

# An Evaluation Plan for Teach A Boy



*Teach A Boy is a social enterprise that is launching a new Incubator program, Hustle and Grow, aimed at serving boys in St. Kitts and Nevis, and other communities in the Caribbean.*



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## **Part One**

### **I. Introduction**

#### *Question Overview*

[Teach A Boy](#) (TAB) is a social enterprise that offers a variety of services to boys in St. Kitts and Nevis, and other communities in the Caribbean. The different program offerings aim at teaching entrepreneurship through training and skill-building opportunities to address challenges including capacity building, advocacy, and sustainability on social issues that affect the country. These community-based programs service young people, particularly young men, in higher-need demographics in the Caribbean. The shared goal of the different programs is to provide mentorship to these young people in order for them to have the skills to start their own businesses and to steer them away from gang violence and crime.

The evaluation plan will be guided by the following questions, which will be answered in two evaluation phases. The questions guiding Phase One will examine how TAB is working towards successfully achieving its goals, particularly by empowering youth to be their own entrepreneurs. The results from the initial evaluation will further expand the decisions in Phase Two, which will examine program implementation and structure expansion for the latest TAB program: *Hustle and Grow*.

#### **Phase One**

1. How does the Program look at “success” with respect to its mission of enhancing the entrepreneurial mindset in young people, and how can it be measured in a meaningful way moving forward?
2. Is the Program meeting its primary goal of providing mentorship to young people in order for them to have the skills to start their own businesses and steer them away from gang violence and crime? How can the Incubator program further this goal?
3. How does the data previously collected by the Program, particularly through surveys convey its strengths and areas of improvement?

#### **Phase Two**

1. How can the Program use and further its resources to bring about its goal of mentorship to young people in St Kitts & Nevis?
2. How can TAB keep youth interested in the Incubator program and leverage their experiences?

#### *Intended Use and Users*

The evaluation stakeholders can be put into three sections: individuals involved in the formation and execution of the Program, those who are being served or affected by the Program, and the primary users of the evaluation results. Identifying key stakeholders of a program is critical to

ensure that a successful evaluation plan is developed and implemented to achieve the desired outcomes and impacts that the program has to offer.

In the case of TAB, the Executive Director, Naeemah Hazelle, is a key stakeholder and currently, the most critical user of this evaluation plan. Naeemah has over a decade of experience as a guidance counselor and holds a Masters in Counselling Psychology. Naeemah is the Managing Director of TAB, as well as the chairperson of the anchor organization for TAB, The Advancement of Children Foundation, and vice-chair of St. Christopher's Children Home. For the last five years, she has been responsible for adapting their mandate and mission to address challenges in capacity building, advocacy and sustainability; and expand on international development goal implementation. Her accomplishments and successes have brought together opportunities to create impactful differences for youth in St. Kitts and Nevis.

Individuals involved in the Program Operations	Those who are being served or affected by the Program	Primary users of the evaluation results
<ul style="list-style-type: none"> <li>• TAB staff</li> </ul>	<ul style="list-style-type: none"> <li>• Youth participants</li> <li>• St Kitts community</li> </ul>	<ul style="list-style-type: none"> <li>• The Advancement of Children's Foundation</li> <li>• Her Majesty's Prison</li> <li>• Advanced Vocational Education Centre</li> </ul>

*Intended Purpose of the Evaluation*

Evaluation of systems allows one to understand the method of planning. This primarily qualitative approach discusses how decisions are taken and tasks are carried out, and why. The emphasis involves the attitudes and expectations of program employees. The capacity of the evaluator to perceive and longitudinally summarize the experience of program workers and members of the group is critical. Participant observation, content analysis, situational analysis, in-house surveys, and interviews are among the methods explored. A more complete image of the process is revealed by integrating sources and methods.

TAB participants will understand what it takes to solve problems, such as the design of a method. They learn how local entrepreneurs provide business solutions to people's issues, as well as the social problems facing their communities. Participants also learn about the distinction between an idea and a real opportunity for a company. Instruction brings participants through the process of validating their business solution with a focus on lean startup methodologies, checking assumptions, and iterative design through market analysis. Participants learn about fundamental economic concepts and the role they play in a company's performance. To assess their advantage within their industry, participants will also compile competitor profiles and a competitive matrix. The value of assembling a marketing strategy and approaches to assembling consumer profiles for their key customer segments is seen by participants.

Participants will bring together their intended channels for their targeted consumers. and the main measures they will use to assess the efficacy of these channels, with a focus on new and cost-effective strategies. Participants will learn about the different costs incurred by a company and how entrepreneurs conduct a profit per sale analysis to help predict the overall profitability of the

company itself. This unit teaches participants how to measure their markup, their profit per sale after their variable expenses, and a break-even comparison against their existing fixed expenses in a distribution channel. Participants put together a chance pitch deck using their lean canvas and business plan artifacts. To mock judges, participants plan and pitch their future business prospects. Based on the input of judges, participants debrief on the competition and have the ability to make changes to their lean canvas. Participants deliver their pitches to 'Sharks' with the ultimate aim of persuading local investors to agree to favorable investment conditions in their firms, which they can approve or reject in exchange.

One of the primary purposes of the evaluation is to lay out TAB's plan in one comprehensive document. The agreed-upon aim of the evaluation is to provide the program, *Hustle, and Grow* more structure through our evaluation. Naeemah Hazelle, the program lead for TAB, has expressed to our team that she has been enjoying our meetings as they are an opportunity to gather her thoughts about the process. What she is most looking forward to is the structure that a formative evaluation will bring to the execution of the inaugural class of *Hustle and Grow*. Naeemah and the other stakeholders at TAB want to have all the information they have been planning in one place as she is preparing and creating the program. An essential internal use of the evaluation will be the production of a document that TAB can use while applying for grants or meeting with donors. TAB expects our evaluation to bring legitimacy to TAB's attempts to pitch donors and bring in more stakeholders on the islands.

One of the main focuses of our evaluation team's discussions with Naeemah has been understanding who beyond herself will be the intended user of the evaluation. Identifying intended users is key to shaping an evaluation as the intended users are those who have a vested interest in the evaluation's findings. As part of Naeemah's personal goals for the program, sharing our findings with a dedicated production team for *Hustle and Grow* will provide them a path to sustainability and autonomy. An intended product of this evaluation is to provide a framework for other NGOs to produce other televised programs on TAB TV with a focus on health and lifestyle.

### *Evaluation Description for Program*

From the findings gathered by the evaluation plan, TAB is interested in assessing the developing *Incubator* program, which is a T.V. production initiative that involves the inclusion of local small businesses to have the opportunity to pitch their product/service to a team of judges in an entrepreneurial-themed reality television show to win a prize and exposure, on the likes of the *Apprentice* and *Shark Tank*. The requirements of the small business must adhere to including a social agenda for the company. The program's team will consist of young employees who are trained in production, scriptwriting, and hosting providing job opportunities for newly skilled high school and college graduates, and also serve as a training platform for health and wellness. As the program is primarily based in St. Kitts and Nevis, TAB is seeking to incorporate the local news channels as not only a tool for learning but also a new skill set for the participants who might otherwise experience unemployment or delinquency. TAB's new program, *The Incubator* series, is being developed and overseen by Naeemah, who will be using her own expertise in youth development along with this evaluation to guide the inaugural progression of the program. The evaluation will provide insight on showcasing the most effective way to develop this program with clear measurements of meeting the desired goals, without wasting funds or resources. The

program's goals include training young people, developing funding opportunities, creating inter-funding within TAB, increasing social media outreach through Facebook, Instagram, and Twitter, and incorporating the local community. Youth and community outreach are the most important aspects to be evaluated, as the program expands upon the successes of TAB's previous work and seeks to reach more participants with similar goals. As part of TAB, a larger goal of the organization is to assess the program activities' impact on decreasing rates of youth unemployment and delinquency through community outreach programs working with numerous non-governmental organizations (NGOs) located in St. Kitts and Nevis.

## II. Policy Context

### *The Social Problem*

St Kitts & Nevis currently has a complex crime and juvenile dilemma. Gang problems, narcotic trafficking, killings, territorial control, and other violence continue to negatively impact these nation's youth. Exacerbating these problems, the nation serves as a transshipment point in the transnational drug trade, where police reports in 2012 indicate an increase in cocaine trafficking; however, there is little presence of transnational criminal organizations in the country (The International Security Sector Advisory Team). As such, most of the gang violence through firearms is predominantly due to street gangs that fight each other over territorial control of the domestic drug trade. St. Kitts & Nevis has seen a record number of homicides over the past decade (The International Security Sector Advisory Team). In 2011, St. Kitts & Nevis ranked 3rd on the Top 10 Most Dangerous Countries based on per capita murder rates (murders per 100,000 inhabitants) behind El Salvador (2nd) and Honduras (1st) (Kroen, John).

The communities also have prison facilities that are overcrowded and run in poor conditions, as well as corruption in the police force and a rising number of incidents of police abuse that are exacerbating this social problem. Historically, St. Kitts & Nevis has an extremely divisive government, where structured youth development is not at the collective forefront of government leaders, therefore youth are oftentimes left out of the conversation. In recent years there has been a cultural and political trend toward community-based social programming. As a result, non-governmental organizations (NGOs) and civil society organizations have dedicated themselves to social development that focuses on violence reduction and support of public/private partnerships to decrease gang violence and promote youth development.

### *Program Purpose*

Through discussions with key stakeholders, TAB's Executive Director has identified the main objectives and outcomes that they are hoping that participants in the *Hustle and Grow* program should leave the curriculum possessing.

Objectives of Hustle and Grow as Stated by Key Stakeholders	
Participants will be expected to use their entrepreneurial skills and mindset to evolve	Participants will develop a business plan using Live Plan Business Plan Software to guide entrepreneurs through a proven business plan framework

innovative solutions to turn problems/ challenges into sustainable business models.	
By learning about and then applying a lean startup approach in researching and testing their ideas, participants should be to activate entrepreneurial mindset behaviors that will help them in their professional and personal development and careers.	Participants will develop the ability to clearly express ideas to an intended audience, including persuading others to work towards a common goal. Ultimately pitching their own business opportunity to a panel of expert judges for the chance to win funding.
Participants will use the lean business model canvas to ideate and test a potential business opportunity using lean startup methodologies.	Volunteer business plan coaches will work with students to refine their business plans
Expert judges, including trainers and/ coaches, provide feedback and evaluation during business plan competitions	Guest speakers, well known for their success in business, particularly those who have over socioeconomic disparities in opportunities, provide a critical link to real-world business insights

*Figure developed through conversations and correspondences with key stakeholder, TAB's Executive Director, Naeemah Hazelle*

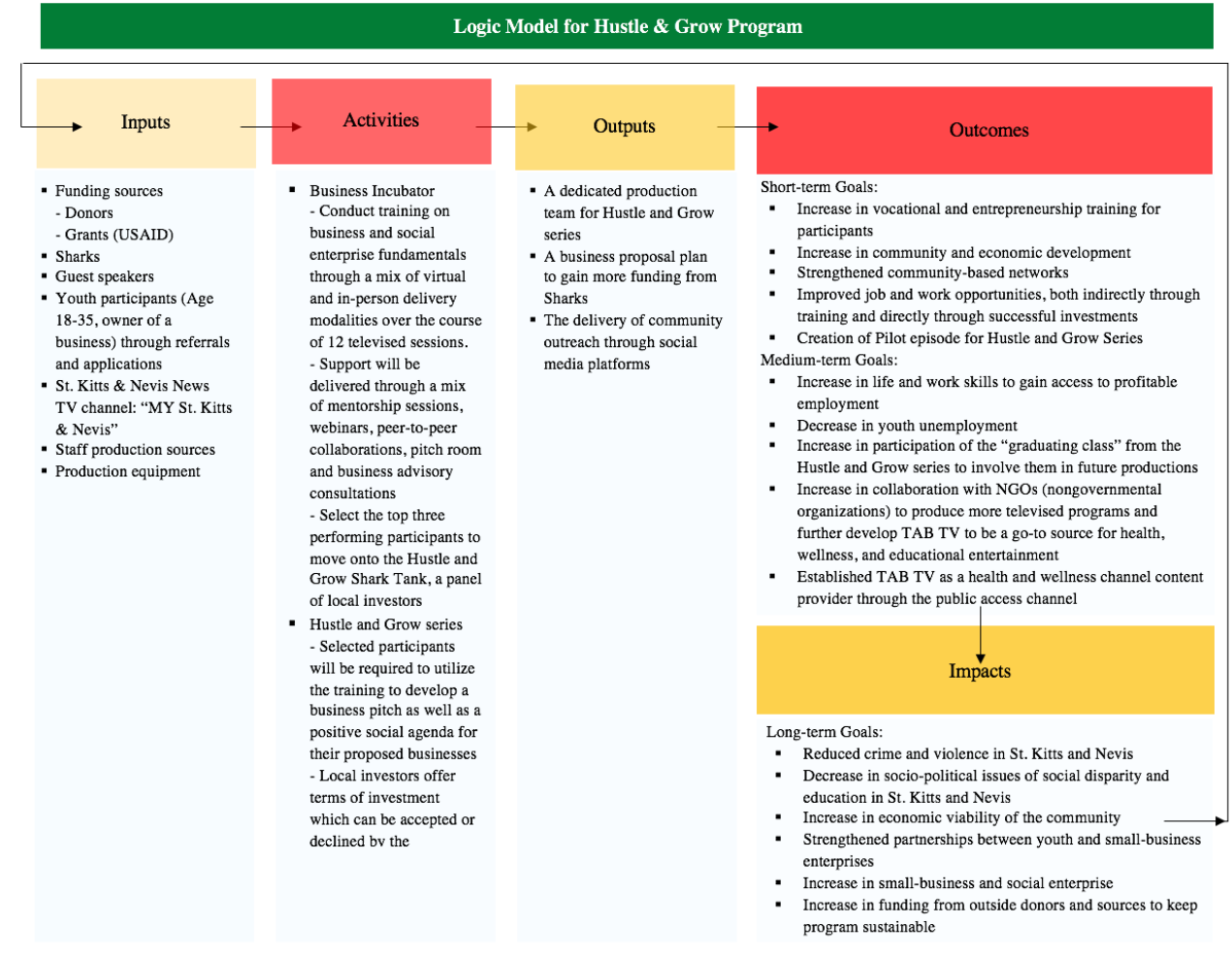
### *Evaluation Focus: Identify Key Stakeholders*

Identifying key stakeholders of a program is critical to ensure that a successful evaluation plan is developed and implemented to achieve the desired outcomes and impacts that the program has to offer. The *Hustle and Grow* program has five key stakeholders, described below:

- *Youth participants:* particularly geared towards young men to reduce crime and violence in St. Kitts and Nevis, while simultaneously promoting and providing business and educational opportunities for long-term sustainable and community development.
- *Board of Directors:* Have a critical role to play, as they fund and support program functions, operations, and implementation. Ensuring the vision and mission of the program are being met is vital for the success and continuation of the program.
- *Sharks:* Credible and successful individuals in social, economical, and political fields of St. Kitts and Nevis. Sharks are instructed to mentor and guide youth participants to create successful business ventures and proposals.
- *Guest speakers:* Credible and successful individuals in the social, economical, and political fields of St. Kitts and Nevis. Guest speakers are well known for their success in business, particularly those who have faced socioeconomic disparities in business opportunities. They will be able to provide a critical link to real-world business insights.
- *Coaches & Expert Judges:* Volunteer business plan coaches will work with students to refine their business plans. Expert judges, including trainers and coaches, provide feedback and evaluation during business plan competitions.
- *Recruiters:* Recruiters will be obtained from the collaboration with the Youth on the Rise (NGO) to do the work for the program including research, recruitment, production. They are young individuals who will receive a stipend for their involvement in the program.

- *Target audience:* TV network viewership and rating must remain high to ensure the success and continuation of the program.

*Logic Model*



Teach a Boy (TAB) has secured an initial funding source of ~5,000 for its program through a USAID grant. Other potential donors are being negotiated. Donors and further grant funding will be necessary to increase production and meet budget targets (*See Appendix 1 and 2 for budget template*). Resources also include the staff, local business leaders, and "Sharks" for the series and production equipment for filming. The program itself is designed around the Business Incubator program and Hustle and Grow series. Outputs in working towards program goals include establishing a dedicated television production team, though a heavy emphasis has been placed on community outreach and social media visibility in order to maintain a steady stream of applicants for the upcoming series. The design of the program is intended to continue TAB's skills development work at a wider scale with most outcomes resulting in a better-trained youth workforce that's socially and economically sustainable. Involving participants in future productions will be key for *Hustle and Grow* and any other televised productions on the channel, but this will also be determined by the success of the first graduating class. Creating role models



and entrepreneurial leaders can help provide stability in local communities where gang activity is an issue.

### **III. Program Details**

#### *Description of Program*

Teach A Boy (TAB) is looking to tap into the pool of young people, by empowering youth to be their own entrepreneurs. By creating partnerships with other tentative organizations, the program *Hustle and Grow*, intends to activate the entrepreneurial mindset in young people, in order to combat the increasing crime rates. TAB's *Hustle and Grow* program will take students through the journey of developing and refining an original business concept. Guided by a TAB's team of experts, made up of local business and professional associations, participants will receive multiple model training supported by local and regional field experts and business professionals.

The program will focus on business and social enterprise development, capacity building including business plan development, identifying and navigating trade opportunities, the protection of intellectual property rights, and introduction to the fundamentals of corporate and social business. The top three successful teams/individual participants then take the stage in TAB's new business development television and competition series, *Hustle and Grow*, where they will pitch to "sharks," modeled after America's TV show *Sharktank*, in an effort to gain funding for their businesses. Participants will be expected to use their entrepreneurial skills and mindset to evolve their innovative solutions to a problem into a sustainable business opportunity. By learning and applying a "lean startup approach" in researching and testing their ideas, participants are able to activate an entrepreneurial mindset. These behaviors will help them in their professional and personal development and careers. Volunteer business plan coaches will work with students to refine their business plans. Expert judges, including trainers and coaches, provide feedback and evaluation during business plan competitions. Guest speakers are well known for their success in business, particularly those who have faced socioeconomic disparities in opportunities will be able to provide a critical link to real-world business insights.

#### *The Target Population*

St. Kitts & Nevis has a population of 52,834 citizens. From a 2011 report, 64.9% fall in the age range of 0-35, of which 13,830 range between the ages of 16 to 35. This is a large demographic that is increasing due to population growth ("Saint Kitts and Nevis: Factsheet). For this specific age group, the leading cause of death is assault (homicide) from the age group of 15 to 19, as well as the age group of 20 to 24 included with diseases of the liver (Pan American Health Organization). Under the Youth Development Index, which measures across education, health, employment, civic and political participation, St. Kitts & Nevis gets a score of 158 out of 170 countries, an indication for concern for a population who has a majority of its citizens under the age of 35. The *Hustle and Grow* program tends to individuals between the ages of 18 and 35. These individuals should be motivated, forward-thinking youth who have entrepreneurial ideas but lack the skills and tools to foster their ideas into fruition.

#### *Implementation Context*

As an overarching goal, TAB's *Hustle and Grow* and the business incubator series are both primarily targeted at the youth of St. Kitts & Nevis that have underutilized potential. Formal

education in the islands does not adequately bridge the gap between schooling and life skills. There remains a significant demographic ranging from ages 18 to 35 that have unrefined talent. Boys at age 16 are particularly susceptible to leaving school due to diverging streams of students with the lowest-performing group acquiring few technical and life skills. The lower-skilled students do not advance to higher education without sufficient test scores resulting in less structure and an increase in gang activity. Most activities involved petty drug offenses such as marijuana use or minor domestic disputes, but escalated events including revenge killings have occurred in the past.

Previous attempts by a government program called the "Peace Initiative" to address these issues are failing to prevent a recent rise in gang activity and violence. The primary function of the policy was to grant a \$400 stipend to individuals to avoid participating in gang-related activity, but this was only temporarily successful. This stipend is tied to registration to one of the two major political parties in St. Kitts and Nevis, the Unity Party or the Labor Party, the former of which is currently in power. Association with a party is a primary determinant when attaining a job and there is a marked wealth gap between members of the lower-class Labor party and the Unity Party. Bridging a gap between members of each party will be an underlying goal of the program. COVID-19 related restrictions have exacerbated the problems of youth unemployment due in part to the hindrance of tourism, which is St. Kitts' largest private sector industry. TAB provides a potential lasting solution with youth development and demonstrability of business success and positive social impact.

Beyond *Hustle and Grow*, the evaluation's success may help the production of other television shows sponsored by NGOs that each have unique social goals under the primary theme of health and wellness. Televising is one avenue that may help reach a wider audience and can expand upon the successes of TAB's prison rehabilitation program and *Local Capacity for Local Solutions* workshops focused on supporting skills development in the region. Leading up to show production, key goals, and measures of success will involve social media interest in the program and how many applicants there are for the business incubator series.

### *Budget and Sources*

Teach A Boy (TAB) partners collaborated to collect funds and reinvest it in the partnered programs. TAB will work in partnership with Her Majesty's Prison (HMP) to build on the success of their REHAB branded mini backpacks and shoulder satchels, produced by male prisoners as a part of their rehabilitative training program to now provide our complete travel accessories line, REHAB by TAB. Our REHAB by TAB line of products aims to improve on an already existing brand by expanding its product line and market with our e-commerce and on-site sales strategies; providing benefits and opportunities for our suppliers and youth in correctional facilities.

Seeing this opportunity, the time is right for TABulous Tours which engage Advanced Vocational Education Centre (AVEC) students in the technical and vocational as our TABulous network of experienced providers, giving visitors experiences such as local cuisine cooking classes, craft making, agri-demos, etc, with a walking tour of historical Basseterre. On a limited budget of about 2,000 US dollars, TAB was able to combine tourism, education, skill growth, and NGOs'

sustainability into one project. Nonetheless, the budget has expanded over the year as funding has increased. (*See Appendix 1 and 2*)

TAB was not developed to make money in order to become wealthy; instead, the funds generated from TAB are invested in three different programs. Some of the money raised will go to the Advancement of Children's Foundation, part of the profits will be used to help support recovery efforts in Her Majesty's Prison, and some of the funds will be returned to AVEC. AVEC is a participant in the time spent on these tours as a souvenir component of the tab service as well as the monetization of tab service the handyman services, with a portion of the money going back into their school to support their students. This nonprofit organization is a creative way of raising funds.

#### Tentative List of Resources

1. Blue Torch Productions - Stephen Smith, SharaLee Mourillon
2. Tru Capo Film Production
3. Advancement of Children Foundation
4. Rotary International - Mentors
5. Chamber of Industry and Commerce - Mentors/ Sharks
6. Advanced Vocational Educational Centre - location for on-site training/ filming
7. Youth on The Rise - a community-based organization focused on community development
8. E-Caribbean - Website Development
9. TAB Board - includes but is not limited to legal, financial services and accounting, entrepreneurship, and youth representatives

## **Part Two**

### **IV: Evaluation Focus and Design**

#### *Phase One: Incubator Series*

1. How does the Program look at "success" with respect to its mission of enhancing the entrepreneurial mindset in young people, and how can it be measured in a meaningful way moving forward?
2. Is the Program meeting its primary goal of providing mentorship to young people in order for them to have the skills to start their own businesses and steer them away from gang violence and crime? How can the Incubator program further this goal?
3. How does the data previously collected by the Program, particularly through surveys convey its strengths and areas of improvement?

To measure the effectiveness and efficiency of the program, measurement and monitoring tools can be used. The desired goals of this evaluation primarily involve creating a series of traceable steps as the program series is formed to reflect on successful concepts. The launch of both the

*Incubator* and *Hustle and Grow* series is intended to be a long-term and repeatable program that will require continuous feedback to improve functions and outreach. Questions of phase one are designed to observe the efficacy of program lessons as well as engagement among participants and mentors. Measuring success is expected to be a fluid definition, though, with the overarching goal of equipping young men for entrepreneurship.

Most of the desired measures of success will be gathered through qualitative methods of data collection, including observations and both group and individual interviews. Quantifying some measures, including skills attainment, will serve to enhance the results of qualitative analysis. Interviews among program participants will create a basis for understanding the positives and potential shortcomings of mentorship and training throughout the series. Focus group interviews during and after the program series can create an open atmosphere to support feedback on participants' self-assessed goals and entrepreneurship skills. Observations of participant attitudes and coaches will highlight potential gaps of implementation. Taking a holistic approach by collecting results of interactions by both mentors and participants will enhance qualitative data analysis.

#### *Phase Two: Hustle and Grow Series*

1. How can the Program use and further its resources to bring about its goal of mentorship to young people in St Kitts & Nevis?
2. How can TAB keep youth interested in the Incubator program and leverage their experiences?

The second phase of the program and evaluation will follow similar strategies of the first phase to monitor engagement among contestants. Introduction of the Sharks in this phase will require analysis of interactions and lasting impressions on program participants. This phase will also provide a chance for evaluators and stakeholders to refine resource utilization and grant application. Retrospection of the *Incubator* will occur prior to, or during the launch of *Hustle and Grow*. Looking forward to community engagement, outreach, and visibility will be necessary during and after this phase of the program.

Interviewing stakeholders like Naeemah and the TAB production team and involving them in data collection will be required to facilitate a seamless gathering period for evaluators and to work through financial aspects. Although some data collection requires post-program participant outreach, the insights gathered by the evaluation will guide future seasons of the *Hustle and Grow* series.

## **V. Evaluation Methods**

### *Data Gathering Methods*

Evaluation questions are an important step in scoping evaluation. These questions relate to participant participation, determine how activities are planned and implemented to design, and focus on program effectiveness. The questions asked in the Methods Grid will form the basis of the *Hustle and Grow* program evaluation. The overall design of the program evaluation will take the form of a mixed-methods approach, as both qualitative and quantitative methods of data

collection are concurrently employed to understand the benefits and limitations of *Hustle and Grow* in its initial series.

Although data collection is necessary before and after each phase, this will also require sustained contact with a range of parties involved. Identifying past participants and maintaining communication by the program is not currently established as the series is still in its formative stages. Past work by the Teach a Boy (TAB) organization may provide avenues for this form of outreach while maintaining a strong connection to community members. The abundance of self-reporting and qualitative data sources may provide insight into the strengths of the program, but a source of secondary, quantifiable data on businesses managed by *Hustle and Grow* graduates may be desirable to further measure successes.

#### *Surveys and Incubator Benchmark Assessment Tool -*

The primary form of quantitative data gathering involves surveying all participants and utilizing evaluation forms provided by the program evaluators in coordination with the production team to understand perceptions of training and series functions. Survey questions will also provide measurable methods of obtaining information on participant reception of coaching and advice from Sharks.

If available, Post-program surveys would be useful if follow-ups are available for past participants. Graduates of the *Incubator* and *Hustle and Grow* series to observe preparedness will provide further justification for grant proposals and can help refine program procedure. (See Appendix 3-5, 7)

#### *Pre- and Post-tests -*

These will help quantify measurable successes at clear intervals around the series phases by gathering information on participant growth prior to entering *Hustle and Grow* and after for both graduates and non-finalists. Measuring qualitative attributes including business managerial experience or other skills directly targeted by *Incubator* and *Hustle and Grow* lessons will provide further context for survey data. (See Appendix 6)

#### *Records analysis -*

Matching participants with the demographic of young men (ages 18-35) within certain communities in St. Kitts and Nevis will direct the outreach by the *Hustle and Grow* production team. In terms of Shark screening, understanding patterns in professional backgrounds and current capital interests will help determine the overall effectiveness of their roles as coaches and investors. Sharks that provide investing and essential critical lessons for program participants may be considered for future series airings.

Financial records and spending reports will provide a benchmark for future program series functions and grant approval processes. Evaluators in coordination with the production team and stakeholders will need to assess expenditures while tracking the use of grant money. Setting expectations for future program costs will require annual review, but will only be fully analyzed post-series. (See Appendix 1 and 2)

#### *Interviews -*

Firsthand data collection through interviews with program coaches and mentors should focus on qualitative feedback regarding training and guidance by program leadership. Gauging interactions with program participants will provide further insight into the successes or shortcomings of program structure and readiness training. Incorporating feedback from featured guests may guide lessons in future program series while maintaining bonds between coaches, mentors, and TAB stakeholders.

Interviews with program participants will also enhance survey results while obtaining mostly qualitative information. This is important because qualitative interviews are based on a set of topics to be discussed in-depth, and having these interviews be open-ended and semi-structured allows for the interviewer to get a lot of meaningful information from the interviewee. Connecting with participants during the program will focus on the strengths of training sessions and interactions with mentors, coaches, and sharks. Interviews will help provide a qualitative understanding for input on Shark attitudes and investment for program participants, both successful and unsuccessful (if applicable) at obtaining funding.

*Methods Grid*

Evaluation questions are an important step in scoping evaluation. These questions relate to participant engagement, determine how activities are planned and being implemented to design, focus on program effectiveness, as well as draw attention to any weaknesses that may be present or impede the success of the program. Other factors that are important to consider and can be valuable when developing evaluation questions are resources, relevance, feasibility, and criteria. The following questions have formed the basis of this evaluation:

Evaluation Questions	Indicator/ Performance Measure	Sample Method	Data Source	Frequency
<b>Phase 1</b>				
What measures the success of participants after program completion?	Data Collection: Pre-testing and post-testing: Pre-test questions: <ul style="list-style-type: none"> <li>● Familiarity with running a business (i.e. length of experience, size of operations)</li> <li>● Likert scale questions concerning entrepreneurial skillset</li> </ul> Post-test questions: <ul style="list-style-type: none"> <li>● Likert scale questions concerning entrepreneurial skillset</li> <li>● The capacity of participants' business operations</li> <li>● (Graduated participants) Measurable increase in knowledge and confidence</li> </ul>	Pre-testing and Post-testing	Program participants  Graduated participants	Pre- Phase 1 and Post- Phase 2

Are the coaches and featured guests trained to fit program needs?	Data collection: <ul style="list-style-type: none"> <li>Understand key themes and use cumulative criteria and standards for expected outcomes</li> </ul>	Survey  Focus Groups Interviews	Individual interviews  TAB Incubator Training Survey Form	Pre- and mid-Phase 1
How effective is the program at enhancing entrepreneurial skills?	Data Collection: Focus Group interviews: <ul style="list-style-type: none"> <li>A select group of participants who interact with coaches</li> <li>Pre-program discussions concerning personal goals while participating in Hustle and Grow</li> <li>Community scorecards to measure progress towards skill development (e.g. Ranking certain lessons or weeks of the program)</li> <li>Discussions about strengths and weaknesses of the program series in terms of teachable moments</li> </ul>	Focus Group Interviews  Community Score Cards	Program participants	Pre-, Mid-, and Post- Phase 1
What shortcomings, if any, were felt by program participants in Phase 1?	Data collection: <ul style="list-style-type: none"> <li>Attitudes of participants and relevant stakeholders</li> <li>Quantitative and qualitative feedback in survey answers and interactions</li> </ul>	Document review  TAB Incubator Training Survey Form, Incubator Benchmark Assessment Tool, TAB Hustle and Grow series Survey form  Interview	Mentors  Program participants	Post- Phase 1
What are the successes and shortcomings of the production for the <i>Business Incubator</i> ?	Data Collection: <ul style="list-style-type: none"> <li>Quantitative methods will be used to determine the impact, outcomes, and outputs of the Business Incubator and Hustle and Grow</li> </ul>	Survey  Incubator Benchmark Assessment Tool	Users of the evaluation - Program production team  Program participants	Post- Phase 1

**Phase 2**

<p>How effective is feedback from Sharks?</p>	<p>Data collection:</p> <ul style="list-style-type: none"> <li>● Pre-screening of sharks recommended to the program</li> <li>● During participation in the program series, questions concerning lessons learned from sharks after interactions with them</li> <li>● Follow up questions for graduated participants may involve preparedness for independent business management</li> <li>● Shark professional background and graduate performance post-program</li> </ul>	<p>Secondary data collection and records analysis</p> <p>Interviews</p>	<p>Resumes and Profiles</p> <p>Local Investors (Sharks)</p> <p>(1-2) participants per Shark</p> <p>(2 or more) Graduated participants</p>	<p>Pre- Phase 2 screening</p> <p>Post- Phase 2 interviewing</p>
<p>What are the successes and shortcomings of the production <i>Hustle &amp; Grow</i> series?</p>	<p>Data Collection:</p> <ul style="list-style-type: none"> <li>● Quantitative methods will be used to determine the impact, outcomes, and outputs of the Business Incubator and Hustle and Grow</li> </ul>	<p>Hustle and Grow Series Benchmark Assessment Tool</p>	<p>Users of the evaluation - Program production team</p> <p>Program participants</p>	<p>Post- Phase 2</p>
<p>What long-term resources and lessons are most receptive to program participants?</p>	<p>Data collection:</p> <ul style="list-style-type: none"> <li>● 3-month sustained business for graduated participants</li> <li>● 12-month sustained business for graduated participants</li> </ul> <p>Survey Questions:</p> <ul style="list-style-type: none"> <li>● Likert scale questions on participants opinions of the effectiveness of: <ul style="list-style-type: none"> <li>-Training</li> <li>-Educational/Mentoring</li> <li>-Professional development</li> </ul> </li> </ul>	<p>Survey</p>	<p>Past and current program participants</p>	<p>Post- Phase 2</p>
<p>What shortcomings, if any, were felt by program participants in Phase 2?</p>	<p>Data collection:</p> <ul style="list-style-type: none"> <li>● Attitudes of participants and relevant stakeholders</li> </ul>	<p>Document review</p> <p>Hustle and Grow series Survey form</p> <p>First-hand observations</p>	<p>Mentors</p> <p>Program participants</p>	<p>Post- Phase 2</p>
<p>How well recognized is the program and its mission among participants? Is</p>	<p>Data collection:</p> <ul style="list-style-type: none"> <li>● Participant and applicant demographic data</li> <li>● Responses to</li> </ul>	<p>Survey</p> <p>Hustle and Grow Benchmark Assessment tool</p>	<p>Enrollment data including resumes (past and current participants)</p>	<p>Pre- and post-Phase 1</p> <p>Post- Phase 2</p>



current outreach effective?				
What resources are necessary for program functions?	Data Collection: <ul style="list-style-type: none"> <li>Financial documents, spending reports, other forms from Program Director and stakeholders will be used to examine allocated resources</li> </ul>	Document analysis	Annual revenue reports  Invoices  Grant proposals	Pre- and post-Phase 2
Is the desired mission and vision criteria for success being met?	Data Collection: <ul style="list-style-type: none"> <li>Sampling strategies using overarching policy questions to measure vision criteria success</li> </ul>	Survey  Interview	Participatory feedback from participants and key stakeholders	Pre- and post-Phase 1  Post- Phase 2

*See Appendix for current versions of these instruments*

## **VI. Data Analysis and Interpretation Plan**

After Phase 1 has been implemented, the first course of action is to determine what data and information have been collected by using the Surveys and Incubator Benchmark Assessment Tool, pre-and post-tests, and records of participants and interviews. The information and analysis of this data collection will be used to answer the questions that this evaluation poses. Once these results have been further assessed, interpreted, and questions to the evaluation have been answered, a meeting should be held between key stakeholders. The key stakeholders that should be at the initial meeting are mainly TAB staff, to discuss the findings. The initial meeting with TAB staff will entail collaboration and information sharing, regarding how Hustle and Grow can move forward with its operations.

In order to move into Phase 2, proper time, resources and funding will be necessary in order to collect necessary information on the goal of the mentorship relationship between participants and community business partners. In addition to the continued use of Phase 1, other communication and marketing strategies can be used to develop more data regarding recruitment. As stated previously, this information will be collected for stakeholder purposes only.

## **VII. Use, Dissemination, and Sharing Plan**

As Hustle and Grow is a continuous, participatory-run program, ongoing assessments and findings can improve the implementation of the elements and activities, including interactions between key stakeholders (*Section: Target Stakeholders*). The Evaluation Plan presents a variety of options of reporting mechanisms: web-based reporting, broadcasting, guides, questionnaires, surveys, and visual presentations (videos). This phase of the Evaluation Plan is designed to support the use of the evaluation results for program improvement and decision-making.

*Dissemination and Interpretation Plan*

<b>Target Audience (Priority)</b>	<b>Objective of Communication</b>	<b>Tools</b>	<b>Timetable</b>
Donor Base (Funders)	<ul style="list-style-type: none"> <li>Recruit further donors</li> <li>Advertise the Program by communicating positive results of the evaluation</li> <li>Communicate overall functioning of the Program</li> <li>Data Analysis</li> </ul>	<ul style="list-style-type: none"> <li>Success stories</li> <li>Series ratings</li> <li>Grant proposals</li> </ul>	After Phase 2 of the program
Sharks	<ul style="list-style-type: none"> <li>Communicate overall functioning of the Program</li> </ul>	<ul style="list-style-type: none"> <li>Success stories</li> <li>Series ratings</li> </ul>	After Phase 2 of the program
Mentors	<ul style="list-style-type: none"> <li>Communicate in real-time what's working well and what needs to be adjusted during implementation</li> <li>Communicate overall functioning of the Program</li> </ul>	<ul style="list-style-type: none"> <li>Success stories</li> <li>Series ratings</li> </ul>	After Phase 2 of the program
Production staff	<ul style="list-style-type: none"> <li>Communicate in real-time what's working well and what needs to be adjusted during implementation</li> <li>Communicate overall functioning of the Program</li> <li>Data analysis when applicable</li> </ul>	<ul style="list-style-type: none"> <li>Team meetings</li> <li>Briefing documents</li> </ul>	Monthly
Past and future students	<ul style="list-style-type: none"> <li>Advertise the Program by communicating positive results of the evaluation.</li> <li>Recruit further students</li> </ul>	<ul style="list-style-type: none"> <li>Success stories through web-based reporting and broadcasting including social media, TV cable, radio</li> <li>Assessment tools</li> <li>Surveys</li> <li>Videos with testimonials</li> </ul>	After Phase 1 and Phase 2 of the program
Volunteers	<ul style="list-style-type: none"> <li>Advertise the Program by communicating positive results of the evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>Success stories through web-based reporting and broadcasting including social media, TV cable, radio</li> <li>Questionnaires</li> </ul>	After Phase 1 and Phase 2 of the program

		<ul style="list-style-type: none"> <li>• Surveys</li> <li>• Videos with testimonials</li> </ul>	
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**VIII. Methodological Limitations and Program Challenges**

The programs focus on business and social enterprise development capacity building has certain limitations and challenges that need to be overcome, including the following:

*Capacity building:*

A primary challenge of the program is to ensure strengthened collaboration with other organizations and key stakeholders for future use and implementation of the program. The social disparity amongst high-level organizations and that of the program participants, the youth, leads to a disconnect amongst the ideals, values, and perspectives. Identifying and using the data collected will provide evidentiary based-results of assessing the similarities and differences between stakeholders, which can influence changes or transitions that need to be made for future collaborations. We advise that the program seeks volunteers who are experienced with data analysis to support the evaluation process and ensure the Evaluation purposes are met.

*Access to mentor staff:*

Finding the appropriate mentors is another challenge that needs to be addressed to ensure that the implementation of the program is effective and efficient. Mentors must be available to commit their time and efforts to the program, and also see that their active participation in the program yields satisfactory results. Through the use of instruments proposed in the plan, the Evaluation can lead to increased staff’s capacity for Program improvement that can generate a better working environment and leadership guidance to the participants, with well-established boundaries amongst mentors and participants.

*Access to Hustle and Grow series team:*

In order for the Program to be implemented successfully, TAB Hustle and Grow series team needs to be a dedicated group of individuals, who are engaged and motivated to address the social-political issues in St. Kitts and Nevis. Volunteers specifically, who do much of the groundwork and recruiting, must be selected based on merit and receive an adequate stipend for their work. With a strong team, smooth implementation of the program’s activities can be achieved, as well as adequate data analysis of the Evaluation’s findings can be disseminated to targeted stakeholders for further funding and series that can address logistical issues, including gathering and cost of equipment, cost of transportation for staff members, salaries and wages, legal and accounting services. and miscellaneous items that are required for the Program to function.

## IX. Appendices

### Appendix 1: Revised budget template breakdown by activity

Revised Budget Template						
TAB Programmes Capital Budget	Units	Unit Cost	Quantity	Total	Notes	
<b>Activity 1: Business Incubator Training</b>						
Computer Equipment	Computers	1299	5	6,495.00	Cost of 5 laptop computers	
Printer/ Scanner	Printer/Scanner	400	1	400.00	Cost of All in One Printer plus ink	
Business Planning Software	Annual Subscription	300	12	3,600.00	Cost of 2 Samsung J2 plus SIMS	
Stationary Supplies	Misc Materials	500	1	500.00	Cost of paper, file folders etc	
Training Graduation Venue	Rental rate	200	6	1,200.00		
Snacks and Incidentals			1	-	Cost of Microsoft 365 up to 6 users, one year access	
Transportation				-		
				-		
				-		
				-		
				-		
<b>Sub Total</b>				<b>\$ 12,195.00</b>		
<b>Activity 2: TAB Media Training and Production</b>						
Customized Computer and monitors	Computer Equipme	10000	1	10,000.00	Cost for computers used by TAB production, Mac Pro base plus workstations	
Cameras and related equipment	Equipment	2000	1	3,000.00	Cost for materials related to other production lines	
Training Materials MISC	Storage Space	250	12	3,000.00	Cost for renting of storage space \$250US by 12	
Website/ Digital Media Set Up	SetUp/ Mgmt	200	12	2,400.00	Cost for shopify website \$80 US for 12 months	
Transportation	Bus/taxi service	100	8	800.00		
Episode development and related costs	Show	3000	3	9,000.00	Pilot development and/or episode development (3 programmes) Approximate as cost vary	
<b>Sub Total</b>				<b>\$ 28,200.00</b>		
<b>Activity 3: Marketing and Advertising</b>						
TAB Production Programme Launch	Promotion	150	12	1,800.00	Cost for each radio station promo x 3	
Online Promotion Ongoing	Sponsored Ads	150	12	1,800.00	Cost for online boost and promotions, email and domain registration fees	
<b>Sub Total</b>				<b>\$ 3,600.00</b>		
<b>Activity 4: Capacity Building NGOs/CBOs</b>						
Registration and related costs	Cost	400	5	2,000.00	Registration of supporting CBOs as NGOs. Recoupable	
<b>Sub Total</b>				<b>\$ 2,000.00</b>		
<b>Activity 5: Professional Services Legal</b>						
Legal Services Costs	Service	1500	1	1,500.00	Chaderton and Assoc hired for all legal services	
<b>Sub Total</b>				<b>\$ 1,500.00</b>		
<b>Professional Services Accounting</b>						
Accounting Services and related cost	Service	800	1	800.00	SubRosa Consulting will be hired for Audit services, discounted by 50%	
<b>Sub Total</b>				<b>\$ 800.00</b>		
<b>Salaries and Wages</b>						
Salary Director (2)	Naeemah	1000	0	-	After profit salary	
Admin Assistant	Saleema	500	12	6,000.00	After profit salary	
Stipends	TBD	500	12	6,000.00	Administrative assistant salary part time ( \$125 per week including contribution Social S	
<b>Sub Total</b>				<b>\$ 12,000.00</b>		
<b>Activity 8: Miscellaneous</b>						
AISKN franchise	CBOs/ NGOs	3000	1	3,000.00		
Petty Cash	Cash	250	12	3,000.00	Exclusive rights to existing programme with no additional production costs	
<b>Sub Total</b>				<b>\$ 6,000.00</b>		
<b>Total Cost</b>				<b>\$ 66,295.00</b>		

Appendix 2: Revised budget template breakdown by group

Revised Budget Template					
TAB Start Up Capital	Units	Unit Cost	Quantity	Total	Notes
Activity 1:Business Incubator Training				\$ 12,195.00	
Sub Total				TTD12,195.00	
Activity : TAB Media Training and Production				\$ 28,200.00	
Sub Total				TTD28,200.00	
Activity 3: Marketing and Advertising				TTD 3,600.00	
Sub Total				TTD 3,600.00	
Activity 4: Capacity Building NGOs/CBOs				\$ 2,000.00	
Sub Total				TTD 2,000.00	
Activity 5: Professional Services Legal				TTD 1,500.00	
Sub Total				\$ 1,500.00	
Professional Services Accounting				\$ 800.00	
Sub Total				\$ 800.00	
Salaries and Wages				\$ 12,000.00	
Sub Total				\$ 12,000.00	
Activity 8: Miscellaneous				\$ 6,000.00	
Sub Total				\$ 6,000.00	
TOTAL					

## Appendix 3: Incubator Assessment Questionnaire

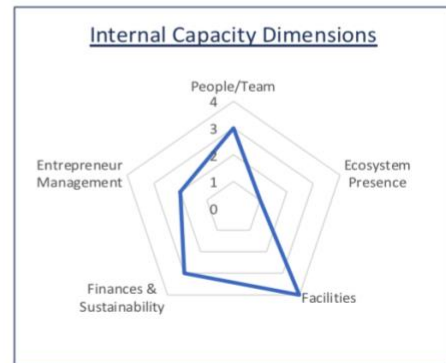
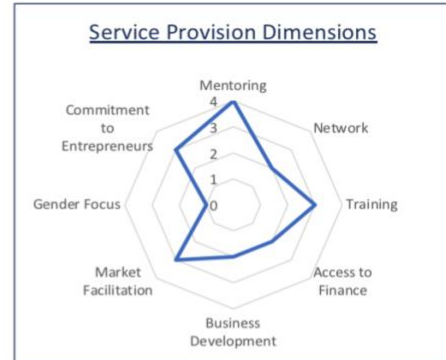
### Incubator Benchmark Assessment Tool (IBAT)

**Purpose:** To evaluate incubator's status of service delivery and operational capacity for supporting its entrepreneurs to grow their businesses against standardized milestones. The purpose is not to evaluate performance as good or bad, but rather to identify areas that are well- or under-developed. The tool can be used to design a roadmap of improving its services and capacity, and track progress towards targets set by the roadmap.

**Overview:** The tool's two main sections contain a range of dimensions critical to benchmarking the level of incubator operation. Service provision dimensions include training, mentorship, networks, business development, access to finance, market facilitation, gender / inclusivity focused programming, and entrepreneur engagement. Internal capacity dimensions include strategy and leadership, people and team, ecosystem presence, facilities, finances, and entrepreneur management.

The tool can be used by incubators for self-assessment or by external parties. Information should be collected through conversations with incubator staff and entrepreneurs.

Incubator Profile
<b>Incubator Name:</b>
<b>Year Established:</b>
<b>Annual Budget:</b>
<b>Assessment Date:</b>
<b>Number of Entrepreneurs Served (total):</b>
<b>High-touch:</b>
<b>Light-touch:</b>



### I. Service Provision

*This section assesses the incubator's services to its entrepreneurs to help grow their businesses. Information should be collected through conversations with both incubator staff and entrepreneurs. Scores can be whole or half (e.g. 3.5).*

	SCORE	Criteria												
<b>1.0 Training Programs</b> <i>Ability to provide technical training to entrepreneurs</i>		Average score of 1.1-1.3												
<b>1.1 Workshops</b> <i>These are general business incubation and acceleration topics delivered to a group of entrepreneurs. Specific topics tailored for individual entrepreneurs are covered in the following sections (i.e. business development, access to finance).</i>  <i>*Note: a higher number of services does NOT immediately translate into a higher score.</i>		<p>0 = No workshops offered.            1 = Workshops rarely offered, delivered by non-experts, limited capacity to address entrepreneurs' needs.            2 = Workshops occasionally offered, inconsistent quality, mixed in terms of meeting entrepreneurs' needs.            3 = Workshops regularly offered, generally high quality, mostly meet entrepreneurs' needs.            4 = Workshops systematically offered, consistently high quality in content and delivery, adaptive for business development stage, sector, capacity building needs of entrepreneurs.</p> <p>Check those training workshop topics provided either directly or indirectly to your entrepreneurs:</p> <table border="0"> <tr> <td><input type="checkbox"/> Business Model Canvas</td> <td><input type="checkbox"/> Marketing and sales</td> <td><input type="checkbox"/> Others: _____</td> </tr> <tr> <td><input type="checkbox"/> Registering your business</td> <td><input type="checkbox"/> Pitching your business</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Managing financials</td> <td><input type="checkbox"/> Proposal writing</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Intellectual Property</td> <td><input type="checkbox"/> Policies and regulations</td> <td></td> </tr> </table> <p><b>Comments:</b></p>	<input type="checkbox"/> Business Model Canvas	<input type="checkbox"/> Marketing and sales	<input type="checkbox"/> Others: _____	<input type="checkbox"/> Registering your business	<input type="checkbox"/> Pitching your business		<input type="checkbox"/> Managing financials	<input type="checkbox"/> Proposal writing		<input type="checkbox"/> Intellectual Property	<input type="checkbox"/> Policies and regulations	
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<input type="checkbox"/> Managing financials	<input type="checkbox"/> Proposal writing													
<input type="checkbox"/> Intellectual Property	<input type="checkbox"/> Policies and regulations													
<b>1.2 Bootcamps</b>		<p>0 = No bootcamps offered.            1 = Bootcamps rarely offered, delivered by non-experts, limited capacity to address entrepreneurs' needs.            2 = Bootcamps occasionally offered, inconsistent quality, mixed in terms of meeting entrepreneurs' needs.            3 = Bootcamps regularly offered, generally high in quality, mostly meet entrepreneurs' needs.            4 = Bootcamps systematically offered, consistently high quality in content and delivery, adaptive for business development stage, sector, capacity building needs of entrepreneurs.</p> <p><b>Comments:</b></p>												

	SCORE	Criteria
1.3 Accelerator Program		<p>0 = No accelerator program.  1 = Accelerator program provides surface-level, hands-off training, open to entrepreneurs at all business stages, no connections to outside resources.  2 = Accelerator program provides somewhat targeted training, open to entrepreneurs at all business stages, few connections to outside experts, limited one-on-one support.  3 = Accelerator program provides targeted training, participation is open to specific business stages, regular connections to outside experts, regular one-on-one support.  4 = Accelerator program provides targeted training on new content, high quality connections to outside experts and one-on-one support, encourages cohort collaboration and learning.</p> <p><b>Comments:</b></p>
2.0 Mentorship Program		<p>0 = No mentorship programs.  1 = Rarely able to provide mentoring matches, limited mentor pool to draw from, ad-hoc mentoring connections.  2 = Occasionally provides mentoring matches, uneven track record of mentoring match success, rudimentary training and onboarding of mentors/mentees.  3 = Adequately able to provide mentoring matches, good database of mentors, ad-hoc training and onboarding, some track record of mentoring match success.  4 = Always able to provide high quality mentoring matches. Robust program with sizeable mentor database, systematic training and onboarding of mentors and mentees, strong track record of productive mentorship engagements.</p> <p><b>Comments:</b></p>
<b>3.0 Networks</b> <i>Ability to facilitate connections between entrepreneurs and external actors</i>		Average Score of 3.1-3.3
3.1 Networking Events		<p>0 = No networking events hosted or shared with entrepreneurs.  1 = Limited networking events with external stakeholders. Relevant events not shared.  2 = Occasionally host or invite entrepreneurs to networking events, no formal calendar or diversity of events.  3 = Regularly invite or host networking events with external stakeholders. Events do not always vary in design and topic. Attendance is not always high.  4 = Regularly invite and host networking events that are highly regarded and attended by diverse external stakeholders. Events vary in design and topic.</p>

	SCORE	Criteria
		<b>Comments:</b>
3.2 Entrepreneur Connectivity		<p>0 = Almost no interactions among entrepreneurs.  1 = Limited interactions, no platform or events that connects entrepreneurs.  2 = Occasionally interactive, aware of each other, interact at events but rarely outside of community events.  3 = Moderately interactive, entrepreneurs engage regularly but no formal partnerships, platform for the community.  4 = Highly interactive community of entrepreneurs that constantly engages on information, resources, technical advice, enter into partnerships with each other, platform for the community.</p> <p><b>Comments:</b></p>
3.3 Advocacy and Government Interaction		<p>0 = Almost no interaction with government.  1 = Minimal interaction with government, almost no government partners identified.  2 = Occasional interaction, potential government partners identified, but no activities undertaken.  3 = Moderate to good interaction, government partnerships are in place (national, state, or local), somewhat regular meetings, some track record of influencing policy, sometimes able to advocate for entrepreneurs' needs.  4 = High interaction with government, strong partnerships with government leadership, proven ability to influence policy, usually able to advocate for entrepreneurs' needs and bottlenecks.</p> <p><b>Comments:</b></p>
<b>4.0 Business Development</b>		Average Score of 4.1-4.3
4.1 B2B Connections <i>Ability to facilitate business-to-business (B2B) connections, defined as linkages and partnerships between entrepreneurs and actors that help to close supply chain and other gaps preventing business development and growth</i>		<p>0 = No connections facilitated.  1 = Limited connections facilitated, very few partners identified.  2 = Occasional connections facilitated but does not span the ecosystem (e.g. supply chain, production, market opportunity, complementary businesses, etc.), uneven track record of maintained agreements and closed business gaps.  3 = Moderately regular connections made across most of the ecosystem, regular track record of maintained agreements and closed business gaps.  4 = Frequent and highly developed in depth and breadth connections, significant number of business agreements that advance entrepreneurs' business development progress.</p> <p><b>Comments:</b></p>

	SCORE	Criteria																		
<p><b>4.2 Support to get technology to market</b>  <i>Ability to help entrepreneurs to refine its product or service for launching and growing their businesses in the market businesses.</i>  <i>*Note: a higher number of services does NOT immediately translate into a higher score.</i></p>		<p>0 = No market-readiness services facilitated.  1 = Limited services facilitated, entrepreneurs rarely go to market.  2 = Occasional services facilitated, but does not span life cycle of product development, some entrepreneurs launch products but sales are limited.  3 = Provides/facilitates a good range of services, entrepreneurs are able to launch competitive products with steady sales.  4 = Provides /facilitates a wide range of services that greatly improves the market-readiness of entrepreneurs as evidenced by successful track record of entrepreneur sales and profits.</p> <p>Check those services provided either directly or indirectly to your entrepreneurs to help get them to market:</p> <table border="0"> <tr> <td><input type="checkbox"/> Market Research</td> <td><input type="checkbox"/> Product strategy</td> <td><input type="checkbox"/> Quality Control and Vendor Management</td> </tr> <tr> <td><input type="checkbox"/> User Research/Ethnography/ Behavior Change</td> <td><input type="checkbox"/> Pilot/Field Testing Strategy</td> <td><input type="checkbox"/> Client &amp; Inventory Management</td> </tr> <tr> <td><input type="checkbox"/> Prototype Development</td> <td><input type="checkbox"/> Manufacturing</td> <td><input type="checkbox"/> Monitoring/Evaluation of Impact</td> </tr> <tr> <td><input type="checkbox"/> Engineering review</td> <td><input type="checkbox"/> Packaging Design</td> <td><input type="checkbox"/> Other: _____</td> </tr> <tr> <td><input type="checkbox"/> Product/Competitor Benchmarking</td> <td><input type="checkbox"/> Distribution &amp; Sales strategy</td> <td></td> </tr> <tr> <td></td> <td><input type="checkbox"/> Supply chain sourcing/ management</td> <td></td> </tr> </table> <p><b>Comments:</b></p>	<input type="checkbox"/> Market Research	<input type="checkbox"/> Product strategy	<input type="checkbox"/> Quality Control and Vendor Management	<input type="checkbox"/> User Research/Ethnography/ Behavior Change	<input type="checkbox"/> Pilot/Field Testing Strategy	<input type="checkbox"/> Client & Inventory Management	<input type="checkbox"/> Prototype Development	<input type="checkbox"/> Manufacturing	<input type="checkbox"/> Monitoring/Evaluation of Impact	<input type="checkbox"/> Engineering review	<input type="checkbox"/> Packaging Design	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Product/Competitor Benchmarking	<input type="checkbox"/> Distribution & Sales strategy			<input type="checkbox"/> Supply chain sourcing/ management	
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<input type="checkbox"/> Product/Competitor Benchmarking	<input type="checkbox"/> Distribution & Sales strategy																			
	<input type="checkbox"/> Supply chain sourcing/ management																			
<p><b>4.3 Business Process</b>  <i>Ability to advise entrepreneurs to identify and follow through support focused on streamlining business processes designed to advance their products or services</i></p>		<p>0 = No business process support.  1 = Limited business process support, informal and ad-hoc, inadequate evaluation of entrepreneurs' products, business plans, and resources, support rarely adds value.  2 = Generic knowledge of business processes (e.g. company registration), but limited for more complex businesses. Business plans are sometimes reviewed and improved gaps in product development are sometimes filled.  3 = Good knowledge of business processes in some industries. Adequate business process support services delivered. Some success in registration, product development, market-entry, importing and exporting.  4 = Strong knowledge of business processes for multiple industries and stages. Exceptional business process support that is always easily accessible and leads to streamlined registration, product development, market-entry, and potential for scale.</p> <p><b>Comments:</b></p>																		

	SCORE	Criteria												
<p><b>5.0 Access to Finance</b></p>		<p>0 = No support provided to advance access to finance.  1 = Limited support to provide access to finance, rarely provide opportunities to interact with funders/investors, minimal information about fundraising, minimal record of entrepreneurs securing funding.  2 = Somewhat adequate ability to improve access to finance, general knowledge of the available funding options, uneven track record of entrepreneurs securing funding.  3 = Adequate ability to improve access to finance, evidence of good connections and information across funding types, good track record of entrepreneurs securing funding.  4 = Strong track record of providing entrepreneurs access to and securing diversified funding (e.g. angel networks, impact investors, venture capital firms, grant-making NGOs/ INGOs/ multilaterals), always proactively expose entrepreneurs to opportunities (e.g. pitch competitions, networking events, grant applications).</p> <p>Check those financing and/or services provided either directly or indirectly to your entrepreneurs:</p> <table border="0"> <tr> <td><b>Direct Financing</b></td> <td><b>Facilitation of Financing</b></td> </tr> <tr> <td><input type="checkbox"/> Proof of concept (POC) grant</td> <td><input type="checkbox"/> Investment readiness training</td> </tr> <tr> <td><input type="checkbox"/> Staggered grants</td> <td><input type="checkbox"/> Business plan evaluation</td> </tr> <tr> <td><input type="checkbox"/> Reimbursable grants</td> <td><input type="checkbox"/> Pitch competition</td> </tr> <tr> <td><input type="checkbox"/> Equity</td> <td><input type="checkbox"/> Partnerships with banks</td> </tr> <tr> <td><input type="checkbox"/> Other: _____</td> <td><input type="checkbox"/> Other: _____</td> </tr> </table> <p><b>Comments:</b></p>	<b>Direct Financing</b>	<b>Facilitation of Financing</b>	<input type="checkbox"/> Proof of concept (POC) grant	<input type="checkbox"/> Investment readiness training	<input type="checkbox"/> Staggered grants	<input type="checkbox"/> Business plan evaluation	<input type="checkbox"/> Reimbursable grants	<input type="checkbox"/> Pitch competition	<input type="checkbox"/> Equity	<input type="checkbox"/> Partnerships with banks	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Other: _____
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<input type="checkbox"/> Equity	<input type="checkbox"/> Partnerships with banks													
<input type="checkbox"/> Other: _____	<input type="checkbox"/> Other: _____													
<p><b>6.0 Market Facilitation</b></p>		<p>0 = No market facilitation support provided.  1 = Limited ability to provide market insight and connections, support is occasionally relevant, market information may be outdated, inaccurate, or irrelevant.  2 = Occasionally able to provide relevant and accurate market insight and facilitate market connections, support is mostly generic.  3 = Adequately able to provide accurate, relevant, high quality market insights and connections, good track record of easing market entry. Access to relevant contacts.  4 = Able to provide exceptional market facilitation support, market insights are always accurate, and relevant, ability to provide specific support to diverse products/markets, support is ongoing, consistent, and results-oriented. Access to relevant contacts, entrepreneurs actually using them.</p> <p><b>Comments:</b></p>												



	SCORE	Criteria
<b>7.0 Gender/Inclusivity Focused Programming</b> <i>Targeted entrepreneurs include under-represented groups based on gender, ethnicity, age, sexual orientation, disability, or poverty</i>		<p>0 = No gender/inclusivity programming.            1 = Limited gender/inclusivity programming, loosely developed ideas or framework but not implemented.            2 = Somewhat developed gender/inclusivity programming, ad-hoc training.            3 = Fully developed gender/inclusivity programming, progressive training curriculum, knowledge products shared, good ratio of women in light touch programs.            4 = High quality gender/inclusivity programming, training curriculum or gender/inclusivity-targeted partnerships, good ratio of traditionally under-represented entrepreneurs in both light and high touch programs.</p> <p><b>Comments:</b></p>
<b>8.0 Entrepreneur Engagement</b>		<p>0 = Almost no relationship, very transactional.            1 = Relationship is underdeveloped, clients are treated with little to no authenticity.            2 = Some clients are treated with authenticity, response-time and tone is somewhat positive, ad hoc proactivity in assisting clients with opportunities.            3 = Clients are treated with respect, relationship is perceived as mostly authentic, moderate proactivity in assisting clients with opportunities.            4 = Client relationships are very authentic and based in mutual respect. Staff present as optimistic, empathetic, and determined, strong proactivity in assisting clients with opportunities.</p> <p><b>Comments:</b></p>

<b>II. Internal Capacity</b>		
<i>This section assesses the management and technical capacities of the incubator. Scores can be whole or half (e.g. 3.5).</i>		
	SCORE	Criteria
<b>1.0 Strategy and Leadership</b>		Average score of 1.1-1.2
1.0 Strategic Vision		<p>0 = Undefined mission mandate, no strategic growth or sustainability plan.            1 = Defined mission mandate with high level goals, but not supported by current activities. Limited capacity dedicated to developing strategic plan.            2 = Defined mission mandate with high level goals and short-term benchmarks, activities are aligned with mission but not sufficiently resourced, no clear plan for long-term sustainability.            3 = Solid strategic plan, long and short-term benchmarks aligned with staffing and budget.            4 = Strong vision and mandate, with activities that support the execution, detailed strategic plan fully integrated into operations, budget, and governance. Progress against benchmarks regularly reviewed. All staff show high levels of buy-in.</p> <p><b>Comments:</b></p>
1.1 Leadership Team		<p>0 = Leadership team is inexperienced and under qualified with no motivation to learn or improve programs.            1 = Leadership team has limited skills and experience with low levels of motivation to build or improve programs.            2 = Leadership team has some prior experience in business incubation or sector but low levels of skills and motivation to build or improve programs.            3 = Leadership team has significant experience in both business incubation and sector with a broad range of skills and good track record of learning and commitment to improving programs.            4 = Leadership team is highly qualified with extensive relevant experience and credentials, keeps abreast of incubator industry best practices and demonstrated commitment to improving and building programs.</p> <p><b>Comments:</b></p>

<b>2.0 People/Team</b>		Average score of 2.1-2.3
2.1 Staff Skills & Consultants		<p>0 = No technical or sector-specific skills or expertise, strong mismatch between capabilities and entrepreneur needs.  1 = Limited technical or sector-specific skills or expertise needed to build or improve, mismatch between capabilities and entrepreneur needs.  2 = Somewhat adequate skills and experience necessary to satisfy needs, consultants are occasionally used to fill gaps.  3 = Fully adequate skills and experience, strong teamwork, and motivation, consultants are regularly used to fill gaps.  4 = Excellent mix of skills and expertise to fulfill current and anticipated needs, consultants are strategically used to fill gaps.</p> <p><b>Comments:</b></p>
2.2 Organizational Culture		<p>0 = No evidence of motivation for improvement, non-existent staff relationships.  1 = Low levels of motivation, siloed responsibilities, limited collaboration.  2 = Some evidence of team-building and motivation to improve, collaboration sometimes happens.  3 = Good culture of learning, improving, and innovation, collaboration regularly happens.  4 = Strong culture of learning and innovation, continuously seek ways to improve team and efficiency, collaboration strategically leveraged.</p> <p><b>Comments:</b></p>
2.3 HR Management		<p>0 = No HR management system, staffing is ad-hoc and cannot attract good candidates.  1 = Limited HR management system, inadequately staffed, high turnover, no onboarding, unclear expectations for most roles, no access to professional development.  2 = Somewhat adequate HR management system, somewhat staffed to meet key needs, occasional turnover, some staff are not appropriately skilled, onboarding and skill-building opportunities are under development.  3 = Adequate HR management system, staffed to meet the key needs and provide efficient services, clear expectations for all roles, opportunities for professional development.  4 = Excellent HR management system, staff salaries set at high level to attract and retain good talent, clear job descriptions, staff evaluated through formal reviews, regular opportunity for professional development.</p> <p><b>Comments:</b></p>

<b>3.0 Ecosystem Presence</b>		Average score of 3.1-3.2
3.1 Communications & Branding		<p>0 = No branding or marketing strategy or materials.  1 = Limited branding and marketing, inconsistent or sparse use of branding.  2 = Somewhat good branding, ad-hoc marketing campaigns, lack of strategy.  3 = Fully adequate and consistent branding, clear marketing strategy.  4 = Strong and always consistent branding, highly developed marketing strategy using multiple channels.</p> <p><b>Comments:</b></p>
3.2 Recognition & Influence		<p>0 = No recognizable presence, unknown entity.  1 = Limited recognizable presence, rarely receive external inquiries.  2 = Some recognizable presence, sometimes receive external inquiries, occasional media appearances.  3 = Fully adequate recognizable presence, often receive external inquiries, often appear in media, usually invited to attend sector-relevant events, connection to global ecosystem players.  4 = Highly recognizable presence, receive requests to provide expert insight, consistent media appearances on multiple channels, always invited to participate in sector relevant events, strong ties to global ecosystem players as evidenced by active interactions.</p> <p><b>Comments:</b></p>
<b>4.0 Facilities</b>		<p>0 = No co-working space, no capacity to host entrepreneurs or events.  1 = Sparse co-working or meeting space, entrepreneurs rarely use it.  2 = Co-working space but with limited tech offerings, entrepreneurs occasionally use it.  3 = Co-working space with good internet connectivity and technology (e.g. 3-D printer, video conferencing), entrepreneurs frequent it.  4 = Modern co-working space and meeting rooms with high levels of connectivity and technology, training/seminar room, provide access to product testing facilities when needed, entrepreneurs always use the space.</p> <p><b>Comments:</b></p>

<b>5.0 Finances</b>		Average score of 5.1-5.3
5.1 Financial Management		<p>0 = No financial management system.  1 = Limited financial planning, general budget developed, performance loosely or not tracked.  2 = Somewhat developed financial planning, ad-hoc updates, budget used operationally, performance monitored occasionally.  3 = Solid financial plans regularly updated, budget integrated into operations, performance monitored regularly.  4 = Highly developed financial plans, continuously updated, budget fully integrated into operations, performance monitored closely and regularly, conducts annual audit.</p> <p><b>Comments:</b></p>
5.2 Financial Health & Funding Model		<p>0 = No plans or action taken to fundraise. No awareness of financial health.  1 = Limited plans or action taken to fundraise. Strong dependence on 1-2 funders of the same type. Inadequate bookkeeping to assess financial health.  2 = Somewhat developed plans to fundraise, 1-2 potential new sources, bookkeeping system is developed but reflects poor financial health.  3 = Solid plans to pursue multiple diverse funding streams with partnerships and funding solidified or in pipeline. Financial statements are consistently updated and provide accurate look at financial health.  4 = Plans and action taken to secure multiple diverse funding streams. Multiple agreements solidified for the long-term, has sponsors/supporters capable of ensuring continued operation and effectiveness. Financial statements are accurate and reflect positive outlook.</p> <p><b>Comments:</b></p>
<b>6.0 Entrepreneur Management</b>		Average score of 5.1-5.4
6.1 Pipeline Development		<p>0 = Low quality and quantity of applicants.  1 = Limited flow of quality applicants. Weak to non-existent alumni network.  2 = Somewhat limited cycle of high quality, competitive applicants.  3 = Adequately competitive and diverse flow of applicants, relatively engaged alumni network.  4 = Highly competitive entry of entrepreneurs. Strong, engaged, reputable alumni network.</p> <p><b>Comments:</b></p>
6.2 Selection Criteria & Process		<p>0 = No clear selection criteria, linked to weak pipeline or outreach.  1 = Very ambiguous and subjective selection criteria, no application form available, linked to weak pipeline.  2 = Ambiguous selection criteria not uniformly applied to all applicants. Standard application available, sometimes used.  3 = Defined selection criteria and process with components assessing business model, stage, and entrepreneurial tendency. Standard application available and always used.  4 = Well-defined and transparent selection criteria with emphasis on business model evaluation, product development stage, and entrepreneurial tendency. Process is transparent and uniform, standard application always used.</p> <p><b>Comments:</b></p>
6.3 Graduation Criteria		<p>0 = No clear graduation criteria.  1 = Very ambiguous graduation criteria, little to businesses officially graduated.  2 = Ambiguous graduation criteria, few businesses fully cycle through program.  3 = Defined graduation policy, most businesses adhere.  4 = Well-defined graduation policy, consistent evidence of businesses exiting services once satisfying criteria.</p> <p><b>Comments:</b></p>
6.4 Monitoring and Evaluation		<p>0 = No client information collected.  1 = Limited M&amp;E framework, minimal to no effort to collect client performance information.  2 = Somewhat developed M&amp;E framework, occasional effort to collect client performance information.  3 = Developed M&amp;E framework, regularly collects information on client performance with clear performance milestones.  4 = Well-developed M&amp;E framework used to regularly collect information on client performance, integrates findings to improve services, uses a client resource management system.</p> <p><b>Comments:</b></p>

*High-touch (member of incubator cohort, receive ongoing financial and non-financial support services):*

*Light-touch (attend events, provide occasional guidance, do not provide extensive non-financial or financial services, approx estimate):*

Appendix 4: TAB Incubator Training Survey Form

Session: \_\_\_\_\_ Facilitator: \_\_\_\_\_

	<i>Strongly Disagree - Strongly Agree</i>				
<b><i>Content of the Workshop</i></b>					
<i>1. I understood the material presented.</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>2. I learned something I will use in the future.</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>3. Participation was encouraged.</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<b><i>Presentation of the Content</i></b>					
<i>1. Facilitator/s was/were prepared.</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>2. Facilitator/s was/were knowledgeable.</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>3. Facilitator/s was/were understandable.</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>4. Facilitator/s responded well to questions.</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<b><i>Logistics</i></b>					
<i>1. The workshop venue was comfortable.</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>

2. Today's session length:	<i>too long ideal too short</i>				
<b>Overall</b>					
1. I enjoyed the workshop.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2. I would recommend this workshop to others	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**Comments**

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Appendix 5: TAB Hustle and Grow series Survey

Session: \_\_\_\_\_ Facilitator: \_\_\_\_\_

	<i>Strongly Disagree - Strongly Agree</i>				
<b><i>Content of the Episode</i></b>					
<i>1. I understood the requirements for presenting.</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>2. I learned something I will use in the future.</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>3. My previous training had prepared me for presenting a business idea.</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<b><i>Presentation of the Content</i></b>					
<i>1. Facilitator/s was/were prepared.</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>2. Facilitator/s was/were knowledgeable.</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>3. Facilitator/s was/were understandable.</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>4. Experts gave constructive feedback.</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<b><i>Logistics</i></b>					
<i>1. The episode venue was comfortable and production instructions were easily understood</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>

2. Today's session length:	<i>too long ideal too short</i>				
<b>Overall</b>					
1. I enjoyed the workshop.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2. The workshop/episode was challenging and rewarding	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**Comments**

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Appendix 6: Pre- and Post-Test for Program Participants

	<i>Strongly Disagree - Strongly Agree</i>				
<b><i>Business Fundamentals</i></b>					
<i>1. I can interact with individuals to meet their needs as a customer.</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>2. I am aware of current needs of individuals and can opportunistically sell goods or services in my community.</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>3. I am aware of potential competition and building a competitive edge to maintain customers.</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<b><i>Entrepreneurship and Logistics</i></b>					
<i>1. I am self-sufficient and can manage a store front.</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>2. I can or know how to build a start-up with a sustainable location and customers.</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>3. I am aware of costs incurred by business operations and can price services or goods effectively.</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>



<b><i>Social Responsibility</i></b>					
<i>1. I understand the importance of marketing and can advertise a good or service effectively in my local community.</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>2. I understand the responsibility involved with maintaining a business and connecting with my local community.</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>2. I can quickly and efficiently explain what my business, or idea, is and why customers want it.</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>

*What are your goals for the while partaking in the program?*

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Appendix 7: TAB Hustle and Grow series Questionnaire

(Will require revision of Incubator Benchmark Assessment Tool post Phase 1)

I. Service Provision		
<i>This section assesses the incubator's services to its entrepreneurs to help grow their businesses. Information should be collected through conversations with both incubator staff and entrepreneurs. Scores can be whole or half (e.g. 3.5).</i>		
	SCORE	Criteria
<b>1.0 Training Programs</b> <i>Ability to provide technical training to entrepreneurs</i>		Average score of 1.1-1.3
<b>1.1 Workshops</b> <i>These are general business incubation and acceleration topics delivered to a group of entrepreneurs. Specific topics tailored for individual entrepreneurs are covered in the following sections (i.e. business development, access to finance).</i>  <i>*Note: a higher number of services does NOT immediately translate into a higher score.</i>		0 = No workshops offered. 1 = Workshops rarely offered, delivered by non-experts, limited capacity to address entrepreneurs' needs. 2 = Workshops occasionally offered, inconsistent quality, mixed in terms of meeting entrepreneurs' needs. 3 = Workshops regularly offered, generally high quality, mostly meet entrepreneurs' needs. 4 = Workshops systematically offered, consistently high quality in content and delivery, adaptive for business development stage, sector, capacity building needs of entrepreneurs.  Check those training workshop topics provided either directly or indirectly to your entrepreneurs: <input type="checkbox"/> Business Model Canvas <input type="checkbox"/> Marketing and sales <input type="checkbox"/> Others: _____ <input type="checkbox"/> Registering your business <input type="checkbox"/> Pitching your business <input type="checkbox"/> Managing financials <input type="checkbox"/> Proposal writing <input type="checkbox"/> Intellectual Property <input type="checkbox"/> Policies and regulations
		<b>Comments:</b>
<b>1.2 Bootcamps</b>		0 = No bootcamps offered. 1 = Bootcamps rarely offered, delivered by non-experts, limited capacity to address entrepreneurs' needs. 2 = Bootcamps occasionally offered, inconsistent quality, mixed in terms of meeting entrepreneurs' needs. 3 = Bootcamps regularly offered, generally high in quality, mostly meet entrepreneurs' needs. 4 = Bootcamps systematically offered, consistently high quality in content and delivery, adaptive for business development stage, sector, capacity building needs of entrepreneurs.
		<b>Comments:</b>

	SCORE	Criteria
<b>1.3 Accelerator Program</b>		0 = No accelerator program. 1 = Accelerator program provides surface-level, hands-off training, open to entrepreneurs at all business stages, no connections to outside resources. 2 = Accelerator program provides somewhat targeted training, open to entrepreneurs at all business stages, few connections to outside experts, limited one-on-one support. 3 = Accelerator program provides targeted training, participation is open to specific business stages, regular connections to outside experts, regular one-on-one support. 4 = Accelerator program provides targeted training on new content, high quality connections to outside experts and one-on-one support, encourages cohort collaboration and learning.
		<b>Comments:</b>
<b>2.0 Mentorship Program</b>		0 = No mentorship programs. 1 = Rarely able to provide mentoring matches, limited mentor pool to draw from, ad-hoc mentoring connections. 2 = Occasionally provides mentoring matches, uneven track record of mentoring match success, rudimentary training and onboarding of mentors/mentees. 3 = Adequately able to provide mentoring matches, good database of mentors, ad-hoc training and onboarding, some track record of mentoring match success. 4 = Always able to provide high quality mentoring matches. Robust program with sizeable mentor database, systematic training and onboarding of mentors and mentees, strong track record of productive mentorship engagements.
		<b>Comments:</b>
<b>3.0 Networks</b> <i>Ability to facilitate connections between entrepreneurs and external actors</i>		Average Score of 3.1-3.3
<b>3.1 Networking Events</b>		0 = No networking events hosted or shared with entrepreneurs. 1 = Limited networking events with external stakeholders. Relevant events not shared. 2 = Occasionally host or invite entrepreneurs to networking events, no formal calendar or diversity of events. 3 = Regularly invite or host networking events with external stakeholders. Events do not always vary in design and topic. Attendance is not always high. 4 = Regularly invite and host networking events that are highly regarded and attended by diverse external stakeholders. Events vary in design and topic.

	SCORE	Criteria
		Comments:
3.2 Entrepreneur Connectivity		<p>0 = Almost no interactions among entrepreneurs.            1 = Limited interactions, no platform or events that connects entrepreneurs.            2 = Occasionally interactive, aware of each other, interact at events but rarely outside of community events.            3 = Moderately interactive, entrepreneurs engage regularly but no formal partnerships, platform for the community.            4 = Highly interactive community of entrepreneurs that constantly engages on information, resources, technical advice, enter into partnerships with each other, platform for the community.</p> <p>Comments:</p>
3.3 Advocacy and Government Interaction		<p>0 = Almost no interaction with government.            1 = Minimal interaction with government, almost no government partners identified.            2 = Occasional interaction, potential government partners identified, but no activities undertaken.            3 = Moderate to good interaction, government partnerships are in place (national, state, or local), somewhat regular meetings, some track record of influencing policy, sometimes able to advocate for entrepreneurs' needs.            4 = High interaction with government, strong partnerships with government leadership, proven ability to influence policy, usually able to advocate for entrepreneurs' needs and bottlenecks.</p> <p>Comments:</p>
4.0 Business Development		Average Score of 4.1-4.3
4.1 B2B Connections <i>Ability to facilitate business-to-business (B2B) connections, defined as linkages and partnerships between entrepreneurs and actors that help to close supply chain and other gaps preventing business development and growth</i>		<p>0 = No connections facilitated.            1 = Limited connections facilitated, very few partners identified.            2 = Occasional connections facilitated but does not span the ecosystem (e.g. supply chain, production, market opportunity, complementary businesses, etc.), uneven track record of maintained agreements and closed business gaps.            3 = Moderately regular connections made across most of the ecosystem, regular track record of maintained agreements and closed business gaps.            4 = Frequent and highly developed in depth and breadth connections, significant number of business agreements that advance entrepreneurs' business development progress.</p> <p>Comments:</p>

	SCORE	Criteria																		
4.2 Support to get technology to market <i>Ability to help entrepreneurs to refine its product or service for launching and growing their businesses in the market businesses.</i> <i>*Note: a higher number of services does NOT immediately translate into a higher score.</i>		<p>0 = No market-readiness services facilitated.            1 = Limited services facilitated, entrepreneurs rarely go to market.            2 = Occasional services facilitated, but does not span life cycle of product development, some entrepreneurs launch products but sales are limited.            3 = Provides/facilitates a good range of services, entrepreneurs are able to launch competitive products with steady sales.            4 = Provides/facilitates a wide range of services that greatly improves the market-readiness of entrepreneurs as evidenced by successful track record of entrepreneur sales and profits.</p> <p>Check those services provided either directly or indirectly to your entrepreneurs to help get them to market:</p> <table border="0"> <tr> <td><input type="checkbox"/> Market Research</td> <td><input type="checkbox"/> Product strategy</td> <td><input type="checkbox"/> Quality Control and Vendor Management</td> </tr> <tr> <td><input type="checkbox"/> User Research/Ethnography/ Behavior Change</td> <td><input type="checkbox"/> Pilot/Field Testing Strategy</td> <td><input type="checkbox"/> Client &amp; Inventory Management</td> </tr> <tr> <td><input type="checkbox"/> Prototype Development</td> <td><input type="checkbox"/> Manufacturing</td> <td><input type="checkbox"/> Monitoring/Evaluation of Impact</td> </tr> <tr> <td><input type="checkbox"/> Engineering review</td> <td><input type="checkbox"/> Packaging Design</td> <td><input type="checkbox"/> Other: _____</td> </tr> <tr> <td><input type="checkbox"/> Product/Competitor Benchmarking</td> <td><input type="checkbox"/> Distribution &amp; Sales strategy</td> <td></td> </tr> <tr> <td></td> <td><input type="checkbox"/> Supply chain sourcing/ management</td> <td></td> </tr> </table> <p>Comments:</p>	<input type="checkbox"/> Market Research	<input type="checkbox"/> Product strategy	<input type="checkbox"/> Quality Control and Vendor Management	<input type="checkbox"/> User Research/Ethnography/ Behavior Change	<input type="checkbox"/> Pilot/Field Testing Strategy	<input type="checkbox"/> Client & Inventory Management	<input type="checkbox"/> Prototype Development	<input type="checkbox"/> Manufacturing	<input type="checkbox"/> Monitoring/Evaluation of Impact	<input type="checkbox"/> Engineering review	<input type="checkbox"/> Packaging Design	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Product/Competitor Benchmarking	<input type="checkbox"/> Distribution & Sales strategy			<input type="checkbox"/> Supply chain sourcing/ management	
<input type="checkbox"/> Market Research	<input type="checkbox"/> Product strategy	<input type="checkbox"/> Quality Control and Vendor Management																		
<input type="checkbox"/> User Research/Ethnography/ Behavior Change	<input type="checkbox"/> Pilot/Field Testing Strategy	<input type="checkbox"/> Client & Inventory Management																		
<input type="checkbox"/> Prototype Development	<input type="checkbox"/> Manufacturing	<input type="checkbox"/> Monitoring/Evaluation of Impact																		
<input type="checkbox"/> Engineering review	<input type="checkbox"/> Packaging Design	<input type="checkbox"/> Other: _____																		
<input type="checkbox"/> Product/Competitor Benchmarking	<input type="checkbox"/> Distribution & Sales strategy																			
	<input type="checkbox"/> Supply chain sourcing/ management																			
4.3 Business Process <i>Ability to advise entrepreneurs to identify and follow through support focused on streamlining business processes designed to advance their products or services</i>		<p>0 = No business process support.            1 = Limited business process support, informal and ad-hoc, inadequate evaluation of entrepreneurs' products, business plans, and resources, support rarely adds value.            2 = Generic knowledge of business processes (e.g. company registration), but limited for more complex businesses. Business plans are sometimes reviewed and improved gaps in product development are sometimes filled.            3 = Good knowledge of business processes in some industries. Adequate business process support services delivered. Some success in registration, product development, market-entry, importing and exporting.            4 = Strong knowledge of business processes for multiple industries and stages. Exceptional business process support that is always easily accessible and leads to streamlined registration, product development, market-entry, and potential for scale.</p> <p>Comments:</p>																		

	SCORE	Criteria												
<b>5.0 Access to Finance</b>		<p>0 = No support provided to advance access to finance.            1 = Limited support to provide access to finance, rarely provide opportunities to interact with funders/investors, minimal information about fundraising, minimal record of entrepreneurs securing funding.            2 = Somewhat adequate ability to improve access to finance, general knowledge of the available funding options, uneven track record of entrepreneurs securing funding.            3 = Adequate ability to improve access to finance, evidence of good connections and information across funding types, good track record of entrepreneurs securing funding.            4 = Strong track record of providing entrepreneurs access to and securing diversified funding (e.g. angel networks, impact investors, venture capital firms, grant-making NGOs/ INGOs/ multilaterals), always proactively expose entrepreneurs to opportunities (e.g. pitch competitions, networking events, grant applications).</p> <p>Check those financing and/or services provided either directly or indirectly to your entrepreneurs:</p> <table border="0"> <tr> <td><b>Direct Financing</b></td> <td><b>Facilitation of Financing</b></td> </tr> <tr> <td><input type="checkbox"/> Proof of concept (POC) grant</td> <td><input type="checkbox"/> Investment readiness training</td> </tr> <tr> <td><input type="checkbox"/> Staggered grants</td> <td><input type="checkbox"/> Business plan evaluation</td> </tr> <tr> <td><input type="checkbox"/> Reimbursable grants</td> <td><input type="checkbox"/> Pitch competition</td> </tr> <tr> <td><input type="checkbox"/> Equity</td> <td><input type="checkbox"/> Partnerships with banks</td> </tr> <tr> <td><input type="checkbox"/> Other: _____</td> <td><input type="checkbox"/> Other: _____</td> </tr> </table> <p><b>Comments:</b></p>	<b>Direct Financing</b>	<b>Facilitation of Financing</b>	<input type="checkbox"/> Proof of concept (POC) grant	<input type="checkbox"/> Investment readiness training	<input type="checkbox"/> Staggered grants	<input type="checkbox"/> Business plan evaluation	<input type="checkbox"/> Reimbursable grants	<input type="checkbox"/> Pitch competition	<input type="checkbox"/> Equity	<input type="checkbox"/> Partnerships with banks	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Other: _____
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<b>6.0 Market Facilitation</b>		<p>0 = No market facilitation support provided.            1 = Limited ability to provide market insight and connections, support is occasionally relevant, market information may be outdated, inaccurate, or irrelevant.            2 = Occasionally able to provide relevant and accurate market insight and facilitate market connections, support is mostly generic.            3 = Adequately able to provide accurate, relevant, high quality market insights and connections, good track record of easing market entry. Access to relevant contacts.            4 = Able to provide exceptional market facilitation support, market insights are always accurate, and relevant, ability to provide specific support to diverse products/markets, support is ongoing, consistent, and results-oriented. Access to relevant contacts, entrepreneurs actually using them.</p> <p><b>Comments:</b></p>												

	SCORE	Criteria
<b>7.0 Gender/Inclusivity Focused Programming</b> <i>Targeted entrepreneurs include under-represented groups based on gender, ethnicity, age, sexual orientation, disability, or poverty</i>		<p>0 = No gender/inclusivity programming.            1 = Limited gender/inclusivity programming, loosely developed ideas or framework but not implemented.            2 = Somewhat developed gender/inclusivity programming, ad-hoc training.            3 = Fully developed gender/inclusivity programming, progressive training curriculum, knowledge products shared, good ratio of women in light touch programs.            4 = High quality gender/inclusivity programming, training curriculum or gender/inclusivity-targeted partnerships, good ratio of traditionally under-represented entrepreneurs in both light and high touch programs.</p> <p><b>Comments:</b></p>
<b>8.0 Entrepreneur Engagement</b>		<p>0 = Almost no relationship, very transactional.            1 = Relationship is underdeveloped, clients are treated with little to no authenticity.            2 = Some clients are treated with authenticity, response-time and tone is somewhat positive, ad hoc proactivity in assisting clients with opportunities.            3 = Clients are treated with respect, relationship is perceived as mostly authentic, moderate proactivity in assisting clients with opportunities.            4 = Client relationships are very authentic and based in mutual respect. Staff present as optimistic, empathetic, and determined, strong proactivity in assisting clients with opportunities.</p> <p><b>Comments:</b></p>

**II. Internal Capacity**

*This section assesses the management and technical capacities of the incubator. Scores can be whole or half (e.g. 3.5).*

	SCORE	Criteria
<b>1.0 Strategy and Leadership</b>		Average score of 1.1-1.2
1.0 Strategic Vision		<p>0 = Undefined mission mandate, no strategic growth or sustainability plan.            1 = Defined mission mandate with high level goals, but not supported by current activities. Limited capacity dedicated to developing strategic plan.            2 = Defined mission mandate with high level goals and short-term benchmarks, activities are aligned with mission but not sufficiently resourced, no clear plan for long-term sustainability.            3 = Solid strategic plan, long and short-term benchmarks aligned with staffing and budget.            4 = Strong vision and mandate, with activities that support the execution, detailed strategic plan fully integrated into operations, budget, and governance. Progress against benchmarks regularly reviewed. All staff show high levels of buy-in.</p> <p><b>Comments:</b></p>
1.1 Leadership Team		<p>0 = Leadership team is inexperienced and under qualified with no motivation to learn or improve programs.            1 = Leadership team has limited skills and experience with low levels of motivation to build or improve programs.            2 = Leadership team has some prior experience in business incubation or sector but low levels of skills and motivation to build or improve programs.            3 = Leadership team has significant experience in both business incubation and sector with a broad range of skills and good track record of learning and commitment to improving programs.            4 = Leadership team is highly qualified with extensive relevant experience and credentials, keeps abreast of incubator industry best practices and demonstrated commitment to improving and building programs.</p> <p><b>Comments:</b></p>

<b>2.0 People/Team</b>		Average score of 2.1-2.3
2.1 Staff Skills & Consultants		<p>0 = No technical or sector-specific skills or expertise, strong mismatch between capabilities and entrepreneur needs.            1 = Limited technical or sector-specific skills or expertise needed to build or improve, mismatch between capabilities and entrepreneur needs.            2 = Somewhat adequate skills and experience necessary to satisfy needs, consultants are occasionally used to fill gaps.            3 = Fully adequate skills and experience, strong teamwork, and motivation, consultants are regularly used to fill gaps.            4 = Excellent mix of skills and expertise to fulfill current and anticipated needs, consultants are strategically used to fill gaps.</p> <p><b>Comments:</b></p>
2.2 Organizational Culture		<p>0 = No evidence of motivation for improvement, non-existent staff relationships.            1 = Low levels of motivation, siloed responsibilities, limited collaboration.            2 = Some evidence of team-building and motivation to improve, collaboration sometimes happens.            3 = Good culture of learning, improving, and innovation, collaboration regularly happens.            4 = Strong culture of learning and innovation, continuously seek ways to improve team and efficiency, collaboration strategically leveraged.</p> <p><b>Comments:</b></p>
2.3 HR Management		<p>0 = No HR management system, staffing is ad-hoc and cannot attract good candidates.            1 = Limited HR management system, inadequately staffed, high turnover, no onboarding, unclear expectations for most roles, no access to professional development.            2 = Somewhat adequate HR management system, somewhat staffed to meet key needs, occasional turnover, some staff are not appropriately skilled, onboarding and skill-building opportunities are under development.            3 = Adequate HR management system, staffed to meet the key needs and provide efficient services, clear expectations for all roles, opportunities for professional development.            4 = Excellent HR management system, staff salaries set at high level to attract and retain good talent, clear job descriptions, staff evaluated through formal reviews, regular opportunity for professional development.</p> <p><b>Comments:</b></p>

<b>3.0 Ecosystem Presence</b>		Average score of 3.1-3.2
3.1 Communications & Branding		<p>0 = No branding or marketing strategy or materials.  1 = Limited branding and marketing, inconsistent or sparse use of branding.  2 = Somewhat good branding, ad-hoc marketing campaigns, lack of strategy.  3 = Fully adequate and consistent branding, clear marketing strategy.  4 = Strong and always consistent branding, highly developed marketing strategy using multiple channels.</p> <p><b>Comments:</b></p>
3.2 Recognition & Influence		<p>0 = No recognizable presence, unknown entity.  1 = Limited recognizable presence, rarely receive external inquiries.  2 = Some recognizable presence, sometimes receive external inquiries, occasional media appearances.  3 = Fully adequate recognizable presence, often receive external inquiries, often appear in media, usually invited to attend sector-relevant events, connection to global ecosystem players.  4 = Highly recognizable presence, receive requests to provide expert insight, consistent media appearances on multiple channels, always invited to participate in sector relevant events, strong ties to global ecosystem players as evidenced by active interactions.</p> <p><b>Comments:</b></p>
<b>4.0 Facilities</b>		<p>0 = No co-working space, no capacity to host entrepreneurs or events.  1 = Sparse co-working or meeting space, entrepreneurs rarely use it.  2 = Co-working space but with limited tech offerings, entrepreneurs occasionally use it.  3 = Co-working space with good internet connectivity and technology (e.g. 3-D printer, video conferencing), entrepreneurs frequent it.  4 = Modern co-working space and meeting rooms with high levels of connectivity and technology, training/seminar room, provide access to product testing facilities when needed, entrepreneurs always use the space.</p> <p><b>Comments:</b></p>

<b>5.0 Finances</b>		Average score of 5.1-5.3
5.1 Financial Management		<p>0 = No financial management system.  1 = Limited financial planning, general budget developed, performance loosely or not tracked.  2 = Somewhat developed financial planning, ad-hoc updates, budget used operationally, performance monitored occasionally.  3 = Solid financial plans regularly updated, budget integrated into operations, performance monitored regularly.  4 = Highly developed financial plans, continuously updated, budget fully integrated into operations, performance monitored closely and regularly, conducts annual audit.</p> <p><b>Comments:</b></p>
5.2 Financial Health & Funding Model		<p>0 = No plans or action taken to fundraise. No awareness of financial health.  1 = Limited plans or action taken to fundraise. Strong dependence on 1-2 funders of the same type. Inadequate bookkeeping to assess financial health.  2 = Somewhat developed plans to fundraise, 1-2 potential new sources, bookkeeping system is developed but reflects poor financial health.  3 = Solid plans to pursue multiple diverse funding streams with partnerships and funding solidified or in pipeline. Financial statements are consistently updated and provide accurate look at financial health.  4 = Plans and action taken to secure multiple diverse funding streams. Multiple agreements solidified for the long-term, has sponsors/supporters capable of ensuring continued operation and effectiveness. Financial statements are accurate and reflect positive outlook.</p> <p><b>Comments:</b></p>
<b>6.0 Entrepreneur Management</b>		Average score of 5.1-5.4
6.1 Pipeline Development		<p>0 = Low quality and quantity of applicants.  1 = Limited flow of quality applicants. Weak to non-existent alumni network.  2 = Somewhat limited cycle of high quality, competitive applicants.  3 = Adequately competitive and diverse flow of applicants, relatively engaged alumni network.  4 = Highly competitive entry of entrepreneurs. Strong, engaged, reputable alumni network.</p> <p><b>Comments:</b></p>

6.2 Selection Criteria & Process	<p>0 = No clear selection criteria, linked to weak pipeline or outreach.  1 = Very ambiguous and subjective selection criteria, no application form available, linked to weak pipeline.  2 = Ambiguous selection criteria not uniformly applied to all applicants. Standard application available, sometimes used.  3 = Defined selection criteria and process with components assessing business model, stage, and entrepreneurial tendency. Standard application available and always used.  4 = Well-defined and transparent selection criteria with emphasis on business model evaluation, product development stage, and entrepreneurial tendency. Process is transparent and uniform, standard application always used.</p> <p><b>Comments:</b></p>
6.3 Graduation Criteria	<p>0 = No clear graduation criteria.  1 = Very ambiguous graduation criteria, little to businesses officially graduated.  2 = Ambiguous graduation criteria, few businesses fully cycle through program.  3 = Defined graduation policy, most businesses adhere.  4 = Well-defined graduation policy, consistent evidence of businesses exiting services once satisfying criteria.</p> <p><b>Comments:</b></p>
6.4 Monitoring and Evaluation	<p>0 = No client information collected.  1 = Limited M&amp;E framework, minimal to no effort to collect client performance information.  2 = Somewhat developed M&amp;E framework, occasional effort to collect client performance information.  3 = Developed M&amp;E framework, regularly collects information on client performance with clear performance milestones.  4 = Well-developed M&amp;E framework used to regularly collect information on client performance, integrates findings to improve services, uses a client resource management system.</p> <p><b>Comments:</b></p>

Appendix 8: TAB Hustle and Grow series Invoices

Blue Torch Productions  
 P.O. Box 1487 Lot 33, Bird Rock Extension  
 Basseterre 00265  
 T: 869-764-2663

**PAID**



Naeemah Hazelle  
 Ismini Tsakiris

Invoice # PRJ738  
 Invoice Date March 15, 2021

<b>Balance Due (XCD)</b>	<b>\$0.00</b>
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Task	Time Entry Notes	Rate	Hours	Line Total
Audio: Radio Ad	Radio ad production for Essential Pharmacy includes:	375.00	1	375.00
Recording and	- Vocal recording session			
Editing	- Audio mixing and mastering			

<b>Total</b>	<b>375.00</b>
Amount Paid	-375.00
<b>Balance Due (XCD)</b>	<b>\$0.00</b>

**Terms**

- Balance due now.
- Client will be charged for extra hours incurred or requested
- Upon receipt of draft, Client has 7 business days to submit changes. After 7 business Days it would be deemed that client is satisfied with the edit and the final Version will be published and Delivered. Any future edits would be accompanied with an editing fee.
- Deposits are non-refundable. Rescheduled projects should be started and completed within 3 months of original target date.

**Notes**

Please make cheque payable to Blue Torch Productions

This invoice was sent using FRESHBOOKS



## X. References

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- Kroen, John, and Mark L Frigo. *Trouble in Paradise - St. Kitts-Nevis - Making an Impact on a Country by Creating Shared Value*. The National Campus Safety Summit, <https://safecampussummit.org/wp-content/uploads/2014/03/Trouble-in-Paradise-Creating-Shared-Value-in-St.-Kitts.pdf>
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- Vanderstraeten, J., et al. *Measuring the performance of business incubators*. The University of Antwerp. June 2012. [https://www.researchgate.net/publication/239805633\\_Measuring\\_the\\_performance\\_of\\_business\\_incubators](https://www.researchgate.net/publication/239805633_Measuring_the_performance_of_business_incubators)