs' businesses?

Several terms must be defined for further clarity and to explain what the Evaluation is attempting to measure. For the purposes of this Evaluation, business capabilities will include the specific topics and skills covered by the Program's business incubator and educational curriculum. The first Evaluation question will be measuring the participants' confidence levels regarding business knowledge and skills. The business knowledge and skills that will be measured include: visioning, legal and compliance knowledge, how to utilize a bank account and cash flow, business planning, implementation planning, buying and controlling stock, quality control, marketing, business administration, financial management, and green strategies. The second Evaluation question will measure socioeconomic status and individual income. Specifically, data will be collected that measures the percentage of participants under the poverty line and to what degree that percentage shifts. Regarding the third Evaluation question, necessary resources will vary depending on the individual business, but may include resources such as having access to land, physical manufacturing space, adequate personnel or staffing, or raw ingredients. It can also include intangible resources such as acquired business knowledge, gained from participation in the business incubator modules. To track participants' progress and celebrate all progress within the Program, specified milestones will be included into the business incubator modules. Milestones include business incorporation, an established bank account, the creation of a business plan, established internal control systems, a tested and certified product, availability of a product in the local supermarket, availability on an e-commerce platform, and engagement in a peer-to-peer support network. These milestones will measure their business knowledge and additional resources.

EVALUATION DESIGN

Pre- and post-program surveys will be utilized to collect primary data to assess if participation in the Program is affecting (1) the entrepreneurs' confidence levels, (2) each entrepreneur's income/socioeconomic status, and (3) each entrepreneur's access to business resources, both tangible and intangible. These pre- and post-program surveys will be given to all the entrepreneur participants of the Program, as the population is manageable consisting of 10 participants a year. The small group size eliminates the process of sampling. The pre-program survey will be administered before the start of the Program, following the registration of the entrepreneur participant. The post-program survey will be administered following the participants' completion of all twelve modules of the Program, which will be either at or before the end of one year's time.

The first set of survey questions will assess the entrepreneur's confidence levels. To measure the entrepreneurs' confidence levels, participants will provide quantitative data via self-ratings on confidence scales. The next portion of the survey will include a financial self-assessment measuring income and related data points. The third and final set of survey questions will measure the entrepreneurs' self-reported access to business related resources. These resources will include tangible resources (access to land, raw produce, etc.) and intangible resources (business administration knowledge). The third aim will also be measured by the administration of a pre- and post-program business incubator comprehension survey. The comprehension survey will be tailed to each business incubator module with the purpose of determining what knowledge relating to business administration participants gained after completing each module. Along with these survey questions, both the pre- and post-tests will have an additional questionnaire section to gather written responses to qualitative questions. See appendices for sample survey questions and questionnaire tools.

As the Program continues past the one-year mark with an additional year of mentorship, so should the Evaluation with a longitudinal study of the Program's impact. Beyond collecting participant data before Program participation and upon completion, the three sets of survey questions and accompanying questionnaire should be administered two additional times: after the one year of mentorship (two years since beginning the Program) and one year later (three years since beginning the Program). This totals four collections of participant data. As mentioned, no sampling procedure will be in place, due to the population size. It is important to note that attrition could occur as well as a loss of follow-up due to the timeframe of multiple years.

A second, qualitative method will be employed to answer the Evaluation questions: informant interviews. The data will be collected from all the entrepreneur participants that participate in these interviews. The timeline of these interviews will be identical to the timeline of the three post-program questionnaires. The questionnaires and interviews will cover topics such as business registration, the presence of a financial recording system, number of employees, location, volume of sales, number of products in productions, and the product availability at local groceries or e-commerce platforms. See appendices for full informant interview instructions.

To ensure that the Evaluation is completed efficiently, it is recommended that staff personnel be assigned to administer (1) the pre-tests surveys and pre-program questionnaire before the start of the Program, (2) the three post-test surveys and questionaries at the completion of the 12 modules, one year and two years later and (3) the three post-program interviews following the completion of the Program, after one year of mentorship, and two years after completion of the Program.

Due to the self-reported nature of the data, there will be certain limitations to the Evaluation and potential challenges. Because there will be data collected post-program, there is the risk that there will be issues with compliance and follow up. However, The Rose Foundation has a reputation of maintaining long-term relationships with the people with whom they work. Ideally, participants will still be in contact with The Rose Foundation making it easier to follow through with the post-program surveys and interviews. Also, there is the risk that there will be discrepancies in the information given by the participants due to reporter bias, particularly regarding financial questions since this can be a sensitive topic. One way to counteract this is by creating a non-judgmental environment where the participants feel comfortable in discussing these topics honestly.

The criteria and standards for judging performance will be made in accordance with the Rose Foundation's specified goals and will include the following elements: Specific, Measurable, Achievable, Relevant, and Time-Based. All fields of evaluation will be clearly defined and articulated to all participants to reduce response bias. When applicable, Evaluation questions will include a baseline measurement prior to participation in the Program to establish a basis of comparison. Judgement of performance will be based on participant self-reported data via surveys, questionnaires, and interviews, as well as quantitative data regarding number of successful businesses, number of employees, revenue generated, and volume of sales. Criteria of success will include status of business (no-progress, in-progress, registered), revenue stream and extent of export (no revenue, local export only w/ low-high revenue generated, regional export w/ low-high revenue, international export w/ low-high revenue), number of employees (0-50), participants' confidence in business administration (not at all confident– extremely confident), and business administration ability (can successfully create tools such as a business plan, cash flow statements, and so forth).

V. METHODS

Summarizing the information presented in the section above and expanding on data collection, this Evaluation Plan proposes the use of the following methods:

Methods Grid

Evaluation Question(s) ***What questions will be answered by the data you collect?***	**Evidence/Indicator** ***What will be measured to determine if change occurred?***	**Method(s) & Measurement Tool (s)** ***How will data be collected?***	**Sample** ***Who will be the source of information and how will they be selected?***	**Time Frame** ***When will data be collected?***
How does participating in the program affect the entrepreneurs' confidence levels regarding their business capabilities?	Scores/self-ratings on confidence scales	Pre/post-program surveys	All entrepreneur participants	Pre-program: Before the program begins, after an entrepreneur is registered. Post-program: When an entrepreneur completes all 12 modules.
To what degree does participating in the program impact an entrepreneur's individual income and socioeconomic status?	Quantitative and qualitative financial metrics	Key informant interviews Secondary data Financial self-assessment	All entrepreneur participants	Pre-program 1 year after the program 3 years after the program

				If possible, 5 years after the program
To what degree does participating in the program increase business administration knowledge and access to resources necessary to operate the entrepreneurs' businesses?	Scores/self-ratings on business abilities Qualitative anecdotes	Longitudinal, pre/post-program questionnaires Interviews	All entrepreneur participants	Upon entry into the program. Upon completion of all 12 modules. Upon completion of 1 year of mentorship. One year after full program completion. (Final three instances for interviews.)

Data Collection Grid

Type and Source of Information	Qualitative, Quantitative, or Mixed Data	Resources Needed to Analyze the Information	Standard of Comparison
Surveys and questionnaires completed by the entrepreneur participants	Mixed data, including both quantitative and qualitative data	Summary sheets will be used to summarize key findings. Statistical programming software will be used to determine degree of change between the baseline pre-program surveys and post-program surveys.	Control: Pre-survey answers. Experiment: Post-survey answers. The expectation is that a participant's levels of confidence and access to resources will increase from the initial score after going through the program.
Informant interviews completed by the entrepreneur participants who self-select to participate in interviews	Mixed data	Summary sheets will be used to summarize key findings. Time and dedicated resources to collect, clean, interpret and conclude the data.	Control: Pre-survey answers. Experiment: Post-survey answers combined with qualitative in-depth interview data. The expectation is that participants will share further insights into program effects as well as feedback on the program from their perspectives.
Trinidad and Tobago Government statistics; national, regional and local income data	Quantitative data	Internet and computing skills to compare post-program	Control: Government statistics. Experiment: Post-program questionnaire

		participant livelihood data to government statistics.	data. The expectation is that a participant's financial stability (income) will be equal to or greater than government statistics (i.e. local or regional median income) after going through the program.
Trinidad and Tobago Government Standards and Compliance and any international standards that apply as well	Quantitative Data	Internet and computing skills. Access to Trinidad and Tobago Government Standards and Compliance, as well as international standards as applicable.	Governmental standards and compliance for businesses versus the actual operating standards of the participating businesses.
Business operating procedures set by The Rose Foundation/Beyond Borders Business Incubator	Quantitative Data	Current Business Status, Entrepreneur Self-Assessment for each entrepreneur/business will be used to track key business operating procedures created by The Rose Foundation/incubator modules.	Participant business operation practices will be matched against those set by the Rose Foundation.

VI. ANALYSIS AND INTERPRETATION PLAN

ANALYSIS AND INTERPRETATION PLAN

Mixed data will be collected at multiple points in time throughout the Evaluation. Quantitative data will mainly be analyzed through computing and statistical software, while qualitative data will need to be coded, or labeled and sorted to categorize findings, and then recorded on summary sheets. The qualitative data collected, especially from open ended interview questions, will likely provide the greatest insight into the "why" and "how" of the effects of the Program. This will allow the evaluators and Program staff to draw further conclusions beyond what the statistical analysis can offer. The outputs from each point of data collection will build on earlier findings to produce final conclusions on the Evaluation questions.

Whoever carries out the Evaluation, whether internal staff at The Rose Foundation or an external partner, needs to engage with key stakeholders throughout the Evaluation and data interpretation process. This is will ensure all relevant perspectives and insights are considered when reviewing the Evaluation findings, leading to meaningful conclusions. Additionally, if proper consultation is woven into analysis, there will be buy-in from all necessary stakeholders for the final product of the Evaluation, rendering it credible.

It will be important to build sufficient time for data analysis and interpretation into the overall Evaluation timeline. Once data has been collected, it will take time and resources to thoroughly understand and produce a report with useable insights and conclusions. While it is unclear to the current student team if any of the Program or The Rose Foundation staff have the expertise or time to conduct the data cleaning and analysis, we would recommend that resources are used or relationships are fostered to properly prepare and interpret the data as to protect the outputs of the Evaluation from being "D.R.I.P." (data rich, but information poor) (Centers for Disease Control and Prevention, 2011).

To make sure adequate time and consultation is properly planned for, the evaluator should consider using the following interpretation and review activities timeline:

Interpretation and Review Activities	Timeline
Clean and summarize pre-test data	During year of program participation
Review diagnostic checklists with program staff	During year of program participation

Clean and summarize post-test data	Within 1 month of program completion
Stakeholder interpretation meeting to review qualitative data	Immediately following preparation of preliminary results
Statistical analysis of pre- and post-test data	Within 1 months following the stakeholder interpretation meeting
Stakeholder review of interim report	Within 1 month of analysis
Clean and summarize questionnaire and interview (1) data	Within 2 months of mentorship completion interviews
Stakeholder interpretation meeting to review qualitative data	Immediately following preparation
Clean and summarize questionnaire and interview (2) data	Within 2 months of 1 year anniversary interviews
Stakeholder interpretation meeting to review qualitative data	Immediately following preparation
Stakeholder review of draft report	Within 3 months following the latest stakeholder interpretation meeting
Clearance and review process of final report	Within 2 months following stakeholder review of draft final report

As noted in the timeline, we recommend many check points at which the stakeholders, such as The Rose Foundation, can inform the interpretation process as well as receive preliminary data from the Evaluation. In one such instance, the diagnostic checklist for each business/entrepreneur, likely managed by Program staff, would be a key piece of data to review with the evaluators. The evaluators would need to capture the quantitative data points relating to the number of businesses achieving each milestone, while Program staff would then have the chance to check if there are common bottleneck modules, thus enabling the staff to use such information to improve program delivery in real time and for future cohorts of entrepreneurs.

The Evaluation should also produce an interim report analyzing and comparing the pre-program data and first collection of post-program data. This interim report would highlight short-term outputs and outcomes and allow The Rose Foundation and the Program to integrate feedback gained from qualitative participant data. As the full evaluation is longitudinal, the interim report and integrated review process allows the Program to begin benefitting from the Evaluation even before the final report is ready.

VII. USE, DISSEMINATION, AND SHARING PLAN

PLAN FOR DISSEMINATION

The Rose Foundation's main objective is to enable entrepreneurs to create stable businesses that have a long-lasting financial and social impacts on the surrounding communities. The Evaluation involves a series of surveys, questionnaires, and interviews. The Evaluation process and interim report will relay findings from these tools to the staff and Board of Directors to allow for adjustment in the Program processes and methodology. The continued Evaluation and interpretation will look at the long-lasting impact of the Program on the cohort of entrepreneurs. This will allow for a longitudinal view of the Program and produce a full report after three years. All staff should have access to the full report. The Board of Directors should see a summarized version capturing the need-to-know information. Technical partners should also receive a full-length report and oral presentation. This will allow the partners to step in and help if needed. The Rose Foundation should consider sending samples of participants' products with informational "Thank You" cards to the technical partners as well as all the Program's funders. These informational gifts would serve as a gesture of gratitude and as marketing for future funds.

Communications Plan

Target Audience (Priority)	Objectives for Communication	Lead	Tools	Status	Timetable
Staff	Communicate the main findings. Rose Foundation	Evaluator	Full length report	Proposed	After the first and second cohort matriculate through the program.
Board of Directors	Communicate findings and functions of the incubator program.	Evaluator	Report with summarized highlights of the evaluation.	Proposed	Periodically throughout the process.
Funding Partners	Advertise the program and highlight the positive experiences that participants	Rose Foundation	Sample products and "Thank You" cards	Proposed	After initial evaluati on is complete then ongoing(periodicall y)

	are having. Also, show the impact of the funding given by the donors.				
Community Partners	Highlight the positives experiences and results because of going through the incubator program.	Evaluator	Oral/slide presentation	Proposed	After the evaluations have been completed.
Participants	Highlight the positives experiences and results because of going through the incubator program.	Rose Foundation	Website Social Media Participant Pamphlet Charts and graphs should be on materials.	Proposed	After initial evaluation is complete then ongoing.
Technical Partners	Show the initial impact of the program and then an update after modifications are made. Furthermore, show the long-term effects of the program on participants.	Evaluator	Written report Oral/slide presentations Work sessions	Proposed	After the first and second cohort matriculate through the program.

VIII. APPENDICES

APPENDIX 1: COMPREHENSION SURVEY

Questions about Entrepreneur's Comprehension of the Twelve (12) Business Incubator Modules Note: Indicate your response by marking (x) a single response box for each question					
Module 1: Visioning	**Strongly Disagree**	**Disagree**	**Undecided/ Neutral**	**Agree**	**Strongly Agree**
I understand the learning objectives of the visioning module					
I am able to complete lessons and assignments on my own					
I am able to create a vision plan for my business and the product I want to create					
I am able to create a vision of my business' goals					
I understand what a mission statement is					
I am able to create a mission statement					
Module 2: Business Compliance	**Strongly Disagree**	**Disagree**	**Undecided/ Neutral**	**Agree**	**Strongly Agree**
I understand the learning objectives of the business compliance module					
I understand where to find available compliance resources					
I understand the laws that will regulate my product					
I understand the regulations my business must comply					

with					
I understand escalating compliance matters is my professional responsibility					
I am able to complete lessons and assignments on my own					
Module 3: Cash Flow	**Strongly Disagree**	**Disagree**	**Undecided/ Neutral**	**Agree**	**Strongly Agree**
I understand the learning objectives of the cash flow module					
I am able to assess my business' ability to generate cash from internal sources					
I understand the core principles of central revenue-generating activities					
I am able to complete lessons and assignments on my own					
Module 4: Business Plan	**Strongly Disagree**	**Disagree**	**Undecided/ Neutral**	**Agree**	**Strongly Agree**
I understand the learning objectives of the business plan module					
I am able to identify, describe and analyze a business opportunity					
I am able to examine a business' technical, economic and financial feasibility					
I am able to complete lessons and assignments on my own					
Module 5: Staffing	**Strongly Disagree**	**Disagree**	**Undecided/ Neutral**	**Agree**	**Strongly Agree**
I understand the learning objectives of the staffing module					
I am able to fill the					

various roles within the company with suitable candidates					
I understand how to attract and screen potential candidates					
I am able to manage staff pay-rolls					
I am able to complete lessons and assignments on my own					
Module 6: Internal Control Systems	**Strongly Disagree**	**Disagree**	**Undecided/ Neutral**	**Agree**	**Strongly Agree**
I understand the learning objectives of the internal control systems module					
I understand how to implement policies and procedures that increase efficiency					
I understand how to implement policies and procedures that strengthen adherence to policies					
I understand how to control the environment of my business					
I understand how to conduct a risk assessment					
I understand how to control the activities of my business					
I understand how to control all information and communication of my business					
I understand how to monitor internal and external activities of my business					
I understand how to complete lessons and assignments on my own					
I am able to complete					

lessons and assignments on my own					
Module 7: Buying and Stock Control	**Strongly Disagree**	**Disagree**	**Undecided/ Neutral**	**Agree**	**Strongly Agree**
I understand the learning objectives of the buying and stock control module					
I understand how to oversee inventory audits					
I understand how to maintain reports of purchases and pricing					
I am able to complete lessons and assignments on my own					
Module 8: Quality Control	**Strongly Disagree**	**Disagree**	**Undecided/ Neutral**	**Agree**	**Strongly Agree**
I understand the learning objectives of the quality control module					
I am able to complete lessons and assignments on my own					
Module 9: Marketing Plan	**Strongly Disagree**	**Disagree**	**Undecided/ Neutral**	**Agree**	**Strongly Agree**
I understand the learning objectives of the marketing module					
I understand my consumer base					
I understand how to develop a market strategy for my product					
I am able to complete lessons and assignments on my own					
Module 10: Business Administration	**Strongly Disagree**	**Disagree**	**Undecided/ Neutral**	**Agree**	**Strongly Agree**
I understand the learning objectives of the business administration module					
I understand how to					

manage a business					
I understand how to register a business					
I understand how to communicate my business ideas to other people					
I understand how to identify networking opportunities					
I understand how to contact someone for support					
I understand how to implement my business plan					
I understand how to identify challenges to implementing my business plan					
I am able to complete lessons and assignments on my own					
Module 11: Financial Management	**Strongly Disagree**	**Disagree**	**Undecided/ Neutral**	**Agree**	**Strongly Agree**
I understand the learning objectives of the financial management module					
I understand how to create a system for financial recording					
I understand how to create a budget					
I understand how to determine pricing strategies					
I understand how to open a bank account					
I am able to complete lessons and assignments on my own					
Module 12: Green Strategies	**Strongly Disagree**	**Disagree**	**Undecided/ Neutral**	**Agree**	**Strongly Agree**
I understand the learning objectives of the green strategies module					

I understand how to create a sustainable energy-efficient business					
I value creating a sustainable business					
I understand how to increase resource-use efficiency					
I understand how to develop clean production					
I understand how to reduce pollution cost in production processes					
I understand how to develop new energy resources					
I understand how to create a balanced ecological environment					

APPENDIX 2: CONFIDENCE SURVEY

Survey Questions about the Self-Confidence of Entrepreneurs Note: Indicate your response by marking (x) a single response box for each question					
	Not at all confident	A little confident	Moderately confident	Fairly confident	Extremely confident
I am able to envision the business and product I want to create					
I am able to envision my business' goals					
I am able to create a business plan					
I am able to see myself starting a business					
I am able to manage a business					
I am able to register a business					
I understand business compliance rules and regulations for my region					
I understand the					

legal requirements to start a business					
I am able to communicate my business ideas to other people					
I am able to identify networking opportunities					
I am able to contact someone for support					
I am able to implement my business plan					
I am able to identify challenges to implementing my business plan					
I understand what participation in a community of sharing means					
I understand how I can be a part of a community of sharing					
I understand my consumer base					
I am able to develop a market strategy for my product					
I understand financial management					

I am able to create a system for financial recording					
I am able to create a budget					
I am able to determine pricing strategies					
I understand how to manage a bank account					
I understand how to oversee inventory audits					
I am able to maintain reports of purchases and pricing					
I understand quality control					
I am able to create a sustainable energy-efficient business					
I know how to manage a staff					
I know how to hire personnel					
I am able to learn new information in an online/remote environment					
I am able to manage my time efficiently					

I am a confident entrepreneur					

Survey Questions About the Access to Resources Note: Indicate your response by marking (x) a single response box for each question						
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Not Applicable**
I have access to the raw materials I need to create my product						
I have access to the production equipment I need to create my product						
I have access to the production space I need to create my product						
I have access to the land resources I need to create my product						
I have access to the resources I need to incorporate my business						
I have access to the resources I need to establish a bank account						
I have access to the resources I need to create a business plan						

I have access to the resources I need to test and certify my products						
I have access to the resources I need to get my products into local supermarkets						
I have access to the resources I need to have my products be available on e-commerce platforms						
I have access to business mentorship						
I have access to peer-to-peer support						

Open-ended Written Questionnaire:

Pre-Program

1. What do you envision to be successful participation in the Business Incubator?
2. What will make this a successful experience for you?
3. What do you hope to gain from participation?

Post-Program

1. Did participation in the Business Incubator benefit you? Why, or why not?
2. Did the information included in the Business Incubator further your understanding of managing a business? Why, or why not?
3. What improvements to the Business Incubator modules would you suggest?
4. What improvements to the dissemination of the Business Incubator materials would you suggest?
5. What was the most meaningful aspect of this program?
6. What did you enjoy the *least* about this program?

APPENDIX 3: INCOME QUESTIONNAIRE AND FINANCIAL SELF-ASSESSMENT

Name: *First name Last name* Date: *Month day year*

Income Questionnaire and Financial Wellness Self-Assessment

1. Which of these describes your personal income last year?
    - ○ $0
    - ○ $1 to $9 999
    - ○ $10 000 to $24 999
    - ○ $25 000 to 49 999
    - ○ $50 000 to 74 999
    - ○ $75 000 to 99 999
    - ○ $100 000 to 149 999
    - ○ $150 000 and greater

2. What is your total household income?
    a. Less than $10,000
    b. $10,000 to $19,999
    c. $20,000 to $29,999
    d. $30,000 to $39,999
    e. $40,000 to $49,999
    f. $50,000 to $59,999
    g. $60,000 to $69,999
    h. $70,000 to $79,999
    i. $80,000 to $89,999
    j. $90,000 to $99,999
    k. $100,000 to $149,999
    l. $150,000 or more

3. How many people live in your household?
    a. Enter a whole number: ___

4. How many of the people that live in your household contribute financially?
    a. Enter a whole number: ___

5. Do you have income from any sources other than salary?
    a. Yes.
        i. Explain: ____
    b. No

6. Did you receive alimony during the last year?
    a. Yes
        i. In the amount of: $___
    b. No

7. Did you receive any social security benefits or disability income in the last year?
    a. Yes
        i. In the amount of: $___
    b. No

8. Did you receive any money from selling stocks/bond/real estate last year?
    a. Yes
        i. In the amount of: $___
    b. No

9. Have you received any income which is exempted from federal tax?
    a. Yes
        i. In the amount of: $___
    b. No

10. Did you receive any monetary contribution for child support in the last year?
    a. Yes
        i. In the amount of: $___

b. No

11. Have you received any monetary contributions of gifts that included rent or utility payments from someone who does not live with you?
    a. Yes
        i. In the amount of: $___
    b. No

12. List all the sources of your income
13. What type of accommodation do you live in?
    a. Whole house
    b. Single floor in a multi-level house,
    c. Single room in a house
    d. Apartment
    e. Single room in an apartment
    f. Business premises
    g. Public spaces
    h. Personal vehicle
    i. Boat
    j. Other

14. Are you unemployed at present? If yes, for how long?
    a. Yes, up to 3 months
    b. Yes, 3 to 5 months
    c. Yes, 6 to 11 months
    d. Yes, 12 months or longer
    e. No, not currently unemployed Not applicable

15. Have you been unemployed in the last year
    a. Yes
    b. No

16. Looking back over the last five (5) years, for how long have you been unemployed?
    a. Never
    b. Less than 2 months in total
    c. 2 to 6 months in total
    d. 7 to 12 months in total

e. Over 12 months in total
f. Don't know

17. What is the first thing that you personally go without when money is tight?

18. What would you personally find difficult to give up if money was tight?

19. Have there been times during the past year (12 months) when you have had to borrow money in order to pay for your day-to-day needs?
    a. Yes
        i. How often?
    b. No

20. How satisfied are you with this area as a place to live?
    a. Very satisfied
    b. Fairly satisfied
    c. Neither satisfied nor dissatisfied
    d. Slightly dissatisfied
    e. Very dissatisfied

21. Looking back over your life, how often have there been times in your life when you think you have lived in poverty by the standards of that time?
    a. Never
    b. Rarely
    c. Occasionally
    d. Often
    e. Most of the time

22. Is there anything that has happened recently (in the last two years) in your life which has? Mark all that apply.
    a. Improved your standard of living
    b. Reduced your standard of living
    c. Increased your income
    d. Reduced your income
    e. None of these

i. Explain

23. Is there anything that you expect to happen in the near future (in the next two years) in your life which will? Mark all that apply.
    a. Improve your standard of living
    b. Reduce your standard of living
    c. Increase your income
    Reduce your income
    d. None of these
        i. Explain

Additional Resources: Financial Self-Assessments

1. Follow this link to complete the Personal Financial Wellness Assessment.

By completing this assessment tool, you will understand the state or your finances and summarize personal financial habits and behaviors.

2. Follow this link to complete the Financial Health Self-Assessment

By completing this assessment tool, you will see a snapshot of the current state of your financial health. You will also receive information about your financial health strengths and weaknesses.

Name: *First name Last name* Date: *Month day year*

Short-Response Questions to Determine Participants Current Business Status

1. Information relative to business incorporation/compliance. If you answer yes, describe the progress you have made.

a. Do you have a business plan?

b. Is the business registered?

c. Is there a system for financial recording such as receipts/vouchers etc.?

d. Are the statutory returns up to date?

2. Information relative to business operation

a. What is the type of business?

b. How many employees do you have?

c. How many business locations do you have, and where are they located?

d. What is the volume of sales? (Weekly, Monthly, Annually)

e. What is the number of products in production?

f. Describe your product availability at local groceries.

g. Do you have an e-commerce platform?

3. Information relative to entrepreneur's intangible resources. Complete the following self-assessment.

Additional Resources: Entrepreneurial Potential Self-Assessment

Follow this link to complete the Entrepreneurial Potential Self-Assessment. This questionnaire includes 50 statements and will take about 10 minutes to complete.

Once you have completed, your answers will be compiled, and you can evaluate your entrepreneurial traits, as concerns, motivations, aptitudes, and attitudes.

APPENDIX 5: STRUCTURE OF INFORMANT INTERVIEWS

Background on Informant Interviews

Key informant interviews are qualitative in-depth interviews, which are designed to provide deeper meaning, in-depth descriptions, and thoughtful explanations from the people who know what is going on in the community. Here, the purpose of the key informant interview is to collect information from the Program's participants who have first-hand knowledge about the communities the Program serves and first-hand experience with the Business Incubator. These community experts, with their particular knowledge and understanding, can provide insight on the nature of problems and give recommendations for solutions and also provide feedback on their experience and opinion of the Program.

These key informant interviews will involve interviewing a select group of local entrepreneurs, namely the 10 Program participants, who will be able to provide valuable information, ideas, insight, and overall feedback based on their personal participation in the Business Incubator. Because there is such a small number of program participants, no sampling is necessary for these informant interviews, and all participants will be asked to participate. The atmosphere of these qualitative interviews should be informal, resembling a conversation among acquaintances. The interviewer should subtly probe informants to elicit more information and take elaborate notes, which are developed later. It is also suggested to use a recording device to capture the interview. Because information is coming directly from knowledgeable people, these key informant interviews will provide data and insight that wasn't able to be obtained with the other methods employed in the Evaluation. Key informants may also offer confidential information that would not be revealed in other settings; they may tell of incidents, local happenings, or conditions that explain Program mishaps or otherwise conflicting data from the other methodologies employed. The semi-structured informant interviews are mostly meant to provide a space for the Program participants to be heard. One further idea is to organize a meeting or focus group, after completion of the informant interviews, in which the major findings are presented to the Program's participants. In either case of the meeting or focus group, the informants are given an opportunity to clarify points they feel were misunderstood or ignored, question the reasoning behind findings, and present their arguments and opinions.

Semi Structured, Informant Interviews for the Program's Participants

Selection of Interviewer(s)

It needs to be determined who within the Rose Foundation has the skills or background to conduct the interviews. The selected interviewer(s) should be a good listener, have strong communication skills, be able to take detailed notes, be detail oriented, and be comfortable meeting and talking to new people. For consistency, it is wise to only have one or two designated interviewers.

Interview Technique: Telephone or Face-to-Face

The next step is to select a technique to obtain information from each of the key informants—either by telephone or face-to-face. The technique used largely depends on the key informant's availability and preferred choice, as well as the interviewer's available time, resources, and overall logistical feasibility. However, these techniques are not mutually exclusive; both options may be used effectively.

The Interview Tool

Below is a prepared interview tool to guide the discussion. The interview tool contains an outlined script and a list of open-ended questions, relevant to the Program and the informant's experience and feedback. It begins with the most factual and easy-to-answer questions, then follows with questions that ask for the informant's opinions and beliefs in relation to the Program. Finally, it ends with questions that ask for general recommendations pertaining to the Program and a section on ending the interview and thanking the informant. As a reminder, the interviewer shouldn't be afraid to ask probing questions during the interview, as these help to clarify the informant's comments and get detailed information.

The following are the main components of the interview tool:

Introduction:

Before beginning the interview, the interviewer needs to introduce his or herself and briefly discuss the Evaluation being conducted. As a general rule, the introduction should do the following: 1) help establish the purpose for the interview; 2) explain who is involved in the process (community partnership members); 3) establish credibility for the interview and the interviewer; 4) explain why the informant's cooperation is important in collecting the information needed; and 5) explain what will happen with the collected information and how the community will benefit.

Key questions: The key questions are designed in order to elicit more revealing information about the informant, their insight and concerns, and experiences with the Program. The questions asked draw upon the informant's expertise and unique viewpoint. Other helpful tips and advice is as follows:

• Probing questions: Incorporate probing questions to encourage informants to reflect more deeply on the meaning of their comments. These questions are also useful at getting informants to think about the cause or root of the ultimate problem being evaluated.

• Closing question: Provide an opportunity for the informant to give any additional information or comments. Also ask the key informant for their recommendations or solutions in addressing the problem.

• Summary: If time permits, quickly summarize the major comments heard throughout the interview and ask informants if you covered all the major points. Ask them if there is anything else they would like to tell you that you have not asked them. Finally, thank them for their time!

The Program's Semi-Structured Interview Tool

Introduction of Interviewer

Purpose of Interview

Length**:** 20-30 minutes

Primary goal**:** To see things the way you see them, this is more like a conversation with a focus on your experience, your opinions and what you think or feel about the Rose Foundation's Beyond Borders Business Incubator (BI).

Verbal Consent: would you like to participate in this interview?

<u>Question Guide</u>

Informant's Background Information
Invite interviewee to briefly tell you about him/herself: General information about background, mostly about experiences and perspectives on issues surrounding the local community in the context of entrepreneurship/ business/ agriculture.

- Informant's background information: gender, age, from which community/ region?
- Specific entrepreneurial pursuit/ business?

Informant's Assessment of Business Incubator
Does the BI address the needs of local entrepreneurs such as yourself? Why or why not?

Can you provide suggestions and recommendations for the BI?

Effects of the Business Incubator on Informant
Can you tell me about your personal experience with the BI?

- Positive and/or negative effects
    - Evidence of effects or changes

What BI modules and activities did you find the most helpful/least helpful/ relevant/ applicable to your work?

General
Can you provide suggestions for how the BI can further assist in the sustainability of the business ventures of its participants?

In your opinion, who should be prioritized for involvement in the BI? Any particular groups?

What effect do you think the BI will have on local communities?

Ending

Wrap up the interview, provide an opportunity for the key informant to give any additional information or comments, discuss the future meeting/focus group and extend an offer to join, confirm contact information, and thank the informant for his or her time.

IX. WORKS CITED

Centers for Disease Control and Prevention (2011) D*eveloping an Effective Evaluation Plan*.