LASER PULSE
Long-term Assistance and SErvices for Research (LASER) Partners for University-Led Solutions Engine (PULSE)

Multi-Country Study on Inclusive Education (MCSIE) Semi-Annual Report
FY 24: April 1, 2024 – September 30, 2024

About LASER PULSE

Long-Term Assistance and Services for Research Partners for University-Led Solutions (LASER PULSE) is a $70 million program funded through USAID's ITR Hub that delivers research-driven solutions to field-sourced development challenges in USAID partner countries.

A consortium led by Purdue Applied Research Institute, LLC (PARI) with core partners Purdue University, Catholic Relief Services, Indiana University, Makerere University, and the University of Notre Dame, implements the LASER PULSE program through a growing network of 3,700+ researchers and development practitioners in 86 countries.

LASER PULSE collaborates with USAID missions, bureaus, independent offices, and other local stakeholders to identify research needs for critical development challenges and funds and strengthens the capacity of researcher-practitioner teams to co-design solutions that translate into policy and practice.

About the Project

This semi-annual report presents the Multi-Country Study on Inclusive Education (MCSIE) for learners with disabilities in Cambodia, Malawi, and Nepal activities evaluation performance from April 1, 2024 – September 30, 2024. The findings in this report will help the U.S. Agency for International Development (USAID) and its partners inform adaptations to its inclusive education activities in Cambodia, Malawi, and Nepal and plan for new inclusive education programming globally.

This project is supported through a buy-in from USAID's Center for Education (EDU) within the Bureau for Inclusive Growth, Partnerships, and Innovation (IPI) (USAID/IPI/EDU) through the LASER buy-in mechanism. The LASER buy-in mechanism is currently in place between USAID's Research (R) Division in the Innovation, Technology, and Research (ITR) Hub within USAID's Bureau for Inclusive Growth, Partnerships, and Innovation (USAID/IPI/ITR/R) and PARI under cooperative agreement number AID-7200AA18C00009. MCSIE has been executed by Inclusive Development Partners (IDP) under a sub-contract with PARI.

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ACRONYMS

AOR	Agreement Officer's Representative
Alt AOR	Alternative Agreement Officer's Representative
CDPO	Cambodian Disabled People's Organization
CIES	Comparative International Education Society
DEC	Development Experience Clearinghouse
DECODE	Data Ecosystems for Development in Education Activity
EGR	Early Grade Reading
GEC	Global Education Conference
IDP	Inclusive Development Partners
IKI	Invest in Knowledge
KU	Kathmandu University
LASER PULSE	Long-Term Assistance and Services for Research Partners for University-Led Solutions Engine
MCSIE	Multi-Country Study on Inclusive Education
OPD	Organization of Persons with Disabilities
REFAM	Reading for All Malawi
TLM	Teaching and Learning Material
USAID	U.S. Agency for International Development

EXECUTIVE SUMMARY

This semi-annual report provides a progress update on the Multi-Country Study on Inclusive Education (MCSIE) from April 1, 2024 – September 30, 2024. MCSIE attempts to capture what works in supporting learners with disabilities in learning to read in Cambodia, Malawi, and Nepal (described in greater detail in the following section). During this tenth reporting period, Inclusive Development Partners (IDP) finalized and submitted outstanding key deliverables, produced supplementary materials, and participated in dissemination events. Approved publicly available documents are available on the USAID Development Experience Clearinghouse (DEC) website, the USAID MCSIE webpage on Education Links and are linked in the document. Additionally, IDP collaborated with USAID/Washington and the Long-Term SErvices for Research (LASER) Partners for University-Led Solutions Engine (PULSE) in May 2024 to request a no-cost extension through October 2024; approval of the no-cost extension was received in June 2024. Lastly, during the reporting period, IDP collaborated with LASER PULSE on closeout procedures for the activity.

COUNTRY LEVEL REPORTING

During the reporting period, no country-level reporting occurred. Country-level reporting was concluded in October 2023.

CROSS-CUTTING REPORTING

During the reporting period, MCSIE finalized the Semi-Annual Report Year 5, October 2023 – April 2024 (DEC link) and MCSIE Final Evaluation Report (DEC link). MCSIE also continued to develop and refine the Evaluation Guide on Measuring Disability-Inclusive Education (pending publication).

ADDITIONAL MATERIALS

During the reporting period, MCSIE produced four infographics to support disseminating select findings, additional articles/blogs, and materials for future conferences. Additionally, MCSIE drafted the Quick Guide on Measuring Disability-Inclusive Education.

BACKGROUND OF LASER PULSE

Long-Term Assistance and Services for Research Partners for University-Led Solutions (LASER PULSE) is a $70 million program funded through USAID's ITR Hub that delivers research-driven solutions to field-sourced development challenges in USAID partner countries.

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LASER PULSE collaborates with USAID missions, bureaus, independent offices, and other local stakeholders to identify research needs for critical development challenges and funds and strengthens the capacity of researcher-practitioner teams to co-design solutions that translate into policy and practice.

BACKGROUND OF MCSIE

Through LASER PULSE, USAID has partnered with Inclusive Development Partners (IDP) to conduct a five-year, $3.285 million evaluation of three new USAID inclusive education activities in Cambodia, Malawi, and Nepal. The Multi-Country Study on Inclusive Education (MCSIE) is the first major effort by

USAID to investigate what works in supporting learners with disabilities in learning to read. The study spans August 2019 through October 2024. The activities in Cambodia, Malawi, and Nepal represented USAID's most concerted effort to date to build systems to ensure children with disabilities learn to read. The objective of the three countries' activities was virtually the same: improve the reading outcomes of learners with disabilities in the early primary grades. All three programs include similar activities, including early screening, identification for disability (and, in some cases, referral to health services), teacher training on inclusive education, development and adaptation of teaching and learning materials (TLMs), and performance-based assessment. However, the approaches and specific interventions of the activities vary by country context.

Throughout the life of the activity, IDP leveraged this unique opportunity to derive lessons learned about sustainably advancing teaching and learning outcomes for children with disabilities in varying contexts. USAID and its partners will use evaluation findings to inform current activities and plan for future inclusive early-grade reading (EGR) programming globally. MCSIE will culminate with a final evaluation report and how-to guide for evaluating disability-inclusive education programming. These documents and the evaluation results will be disseminated via USAID's Center for Education website, Education Links, at global conferences, in journal publications, and through other means.

STAFFING UPDATES

No staffing changes occurred during this reporting period.

KEY ACTIVITIES/MILESTONES

During this reporting period, IDP focused on collaborating with USAID/Washington to re-envision the Evaluation Guide on Measuring Disability-Inclusive Education and to produce supplementary materials to support dissemination. The submitted and approved deliverables include 1) the Semi-Annual Report, Year 5 October 2023–March 2024, and 2) the MCSIE Final Evaluation Report. IDP also submitted a revised draft of the Evaluation Guide on Measuring Disability-Inclusive Education; at the time of this report, the document is undergoing final approval.

Beyond deliverable and reporting tasks, IDP completed tasks that will contribute to disseminating MCSIE findings. During the reporting period, MCSIE team members participated in USAID's Global Education Conference (GEC), drafted infographics and blogs on select findings, and drafted a new academic article for submission. Additionally, in collaboration with USAID, IDP drafted and submitted a conference workshop proposal on the use of disability data to the Comparative International Education Society (CIES) Annual Conference, which will be held in March 2025.

DELIVERABLE UPDATES

During this reporting period, IDP submitted and had the following approved by the Agreement Officer's Representative (AOR): the MCSIE Semi-Annual Report Year 5 Quarters 1–2 and the MCSIE Final Evaluation Report. Additionally, IDP submitted a revised draft of the Evaluation Guide on Measuring Disability-Inclusive Education. A complete list of MCSIE deliverables and their status is available in **Annex A**.

MCSIE SEMI-ANNUAL REPORT, YEAR 5 QUARTERS 1 – 2

During this reporting period, IDP submitted the Semi-Annual Report, Year 5 Q1 – 2, for October 2023 – March 2024. IDP submitted the initial draft in early April 2024 and received feedback from USAID in late April 2024. The Semi-Annual Report was revised and resubmitted to USAID in May 2024. IDP

collaborated with LASER PULSE for 508 compliance and finalization. AOR approval was received in June 2024, and the report was uploaded to the [DEC](#).

MCSIE Final Evaluation Report

IDP completed revisions to the MCSIE Final Evaluation Report during this reporting period based on USAID feedback received in May 2024. IDP resubmitted the MCSIE Final Evaluation Report in June 2024. IDP collaborated with LASER PULSE for 508 compliance and final revisions during June 2024. AOR approval was received in June 2024, and the report was uploaded to the [DEC and Education Links](#).

Evaluation Guide on Measuring Disability-Inclusive Education

During this reporting period, IDP collaborated closely with the USAID Center for Education to revise the Evaluation Guide on Measuring Disability-Inclusive Education. In May 2024, it was decided that the current draft of the guide would be expanded to include information on youth workforce development and higher education institutes to cover the entire education continuum supported by USAID. To support these efforts, evaluators met with the respective USAID's Center for Education teams, which provided vital feedback, guidance, and considerations when implementing education programming in these areas. IDP also collaborated with the USAID-funded activity Data Ecosystems for Development in Education (DECODE) Activity, which is currently working to revise the Education standard foreign assistance indicators and supplemental indicators. The DECODE Activity helped identify which indicators to include in the guide, confirmed information on disaggregation, and provided recommendations on aligning indicators to outcome areas. IDP revised the guide based on all feedback and resubmitted the draft to USAID for technical clearance in September 2024.

Dissemination Events

During the reporting period, the MCSIE team completed the following activities to support dissemination.

Publications

During this reporting period, IDP continued to follow up on the status of previously submitted academic articles and drafted a new article currently titled, *Engagement of Organizations of Persons with Disabilities in Inclusive Education Development Programs: Recommendations from a Multi-Country Evaluation*. This article was developed by researchers in collaboration with persons with disabilities involved in the MCSIE evaluation to ensure representation. It is based on data from the MCSIE Final Report. The article will be submitted to the [Disability and the Global South](#) journal as a short field reflection.

Conferences and Presentations

USAID Global Education Conference, April 2024

In April 2024, IDP staff, in collaboration with other partners, participated in the USAID Global Education Conference (GEC) in Washington, D.C., for two accepted panels. Panels informed by lessons learned in MCSIE included "Partnering with Organizations of Persons with Disabilities to Strengthen Inclusion and Localization" and "Disability and Data in Education Programming: Considerations for Inclusion." IDP was pleased to welcome Mr. Augustine Kanyendula and Mr. Stuart Chauluka from Malawi to the United States to support the presentations at the GEC.

The "Partnering with Organizations of Persons with Disabilities to Strengthen Inclusion and Localization" presentation was done in collaboration with Mr. Bryan Dwyer from USAID/Malawi, Mr. Prakash Das from

USAID/Nepal, and Mr. Kanyendula and Mr. Cauluka who are representatives that were formally involved in the Reading for All Malawi (REFAM) activity and are currently engaged with Chemonics International's USAID-funded Next Generation Early Grade Learning Activity in Malawi. Ms. Ashley Stone represented IDP on the panel, moderated by Ms. Suzanne Zuidema from USAID/Washington Center for Education. The second panel, "Disability and Data in Education Programming: Considerations for Inclusion," was done in collaboration with Chemonics International and School-to-School International representatives. Dr. Valerie Karr represented IDP on the panel, which Ms. Rebecca Pagel moderated from USAID/Washington Center for Education. USAID/Washington and LASER PULSE reviewed and gave feedback on presentation slide decks before the conference.

All presentations were well received by audience members based on post-presentation discussions and highlighted the importance of collaboration and systems-level changes to support the progressive realization of inclusive education. After the panel on the engagement of organizations of persons with disabilities (OPD), one audience member shared that it was obvious that USAID country offices and project staff were taking lessons learned from MCSIE and applying them to current programming and initiatives to create more inclusive development. Exhibit 2 provides an overview of the MCSIE presentations at CIES and their estimated attendance; attendance numbers do not include presenters, moderators, and interpreters.

Exhibit 2. MCSIE Presentations at the GEC and Participant Attendance[1]

PRESENTATION TITLE	MALE	FEMALE	TOTAL
Partnering with Organizations of Persons with Disabilities (OPDs) to Strengthen Inclusion Presentation	15	48	63
Disability and Data in Education Programming Presentation	10	20	30
Totals	25	68	93

COMPARATIVE INTERNATIONAL EDUCATION SOCIETY ANNUAL CONFERENCE, 2025

In September 2024, IDP submitted one proposal based on the MCSIE Evaluation Guide on Measuring Disability-Inclusive Education for the March 2025 Comparative International Education Society Annual Conference. A workshop proposal titled "Launching USAID's Evaluation Guide on Measuring Disability-Inclusive Education and the revised How-to Note on Disability Data" was submitted in collaboration with the USAID Center for Education. The proposed workshop aims to launch and provide hands-on training on the guide and USAID's revised How-to Note on Disability Data. These tools provide critical guidance in advancing the implementation and measurement of disability-inclusive practices in educational settings to assess the effectiveness of interventions in improving the experiences and outcomes for learners with disabilities.

SUPPLEMENTARY MATERIALS

During the reporting period, IDP developed several supplementary materials to support the ongoing dissemination of findings from the evaluation. Supplementary materials include four infographics, two blogs, one quick guide, and a closeout presentation. The four infographics are based on select MCSIE data and cover findings by evaluation question, areas for future evaluation, school-based screening systems, and teachers' self-reported use of screening methods. All infographics were shared with USAID and LASER PULSE for review and feedback and will be used in future dissemination events, web and

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[1] Attendance is estimated; while team members attempted to capture accurate numbers, participants were free to come and go as they pleased. The numbers reflect the total number in attendance at the mid-way point of presentations.

social media postings, and other identified avenues for information sharing. The two blogs produced are *Lessons Learned from the MCSIE Evaluation* and *An Evaluator's Reflection.* The first blog aims to summarize the MCSIE Final Evaluation Report, which will be used with the infographic on findings by evaluation questions. The second blog is a more personal reflection from one of the activity's lead researchers, with input from other team members. It will be used with the infographic on areas for future evaluation. IDP intends to post both blogs closer to the project's close to support final web-based dissemination.

The Quick Guide on Measuring Disability-Inclusive Education Programming (henceforth, Quick Guide) presents a snapshot of the *Evaluation Guide on Measuring Disability-Inclusive Education,* which provides guidance on how to collect, monitor, and evaluate data on learners with disabilities across the education continuum. The Quick Guide delves into outcome areas for measurement related to disability-inclusive education programming and highlights enabling factors of disability-inclusive education. This guide also provides a table that aligns USAID's [Standard](#) and [Supplemental](#) Indicators for Education Programming relevant indicators for measuring disability-inclusive education programming to the outcome areas.

Lastly, IDP has developed an internal closeout presentation for a final reflection meeting with USAID and LASER Pulse. The presentation aims to share technical and operational lessons learned from MCSIE and provide recommendations for future evaluation based on feedback from the evaluators and partner organizations. The presentation also includes guiding questions to facilitate reflection amongst the actors engaged in the MCISE evaluation.

BUDGET UPDATES

CHANGES TO THE BUDGET
During this reporting period, IDP completed an internal budget realignment to extend MCSIE through October to account for the five-month no-cost extension.

ANTICIPATED CHANGES TO THE BUDGET
IDP does not anticipate any changes to the budget upon closeout.

TRAVEL UPDATES
During this reporting period, IDP staff completed travel to Washington, D.C., in April 2024 for one dissemination event. Information about the travel is available in Exhibit 3.

Exhibit 3. Global Education Conference Travel

LOCATION	TRAVELERS	DATES	PURPOSE
Washington D.C.	Valerie Karr	April 15 – 17, 2024	Disability and Data Presentation
Washington D.C.	Ashley Stone	April 14 – 17, 2024	OPD Presentation
Washington D.C.	Augustine Kanyendula	April 14 – 19, 2024	OPD Presentation
Washington D.C.	Stuart Chauluka	April 14 – 19, 2024	OPD Presentation

Successes

During the past six months of MCSIE's implementation, IDP experienced several successes. In addition to the deliverables mentioned above, a few of the successes during this reporting period include:

Finalization of the MCSIE Final Evaluation Report. A significant success of the reporting period was receiving the concurrence and approval of the MCSIE Final Evaluation Report. This report summarizes the lessons learned across the three unique contexts of implementation. The Final Evaluation Report was not comparative across the three study countries because of these unique differences but serves as a starting point for USAID and its partners when designing and implementing disability-inclusive education programming. The commitment from USAID and partners throughout this activity to support the MCSIE team in deriving lessons learned highlights the important work undertaken to create more inclusive education systems and is a great success.

Participation in dissemination events. A major success during the reporting period was participating in the USAID GEC. This event was the last large-scale dissemination event to be confirmed to take place during the life of the activity, and it allowed MCSIE findings to be shared with newer and wider audiences. Having both presentations be well-attended and well-received was an indicator of success.

Collaboration with USAID's Center for Education. During this reporting period, the close collaboration with USAID's Center for Education was an area of success. While the MCSIE team has worked closely with the Center for Education throughout the life of the activity, this reporting period highlighted how a close working relationship between the donor (USAID) and implementer (IDP) can produce quality, user-friendly resources for others in the sector. The engagement with the Youth Workforce Development and Higher Education team members helped ensure that as many practitioners could use MCSIE's final major deliverable as possible. The ongoing partnership and collaboration with the Inclusive Education team members ensured that the final deliverables for MCSIE were as user-friendly and comprehensive as possible.

Challenges and Lessons Learned

In addition to the many successes during the past six months of programming, the MCSIE team also learned a few lessons:

- **Concurrence of deliverable content.** During the reporting period, IDP worked closely with USAID/Washington to develop and refine the Evaluation Guide on Measuring Disability-Inclusive Education. Throughout the development of the deliverable, IDP worked to ensure alignment with USAID expectations on content and to stay within the activity's scope of work. However, to produce a guide applicable to a broader audience across the education continuum, it was decided to expand the document in late May 2024, the anticipated close month of MCSIE. As a result, IDP and LASER PULSE submitted a request for a no-cost extension through October 2024 to ensure ample time for collaboration with other relevant stakeholders, review, and approval. While it was challenging to shift scope, even slightly, this late in a project, all members felt it was essential.
- **Plan for additional time and labor for peer-reviewed publications.** During the reporting period, IDP continued to follow up on the submission of peer-reviewed articles to academic journals. IDP submitted several articles to peer-reviewed academic journals throughout the study. However, regardless of follow-up on the status of submissions, no articles were accepted at the time of this report. As a key avenue to bridge the knowledge and share learning between academics and practitioners, publication on MCSIE findings in academic journals would have benefited the sector. While it is not possible to predict how long the peer review process will take, it is recommended that future activities initiate and seek publication earlier within the

implementation or explore alternative methods for disseminating academic articles to more gray literature spaces.

ACTIVITIES PLANNED FOR THE NEXT REPORTING PERIOD

The following key activities are planned for the next reporting period (October 2024):

- **MCSIE Evaluation Guide on Disability-Inclusive Education.** IDP will collaborate with USAID/Washington and LASER PULSE for final technical clearance, research translation, and 508 compliance before submission to the AOR for approval in October 2024.
- **Publications.** IDP will continue to follow up on the publications submitted to peer-reviewed journals. IDP will also seek additional opportunities to publish blogs, briefs, or academic articles based on MCSIE findings and participate in dissemination events to websites, social media, and open-sourced journals.
- **Dissemination.** IDP will continue seeking opportunities to disseminate evaluation findings with education stakeholders via in-person and virtual conferences and presentations. Virtual presentations may include presentations to global networks, such as the Basic Education Coalition or other USAID web-based learning opportunities and work groups.
- **Closeout.** IDP will work closely with LASER PULSE during the next reporting period to complete closeout activities for the study. This will include revising the LASER PULSE Closeout Report, completing an audit of finances, and the final invoice. IDP will also work with LASER PULSE to ensure all deliverables approved for public sharing are available on the USAID DEC, LASER PULSE, and IDP's websites.

ANNEX A. DELIVERABLES

DELIVERABLE TITLE	DATE SUBMITTED	STATUS
Year 1 Annual Work Plan[2]	12/13/19	Approved by USAID on 2/14/20
Year 4 Annual Work Plan	09/30/22	Approved by USAID on 2/7/23
Year 5 Annual Work Plan	09/25/23	Approved by USAID for internal use on 12/15/23
Results Framework	02/14/20	Approved by USAID on 7/8/20
Inception Report	01/06/20	Approved by USAID on 5/22/20
Cambodia Literature Review	02/28/20	Approved by USAID for internal use on 11/12/20
Malawi Literature Review	02/28/20	Approved by USAID for internal use on 11/12/20
Nepal Literature Review	02/28/20	Approved by USAID for internal use on 11/12/20
Comparative Literature Review	05/19/21	Approved by USAID on 5/19/21 and uploaded to the DEC
Cambodia Policy Analysis	02/28/20	Approved by USAID for internal use on 11/12/20
Malawi Policy Analysis	02/28/20	Approved by USAID for internal use on 11/12/20
Nepal Policy Analysis	02/28/20	Approved by USAID for internal use on 11/12/20
Comparative Policy Analysis	02/28/20	Approved by USAID for internal use on 11/12/20
MCSIE Semi-Annual Report Y1 Q1–2	05/29/20	Approved by USAID for internal use on 8/27/20
MCSIE Semi-Annual Report Y1 Q3–4	10/30/20	Approved by USAID for internal use on 3/1/21
MCSIE Semi-Annual Report Y2 Q1–2	04/30/21	Approved by USAID for internal use on 11/8/21
MCSIE Semi-Annual Report Y2 Q3–4	10/30/21	Approved by USAID for internal use on 3/18/22
MCSIE Semi-Annual Report Y3 Q1–2	04/29/22	Approved by USAID for internal use on 7/13/22
MCSIE Semi-Annual Report Y3 Q3–4	10/31/22	Approved by USAID for internal use on 1/19/23
MCSIE Semi-Annual Report Y4 Q1–2	04/27/23	Approved by USAID for internal use on 6/1/23
MCSIE Semi-Annual Report Y4 Q3–4	10/18/23	Approved by USAID for internal use on 12/15/23

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[2] Year 2 (2020 – 2021) and Year 3 (2021 – 2022) Annual Work Plans were replaced with continuous Covid-19 Work Plans. Due to the evolving nature of Covid-19, and shifts in evaluation project work plans, the MCISE Covid-19 plans were reviewed continuously and did not undergo formal approval process.

Deliverable Title	Date Submitted	Status
MCSIE Semi-Annual Report Y5 Q 1–2	04/05/24	Approved by USAID on 6/10/24 and uploaded to DEC
MCSIE Semi-Annual Report Y5 Q3–4	10/04/24	Under USAID review
Cambodia Interim Report	02/19/21	Approved by USAID on 10/21/21 and uploaded to the DEC
Nepal Interim Report	11/23/21	Approved by USAID on 6/24/22 and uploaded to the DEC
Malawi Interim Report	06/10/22	Approved by USAID on 1/27/23 and uploaded to the DEC
Cambodia Endline Report	10/11/22	Approved by USAID on 1/27/23 and uploaded to the DEC
Nepal Endline Report	03/10/23	Approved by USAID on 12/15/23 and uploaded to the DEC
Malawi Endline Report	05/9/23	Approved by USAID on 2/21/24 and uploaded to the DEC
Cambodia Endline Report Executive Summary in Khmer	10/24/23	Approved by USAID on 12/15/23 and uploaded to the DEC
Nepal Endline Report: Government Policy Brief	10/20/23	Approved by USAID on 12/15/23 and uploaded to the DEC
Cambodia April 2022 Trip Report	05/13/22	Approved by USAID for internal use on 6/03/22
Nepal April 2022 Trip Report	04/29/22	Approved by USAID for internal use on 6/01/22
Malawi June 2022 Trip Report	07/15/22	Approved by USAID for internal use on 9/23/22
Cambodia February 2023 Trip Report	04/03/23	Approved by USAID for internal use on 8/23/23
Nepal February/March 2023 Trip Report	04/03/23	Approved by USAID for internal use on 6/8/23
Malawi June 2023 Trip Report	07/07/23	Approved by USAID for internal use on 8/23/23
Cambodia Areas of Intervention Mapping	08/30/22	Approved by USAID on 1/19/23 and uploaded to the DEC
Nepal Areas of Intervention Mapping	11/14/22	Approved on USAID 5/23/23 and uploaded to the DEC
Malawi Areas of Intervention Mapping	10/14/22	Approved by USAID on 8/21/23 and uploaded to the DEC
Cambodia *Hidden Disabilities* Comparative Case Study	12/13/22	Discontinued
MCSIE Final Evaluation Report	02/05/24	Approved by USAID on 6/10/24 and uploaded to the DEC
Evaluation Guide on Measuring Disability-Inclusive Education	01/23/24	Approved by USAID on 10/4/24; pending DEC upload

ANNEX B. FINANCIAL PROJECTIONS AND ACTUALS

FINANCIAL PROJECTIONS

	Oct 2024	Nov 2024	Dec 2024	Jan 2025	Feb 2024	March 2025	TOTAL PROJECTED
Purdue	$1,581.02	$0	$0	$0	$0	$0	$1,581.02
IDP	$19,500	$0	$0	$0	$0	$0	$19,500
KU	$0	$0	$0	$0	$0	$0	$0
IKI	$0	$0	$0	$0	$0	$0	$0
CDPO	$0	$0	$0	$0	$0	$0	$0

FINANCIAL ACTUALS

	April 2024	May 2024	June 2024	July 2024	Aug 2024	Sept 2024	TOTAL ACTUAL
Purdue	$708.12	$2,063.06	$1,703.03	$4,464.21	$2,901.60	$1,148.82	$12,998.84
IDP	$34,279.78	$27,148.80	$2,805.75	$18,465.34 [3]	$5,398.86	$8,816.66	$96,915.19
KU	$	$	$	$	$	$	$
IKI	$0	$0	$0	$0	$0	$0	$0
CDPO	$0	$0	$0	$0	$0	$0	$0

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[3] July 2024 actuals for IDP include monthly billing and adjustment charges for audited indirect rates.